

SENIOR HIGH SCHOOL STUDENTS' PERSPECTIVES ON THE USE OF YOU TUBE IN TEACHING NARRATIVE LISTENING

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Abstract

Selecting a good medium to teach English is very important. The phenomena that the teacher uses particular textbook, which are stated in the curriculum, without trying to find some other suitable sources. Narrative will be more difficult if they study this text with listening approach. To decrease this problem, teachers are suggested to use teaching media, namely YouTube media. The objectives of the research as follows: 1) To know Senior High School students' perceptions on the use of YouTube in teaching narrative listening, 2) To find out the advantages and disadvantages of YouTube in teaching narrative listening for Senior High School students. This research was qualitative descriptive. The object of the research is class of X.IPS.2. Technique analysis in this research is data reduction, data display, and conclusion drawing/ verification. The results of this research are as follows: 1) The tenth grade students' perspectives on the use of YouTube in teaching narrative listening was very positive and good; 2) The advantages are a) more interesting, b) students become more focused and happier, c) learning process becomes more fun, d) the students can understand more quickly. The disadvantages are a) the videos are not all suitable, b) it takes time for preparation, c) limited data quota for downloading YouTube videos.

Key words: *perspective, YouTube, narrative, listening*

Abstrak

Memilih media yang baik untuk mengajar bahasa Inggris sangatlah penting. Fenomena bahwa guru menggunakan buku teks tertentu, yang tertuang dalam kurikulum, tanpa berusaha mencari sumber lain yang sesuai. Narasi akan lebih sulit jika mereka mempelajari teks ini dengan pendekatan menyimak. Untuk mengurangi masalah tersebut, guru disarankan untuk menggunakan media pembelajaran yaitu media YouTube. Tujuan dari penelitian ini adalah sebagai berikut: 1) Untuk mengetahui persepsi siswa SMA tentang penggunaan YouTube dalam pembelajaran menyimak naratif, 2) Untuk

mengetahui kelebihan dan kekurangan YouTube dalam pembelajaran menyimak narasi bagi siswa SMA. Penelitian ini bersifat deskriptif kualitatif. Objek penelitian adalah kelas X.IPS.2. Teknik analisis dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan / verifikasi. Hasil dari penelitian ini adalah sebagai berikut: 1) Perspektif siswa kelas X tentang penggunaan YouTube dalam pembelajaran menyimak naratif sangat positif dan baik; 2) Keunggulannya adalah a) lebih menarik, b) siswa menjadi lebih fokus dan bahagia, c) proses pembelajaran menjadi lebih menyenangkan, d) siswa lebih cepat memahami. Kerugiannya adalah a) video tidak semuanya sesuai, b) perlu waktu persiapan, c) terbatasnya kuota data untuk mengunduh video YouTube.

Kata kunci : perspektif, YouTube, naratif, mendengarkan

INTRODUCTION

The subject skills that become the aim in teaching English are reading, speaking, writing, and listening. One of English skill that acquires much attention for the teachers and becomes the object of this research is listening skill. The students can understand a context through listening activity if they can understand the vocabularies and its language structures. Besides, intonation of each vocabularies spoken by any native speakers is different each other so that they need much practice in mastering listening skill. In this case, one of previous researcher has stated that in her classroom, she learnt that some of her students were good at basic listening (Silviyanti, 2014).

Selecting a good medium to teach English is very important. The phenomena we have for many years are that the teacher uses particular textbook, which are stated in the curriculum, without trying to find some other suitable sources. That's why the use of media in teaching English is very needed because it can gives easiness for English teachers to get their students understand. According Arsyad (2007) using media in teaching and learning process make the students understand the lesson more easily and better. Hence, it hopes that it can improve the result of the teaching and learning process and motivate the student in learning English. In addition, previous researcher also commented that over the time, traditional media for teaching such

as audiotape and videos cassette are transformed into modern one due to the involvement of technology. Nowadays, instead of using audiotape to teach students, teachers commonly choose videos (Ayu, 2016).

YouTube is one of website that provides various video collection uploaded by creative teams called YouTubers (Saputra, 2013). Up to now, YouTube has been becoming very popular one. Hence, the writer would like to make YouTube as study media to increase the students' listening ability. There was empirical data that stated the students' listening ability could be advanced by YouTube. One of the research that has been done was about how to increase student's listening ability. The research conducted by Saputra (2013) said that the use of YouTube online changed the students' perception of teaching and learning extensive listening. Therefore, the writer can assume that the use of YouTube media is a kind of medium that will attract the students and stimulate their listening skill.

One of genre that will be learnt by the tenth grade students in the second semester is narrative text. Narrative is one of quite complicated material to understand by some students because they will see the use of grammar and some unfamiliar vocabularies in the text. It will be more difficult if they study this text with listening approach. To decrease this problem occuring among language learners, teachers are suggested to use

teaching media to facilitate the teaching and learning of listening. So, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information in teaching listening narrative instruction (Ayu, 2016)

In this chance, the writer would like to know how the use of YouTube media that has been ever used by English teacher to teach listening of narrative text considered by the tenth grade students' opinion. Based on the explanation, the writer will conduct the research that studies **“Senior High School Students' Perspectives on the Use of YouTube in Teaching Narrative Listening”**.

RESEARCH METHODOLOGY

Research is a process in which someone engage in a small set of a logical step. It means research need a step to get the result of it. Research is a detail study of a subject to discover a new fact. This research is a qualitative research that employs a survey method.

Data used in this research is qualitative. Qualitative research has a purpose to understand something that is common from the social reality of perspective participants. According to Sugiyono (2017), qualitative research is divided into several types viewed by its methods, including ethnographic, grounded theory, case study, phenomenology, and narrative. The ethnographic method is an in-depth study of natural behavior in a culture or an entire social group, while grounded theory is a method that uses a number of systematic procedures to develop theories from the scene.

Meanwhile, the case study method is an in-depth study of a particular social unit and the results of the study provide a broad and in-depth overview of a particular social unit, while the phenomenology method is a study

that reveals the similarity of meaning that is the essence of a concept or phenomenon that is consciously and individually experienced by a group of individuals in their lives, and the last is a narrative method that is research aimed at describing the lives of individuals, collecting, telling stories about individual lives, and writing stories or history of experiences of certain individuals.

Based on the explanation above, this research is more properly considered as a case study. According to Sugiyono (2017) case study is empirical research and inquiry strategies that investigate phenomena in real-life contexts. Case study is appropriate with this research that the writer is doing right now because this research will analyze and examine phenomena in the field regarding the use of YouTube in listening to narrative learning towards students that have been carried out by their English teachers which has implications for the students' experience in learning English, especially to their listening skills.

The subject of this research is the teacher of X SMA Negeri 1 Tambakrejo Bojonegoro, her name is D.N.A. The object of the research is class of X.IPS.2 consisting of 30 students of 18 females and 12 males. This class was chosen to be used as a research respondent because their English language skills are good enough, especially their listening skills. This is based on the explanation of their English teacher in the previous interview session. By this way, the researcher can get data of the research through the informant or the respondents of the research.

Technique of collecting data the writer used in this study, are as follows:

1. Interview

The interview technique used in this study was unstructured interviews. In this case, Sugiyono (2017) argues that unstructured interviews are free interviews where researchers do not use interview guides that have been arranged systematically and completely for the collection of data. The interview guidelines used only outline the issues to be asked.

In this research, the interview used for getting the information that sourced from the English teacher in SMA Negeri 1 Tambakrejo Bojonegoro. Through this interview the writer can find the information about the listening narrative instruction using YouTube to the tenth grade students.

2. Questionnaire

Questionnaire is one of media which contains some questions related to the problem of the research which will be solved, arranged, and shared to the respondent to get any information in the field (Darmadi, 2011). The writer uses this method to get data about the students' perspective on the use of YouTube in teaching narrative listening at SMA Negeri 1 Tambakrejo Bojonegoro.

Analyzing the data is a process of compiling the data from the interviews and questionnaire. In this research, the writer used qualitative research. The writer collected the data, arrange and present the data. To analyze the data of the teacher technique in listening narrative instruction using YouTube to the tenth grade students at SMA Negeri 1 Tambakrejo Bojonegoro, there are three step used are as follow:

1. Data reduction

In reducing the data the writer will be guided by the purpose that will be found. The main purpose of the qualitative research is in the final findings. The data will be

collected from interview and questionnaire through online sosial media.

2. Data display

The most frequent form of display data for qualitative research data in the past has been narrative text. By displaying the data it will make the writer easier to understand the situation, planning the next step based on the data. Looking at displays helps us to understand what is happening and to do something further analysis or caution on that understanding.

3. Conclusion drawing/ verification

The third step in analyzing the qualitative data is concluding and verifying. Presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage.

DATA EXPLANATION AND THE RESEARCH FINDINGS

1. The Use of YouTube as Media to Teach Narrative Listening

In learning English at SMAN 1 Tambakrejo Bojonegoro, not every meeting used the media, it depended on the subject matter. Students were very active in following ongoing lessons, because they themselves did not feel bored because they did not only use books as media. In addition, they got additional insights about the subject matter.

Learning English using video media from YouTube is done in the classroom while the lesson is in progress. The teacher allowed the students to learn in advance about the narrative material, after finishing the teacher allowed them to ask about the material that was not understood. Then, the teacher displayed the YouTube video that has been downloaded via online on LCD in front of the class. Then, they students expressed their own opinions according to their findings. The role of the media here was

to provide a very rich source of learning both for students and for the teachers.

In the process of teaching and learning listening narrative, students' attention became greater, learning felt fun, not boring, not saturated, and not constantly reading books and doing worksheets, but using all kinds of technology, such as TVs, DVD players, LCD projectors. Every meeting used the technology, so the students did not get bored.

The teacher often gives assignments to students to reflect on the lessons that have been given, both independent assignments and group assignments in each meeting. The students usually do the practice questions of independent task on the printed book and they are asked to find and study material for the upcoming meeting from the material that students have learned in group.

In order for learning to be active, creative, dynamic and effective, the teacher should have a good understanding of the goals of teaching and learning and effective learning. Getting to know the characteristics of students in the classroom to determine methods and strategies to encourage creativity through the creation of a conducive learning atmosphere so that the students' creativity, critical thinking skills, and problem solving skill can develop optimally. The use of videos from YouTube as a learning medium can provide a new atmosphere in the listening narrative for students. The ability of the teacher to provide diverse learning experiences will make a challenging learning atmosphere so that it motivated the students study.

The teacher only guided the students to learn, but the work of learning must be done by students themselves. Therefore, reformation of learning to build competence requires changes of old tradition, namely the teacher acted in front of the class, and the students are just watching. Therefore, it must be converted into active students working and learning in the classroom, the teacher watches and

directs closely. In the learning process, the teacher acts as a facilitator with the traditional learning approach centered on the teacher turning into student-centered learning. The teacher is no longer a provider of knowledge but as a guide who helps students gain their own knowledge by utilizing the facilities available.

2. The Students' Perspectives on the Use of YouTube in Teaching Narrative Listening

Based on the results of the questionnaire that has been successfully explained above, the writer concluded that the students' perceptions of the use of YouTube media in learning listening narrative are very good. This is due to the large number of questionnaire answers filled out by the students who showed positive things they felt during listening narrative learning using YouTube. In addition, the experience of listening learning by using YouTube media made them more confident with their listening skill because most of them no longer have problems with their skills after the application of the YouTube media.

3. The Advantages and Disadvantages of YouTube in Teaching Narrative Listening for Senior High School Students

Recent technological advances are often used by many teachers in their learning activities at school or outside school. Like video-sharing media such as YouTube, which is one of the choices by teachers in helping them deliver material to their students. In this research, YouTube is used to teach listening narrative for the tenth grade students at senior high school. Besides having many advantages, YouTube also has shortcomings in the learning of narrative listening that has been done by an English teacher at SMA Negeri 1 Tambakrejo Bojonegoro. The advantages and disadvantages of YouTube in the listening narrative learning, the writer has described the results of an interview with an English teacher who teaches the tenth grade students at the school in the description below.

- a. The advantages of YouTube in teaching narrative listening

The advantages of YouTube in teaching narrative listening are as follows:

- 1) Video-based media is more interesting than audio.
- 2) Students become more focused and happier with the animation displayed in the video.
- 3) Learning process becomes more fun.
- 4) It can generate the students to understand the material more quickly.

- b. The disadvantages of YouTube in teaching narrative listening

The disadvantages of YouTube in teaching narrative listening are as follows:

- 1) The videos provided on YouTube are not all able to be support stuffs that the teacher wanted.
- 2) It takes time to prepare the material because the video content must be adjusted to the learning objectives.
- 3) If the assignment becomes a homework, the obstacle for students is the limited data quota for downloading YouTube videos.

Discussion

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the students' perspectives on the use of YouTube in teaching narrative listening and the second one is the advantages and disadvantages of YouTube in teaching narrative listening for the students.

In using video media of YouTube in learning English, especially to teach narrative listening, the English teacher of the tenth grade students in SMA Negeri 1 Tambakrejo Bojonegoro paid attention to the steps as revealed by Arsyad as cited by

Mudiyono (2014) which consists of a few steps, such as:

1. Preparation

In the previous sub-chapter, it was explained that the English teacher of the tenth grade students at the school had made preparations before learning in class, such as preparing material to be taught, YouTube videos to be downloaded had to be adapted to the material and listening skills of students, and the other equipment like LCD, TV, projector, or so.

2. Checking the students' preparation

Like the teacher, students also need to be sure of their readiness in participating in listening learning. Student readiness that needs to be ensured by the teacher such as giving interesting information about the video, listing any keywords or phrases on the board relating the material of audio on the YouTube video to facilitate students in understanding audio content, and explaining why the students should listen to it, what they will do during and after watching and listening, and how they are expected to get benefits from this stuff.

3. Taking care of the audio video

The teacher ensures the smooth activities of students in listening to lessons during the audio video play at class.

4. Reviewing the audio video program

The teacher gives a number of questions related to audio video that have been heard and seen by students to find out how far their understanding of the video content that has been played, in this case the content in question is narrative material.

5. Evaluating the activity

The teacher evaluates the results of the assignments given to students related to the understanding of the content of the audio video that has been heard and seen by students in class.

From these activities, the response given by the tenth grade students to the use of YouTube as a media in narrative listening is quite good. This can be seen from the percentage of students who gave positive answers to each question given in the form of a questionnaire. They considered that YouTube could facilitate them in learning English, especially for listening skills. With YouTube, beside they watched the pictures, they could practice their listening skills. According to them, learning narrative with YouTube videos made everything easier to understand, and the learning activity was not boring and did not seem monotonous. Nevertheless, the use of YouTube videos still has shortcomings, including not all videos on YouTube are suitable and can be used as learning material according to the teacher's wish, and require adequate preparation to ensure the learning process that will be carried out can run smoothly without any obstacles.

CONCLUSION AND SUGGESTION

Based on the discussion in the previous chapter, so the writer can conclude the result of this research, as follows:

1. The tenth grade students' perspectives on the use of YouTube in teaching narrative listening was very positive and good. The most of them have thought that listening learning by using YouTube as a medium for learning narrative was very helpful, fun, and not boring. From a cognitive point of view, the use of YouTube media to help students learn narrative material could improve their listening skills as proved by their responses to the perceived ease of learning with this media.
2. The advantages of YouTube in teaching narrative listening for the tenth grade students are a) video-based media is more interesting than audio only, b) students become more

focused and happier with the animation displayed in the video, c) learning process becomes more fun, and d) it can generate the students to understand the material more quickly. In the other sides, the disadvantages of YouTube in teaching narrative listening for the tenth grade students are a) the videos provided on YouTube are not all able to be support stuffs that the teacher wanted, b) it takes time to prepare the material because the video content must be adjusted to the learning objectives, and c) if the assignment becomes a homework, the obstacle for students is the limited data quota for downloading YouTube videos.

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