

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Result

1. School Profile SMKN 2 Kudus

SMKN 2 Kudus is a vocational school founded on July 15 2004 and received an operational license on July 15 2004. There are 3 expertise at SMKN 2 Kudus, namely Audio Video Engineering, Automotive Light Vehicle Engineering, Computer and Network Engineering, NSS / NPSN 341031909001/20317529, Head master Mr Budi Susanto, S.Pd, M.Pd. School address Rejosari Village RT 06 RW 02 Dawe Kudus Website <http://www.smkn2kudus.sch.id> Email smk2kudus@gmail.com Rejosari Village, Dawe District, Kudus City, Central Java Province¹.

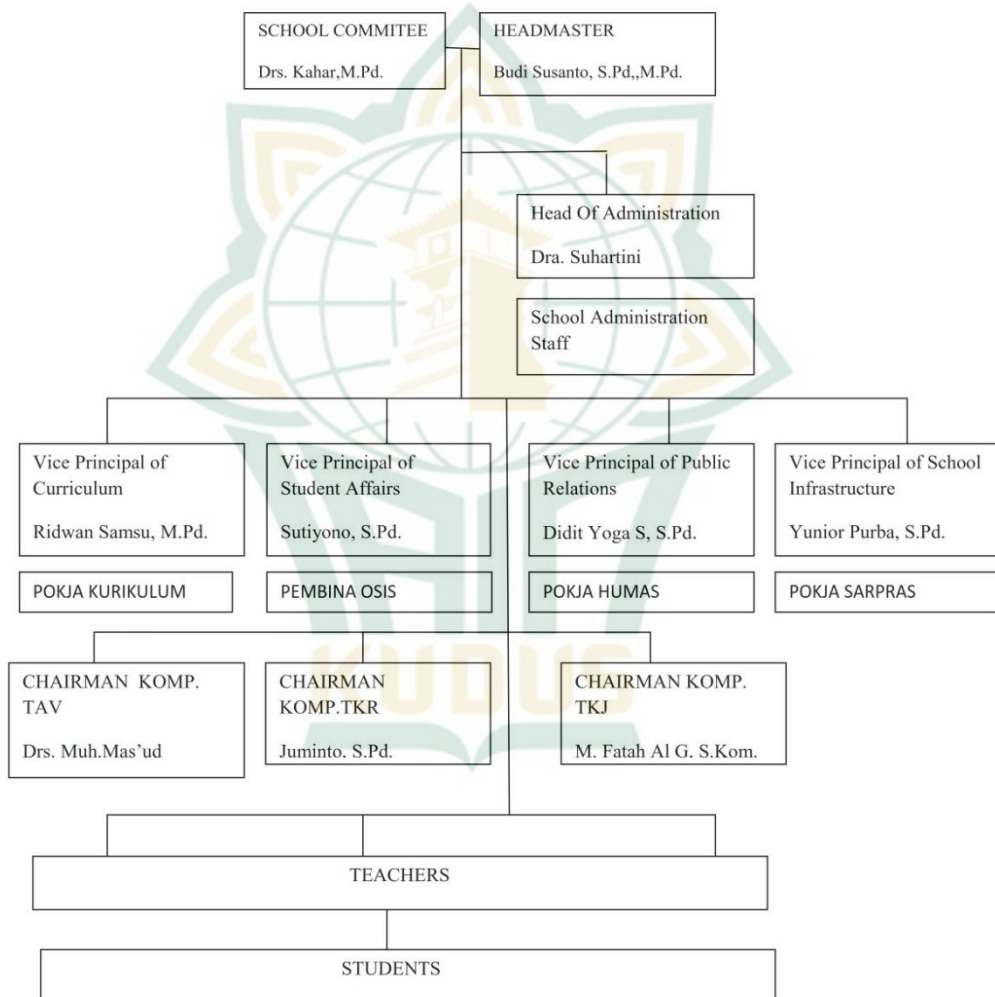
2. The History of SMKN 2 Kudus Establishment

SMKN 2 Kudus was established on July 15, 2004, at the foot of Mount Muria, to be precise, in Rejosari Village, Dawe District, Kudus Regency. At its inception, SMKN 2 Kudus was a small vocational school that was still merged with Dawe 2 Public Middle School, Kudus Regency, under the leadership of Drs. Bambang Irianto. The competency skills at that time were Audio Video Engineering (TAV) and Light Vehicle Engineering (TKR), each of which had 1 class. According to the needs of community, finally, in 2006, SMK Negeri 2 Kudus became a large SMK. With the number of groups for each competence, there are two groups. In 2008, it increased to 3 classes, and in 2009, to 4 classes for each skill competency. Leadership of SMK Negeri 2 Kudus in 2006 by Drs. Sudirman, M.Pd., ended in 2010. The history of leadership was finally continued by Drs. Harto Sundoyo, and currently the leadership is held by Mr. Budi Susanto, S.P., M.P., and SMK Negeri 2 Kudus is growing rapidly with the construction of infrastructure and an increase in practice equipment. In 2011, the Expertise Program at SMK Negeri 2 Kudus added another expertise program, namely the Computer and Network Engineering Skills Program (TKJ), even though it is a New Skill Competency. The TKJ at SMK Negeri 2 Kudus already has good and complete practice equipment. In the 2011-2012 school year, the number of classes reached 25, namely 4 parallel classes from classes X, XI, and XII for the competency of

¹ Administration SMKN 2 Kudus, "Profil Sekolah SMKN 2 Kudus," 2023.

audio video engineering and light vehicle engineering, and 1 class (group) for the competency of computer and network engineering skills. From year to year, the public's interest in SMK Negeri 2 Kudus is growing, as evidenced by the increasing number of new student applicants. Which is approximately 70% of applicants who are not accommodated in SMK Negeri 2 Kudus²

3. Structure Organization SMKN 2 Kudus



² “history of founding SMKN 2 Kudus,” 2017, <https://www.smkn2kudus.sch.id/mainblog/sejarah-berdirinya-smk-negeri-2-kudus/>.

4. State Of The Employee Educator SMKN 2 Kudus

a. Educator Data

NO	Education	Educational Level				Amount
		S1/D IV		S2		
		PNS	Non PNS	PNS	Non PNS	
1	National Cargo	12	26	1		39
2	Muatan Kewilayahan (Penjasorkes, Seni Budaya)		1	1		2
	Muatan Lokal (B. Sunda)	1	1			2
	C1 (Fisika, Kimia, Simdig)	5				5
3	Vacational Payload :					
	Audio Video Technique	5	3			8
	Computer and Network Engineering	7		1	1	9
	Technical light vehicle	5	1	1		7
4	Career guidance	4	2			6
Amount		39	34	4	1	78

b. Education Personnel Data

NO	Education Workers	Educational Level						Amount
		SLTA		D III		S1		
		PNS	Non	PNS	Non	PNS	Non	
1	Administration Staff	2				2	5	9
2	Library Personnel				1			1
3	Laboratory Personnel/ Bengkel						3	3
4	Technical Personnel (Technicians)							
5	Special Services Officer		7					7
Amount		2	7		1	2	8	20

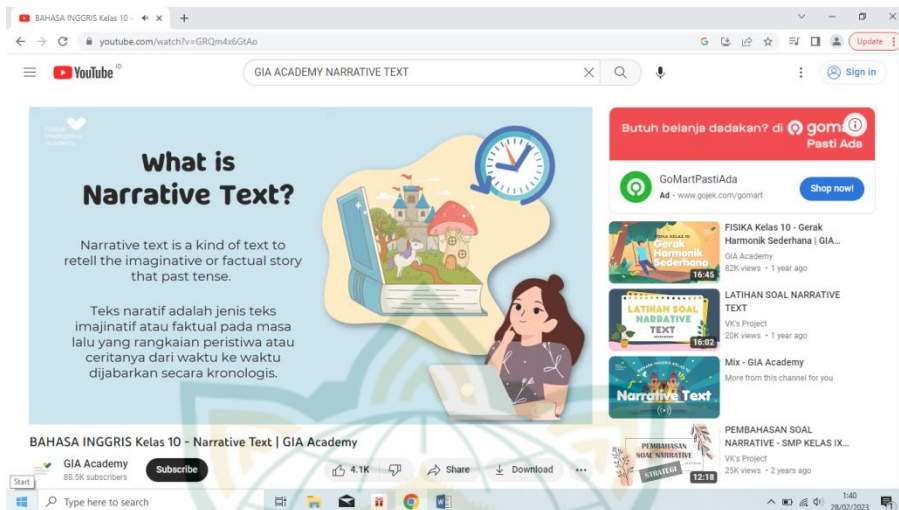
5. Number of Students of SMKN 2 Kudus in Academic year 2022/2023

DATA SISWA SMK N 2 KUDUS TAHUN PELAJARAN 2022/2023													
DATA SISWA			L	P	JML	L	P	JML	L	P	JML		
X	KELAS X	X TE 1	10	26	36	X TO 1	30	6	36	X TKT 1	10	26	36
	KELAS X	X TE 2	8	28	36	X TO 2	30	6	36	X TKT 2	10	26	36
	KELAS X	X TE 3	8	27	35	X TO 3	30	6	36	X TKT 3	10	26	36
	KELAS X	X TE 4	8	28	36	X TO 4	32	3	35	X TKT 4	8	28	36
	JML		34	109	143	JML	122	21	143	JML	38	106	144
XI	KELAS XI	XI TAV 1	13	21	34	XI TKR 1	32	4	36	XI TKJ 1	8	28	36
	KELAS XI	XI TAV 2	15	21	36	XI TKR 2	32	4	36	XI TKJ 2	8	28	36
	KELAS XI	XI TAV 3	16	19	35	XI TKR 3	31	4	35	XI TKJ 3	8	28	36
	KELAS XI	XI TAV 4	14	19	33	XI TKR 4	32	3	35	XI TKJ 4	6	30	36
	JML		58	80	138	JML	127	15	142	JML	30	114	144
XII	KELAS XII	XII TAV 1	14	21	35	XII TKR 1	34	2	36	XII TKJ 1	10	26	36
	KELAS XII	XII TAV 2	14	22	36	XII TKR 2	31	3	34	XII TKJ 2	10	25	35
	KELAS XII	XII TAV 3	14	21	35	XII TKR 3	35	35	35	XII TKJ 3	11	25	36
	KELAS XII	XII TAV 4	14	21	35	XII TKR 4	35	35	35	XII TKJ 4	11	25	36
	JML		56	85	141	JML	135	5	140	JML	42	101	143
JUMLAH TOTAL					422			425			431		1278

6. Implementation of Using Youtube Videos as Medium for Learning English at SMKN 2 Kudus

After the researcher conducted the research using observation, interview and documentation methods related to the research title, namely "Implementation Of Youtube As A Medium For Learning English: A Case Study At SMKN 2 Kudus" The researcher will present the results of research that has been conducted by the researcher. In a formal educational institution, namely SMKN 2 Kudus, especially in class X Electrical Engineering, the English subject is one of the English teachers there has used video media from YouTube to assist teaching and learning activities, namely video media by displaying videos obtained from youtube to stimulate arouse interest and help students deepen their understanding³. One of the teachers who has used this media, namely Mr. Dhian Seputro, M. Pd. as an English teacher for class X Electrical Engineering (TE), according to him this media is very supportive of learning, very helpful for both teachers and students, teachers only need to prepare videos related to subject matter, one of which is "narrative text"

³ “Dhian Seputro, M.Pd., the Interview from The Researcher, Transcrip 1, Januari, 30 2023,” .



Picture 2.narrative text

<https://www.youtube.com/watch?v=Kgw8RDfIXDw>

based to Mr. Dhian Seputro, M.Pd. as a english teacher Implementation of the use of Youtube in learning English for the first time is to provide an example. For example, regarding a theme of narrative text, the video that will be shown is an example of narrative text, featuring a legend, a fable, etc. The second is for explanation of the material (what is narrative text, what is its social function, its generic structure), and I usually also use PPT to add learning material.

After preparing the laptop and sound, the teacher displays a video from YouTube related to English subject matter, then students watch the video and note the important things from the video shown. After the video is finished, the teacher explains again what the video means or repeats the explanation in the YouTube video, for example for narrative text material, with the duration video 14.24 minutes. Besides explaining the meaning and structure of narrative text the teacher also explains examples that are appropriate to the majors of class X TE students, for example, about the story of Sura and Baya⁴. After explaining the material, students discuss the material that has been explained. This discussion is intended to help students better understand the

⁴ “Dhian Seputro, M.Pd., the Interview from The Researcher, Transcrip 1, January, 30 2023.”

purpose of the material. Using YouTube videos as a learning medium can give color to student learning.

The teacher's ability to provide a variety of learning experiences will make the learning atmosphere challenging so as to foster student learning motivation. According to the results of interviews with informant, namely Mr. Dhian as the TE X English teacher project based learning, the video is shown, then the students takes material from the video being played Preparations made by the teacher before teaching besides deepening The subject matter that will be delivered is using video fromYoutube which has already been downloaded offline as a medium for looking for additional materials to expand his knowledge, then delivered to students. Because by using the video you can provide learning materials that are appropriate to the development of the times. Like earlier the video that has been prepared explains various materials regarding Narrative Text, Teachers can use these videos as a medium in learning English and also as a source of teaching materials that are broad and dynamic to the changes and demands of the times. The teacher should really master the techniques of the teaching media used. Projectors, sound, and Internet provided by the school, so teachers can provide better information to students.

Using videos fromYoutube as a learning media really helps students in the learning process. Availability of information up to date about various kinds of developments in science and technology that occur in various parts of the world. So that the knowledge and insights obtained by students will broaden. And as a comparison from the information put forward by the teacher, enrich knowledge, and look for something that requires explanation and in-depth understanding. Formally learning English at SMKN 2 Kudus is 2 hours of lessons. At each meeting, the teacher often gives views from videos related to learning material. After each student studied the material according to the theme as a stimulus for discussion, the teacher asked a question which was then responded to by the student according to the knowledge he had obtained, then responded again by other students. Not infrequently after the teacher finished explaining the students also asked, After finishing the question and answer process the teacher displays a video fromYoutube which has been downloaded beforehand to be displayed offline in front of students. Learning using videos fromYoutube as a learning medium has helped facilitate students

in learning and facilitate teachers in teaching. After participating in English learning the teacher often gives assignments related to the videos that have been shown.

Based on the results of the interview with the deputy head of curriculum, SMKN 2 Kudus according to Mr. Ridwan regarding the implementation of using Youtube videos as a medium for learning English, it is quite good, because this is an innovation from teachers who are also supported by adequate school facilities, and using Youtube can support learning English. properly the teacher also uses a variety of methods one of which is project based learning, games in the form of quizzes whose material is related to learning⁵

Then based on the results of interviews with the English teacher, Mr. Dhian Seputro, M.Pd. When children are more interested in learning, they focus more and pay more attention to the material. When they are listened to, they will be more clear about the material to be discussed, and sometimes Youtube also has the text automatically. They will learn four English skills through the Youtube videos that are played.

Then according to the results of interviews with students of class X TE 4

Yes, videos from Youtube have added to my understanding of the subject matter; moreover, some of the videos have animations, so it's easier for me to understand the material being studied. For example, with narrative text material, I understand more about the generic structure of narrative text because there is an animation that I can see in the video, so the explanation becomes more understandable⁶.

Supported by the researcher's observations, when participating in class learning, students were also seen observing the video carefully, looking focused, and after the video was played, some students asked questions about material when they did not understand.

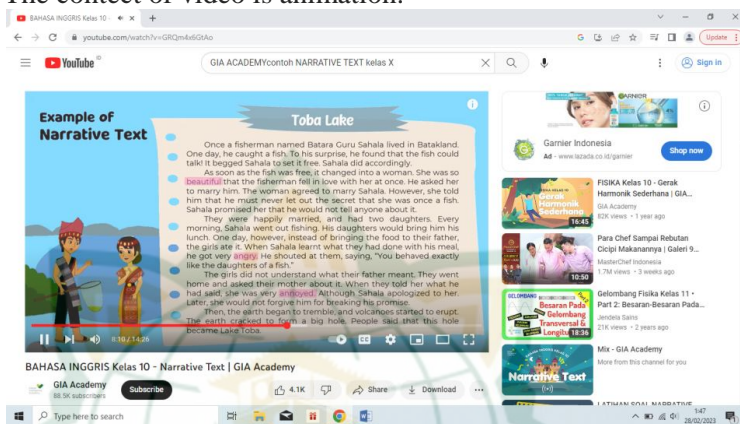
a. Types of Youtube videos used in learning English in Narrative Text Material

According to the researcher's observations on February 2, 2023, the video shown in class X TE is narrative text material.

⁵ “Mr. Ridwan, Waka Kurikulum SMKN 2 Kudus, Transcript 2, 5 February 2023,”.

⁶ “Asti Dwi Ariyanti X TE 4., the Interview from The Researcher, Transcrip 2, Januari, 30 2023 ,’.

The video shown is on the GIA Academy Youtube channel, or usually the teacher looks for other channels. The most important is a video that is shown according to the material. The context of video is animation.



Picture 5. GIA academy channel the example narrative text

7. Obstacles Faced By Teachers and Students When Learning Using Videos From Youtube

a. Obstacles to Learning Using Youtube That Teachers Face When Learning to Use Youtube

Based on an interview with Mr. Dhian, an English teacher for Class X TE, conducted by researchers on January 29, 2023. The obstacle faced by the teacher is when the child does not want to listen to the material, or the child does not want to repeat learning at home, when the child is constrained in vocab, the child has difficulty in vocab⁷.

The results of the interviews were reinforced by observations made while participating in class lessons on January 31–February 10, 2023. There were 4 classes X TE, some students were playing on cell phones, talking to each other, and the students looked sleepy because English class was at the end of the class schedule, or during the day when students feel tired and sleepy. However, some students actively asked questions about vocabulary or material they did not understand, so learning took place quite effectively. For infrastructure there are no problems because the

⁷ “Dhian Seputro, The Interview from The Researcher, Interview 1, Transcript, January, 30th, 2023.”

classrooms already support the procurement of learning using Youtube, the class already has projectors, sound, and a smooth WiFi network to access Youtube videos⁸

b. Obstacles to Learning Using Youtube by Students

Learning using videos from Youtube is applied every meeting in class X majoring in Electrical Engineering. Due to some of the obstacles students experience, such as not understanding the vocabulary or sentences in the video, "*My problem is that I am not familiar with the vocabulary in the video, because sometimes the video doesn't have subtitles, and sometimes I don't understand the pronunciation.*"⁹ was the answer of one of the students when interviewed by the researcher. the student's obstacle in learning English using Youtube is understanding the meaning of each word in the video, then there is no Indonesian translation in the video, then feeling bored when learning, and don't understand pronunciation.

Based on the results of observations by researchers when participating in classroom learning, students seem to be more focused when learning using videos from Youtube, the findings of this observation are reinforced by the results of interviews with Mr.dhian students are more interested in learning, then focus more, and pay more attention to the material, when they are heard they will be clearer about the material to be discussed then sometimes youtube also has text automatically they will learn 4 English skills through Youtube videos that are played. As the results of interviews with English teachers, the method used in learning English is usually the project based learning method. project based learning, a video is shown, then the students takes material from the video being played.

8. Solutions by Teacher and Students to Solve The Obstacles They Face

a. Solutions by Teachers to Solve Problems in Learning Using Youtube

According to the results of the interviews and the answers of the English teacher for class X Electrical

⁸ "Dhian Seputro, The Interview from The Researcher, Interview 1, Transcript, January, 30, 2023."

⁹ Aizatul Munawaroh X TE 2., the interview from The Researcher, Transcrip 2, January, 30 2023 ”.

Engineering, there are several solutions made by the English teacher in solving or dealing with obstacles when learning English. Mr. Dhian *there is material or questions that the child has to answer so that it will indirectly make the child open the material that has been studied, the notes they write.*

So when learning in class, the teacher gives questions from the material whose videos have been shown; the students must answer these questions, and from there the teacher can understand whether the students have understood the material or not.

b. Solutions by Students to Solve Problems In Learning Using Youtube

replay the video until you understand and look for other sources, such as from Google, Youtube videos with the same material and ask friends. maybe try to understand the material better, sometimes open the video material again, or search for translate on Google¹⁰.

maybe try to understand the material better, sometimes open the video material again, or search for translate on Google, or ask the teacher to explain the material, or ask what the meaning of a word that I don't understand is¹¹

Based on the results of these interviews, the researcher can conclude that the solution that students use when facing obstacles to learning English using videos from Youtube is to play the video back, ask other friends, open notes, research translate on Google, and ask the teacher to re-explain material that has not been understood.

B. Discussion

After presenting the data according to the facts, the next part of this study is to analyze the strengths that have been collected using qualitative analysis which describes the data clearly and in detail. Below are the results of the researcher's analysis.

1. Implementation Youtube as an Medium English Learning in Narrative Text Material

The world of information and communication technology is now changing and developing very rapidly, as we have experienced until now. This also applies in the world of

¹⁰ “ Asti Dwi Ariyanti X TE 4., the Interview from The Researcher, Transcrip 2, Januari, 30 2023 ,’.

¹¹ “ Aizatul Munawaroh X TE 2 ., the Interview from The Researcher, Transcrip 2, Januari, 30 2023, ” .

education, where the development of technology also affects the education curriculum system. The latest curriculum is the independent curriculum, which gives educators the flexibility to create quality learning that matches the needs and learning environment of their students¹² Youtube is one of the mediums that can be used to support learning in a independent curriculum that forces teachers to be more creative in delivering knowledge in the classroom. The implementation of YouTube videos by the Electro Engineering X grade English teacher at SMKN 2 Kudus is considered effective enough because the dissemination of the material in English is done in a clear and interactive manner.

The teacher's role in this communication is to provide simultaneous support and guidance, thereby stimulating students' initiative and creativity are promoted in discussions session. Discussion sessions are essential for further development of the material and for students to better understand its implications. During the learning process, English teachers use many different resources to support the learning process. The material resources used in the English lessons at 2 Kudus are very diverse, this is because teachers and students have easy access to resources. Ease of access is often referred to as accessibility. In order to improve the X grade in learning English Kudus SMKN 2, English teachers have effectively used learning aids for example PowerPoint, videos, audio, etc.

The use of instructional videos was deemed sufficient to facilitate the learning process and students found it easier to understand the material by watching and listening to the videos provided. According to the studies results of Zhang Dongsong et. al, it has been found that providing interactive video in a learning environment can enhance learning efficiency and satisfaction because video allows students to learn more. Participants see real objects and scenes, see motion sequences, and listen to narratives material. Therefore, video as a learning medium can maximize distance learning done online. In addition, teachers also use PPT containing document summaries to facilitate student learning and memorization of the material. This PowerPoint is a popular learning support tool used in learning, meetings, and seminars. Mecmack Nartea and Joanna Emralino in their study found that using PowerPoint can have a

¹² “Kurikulum Merdeka <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/2023>.”

positive impact on improving students' analytical skills, assessment skills, and attitudes¹³. PowerPoint can assist teachers present materials in a more concise, clear and easy way. Another fact discovered by researcher in this field is the existence of media used to facilitate the implementation of the learning process on YouTube. Regarding to Siti Malaiha Dewi and Sri Wahyuningsih said that YouTube is one of the social media that can make a good contribution to the development of English. It is used to facilitate understanding of the material because it contains videos with explanations.

The purpose of using videos from Youtube as an English language learning medium is to facilitate students in learning, bearing in mind that there is no handbook for students.

By using videos from Youtube, students can be more interested or see direct examples of actions whose material has been explained by educators. In this case, the students understand the material better and have broader insights related to the material that has been delivered by the educator. Use of videos from Youtube as a medium for deep learning, learning English is able to support a two-way learning process between students and teachers, which is an essential part of the educational process. Besides, the communication can also be in the form of multimedia communications so that it will enrich the learning process and so that the process is expected better quality learning.

In learning English at SMKN 2 Kudus, almost every meeting uses Youtube media. Students are quite active in participating in ongoing lessons, and besides that, they get additional insight about the subject matter. By using videos from Youtube, you can also directly apply four English skills, namely listening to sounds from Youtube videos, reading when they read the text in the video, and writing when they record important material from the video, but students' speaking skills are still lacking in its application. because they are constrained by the vocabulary they know.

Learning English using video media from Youtube in class while the lesson is in progress The teacher displays a video related to narrative text material, which has been downloaded in

¹³ Mecmack Nartea and Joanna Emralino, "The Effects of Using MS Powerpoint as E-Learning Material to the Academic Performance of the Senior High School Students," *Reseach Gate* 24, no. 6 (2020): 3442.

online form, on the LCD in front of the class. When the video is shown, the teacher sometimes stops the video to explain the material that has been shown, and students note important things from the material. After the teacher finishes inviting students to ask about material that is not understood, the video is shown twice: once as an explanation of the material and once as an example of the text. The students then expressed their own opinions based on their findings in the broadcast. The role of the media here is to provide a very rich learning resource for both students and teachers.

The use of videos from Youtube as a medium for learning English at SMKN 2 Kudus is a form of utilizing advances in information and communication technology in the world of education to support the improvement of the quality of teaching and learning activities in the classroom. By utilizing these media that can be seen and heard to give a real experience (abstract becomes concrete), the impressions created by color, music, graphics, and animation can add to the impression of realism so that students can connect the world of theory with reality. Learning is a process of developing creative thinking that can improve students' thinking skills and their mastery and development of subject matter. Learning opens the door to the possibility of becoming a more mature and independent human being. Without learning all that, Possible. The learning that has been done so far is conventional, thick with an atmosphere of instruction, and is felt to be less appropriate.

Dynamics of world development that are so rapid. Apart from that fact Education requires the integration of moral values, noble character, Creativity, independence, and leadership are hard to do through conventional approaches that are less flexible in accommodating material. Teachers often give students homework to think about. Lessons were given, both as a stand-alone exercise and as a group exercise, in each meeting. Independent tasks are usually things like identifying the text of the displayed video and so on. Explore the characteristics of students in the classroom to identify methods and strategies that encourage creativity by creating a learning atmosphere conducive to creativity, critical thinking, and problem-solving can develop optimally.

2. Obstacles Teacher and Students in English Learning in Narrative Text Material with Video Youtube as an Medium Learning

When using Youtube as a learning medium, teachers and students experience several obstacles. One obstacle faced by the teacher is when the students does not want to listen to the material or does not want to repeat learning at home. Sometimes students are still confused about understanding the sentences in the video because there are no subtitles. And the student's obstacle in learning English using Youtube is understanding the meaning of each word in the video, then there is no Indonesian translation in the video, then feeling bored when learning, not understand with pronunciation.

3. The Solution to Obstacles in Learning English in Narrative Text Material With Video Youtube as an Medium Learning

Based on the results of the interviews and the answers of the English teacher for class X Electrical Engineering, there are several solutions made by the English teacher in solving or dealing with obstacles when learning English Mr. Dhian there are material or questions that the child has to answer so that it will indirectly make the child open the material that has been studied, the notes they write.

So when learning in class, the teacher gives questions from the material whose videos have been shown; the students must answer these questions, and from there the teacher can understand whether the students have understood the material or not.

Based on the results of these interviews, the researcher can conclude that the solution that students use when facing obstacles to learning english using videos from Youtube is to play the video back, ask other friends, open notes, research translate on Google, and ask the teacher to re-explain material that has not been understood.