

**AN ANALYSIS OF THE APPLICATION YOUTUBE MEDIA
ON STUDENT'S ENGLISH LEARNING ACHIEVEMENT IN
CLASS X AT SMAN 1 KOTO KAMPAR HULU**

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau



By

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FACULTY OF TEACHER TRAINING AND EDUCATION
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2022**

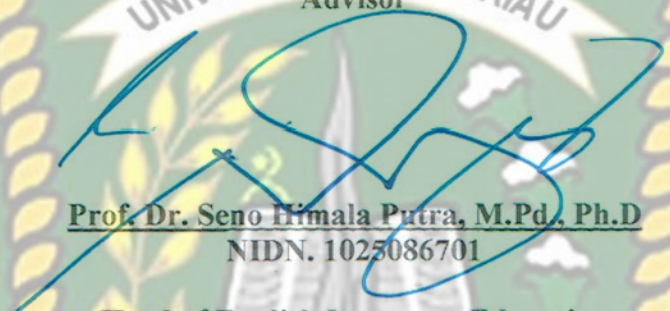
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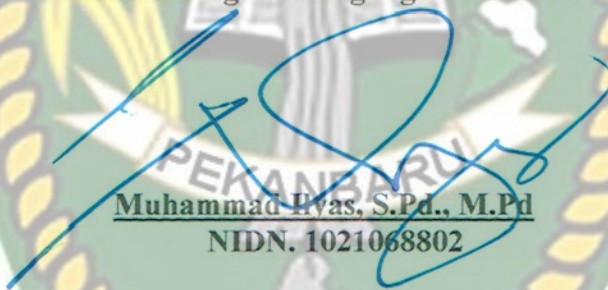
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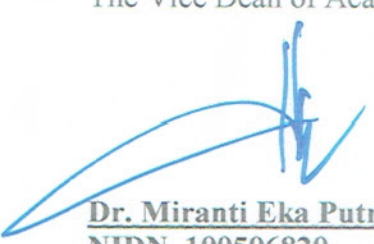

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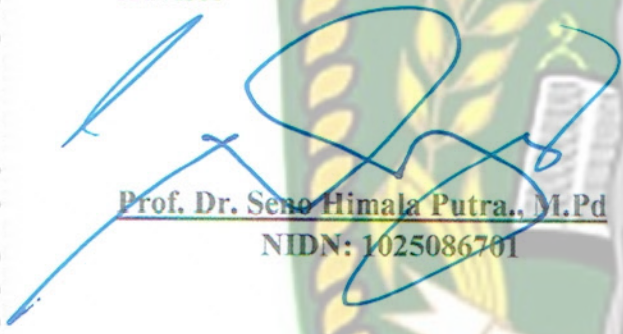
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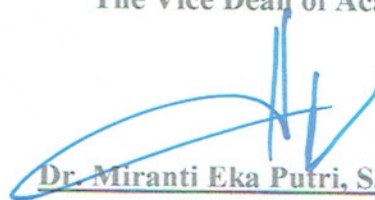
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This thesis is still far from being perfect. Therefore, the constructive critics and suggestions from the readers who will deeply appreciated. The writer hope this thesis can be useful for the development of education.

Pekanbaru, June 27th 2022

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ABSTRACT

Muslimal Kahiri, 2022. An analysis of Youtube Media Application on Student' s English Learning Achievement in Class X SMAN 1 Koto Kampar Hulu.

This study aims to reveal An Analysis of Youtube Media Application tTo The Students' English Learning Achievement in Class X SMAN 1 Koto Kampar Hulu. In this study, researchers conducted a study to students about the implementation of learning carried out using youtube as one of the media that can be used in learning. Researchers want to know how much influence is given by the use of youtube media in improving student learning outcomes of class X SMAN 1 Koto Kampar Hulu.

The method used in this research is a quantitative descriptive design. The population in this study were all students of class X SMA Negeri 1 Koto Kampar Hulu, Kampar Regency, within 65 students. Sampling using the Stratified Random Sampling technique (sampling with method Stratification) is used to obtain a representative sample, taking from the class (subpopulation) is determined in a balanced way or proportional to the number of subjects in each subpopulation. Research data obtained from respondents by submitting a questionnaire to class X SMA Negeri 1 Koto Kampar Hulu. While secondary data is the evaluation of learning conducted by teachers in the field of study on Core Competencies / Basic Competencies (KI / KD) in semester 1 in class X.

Based on the results of calculations between the X variable and Y . variable There is a significant effect between the use of youtube media in learning with a regression coefficient of 0.717 at a significant level of 0.000. So that the more frequent learning by using YouTube media, the more students' English learning achievement will increase.

KEYWORDS : Media, Youtube, Achievement.

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Education is a need for human life (long life education), where education is very important for improving the quality of human resources, so education must be directed to produce quality human beings who are able to compete in the era of globalization and have noble character. With education, humans are expected to be able to build themselves and the surrounding community.

Article 1 of the National Education System states that education is a conscious and planned effort to create an atmosphere of learning and self-process to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, the nation and state in the Law. - Law of the Republic of Indonesia Number 20 of 2003. Therefore, the education sector needs to get serious attention, handling and priorities by the government, society in general and education managers in particular (Wahidpure, 2010:15).

The development of the world of education continues to change significantly so that it changes the mindset of educators, from the mindset of educators who are lay and rigid to become more modern. This is very influential in the progress of education in Indonesia. In response to this, educational experts criticize by expressing the actual concepts and theories of

education to achieve the real educational goals. Education as an investment in human resources is seen as the most important variable affecting the achievement of human welfare. With good and quality education, it is expected that the quality of human resources will also be better, which in the end can also improve the quality of human life itself (Wahidpure, 2010:14).

The 2013 curriculum is a curriculum that was started to be implemented in 2013 by the government to improve the previous curriculum, namely the Education Unit Level Curriculum (KTSP). The 2013 curriculum applies to all levels of education in Indonesia. With the implementation of the 2013 Curriculum using a scientific approach with the 5 M principles, namely observing, asking questions, gathering information, reasoning and communicating.

In learning the 2013 curriculum, of course, teachers must understand the learning model that must be able to provide high motivation to students. Because in the 2013 curriculum all learning processes must be centered on students, no longer on teachers. Thus, the learning media must be innovative.

However, in the implementation of learning that is happening today, there are still some teachers who use the learning media used when learning is still relatively less creative, for example learning still often uses the lecture method. So that students tend to be quiet and less active, because learning is still centered on the teacher.

The learning process carried out will cause students' creativity to be less motivated, causing learning achievement to not increase. Therefore,

learning can be supported by using social media which has now become a trend in marketing communications. Social media is an online medium, with its users being able to easily participate, share, and create content including blogs, social networks, wikis, forums and virtual worlds. Blogs, social networks and wikis are the most common forms of social media used by people around the world. Some examples of social media that are currently developing are intragram, twitter, line, facebook, youtube, and others.

Youtube is one of the many social networking sites that are currently being used. It is hoped that youtube entry into the field of education will make it easier to improve cooperation skill and integrate technology into teaching activities. Youtube as a social media site that is often used and phenomenal among the public. People use youtube both in viewing the latest news, looking for information, even for entertainment such as watching movies, listening to song or watching various tutorials.

Youtube has the meaning as a digital media site (video) that can be downloaded, uploaded, and shared throughout the country (Baskoro, 2009). According to Sianipar (2013) YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information. In addition, Youtube also has a positive impact on the world of education, especially because it offers very practical and easy learning. As revealed by Sianipar (2013) that youtube as learning medium has surveillance (information motives) for example to search for an event (news), or situations in the surrounding environment and even abroad.

The role as a teacher is supposed to create interesting learning. Using modern learning media such as YouTube. Currently very popular with teenagers as a result of these technological developments. Especially when explaining material that requires deeper exploration. Youtube can also be an effective medium to use, besides that teachers must continue to monitor students for content that is viewed from YouTube, therefore it needs support from various parties, especially in the field of education.

To realize an effective learning process and develop its potential, students can get learning information from various sources, one of which is using the internet. Because the internet can be used anytime and anywhere so that it can make it easier for students.

One of the main abilities that play an important role in human life and development is creativity. This ability is largely based on intellectual abilities, such as intelligence, talent and learning achievement, but must also be supported by affective and psychomotor factors. Creativity is the ability that a person has to find and create something new, new ways, new models that are useful for himself and for society (Sukmadinata, 2011).

The process of implementing learning carried out by teachers at SMAN 1 Koto Kampar Hulu is less effective, causing students to be less creative in learning activities. Therefore, teachers and schools are required to develop and equip students with various competencies with the aim that students can adapt themselves to existing changes. In line with this goal, the

teaching and learning process in schools is expected to make students participate more and play a more active role.

Educational media is one of the means used to improve the quality of education which is very important in the learning process. By using educational media, it is hoped that it can help students' learning process and can improve the results they achieve. Therefore, it is hoped that learning media such as this can motivate students to study independently, creatively, effectively and efficiently. Besides that, using learning media like this can reduce student boredom because the learning process still uses the lecture method which can make students' motivation decrease.

Learning achievement are the results obtained in the form of impressions that result in changes in the individual as a result of activities in learning and are manifested in the form of values or numbers. Learning achievement can be measured through an evaluation process. The evaluation process is a terminal evaluation to determine a person's position after finishing studying one of the subject matter. A student's learning achievement are contained in a student report card, as a form of reporting an education to parents of students.

Achievement of learning achievement or student learning achievement, refers to aspects of cognitive, affective, and psychomotor. Therefore, the three aspects above must also be indicators of learning achievement, meaning that learning achievement must include cognitive,

affective, and psychomotor aspects. the three aspects above do not stand alone, but are an inseparable whole.

Based on the survey in the field, it can be seen that the learning process that is often carried out in learning English is always centered on the teacher and students are less active in learning. This lack of student activity in learning English must certainly be found by the teacher to improve student learning achievement. So looking at technological developments in learning media, of course YouTube media is considered capable of providing solutions in improving student learning achievement.

The learning achievement of class X students of SMAN 1 Koto Kampar Hulu are still below the Minimum Completeness Criteria (KKM), where the KKM set by the subject teacher is 7.00, there are still out of 72 students in class X as many as 15 students who are below the KKM.

Based on the description of the background above, the researchers are interested in taking the title of this study with the title "An Analysis of the Application of Youtube Media on Students' English Learning Achievement in Class X at SMAN 1 Koto Kampar Hulu".

1.2 Troubleshooting

Based on the description on the background, there are several problems that arise during the learning process, namely:

1. The learning model still uses the lecture method
2. Learning is still teacher-centered
3. Lack of application of the use of youtube learning media.

4. The student`s score still below of the Minimum Completeness Criteria (KKM)
5. Student learning achievement are not evenly distributed to each student.

1.3 Scope of problem

Due to limited time, knowledge and abilities of researchers, this research is limited to "An Analysis of the Application of Youtube Media on Students' English Learning Achievement in Class X at SMAN 1 Koto Kampar Hulu".

1.4 Formulation of the problem

Based on the troubleshooting, the problem that is taken in this research is what are the influence of Youtube application on Student`s Achievement in Class X at SMAN 1 Koto Kampar Hulu?

1.5 Objective of the research

The objectives to be achieved in this research are as follows:

1. To find out the implementation of learning using youtube media in class X at SMAN 1 Koto Kampar Hulu.
2. To find out the influence of youtube application to the students' learning achievement in English class X at SMAN 1 Koto Kampar Hulu

1.6 Benefits of research

1. Theoretical Benefits

It is hoped that it can provide benefits to teachers to improve student learning achievement by applying learning media using YouTube.

2. Practical benefits

a. For student

- 1) Motivating students to be able to play an active role and have a new spirit in the learning process.
- 2) It is hoped that students can use YouTube as well as possible in the learning process.
- 3) Improving students' English learning achievement

b. For Teachers

It is hoped that teachers will be more creative in making learning media and be able to take advantage of social networks as learning media properly. As well as supervising in order to improve learning achievement by using this learning media.

c. For Researchers

It is expected to provide additional insight and experience in the learning process so that they are motivated to further improve their quality as prospective professional educators.

d. For school

With these results the school can consider taking steps to use YouTube media in learning in the classroom or outside the classroom.

CHAPTER II

THEORY BASIS AND HYPOTHESES

2.1 Theoretical basis

2.1.1 Media

The word media literally means "intermediary" or "introduction." The Association for Education and Communication Technology (AECT) defines media, namely all forms used for a process of distributing information. While the Education Association (NEA) defines as objects that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in teaching and learning activities, which can affect the effectiveness of instructional programs.

According to Anggraeni (2015), media comes from Latin, which is the plural form of the word *Medius* which literally means middle or intermediary. In Arabic it is called was all the plural form of *wasilah*, which is a synonym of *al-wasal* which means that the word *tangah*. Meanwhile, according to Fatria (2017) said that the media is everything that can be used to channel messages and can stimulate the mind, can raise the spirit, attention and willingness of students so as to encourage the learning process in students.

2.1.2 *YouTube*

a. Understanding YouTube

YouTube is one (in fact, the biggest) website that makes it easy for internet users to upload and watch videos that we have. But the problem is, by default videos on YouTube cannot be downloaded unless the owner of the video provides a download link for the video.

YouTube is a video sharing service that allows users to watch videos posted by other users and upload their own videos. The service started as an independent website in 2005 and was acquired by Google in 2006. According to Bonk, CJ 2011. YouTube anchors and enders: The use of shared online video content as a macro context for learning.

YouTube is a video sharing website created by three former PayPal employees in February 2005. The site allows users to upload, watch, and share videos. The company is head quartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technologies to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos. Apart from that, there is also amateur content such as video blogs, short original videos, and educational videos.

Based on the explanation above, we can conclude that YouTube learning media is a tool for delivering messages from teachers to students to encourage the learning process to be better and controlled through videos provided on the YouTube web so that students can easily understand the deepening of the subject matter. Besides that, YouTube is

also one of the social media with websites that provide various kinds of videos ranging from video clips to movies, as well as videos made by YouTube users themselves. Where we can enjoy this social media by viewing videos or moving images. And we know that YouTube is very easy to use and can be accessed via mobile phones. This is related to the word (Snelson,)

b. Learning Activities Using YouTube

The first way is to do a traditional dictogloss activity, with the use of videos to help students understand. Preparation for this activity requires the teacher to create a short narrative text based on content from a selected YouTube video before the lesson is conducted in class. The lesson plan is as follows:

- 1) Preparation stage: The teacher explains each stage of the activity the class will do for the day and prepares the students by introducing important topics and vocabulary from the text. Students can also be asked to brainstorm vocabulary that they think may be relevant to the topic.
- 2) Dictation Stage: Learners listen to the text read by the teacher at least twice. The standard procedure is for them not to write anything at first listening to maximize potential understanding and to get a feel for the whole text. During the seconds of listening, students take notes to help them reconstruct the text, and after reading, they begin to reconstruct

the text one by one. After that, the students had to make a procedure text based on the video they listened to.

- 3) Reconstruction stage: Students work together in small groups to reconstruct the text. And after that, 1 group presented their text in front of the class, and other people would give comments or suggestions.

This is the point at which the teacher can choose to show the video on which the procedural text is based. The reason is that at this time, students are trying their best to demand part of the activity which means that the motivation to complete the task can begin to reduce. Showing students a video of a text they have just heard is an excellent source of motivation as they can also compare their story with their visual notes. Visual clues in videos can also be a good promoter for things they've missed dictating to.

- 4) Closing Stage: In this stage, the teacher reviews the material they give to students in class, and asks students to conclude it. After that, the teacher gives the students to give to them, or we usually say it's "task".

c. The Advantages of YouTube as a Learning Media

Why choose YouTube as a learning medium? Because YouTube has several advantages as a learning medium, namely:

- 1) The potential is that YouTube is the most popular site in the internet world today that is able to provide edit value to education.
- 2) Practically, YouTube is easy to use and can be followed by all groups including students and teachers.

- 3) Informative, namely YouTube provides information about the development of education, technology, culture, etc.
 - 4) Interactive, namely YouTube facilitates us to discuss or do questions and answers and even review a learning video.
 - 5) Shareable, namely YouTube has HTML link facilities, Embed learning video code that can be shared on social networks such as Facebook, Twitter and also blogs/websites.
 - 6) Economical, YouTube is free for everyone.
- d. Lack of YouTube media
- 1) If our internet connection is longer or slow, then taking videos on YouTube will be disrupted and maybe we will wait too long.
 - 2) Videos on YouTube generally have a very large size or capacity.
 - 3) *YouTube* does not provide a video capture application on the website, so we have to look for other applications such as keepvid and YouTube downloader.
 - 4) *YouTube* provides video upload facilities for anyone, so here it can be misused by irresponsible parties.

2.1.3 Learning achievement

2.1.1 Understanding Learning Achievement

Learning is an effort process carried out by someone to get something new and the change in behavior is the result of the experience itself. These changes are in the form of knowledge, understanding, skills as well as in the form of positive attitudes and values.

Means that learning achievement in a person can be seen from changes in behavior or appearance of that person. To achieve good learning achievement and in accordance with what is desired, someone must try to take an action or deed as a process for achieving learning achievement including reading, observing, listening, imitating and so on.

Learning achievement are the result of individual experiences after interacting in their environment as a process in obtaining behavioral changes. So it can be concluded that a person can be successful in learning if there is a change in his behavior. These changes are realized by a person, meaning that the person feels that there is a change in himself, and these changes are useful for the life of the nation.

Student learning achievement are also influenced by discipline, attention and knowing the purpose, completeness of facilities and infrastructure, time, evaluation and determination of results. Students will get good learning achievement if they meet some of these factors. Learning achievement are an internal ability (capability) that has become a person's personal property and allows that person to do something or provide certain achievements (performance). Gagne includes five learning achievement, namely:

- a Strategy is a person's ability to organize and direct his own mental activities in solving the problems he faces.
- b Verbal information is a person's ability to express his thoughts in the form of language, both spoken and written.

- c Motor skills (motor skills), namely a person's ability to perform a series of physical movements of the limbs in an integrated and coordinated manner.
- d Attitude is the ability that a person has in the form of a tendency to accept and reject an object based on an assessment of that object.
- e Intellectual skills (intellectual skills), namely the ability of a person to distinguish, abstract an object, connect
- f self-concept will be able to produce an understanding, solve a problem.

It can be concluded that the learning process will produce abilities or capabilities that include knowledge, attitudes and skills. So the ability is a consequence of learning is an indicator to determine learning achievement.

In general, there are three types of learning objectives/achievement, namely:

- a. To gain knowledge.

In order for knowledge to be obtained, the ability to think must exist because it cannot develop the ability to think without knowledge, and conversely the ability to think will increase knowledge.

- b. Cultivation of concepts and skills

Concept planting really requires skill. Skills are physical and spiritual. Physical skills are skills that can be seen, observed, so that they will be focused on movement or appearance skills. While spiritual

skills involve issues of appreciation and thinking skills and creativity to solve and formulate a problem or concept.

c. Attitude formation

Teachers in cultivating mental, behavioral and personal attitudes in students must be more careful in their approach. Teachers are not only teachers but also educators, because teachers will always be observed, seen, heard, imitated all their behavior by their students. Therefore, teachers must have the skills to direct motivation and think and be able to transfer values, forming mental attitudes in students.

In Poerwadarminta (2003:348), the result is something held by effort. So learning achievement are the results achieved after someone holds a learning activity that is formed in the form of a learning outcome value given by the teacher.

Based on some of the opinions above, it can be concluded that learning achievement are things that are obtained by students in learning by carrying out several learning processes or activities. Thus the results obtained from the learning can be assessed with numbers or points that indicate the abilities obtained by students.

2.1.2 Indicator Results Study

Indicator Learning achievement according to Hawor Kingsly includes skills and habits, knowledge and understanding, attitudes and ideals. Meanwhile, according to Gagne, the abilities possessed as a result of learning in the form of verbal information (expressing knowledge in the

form of language, both spoken and written), intellectual skills, (the ability to present concepts and symbols, the ability to categorize, the ability to analyze facts and concepts), cognitive strategies (the use of concepts and rules in solving problems), motor skills (ability related to physical movement), attitudes in the form of being able to internalize and externalize values. Meanwhile Benjamin S Bloom divides learning achievement into three domains, cognitive, affective, and psychomotor

2.1.4 English learning

2.1.4.1 Understanding Learning

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. One of the notions of learning put forward by Gagne (1985) by saying that learning is intended to produce learning, external situations must be designed in such a way as to activate, support, and maintain the internal processes contained in each learning event.

On the other hand, learning has a similar meaning to teaching, but actually has a different connotation. In the context of education, teachers teach so that students can learn and master the content of the lesson to achieve something specified objective (cognitive aspect), can also affect changes in attitude (affective aspect), and skills (psychomotor aspect) of a

student, but this teaching process gives the impression that it is only the work of one party, namely the work of the teacher. While learning implies an interaction between teachers and students.

Quality learning is highly dependent on student motivation and teacher creativity. Learners who have high motivation supported by teachers who are able to facilitate this motivation will lead to the successful achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Good learning design, supported by adequate facilities, coupled with teacher creativity will make it easier for students to achieve learning targets.

2.1.4.2 Factors Affecting Learning Process and Achievement

In the learning process, of course, there are factors that then influence it which will ultimately affect the learning achievement of students.

a. Student internal factors

Internal factors are factors that come from within students, including aspects, namely:

- 1) Physiological factors, are factors related to individual physical conditions, physically fit conditions tend to make student learning achievement better when compared to students who have less healthy physical conditions,
- 2) Psychological factors, are factors related to student psychology, these differences in psychological conditions are different for each student, even though this difference is only in degree, while some common

psychological factors are student intelligence, motivation, interest, attention, attitude, talent , and the power of reason.

b. Student external factors

This factor itself is a factor that comes from outside the student. Social environmental factors, are environmental factors where students then experience socialization with other individuals or communities, such as the community environment, family environment, school environment.

1) Social environment

The social environment is related to the environment where students experience their social life, where they interact, and various other social lives:

- a) Community social environment. The environmental conditions of the community where students live will affect student learning. The slum environment of students, many unemployed and abandoned children can also affect student learning activities, at least students have difficulty when they need study partners, discussions, or borrow learning tools that they do not have (Nursyaidah, 2014).
- b) Family social environment. This environment greatly affects learning activities. Family tensions, parental characteristics, family demographics (location of the house), family management, can all have an impact on student learning activities. Harmonious relationships between family members, parents, children, brothers or sisters will help students carry out learning activities well.

c) The school's social environment, such as teachers, administration, and classmates can affect a student's learning process. The harmonious relationship between the three can be a motivation for students to learn better at school. so educators, parents, and teachers need to pay attention to and understand the talents of their children or students, among others by supporting, participating in developing, and not forcing children to choose majors that are not in accordance with their talents.

c. Learning Approach Factors

This approach factor is related to the approach used by both students and teachers in carrying out the learning process so that the learning achievement obtained can be as much as possible.

d. Instrumental Factor

1) Teacher

Teachers are the human element in education. Therefore, the presence of the teacher is absolute in it. If there are only students, without teachers there will be no teaching and learning activities in schools. Let alone without a teacher, the shortage of teachers will be a problem. However, it must also be considered what kind of teacher can make a child's learning successful. Because the teacher must meet the requirements to be a teacher. He must be highly knowledgeable, professional, understand the psychology of students, and so on. Because qualified teachers will determine the quality of students.

2) Facilities and facilities

Facilities have an important meaning in education. The school building, for example, is a strategic place for teaching and learning activities to take place in schools. The number of classrooms must also be adjusted to the students. Because if there are more students than the number of classes, there will be many problems, which of course will affect children's learning achievement. Apart from facilities, facilities should not be ignored. Take the library for example. The completeness of the books in the school will determine the learning achievement of students.

3) Curriculum

A curriculum must have suitability or relevance. This suitability includes two things: First, the suitability of the curriculum with the guidance, needs, conditions and development of society. Second, the suitability of the curriculum components, namely the content in accordance with the objectives, the process according to the content and objectives, as well as the evaluation in accordance with the process, content and objectives of the curriculum (Sukmadinata, 2015).

The curriculum is a learning design which is a substantial element in education. Without a curriculum, teaching and learning cannot take place, because the material to be delivered in learning must be planned in advance. And the planning is included in the curriculum, in which a teacher must study and describe the contents of the

curriculum into a more detailed and clear target program so that it can be measured and known with certainty the level of success of teaching and learning carried out.

2.2 Previous Research Results

Based on research conducted by Haryadi Mujianto (2019) with the title the use of youtube as a teaching medium in increasing interest and motivation to learn, it shows that the results of the study show that the use of Youtube as a teaching medium plays a significant positive role in increasing student interest in learning. Youtube also has a significant positive role in increasing student learning motivation at alpha 5%.

According to the results of research by Renda Lestari (2016) using Youtube as an English Learning Media The purpose of this research is to see to what extent Youtube can be used as a learning medium in English courses. The results of the study show that videos on Youtube can be used as a learning medium.

2.3 Framework

The Influence of Youtube Media With Learning Achievements

YouTube is a social media that displays media in the form of videos that can be accessed using various communication devices. This media can provide various information for student learning.

Learning Achievement is a person's knowledge after doing various lessons to improve student learning achievement, referring to the cognitive, affective, and psychomotor aspects.

Figure 2.1 framework chart

2.4 Hypothesis

A hypothesis is a provisional assumption that still needs to be proven through a study. The hypothesis is formed as a relationship between two or more variables. To find out the description of the answers that are temporary from this researcher, a hypothesis is needed. The hypotheses in this study are:

Ha : There is an good effect of using YouTube media on the English learning achievement of X grade students of SMAN 1 Koto Kampar Hulu.

CHAPTER III

RESEARCH METHODS

3.1 Research design

This type of research is a quantitative descriptive study of the type of quasi-experimental design, according to Sugiyono (2006:8) research that aims to define that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. This study was conducted to see whether there is a relationship between two variables, namely YouTube media and English learning achievement in class X SMA Negeri 1 Koto Kampar Hulu.

3.2 Research Location and Time

3.2.1 Research sites

The location of the research was at SMAN 1 Koto Kampar Hulu, Kampar Regency.

3.2.2 Research time.

The time of this research started from July to August 2021.

3.3 Population and Sample

3.3.1 Population

According to Sugiyono (2018), the population is "the population is the entire research subject. If someone wants to examine all the elements that exist in the research area, then the research is a population study. The population in this study were all students of class X SMA Negeri 1 Koto Kampar Hulu, Kampar Regency, within 65 students.

Research population

Class	Total students
X a	32
X b	33
Total Number	65

3.3.2 Sample

According to Arikunto (2014), "The sample is a small part of a population". To determine the number of samples, this study is guided by the opinion of Slovin in Arikunto (2014) who suggests the sampling formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = sample size

N=population size

e = percent allowance for inaccuracy in sampling (10%)

It is known that (N) the total population is 65 people and (e) the percentage of inaccuracy is 10%.

$$\frac{65}{1 + 65 (10\%)^2}$$

$$\frac{65}{1 + 65.0,01}$$

$$\frac{65}{1,65} = 39,3$$

So the number of samples in this study was 39.3 people rounded up to 40 people spread over class X SMA Negeri 1 Koto Kampar Hulu. In order for each class (subpopulation) to be represented, sampling using the Stratified Random Sampling technique (sampling by Stratification) is used to obtain a representative sample, taking from the class (subpopulation) is determined in a balanced or proportional to the number of subjects in each subpopulation. Husein (2008: 85) states "Sampling from each subpopulation by comparing the number of elements of each subpopulation with the number of all elements of the population (Sample Fraction) multiplied by the number of samples". As in the following formula:

$$f = \frac{L}{N} \times n = f \times n$$

$$ni = \frac{L}{N} \times n$$

Where,

- f* : Sample fraction
- L* : Number of *elements* per subpopulation
- N* : Number of population *elements*
- Ni* : *Sample of each subpopulation*
- n* : *Number of Samples*

Research Samples In Each Class

No	Class	Number of Subpopulations	Sample Each Class $ni = \frac{L}{N} \times n$	Sample of Each Subpopulation
1	X a	32 people	$32/65 \times 40 = 19.69$	20 people
2	X b	33 people	$33/65 \times 40 = 20,30$	20 people
Amount		65 people		40 people

3.4 Instrument Research

The research instrument is a tool for researchers in collecting data. According to Arikunto (2014), the quality of the instrument will determine the quality of the data collected. In research activities to obtain data from the

field, a researcher usually uses a good instrument and is able to retrieve information from the object or subject under study.

3.4.1 Data type

The data in this study are primary data and secondary data. Primary data is data obtained directly from the object of research, namely data obtained from respondents by submitting a questionnaire to class X students of SMA Negeri 1 Koto Kampar Hulu. While secondary data is an evaluation of learning carried out by teachers in the field of study on Core Competencies / Basic Competencies (KI / KD) in semester 1 in class X.

3.4.2 Form Instrument

1) Youtube Media

In accordance with the type of data required, there are two types of data collection instruments, namely in the form of a questionnaire (questionnaire) which is useful for collecting data about the use of YouTube media in learning which is filled out by all the students concerned. Alternative answers to the questionnaire consist of 5 scales for the attitude variable (X), namely: always (SL), often (SR), sometimes (KD), rarely (JR) and never (TP), the answer scores can be seen from the table below this.

Statement Weight

Answer Options	Positive	Negative
Always (SS)	5	1
Often (S)	4	2
Sometimes (KD)	3	3
Rarely (JR)	2	4
Never (TP)	1	5

2) Students' English Learning Achievement

To measure the learning achievement variable, it is determined by looking at the student report cards at the end of the semester in the school year with the following conditions:

- a. A = Very Good = score > 85
- b. B = Good = score 75 – 84
- c. C = Enough = score 61 - 74
- d. D = Less = score < 60

3.4.3 Instrument Trial

The instruments in this study before being given to the real respondents were first tested with the aim of improving and perfecting the questionnaire that would be used for actual data collection. The trial was conducted to determine whether the questionnaire used was tested for its validity (validity) and reliability (reliability). An instrument is said to be valid if it can reveal data from the variables studied appropriately. The high and low of the instrument shows the extent to which the data collected does not deviate from the description of the intended validity.

While the reliability test to determine whether the instrument used is really reliable (reliable). Reliable shows an understanding that the instrument used can be trusted as a tool that can reveal data from the variables studied accurately even though it is measured at different times. This means that the ability of the measuring instrument to be used will give the same measurement results.

a. Validity Test

Instrument validity is the accuracy of a measuring instrument against the concept to be measured, so that the instrument can be said to have a good level of validity if it actually measures what is to be measured. The validity of the instrument items was tested using the product moment correlation formula (rcount) from Pearson in Suharsimi (2002: 244)

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2) - (\sum X)^2 (N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{XY} : The correlation coefficient of one item with the total item
 $\sum X$: Total score of each item
 $\sum Y$: Total score of all items
 N : Number of respondents
 $\sum XY$: The sum of the scores of X and Y

the criteria for testing the validity of the research instrument:

1. if the value of tcount > (greater) than ttable, then the instrument is declared valid.
2. if tcount < (smaller) than ttable then the instrument is declared invalid.

b. Reliability test

Reliability measurement aims to determine the level of reliability of the instrument after being tested. Instrument reliability testing is calculated using the Cronbach Alpha reliability coefficient formula proposed by Suharsimi (2002:117)

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum \sigma_b^2}{\sigma_{t^2}} \right\}$$

Information:

- r_{11} : Instrument Reliability
 k : The number of questions or the number of questions
 $\sum \sigma_b^2$: Number of item variances
 σ_{t^2} : Total variance

To see the reliability of this instrument, the following criteria are used:

- 1) If the reliability coefficient (r_{11}) is greater than r_{table} (significance level 0.05), then the research instrument is declared reliable.
- 2) If the reliability coefficient (r_{11}) is smaller than r_{table} (significance level 0.05), then the research instrument is declared unreliable.

Testing of research instruments was carried out with the aim of seeing and knowing invalid question items and perfecting sentences in questions that were still felt to be ambiguous.

3.5 Data collection technique

Data collection technique is a method used to obtain data so that research objectives can be achieved. Data collection carried out in this study are as follows:

3.5.1 Questionnaire.

The questionnaire method is "a number of written questions are used to obtain information from respondents in terms of their personal

reports, or things they know". Questionnaire is a data collection technique that is done by giving written statements or questions to respondents to answer. The number of statement items in this study can be described as a grid according to the indicators in the preparation of research instruments.

1. Youtube Media

To find out data about the use of YouTube media by students in learning, the researchers gave questionnaires to students with the following research grid:

Grille Research Instrument

Variable	Indicator	Number of Items	No Question
Youtube Media	The benefits of YouTube in learning	3	1,2,3
	The intensity of accessing youtube media for learning	4	4,5,6,7
	The advantages of Youtube in learning	5	8,9,10,11,12
	Weaknesses of Youtube Media	3	13,14,15
Amount		15	

Based on the grid of research instruments above, it can be used as a research questionnaire based on the theory of Bonk, CJ, Gagne, RM, and Snelson, C. below this:

No	Statement	Choice				
		SS	S	KS	TS	STS
1	Youtube media can be used as a source in learning.					
2	Youtube media helps to better understand English learning					
3	Using youtube media to find learning					

	materials from various sources					
4	I access youtube media for Looking for information related to learning English					
5	The use of YouTube as a learning media is one of the things that makes it easier for students					
6	YouTube learning media facilitates students in repeating material that has not been understood.					
7	Students can access learning videos from youtube with the link provided by the English subject teacher.					
8	Through YouTube, it is easier to learn English by watching learning videos on YouTube.					
9	YouTube media is a trusted and accurate source in learning.					
10	YouTube media can be accessed easily by all students.					
11	Students can carry out question and answer group discussion activities using YouTube learning media					
12	Using youtube media to access the information needed.					
13	A slow internet network is an obstacle to using youtube media.					
14	If there is no internet, students must download learning videos on YouTube.					
15	The use of youtube media can consume a lot of quota.					

2. Student Learning Achievement

To see the learning achievement of class X students of SMA Negeri 1 Koto Kampar Hulu, where to take the value of learning achievement this is done by giving quizzes to students in accordance with the Core Competencies / basic competencies in class X. so that it will be collected as a result of student learning on learning English.

3.5.2 Documentation.

Documentation is "a way of collecting data through written inheritance, such as archives and including books on opinions, theories, arguments or laws and others related to research problems" in this study, the documentation instrument was carried out by researchers to obtain school profile data , teacher data, student data at SMAN 1 Koto Kampar Hulu.

3.6 Data analysis technique

3.6.1 Data Description

The description of the data is done to determine the position of the data in a group. The description aims to reveal the maximum and minimum values, the mean (mean), mode, median and standard deviation as well as the normal curve histogram.

3.6.2 Test Requirements Analysis

a. Normality test

The normality test is intended to check whether the research variable data is normally distributed or not. Normality test using the Chi-Square formula according to Suharsimi (2006: 290) as follows:

$$x^2 = \sum \frac{(F_o - F_h)^2}{F_h}$$

Information :

X^2 : Price of chi squared

F_o : Existing frequency

F_h : Expected frequency

The Chi-squared value used is at the 95% significance level and the degrees of freedom are the number of frequency classes minus one (dk = n-2). If $2count < 2 \text{ table}$ then the data distribution is normal.

b. Linearity Test

The linearity check is used to test (test for linearity). Linearity checks were carried out to determine the linearity between the variables of using youtube media (X) and learning achievement (Y). The linearity test is carried out using a simple linear regression formula in Husein (2009: 114), namely:

$$Y = a + bX \quad a = \frac{\sum Y(\sum X^2) - \sum X \sum XY}{n \sum X^2 - (\sum X)^2} \quad b = \frac{n \sum XY - \sum X \sum Y}{n \sum X^2 - (\sum X)^2}$$

Y = dependent variable

X = independent variable

a = value *intercept* (constant)

b = coefficient of regression direction

The guideline in making the decision is $F_{count} > F_{table}$ then the hypothesis is accepted and if $F_{count} < F_{table}$ then the hypothesis is rejected.

3.7 Hypothesis testing

a. Correlation Coefficient Test

To find out the close relationship between the two variables, Pearson's product moment correlation formula is used.

Suharsimi (2002: 244)

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

- r_{XY} = correlation coefficient of one item with the total item
- $\sum X$ = total score of each item
- $\sum Y$ = total score of all items
- N = number of respondents
- $\sum XY$ = the sum of the products of X and Y skor scores

b. Significance of Correlation Coefficient

To test the significance of the correlation coefficient r , it can be tested using the t test with the formula proposed by Riduan (2007: 160):

$$t_{count} = \frac{r \sqrt{(n-2)}}{\sqrt{(1-r^2)}}$$

Where:

- t_{count} = Value of t count
- r = Correlation coefficient
- n = Number of respondents or samples

if t_{count} is greater than t_{table} with a significance level of 95% then the hypothesis is accepted. On the other hand, if t_{count} is smaller than t_{table} with 95% significance, then the hypothesis is rejected. So in this case, the results of the study indicate that there is an influence produced

by the YouTube media on student learning achievement in English class X SMA Negeri 1 Koto Kampar Hulu.

c. Coefficient of Determination

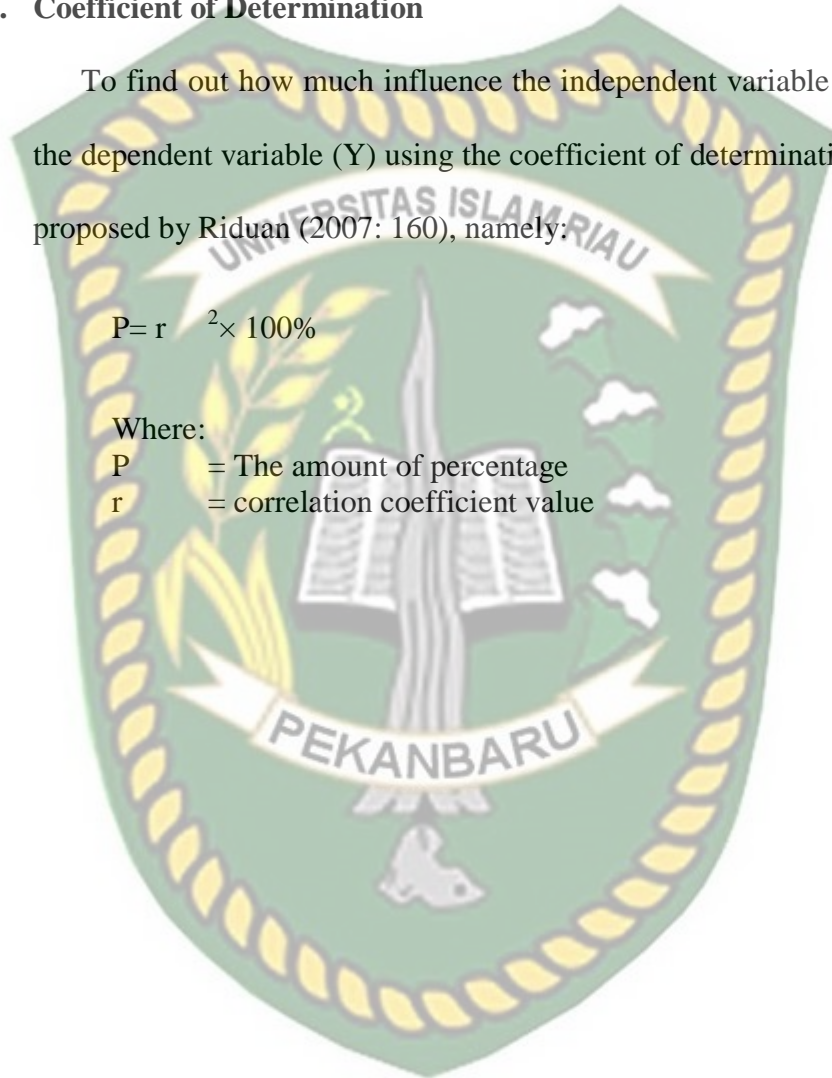
To find out how much influence the independent variable (X) has on the dependent variable (Y) using the coefficient of determination formula proposed by Riduan (2007: 160), namely:

$$P = r^2 \times 100\%$$

Where:

P = The amount of percentage

r = correlation coefficient value



CHAPTER IV
RESEARCH RESULT

4.1 Research Specific Findings

4.1.1 Research Data Descriptive Test

a. Description Youtube Media

Based on the questionnaires distributed to respondents, the results of the youtube media questionnaire used by students in learning English for students of SMAN 1 Koto Kampar Hulu are as follows:

Table 4.1
Youtube Media Can Be Used As A Source In Learning

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	9	45	28.30	79.50
2	SS	4	21	84	52.83	
3	KS	3	10	30	18.87	
4	TS	2	0	0	0.00	
5	STS	1	0	0	0.00	
Total			40	159	100	Agree

Based on the table above obtains an overview of Youtube media can be used as a source in learning by answering strongly agree (SS) as many as 9 students (28.30%), answering agree (S) as many as 21 students (52.83%), answering disagree (KS) as many as 10 students (18.87%), answered disagree (TS) as many as 0 students (0.00%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem

faced by 79.50%. Thus, it can be seen that Youtube media can be used as a source of learning in the Agree category.

From the statement above, it can be seen that cumulatively students can use YouTube as a learning resource. With this youtube media, students can carry out activities about the material taught at school. So that YouTube is a suitable medium as a learning resource, but there are still 21.50% of students who have not been able to use YouTube as a learning resource.

Table 4.2
Youtube Media Helps To Better Understand English Learning

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	14	70	42.17	83.00
2	SS	4	18	72	43.37	
3	KS	3	8	24	14.46	
4	TS	2	0	0	0.00	
5	STS	1	0	0	0.00	
Total			40	166	100	Agree

Based on the table above obtains an overview of Youtube media helped me to better understand English learning by answering strongly agree (SS) as many as 14 students (42.17%), answering agree (S) as many as 18 students (43.37%), answering disagree (KS) as many as 8 students (14.46%), answered disagree (TS) as many as 2 students (0.00%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 83.00%. Thus, it can be seen that Youtube

Media helps me to better understand English learning in the Agree category.

From the statement above, it can be seen that cumulatively students can use YouTube media to help better understand English learning, where YouTube itself provides a lot of English subject matter content. However, there are still 17.00% of students who do not use YouTube as an additional learning medium.

Table 4.3
Using Youtube Media To Find Learning Materials From Various Sources

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	11	55	33.95	81.00
2	SS	4	20	80	49.38	
3	KS	3	9	27	16.67	
4	TS	2	0	0	0.00	
5	STS	1	0	0	0.00	
Total			40	162	100	Agree

Based on the table above obtains an overview of I used youtube media to find learning material from various sources by answering strongly agree (SS) as many as 11 students (33.95%), answering agree (S) as many as 20 students (49.38%), answering disagree (KS) as many as 9 students (16.67%), answered disagree (TS) as many as 0 students (0.00%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 81.00%. Thus, it appears that I use youtube

media to find learning material from various sources in the Agree category.

From the statement above, it can be seen that students can use youtube media to find learning materials from various sources, with the existence of many youtube channels that provide various materials that can be used or used as references by students in learning. However, there are still 19.00% of students who have not used YouTube to find material from various sources.

Table 4.4
I Access Youtube Media To Find Information Related To Learning English

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	14	70	41.92	83.50
2	SS	4	19	76	45.51	
3	KS	3	7	21	12.57	
4	TS	2	0	0	0.00	
5	STS	1	0	0	0.00	
Total			40	167	100	Agree

Based on the table above obtains an overview of accessed youtube media to find information related to learning English by answering strongly agree (SS) as many as 14 students (41.92%), answering agree (S) as many as 19 students (45.51%), answering disagree (KS)) as many as 7 students (12.57%), answered disagree (TS) as many as 0 students (0.00%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 83.50%. Thus, it

can be seen that I accessed youtube media to find information related to learning English in the Agree category.

From the statement above, it can be seen that students access youtube to find information related to learning English, with a lot of content available on youtube this can make it easier for students to access it to find information related to learning English. However, there are still 16.50% of students who have not been able to use YouTube to find this information

Table 4.5
The Use Of Youtube As A Learning Media Is One Thing That Makes It Easier For Students

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	15	75	45.18	83.00
2	SS	4	17	68	40.96	
3	KS	3	7	21	12.65	
4	TS	2	1	2	1.20	
5	STS	1	0	0	0.00	
Total			40	166	100	Agree

Based on the table above obtains an overview of the use of youtube as a learning media becomes one thing that makes it easier for students by answering strongly agree (SS) as many as 15 students (45.18%), answering agree (S) as many as 17 students (40.96%), answering disagree (KS) as many as 7 students (12.65%), answered disagree (TS) as many as 1 student (1.20%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 83.00%.

Thus, it can be seen that the use of YouTube as a learning medium is one thing that makes it easier for students in the Agree category.

From the statement above, it can be seen that students can use YouTube as a learning media that makes it easier for students, which is related to the number of students who access YouTube as a source of information on learning materials. However, there are still 17% of students who are not used to it or who still have difficulty in using YouTube media.

Table 4.6
YouTube Learning Media Facilitates Students In Repeating
Material That Has Not Been Understood

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	17	85	50.00	85.00
2	SS	4	18	72	42.35	
3	KS	3	3	9	5.29	
4	TS	2	2	4	2.35	
5	STS	1	0	0	0.00	
Total			40	170	100	Strongly Agree

Based on the table above obtains an overview of YouTube learning media facilitates students in repeating material that has not been understood by answering strongly agree (SS) as many as 17 students (50.00%), answering agree (S) as many as 18 students (42.35%), answering disagree (KS) as many as 3 students (5.29%), answered disagree (TS) as many as 2 students (2.35%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by

85.00%. Thus, it can be seen that the youtube learning media facilitates students in repeating material that has not been understood in the Strongly Agree category.

From the statement above, it can be seen that YouTube facilitates students in repeating material that has not been understood because all learning videos on YouTube can be accessed at any time. However, there are still 15.0% of students who have not used YouTube to re-learn the material.

Table 4.7
Students Can Access Learning Videos From Youtube With The Link Provided By The English Subject Teacher

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	17	85	51.20	83.00
2	SS	4	13	52	31.33	
3	KS	3	9	27	16.27	
4	TS	2	1	2	1.20	
5	STS	1	0	0	0.00	
Total			40	166	100	Agree

Based on the table above obtains an overview of students can access learning videos from youtube with the link provided by the English subject teacher by answering strongly agree (SS) as many as 17 students (51.20%), answering agree (S) as many as 13 students (31.33%), answering disagree (KS) as many as 9 students (16.27%), answered disagree (TS) as many as 1 student (1.20%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by

83.00%. Thus, it can be seen that students can access learning videos from YouTube with the link provided by the English subject teacher in the Agree category.

From the statement above, it can be seen that students can access the learning videos provided from the link provided by the teacher, where the teacher copies the video link available on YouTube, then students can easily find the learning video provided by the teacher. However, there are still 17% of students who have not been able or have difficulty accessing the link provided.

Table 4.8
Through YouTube Media Makes It Easier Learn English by Watching Learning Videos On Youtube

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	15	75	44.12	85.00
2	SS	4	21	84	49.41	
3	KS	3	3	9	5.29	
4	TS	2	1	2	1.18	
5	STS	1	0	0	0.00	
Total			40	170	100	Strongly Agree

Based on the table above shows that through YouTube media it is easier to learn English by watching learning videos on YouTube by answering strongly agree (SS) as many as 15 students (44.12%), answering agree (S) as many as 21 students (49.41%), answering disagree (KS) as many as 3 students (5.29%), answering no agree (TS) as many as 1 student (1.18%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students

complete to the end of each problem faced by 85.00%. Thus, it can be seen that through youtube media makes it easier to learn English by watching learning videos on youtube in the Strongly Agree category.

From the statement above, it can be seen that there are various kinds of English learning videos that can be used as a reference or basis by students in order to make it easier to learn English. However, there are still 15.00% of students who have not been able to use YouTube media to make it easier to learn English.

Table 4.9
YouTube Media Is A Reliable And Accurate Source In Learning

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	19	95	55.88	85.00
2	SS	4	14	56	32.94	
3	KS	3	5	15	8.82	
4	TS	2	2	4	2.35	
5	STS	1	0	0	0.00	
Total			40	170	100	Strongly Agree

Based on the table above shows that YouTube is a reliable and accurate source of learning by answering strongly agree (SS) as many as 19 students (55.88%), answering agree (S) as many as 14 students (32.94%), answering disagree (KS) as many as 5 students (8.82%) answering disagree (TS) as many as 2 students (2.35%), and answered strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 85.00%. Thus, it can be seen that YouTube media is a reliable and accurate source in learning in the Strongly Agree category.

From the statement above, it can be seen that YouTube is a medium that can provide information about or provide accurate learning materials for students. However, there are still 15.0% of students who are not used to or hesitate to use YouTube as a source of learning.

Table 4.10
Youtube Media Can Be Accessed Easily By All Students

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	21	105	60.69	86.50
2	SS	4	13	52	30.06	
3	KS	3	4	12	6.94	
4	TS	2	2	4	2.31	
5	STS	1	0	0	0.00	
Total			40	173	100	Strongly Agree

Based on the table above shows an overview of YouTube media that can be accessed easily by all students by answering strongly agree (SS) as many as 21 students (60.69%), answering agree (S) as many as 13 students (30.06%), answering disagree (KS) as many as 4 students (6.94%), answering no agree (TS) as many as 2 students (2.31%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 86.50%. Thus, it can be seen that YouTube media can be accessed easily by all students in the Strongly Agree category.

From the statement above, it can be seen that students can easily access YouTube with the available internet network, which is very good and adequate in using YouTube. However, there are still

12.50% of students who have difficulty accessing YouTube because of problems caused by unsupported internet access.

Table 4.11
Students Can Carry Out Question And Answer Group Discussion
Activities Using Youtube Learning Media

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	19	95	55.88	85.00
2	SS	4	12	48	28.24	
3	KS	3	9	27	15.88	
4	TS	2	0	0	0.00	
5	STS	1	0	0	0.00	
Total			40	170	100	Strongly Agree

Based on the table above shows that students can conduct question and answer group discussions using YouTube learning mediaby answering strongly agree (SS) as many as 19 students (58.88%), answering agree (S) as many as 12 students (28.24%), answering disagree (KS) as many as 9 students (15.88%), answering no agree (TS) as many as 0 students (0.00%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 85.00%. Thus, it can be seen that students can conduct question and answer group discussions using youtube learning mediain the Strongly Agree category.

From the statement above, it can be seen that by using the video material on YouTube the teacher can invite students to have a question and answer discussion with students divided into groups and

given each group a different material. However, there are still 15.0% of students who have not been able to understand the material by conducting group discussions.

Table 4.12
Using Youtube Media To Access The Information Needed

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	15	75	44.64	84.00
2	SS	4	19	76	45.24	
3	KS	3	5	15	8.93	
4	TS	2	1	2	1.19	
5	STS	1	0	0	0.00	
Total			40	168	100	Strongly Agree

Based on the table above provides an overview of using YouTube media to access the information needed by answering strongly agree (SS) as many as 15 students (44.64%), answering agree (S) as many as 19 students (45.24%), answering disagree (KS) as many as 5 students (8.93%), answering no agree (TS) as many as 1 student (1.19%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 84.00%. Thus, it can be seen that use youtube media to access the information needed in the Strongly Agree category.

From the statement above, it can be seen that students can find information about learning English needed on YouTube. However, there are still 16.00% of students who do not use YouTube to find information on YouTube.

Table 4.13
A Slow Internet Network Is An Obstacle To Using Youtube Media

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	14	70	42.94	81.50
2	SS	4	17	68	41.72	
3	KS	3	7	21	12.88	
4	TS	2	2	4	2.45	
5	STS	1	0	0	0.00	
Total			40	163	100	Agree

Based on the table above shows an overview of the slow internet network being an obstacle to using YouTube mediaby answering strongly agree (SS) as many as 14 students (42.94%), answering agree (S) as many as 17 students (41.72%), answering disagree (KS) as many as 7 students (12.88%), answering no agree (TS) as many as 2 students (2.45%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 81.50%. Thus, it can be seen that a slow internet network is an obstacle to using youtube media in the Agree category.

From the statement above, it can be seen that a slow internet network is very influential in accessing YouTube, therefore it will make it difficult for students to find material on YouTube. However, there are 18.50% of students who are not constrained by the internet network and can still access YouTube easily.

Table 4.14
If There Is No Internet, Students Must Download Learning Videos
On Youtube

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	12	60	35.93	83.50
2	SS	4	24	96	57.49	
3	KS	3	3	9	5.39	
4	TS	2	1	2	1.20	
5	STS	1	0	0	0.00	
Total			40	167	100	Agree

Based on the table above shows that if there is no internet, students must download learning videos on YouTube by answering strongly agree (SS) as many as 12 students (35.93%), answering agree (S) as many as 24 students (57.49%), answering disagree (KS) as many as 3 students (5.39%), answering no agree (TS) as many as 1 student (1.20%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 83.50%. Thus, it can be seen that if there is no internet students have to download the learning videos on youtube in the Agree category.

From the statement above, it can be seen that if there is no internet network or students are constrained, they can take advantage of the download feature available on YouTube. However, there are still 16.50% of students who do not use the download feature to help increase their understanding of learning materials.

Table 4.15
The Use Of Youtube Media Can Consume A Lot Of Quota

No	Answer Category	Score	Amount	Total	Percentage	Cumulative Percentage
1	SS	5	14	70	41.18	85.00
2	SS	4	23	92	54.12	
3	KS	3	2	6	3.53	
4	TS	2	1	2	1.18	
5	STS	1	0	0	0.00	
Total			40	170	100	Strongly Agree

Based on the table above shows an overview of the use of YouTube media spending a lot of quota by answering strongly agree (SS) as many as 14 students (41.18%), answering agree (S) as many as 23 students (54.12%), answering disagree (KS) as many as 2 students (3.53%), answering no agree (TS) as many as 1 student (1.18%), and answer strongly disagree (STS) as many as 0 students (0.00%). So it can be concluded that students complete to the end of each problem faced by 85.00%. Thus, it is seen the use of youtube media consumes a lot of quota in the Strongly Agree category.

From the statement above, it can be seen that by accessing YouTube media, students spend a lot of quota in playing learning material videos. However, there are 15.0% who don't spend too much of their quota because they rarely use YouTube media.

b. Description of Student Learning Achievement

Based on collection primary data from student report cards, the student learning achievement of SMAN 1 Koto Kampar Hulu are obtained as follows:

Table 4.16
Results Of Student Achievement Recapitulation

No	Answer category	Amount	Percentage
1	SB	2	5.00
2	B	22	55.00
3	C	16	40.00
4	K	0	0.00
Total		40	100.00

Based on the table above, an overview of student achievement is obtained with a very good category (SB) as many as 2 students (5%), good category (B) as many as 22 students (55%) and a sufficient category as many as 16 students (40%), so it can be concluded that student learning achievement is in the Good category .

4.1.2 Test Requirements analysis

4.1.2.1 Descriptive Statistics Test

1) Youtube Media

Based on the data recapitulation, data processing can be carried out using SPSS (Statistical Product and Service Solutions) as follows:

Table 4.17
Descriptive Test Results of Mediation Use Data Distributiona Youtube

Category	Youtube
N	40
Mean	62.9
Median	65
Mode	58.00
Std. Deviation	8.64929
Variance	74.81
Range	35
Minimum	40
Maximum	75
Sum	2516

From the processed data above, it can be explained that of the 15 statements submitted in the research questionnaire, the highest score was 75. Mean while, the lowest score given by students was 40. The mean value was 62.9, the median was 65 and the mode was 58, 00. Based on the processed data, the range of data between the highest and the lowest is 35 with a standard deviation of 8.64929. So from the table above it can be made a range of values for the distribution of students' YouTube media data as follows:

Table 4.18
Data Range Descriptive Test Results Youtube Media Usage

No	Range	F	Percentage
1	75 - 69	11	27.5
2	68 - 62	15	37.5
3	61 - 55	10	25
4	54 - 48	0	0
5	47 - 41	3	7.5
6	40 - 34	1	2.5
Amount		40	100

Amount classand the length of the interval above is determined using the formula:

Number of classes (K)

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 40$$

$$K = 1 + 3,3 \cdot 1,653$$

$$K = 6.454$$

Rounded up to = 6

R = Range

$$R = \text{Maximum Score} - \text{Minimum Score} = 75 - 40 = 35$$

Then to determine the number of interval classes used the following formula:

$$I = \frac{R}{BK} \quad \frac{35}{6} = 5,8$$

So rounded up to 6



2) Student learning achievement

Table 4.19
Descriptive Test Results of Student Learning Outcome Data
Distribution

Category	Learning achievement
N	40
Mean	75.7500
Median	74.5000
Mode	70.00
Std. Deviation	6.49556
Variance	42,192
Range	30.00
Minimum	65.00
Maximum	95.00
Sum	3030.00

From the processed data above, it can be explained that the highest value is 95.00 while the lowest value is 65.00. The mean value is 75,7500, the median is 74.5000 and the mode is 70.00. Based on the processed data, the data range between the highest and the lowest is 30.00 with a standard deviation (standard deviation) of 6.49556. So from the table above, the range of values for the distribution of student learning achievement data can be made as follows:

Table 4.20
Test results Descriptive Data Range of Student Learning Achievement

No	Range	F	Percentage
1	95 - 90	2	5
2	89 - 84	4	10
3	83 - 78	9	22.5
4	77 - 72	13	32.5
5	71 - 66	11	27.5
6	65 - 60	1	2.5
Amount		40	100

Amount class and the length of the interval above is determined using the formula:

Number of classes (K)

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 40$$

$$K = 1 + 3,3 \cdot 1,653$$

$$K = 6.454$$

Rounded up to = 6

R = Range

R = Maximum Score - Minimum Score

$$= 95 - 65 = 30$$

Then to determine the number of interval classes used the following formula:

$$I = \frac{R}{BK} = \frac{30}{6} = 5$$

4.1.3 Research Data Analysis

1) Normality test

Test analysis normality in this study aims to test the assumption that the sample distribution of the sample mean is close to or follows normality population. Testing the normality of the distribution of scores or data is carried out using SPSS (Statistical Product and Service Solutions) on *One-Sample Kolmogorov-Smirnov Test*. The normality test criteria used is if the price of Asymp. Sig (2-Tailed) is small from the obtained probability < 0.05 , then the data is not normally distributed and if the Asymp. Sig (2-Tailed) is small from the obtained probability < 0.05 , then the data is normally distributed.

a) Youtube Media Usage Normality Test

From the distribution of the questionnaire given to the respondents, the distribution of data is obtained and normality testing can be carried out as shown in the table below:

Table 4.21
Results of Normality Test of Youtube Media Usage Data

Test Type	
Kolmogorov-Smirnov Z	asyp. Sig. (2-tailed)
.923	.362
Decision: Normal Distributed Data	

From the table above, it can be explained that the Kolmogorov-Smirnov Z value is 0.923 with a significant level resulting from the distribution of research data of 0.362. This

means that the distribution of the data obtained is normally distributed.

b) Normality Test of Learning Achievement

From the distribution of the questionnaire given to the respondents, the distribution of data is obtained and normality testing can be carried out as shown in the table below:

Table 4.21
Results of Normality Test of Youtube Media Usage Data

Test Type	
Kolmogorov-Smirnov Z	asyp. Sig. (2-tailed)
.923	.362
Decision: Normal Distributed Data	

From the table above, it can be explained that the Kolmogorov-Smirnov Z value is 0.923 with a significant level resulting from the distribution of research data of 0.362. This means that the distribution of the data obtained is normally distributed.

2) Simple Liner Regression Test

Test regression simple test is a test of the relationship between two variables, namely between the variables of using YouTube media (X) and learning achievement (Y). Testing this effect is intended to determine the magnitude of the influence given by the youtube media variable on student learning achievement. Based on the testing of the data obtained, it can be explained as follows:

Based on data collection research questionnaires that have been collected and data processing is carried out with a simple linearity test, the following results are obtained:

Table 64
The Effect of Using YouTube Media on Student Learning Achievement

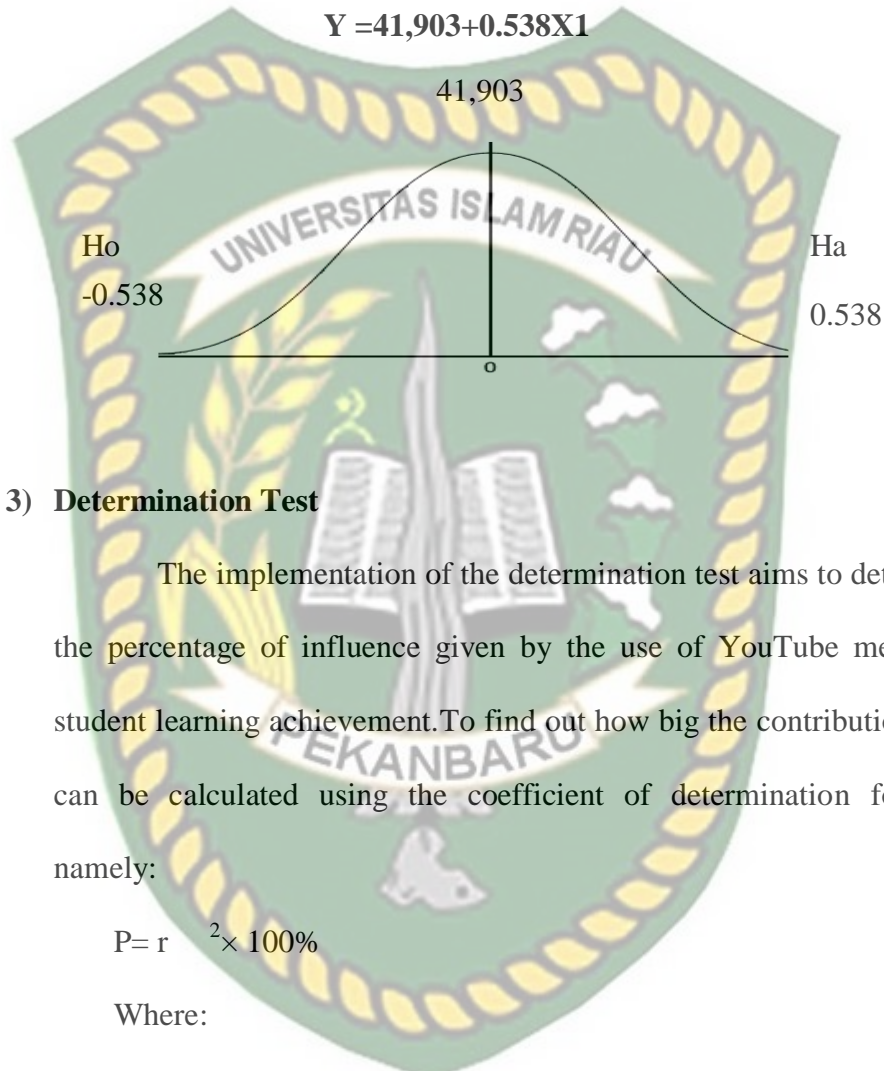
Variable	Regression Coefficient (B)	Probability (Sig)	Decision Against Ha
Creativity (X)	0.538	0.000	Ha accepted
R	0.717		
R Square	0.513		
Adjusted R Square	0.501		
Constant	41,903		
A	0.05		

Based on the table above, it can be explained that the level of correlation between use youtube media and student learning achievement of 0.717. This happens because the magnitude of the correlation value or the resulting influence value between the use of YouTube media on student learning achievement will be seen in the magnitude of the R value. Furthermore, to see the significance of the regression equation, it can be seen from the magnitude of the number seen in the probability value (sig) with a result of 0.000. This shows that the level of significance or level of influence generated by the use of youtube media on student learning achievement has a positive effect.

Further more, to see the regression line equation model generated in this study, it can be seen from the constant value, which is

41,903 and the value of the regression coefficient (B) of learning creativity is 0.538. Thus, the equation of the regression line is:

$$Y = 41,903 + 0.538X_1$$



3) Determination Test

The implementation of the determination test aims to determine the percentage of influence given by the use of YouTube media on student learning achievement. To find out how big the contribution is, it can be calculated using the coefficient of determination formula, namely:

$$P = r^2 \times 100\%$$

Where:

P = The amount of percentage

r = correlation coefficient value

Based on the tests conducted, the R value obtained is 0.717. Thus, the effect given by the use of YouTube media on student learning achievement is 71.7%. Thus, the influence of YouTube media on

learning achievement is classified as a strong category. The other 29.3% were influenced by other factors.

4.2 Discussion

Based on the presentation of the research data that was carried out, the results showed that the use of youtube media in the learning process can have a positive influence on student learning achievement at SMA Negeri 1 Koto Kampar Hulu, this can be seen from the results of linear regression testing which gives an R coefficient value of 0.717 with a significant level of 0.000.

YouTube media in teaching English at SMA Negeri 1 Koto Kampar Hulu has indeed been done by teachers to support the learning process. The use of youtube media is based on the implementation of the COVID-19 emergency curriculum. Where face-to-face learning hours are limited when students are at school, so teachers often encourage students to seek and continue learning at home through lessons available on youtube media.

In connection with the provision of various materials taken from YouTube, students will find it very easy to access various materials presented at school with the help of YouTube media. Based on the results of the research that has been done, it is clear that the use of youtube media is very helpful and can support learning, so that with the availability of various materials about learning on youtube, students can easily learn after school learning is complete.

According to Sofyani Wigati (2018) in a book entitled Ki Hadjar Dewantara's YouTube-based development for integral material in high school, it is stated that YouTube media learning videos can be used for interactive learning in the classroom, both for students and teachers themselves through online and offline presentations.

According to Willmont, et al explained that YouTube videos can inspire and activate students when they are integrated into student-centered learning activities, namely increasing motivation, enriching communication and increasing average grades.

Online-based learning through YouTube media if carried out continuously will have a positive impact on providing good learning achievement. so that in learning English the youtube media has a very large impact that will be seen in improving student learning achievement. Because there is a lot of material and discussion on YouTube that can be adopted and applied by students.

CHAPTER V

CLOSING

5.1 Conclusion

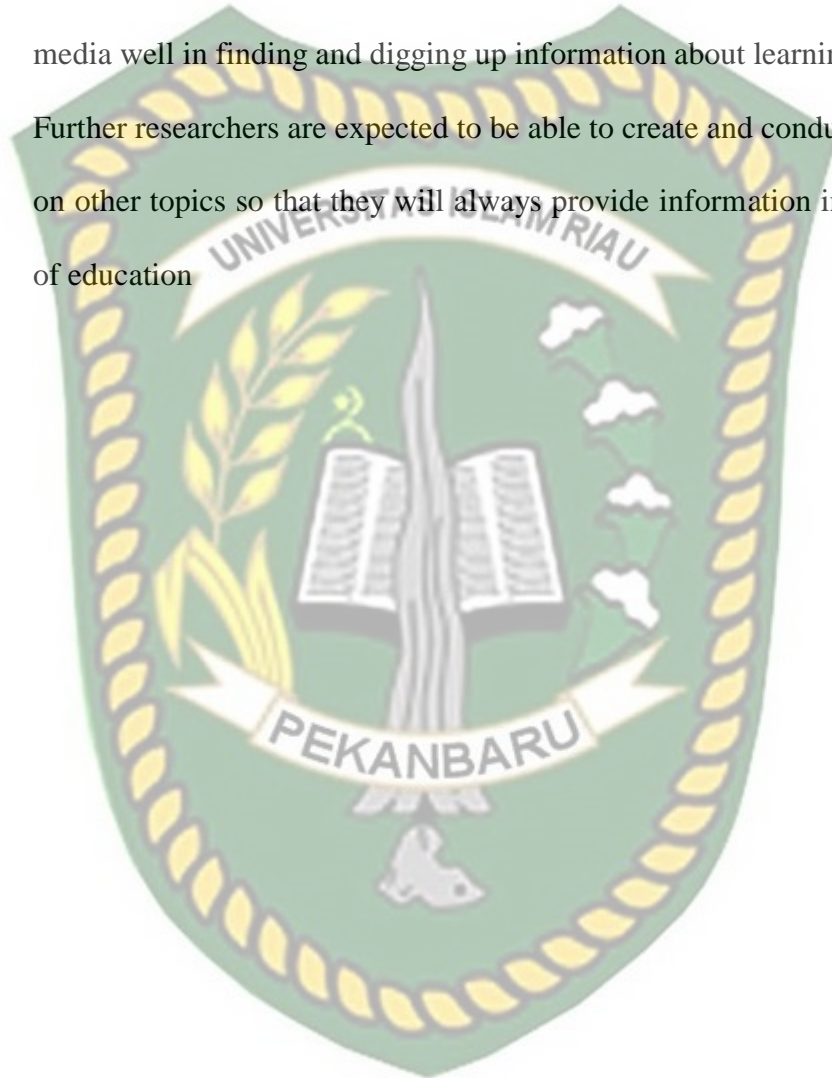
Based on the results of the research presented in the form of descriptive data about the effect of using YouTube media on student learning achievement with quantitative data analysis to answer research hypotheses in accordance with the results and discussions that have been stated, the researchers drew the following conclusions:

1. YouTube learning carried out by teachers at SMA Negeri 1 Koto Kampar Hulu in supporting the learning process can be categorized as always done by teachers to support learning.
2. Student learning achievement by carrying out learning using youtube media can be categorized with the average value of students in the good category.
3. There is a significant effect between the use of youtube media in learning with a regression coefficient of 0.717 at a significant level of 0.000. So that the more frequent learning by using YouTube media, the more students' English learning achievement will increase.

5.2 Suggestion

1. The school is expected to be able to improve online-based learning, especially through YouTube media in supporting student learning achievement, so that with learning using good YouTube media, student learning achievement will increase.

2. Respondents are expected to be able to develop themselves in increasing the search for learning materials through youtube media, because to get good learning achievement students must also be able to use youtube media well in finding and digging up information about learning.
3. Further researchers are expected to be able to create and conduct research on other topics so that they will always provide information in the world of education



Dokumen ini adalah Arsip Miik :

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