

Utilization Of Teaching Video in The Online Learning Process to Improve English Speaking Skills At SMPN 2 Kendal

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Abstract

Learning speaking skills in English designed using video media, and the material presented is useful, will motivate learning. The purpose of this research is to; (1) knowing the process of implementing speaking skills of class VIII students at SMPN 2 Kendal in learning English using teaching videos, (2) describing speaking skills of class VIII students at SMPN 2 Kendal after learning English using teaching videos. Research methods; qualitative approach. The role of the researcher in this qualitative research is as a planner, data collector, analyzer, and as the originator of the research. This research using qualitative approach as descriptive research. The data and information are generated in the form of word. Results: (1) The process of learning English in Class 8A using teaching videos, went very well. The use of YouTube-based teaching videos can not only improve the skills of students but also foster students' enthusiasm and activeness in learning. Video media is used to make it easier for students to learn KD 4.3.2 material. The use of teaching videos in the English learning process greatly influences the achievement of students' speaking skills, (2) the achievement of speaking skills of grade 8A students of 69.7% fulfills the criteria for success, with details; 1 student achieved a very good predicate score (94-100), as many as 10 students had a good predicate (87-93), a total of 11 students predicated sufficient scores (80-86), and 10 students were still lacking or under the minimum completeness criteria.

Keywords: *Video Teaching, Speaking Skills*

Introduction

2020 is a tough year for people in the world, especially in Indonesia. This is due to the outbreak of the Coronavirus Diseases pandemic or what is often referred to as Covid-19. Since mid-March 2020, many schools, offices, and government agencies have implemented work from home and learn from home. Schools and campuses are all closed as a consequence of the WFH policy so that social and physical distancing can work to reduce the spread of the virus (Shaharuddin, 2020). In line with this, learning from home is following the circular letter of the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim at number 36962/MPK.A/HK/20201 which contains an appeal to do online learning from home.

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Learning English, which was previously often done using communicative methods, has turned into online learning. Learning languages online for students at SMPN 2 Kendal is a challenge. Not to mention the limited ownership of the devices used to carry out online learning activities and also the limited quota for accessing the internet to be able to use applications related to online learning. The factors that affect students in speaking a foreign language are also the same as the factors that affect students speaking in Indonesian. Students are reluctant to speak because it is influenced by several factors such as: fear of making mistakes when speaking, limited vocabulary that supports, shyness, and nervousness or not being confident. Another factor that affects student's language skills is that they do not practice speaking the language (Pre-Survey with English teacher at SMPN 2 Kendal).

Language is one of the important skills because through good language skills, the message to be conveyed by the speaker will be well received by the listener (Tarigan, 1990). Tarigan argues that language skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings. Based on the results of the researcher's observations, it is also known that the teacher's lack of ability to maximize learning media in delivering online material can affect students' mastery of speaking skills. Therefore, the English skills of class VIII students at SMPN 2 Kendal need to be improved by using learning media that attract students' interest in learning English. So, media that can help students in carrying out English learning is very necessary that one of the alternative media that can be used in the online learning process is using video.

Literature Review

1. Video Media in Learning

Learning media are all forms and means of delivering information that is made or used in accordance with learning theory, can be used for learning purposes in channeling messages, stimulating students' thoughts, feelings, attention, and willingness so that they can encourage a deliberate, purposeful, and controlled learning process (Suryani, 2018: 5). While the learning video is a medium for transmitting knowledge and serves as part of the learning process. More specifically, a way to teach by example and transfer information to complete a specific task. According to Sukiman (2015: 118), learning video media is a set of components or media that can display images as well as sound at the same time. Meanwhile, Kustandi (2015: 64) reveals that a video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time, and influence attitudes.

The video media selected for use in learning activities need to consider the curriculum. The use of media must be able to support learning activities that facilitate students to achieve the desired competencies. Fill in the information and knowledge contained in the selected new video program (up to date). The videos used in learning English through online learning are from Youtube. Youtube is a video-sharing website (Sharing Video) or a provider of various popular video services.

The video taken from Youtube which is used as a source and teaching material taken by the English teacher Class VIII SMPN 2 Kendal is a type of program that can support explaining, explaining, adding, entertaining, and encouraging students to do learning by combining conventional and modern systems.

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2. Online Learning

Permendikbud No.119 of 2014 Article 1 No.1 explains that distance education, hereinafter referred to as PJJ, is an educational activity in which students and educators are separated and the subject matter is based on the principles of learning/educational technology. Distance learning can be done by self-study in the network (online). In this learning, students get learning instructions and teaching materials that are arranged in a modular manner in digital formats such as pdf, doc, ppt, video, film, and others, students receive and collect assignments through the Learning Management System (LMS), and can communicate via email, chat, discussion forums, social media, or other agreed media. Learning is guided through online tutorials on video conferences on a scheduled basis (Widodo, et al., 2020: 9).

Online distance learning is a PJJ where teaching materials, and media to interact through the internet network intermediary. Therefore, the implementation of online learning cannot leave the internet as the main technology. When doing online learning, supporting facilities such as classes are replaced with virtual classes called learning management systems (LMS) (Sumantri, 2020). PJJ can be effective if students feel comfortable and are also motivated to carry out learning activities with interaction and reciprocity so that learning is a fun activity, not a heavy burden (Munir, 2019:18).

Education which includes teaching and learning activities is also inseparable from technology, some of the technologies applied in learning activities are Microsoft Office 365 in the form of Microsoft Teams, OneNote, Sway, and Forms which were massively used when the online learning policy was issued. Microsoft office 365 is used by educators to help document subject matter and is used in online learning evaluations that require internet network availability (Gufon and Maesaroh, 2020). By utilizing this media, students and educators can interact visually equipped with audio-visual or text.

3. English Speaking Skills

In terms of the objectives or competencies to be achieved, this English subject emphasizes aspects of language skills which include spoken and written language skills, both receptive and productive. The curriculum guidebook issued by the Ministry of National Education regarding Competency Standards for Middle School English Subjects (2003: 123) defines English as a tool for communicating orally and in writing.

English subject in SMP/MTs aims to make students have the following abilities. (1) Develop oral and written communication competence to achieve a functional literacy level (2) Have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society, and (3) Develop students' understanding of the relationship between language and culture (BSNP, 2016: 124).

Speaking according to Madhuri, JN (2013: 5) that speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned. Speaking, of course, is closely related to the development of the vocabulary acquired by the child; through listening and reading activities.

According to Tarigan (2018: 24) that "speaking aspects consist of speech, grammar, vocabulary, fluency, content, and understanding". Talking is essentially a process of communicating because in it occurs messages from one source to another. From the

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understanding that has been mentioned, it can be stated that speaking is a process to express, state, and convey ideas, thoughts, ideas, or hearts to others by using spoken language that can be understood by others. Furthermore, it is explained again by Tarigan (2018: 42) that "speaking activities can be seen from the suitability of speech, stress placement, suitability of word choice, suitability of speaking targets". So, it can be understood speaking skills, the process of understanding communication to convey ideas, thoughts, ideas.

In Kemmoum (2015: 2) it is stated that "La vidéo est un bon moyen d'initiation l'oral, elle facilite la compréhension, la mémorisation et pousse les apprenants s'exprimer avec plaisir", which means that video is a good means for speaking, videos facilitate understanding, memory and encourage students to express themselves with pleasure. This opinion is reinforced by the explanation of Daryanto (2016: 105), which states that the retention rate of students will increase if the acquisition process uses the senses of hearing and sight.

Method

This research uses a qualitative approach, and the research is classified as descriptive research. In this descriptive qualitative research, the researchers describing and analyzing the implementation of Distance Learning (Online) English using Learning Management System Office 365 Platform Teams for Education by utilizing English learning video media on Youtube.

In qualitative research, the researcher himself or with the help of others is the main data collection tool (Moleong, 2007). According to this opinion, the role of the researcher in this qualitative research is as a planner, data collector, analyzer, and the originator of the study. Therefore, researchers are the key to conducting research. As support for collecting data in the field.

There are three main kinds of data collection instruments, as follows: 1) Observation. According to Satori and Komariah (2020: 132), observation is a technique or method of collecting data by observing ongoing activities. Observation is a visit to the place of activity directly so that all existing activities or objects are not passed from observation. Researchers observes the implementation of English learning activities using the Microsoft Teams application, teacher-student interactions in learning activities, student activity towards learning, completion of student assignments given by the teacher, and facilities from Microsoft Teams used for learning English. 2) Interview. The nature of interviews in qualitative research is in-depth, this is due to the desire to explore the information obtained clearly and thoroughly Satori and Komariah (2020: 163). The use of this technique is intended to obtain data regarding the principal's policy using the Office 365 Platform Teams application, an overview of the implementation of English learning activities in distance learning using the Microsoft Teams application at SMP Negeri 2 Kendal regarding the preparations that must be carried out by the school, the plans made teachers, learning activities and evaluation of learning. In conducting this interview, the researcher used tools to take a notes in the form of a ballpoint pen and paper to obtain data and recorded the conduct of the interview using an interview guide to obtain the necessary data. 3) Documentation. According to Sugiyono (2019: 306) documents are notes that have passed from an event, in the form of someone's work, either in the form of pictures or writing. Documentation techniques are used to obtain notes and information about school profiles, state of infrastructure, data for educators and students, school organizational structure, and data needed for teaching and learning English activities in distance learning using

YouTube-based videos that are compatible with the application . Microsoft Teams at SMP Negeri 2 Kendal are in the form of document books or learning tools in English subjects such as syllabus, annual programs, semester programs, lesson plans, assessment programs, worksheets, lesson schedules, photos, as well as several documents that support and provide data in research.

This analysis includes three stages; 1) Data reduction. Data reduction means summarizing data or sorting on points that only relates to the research theme obtained from data in the field. Data collection is continued by removing unnecessary data. This step provides clarity about the data to be obtained and is useful in providing direction to further data that the researcher wants to find or really needs. This process is carried out if data has been collected from the data source, then summarized. In this case, data that has relevance to English Learning activities using the Office 365 Platform Teams online learning media. 2) Data display. Data presentation contained in qualitative research are descriptions, relationships between categories, flowcharts, charts, and other types. Presentation of qualitative research data is usually done with narrative text. The presentation of data is useful in making it easier for researchers to understand what is being studied and helps facilitate the discovery of meaning in it. 3) Conclusion Drawing. Drawing conclusions is the final step in data analysis. There are several possible conclusions in qualitative research, they can be answered or evolving questions. This depends on the validity and credibility of the data obtained from the field which has strong evidence from the data obtained in the field.

Thorne (2000:68) in EBM Journal states that unquestionably, data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature. Hence, the analysis process is needed in order to break down the data into understandable and relatable data. Dey defines the process of qualitative data analysis, the core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect (2005:31).

Finding and Discussion

A. Findings

1. Initial Condition of The Process of Learning English

The initial conditions, the learning process in class 8A as the object of observation that takes place using various learning methods, such as lecture, question, and answer, cooperative, creative, active, and scientific. Most of the flow of the overall management of learning and the application of these methods are activities and efforts to attract students' attention and motivate students to be involved in the learning process. This is because teachers and students experience difficulties because during the new normal, the learning process is blended learning.

The use of LCD media is also often done by teachers such as showing PowerPoint Material (PPT) during face-to-face learning, while teachers also design online learning for students who study from home using office 365 or WhatsApp. It seems that the application of learning with this method makes it difficult for teachers as well as students because at the same time the teacher must control students who are face-to-face as well as online. Meanwhile, students who study online only see shows in a sequential direction without interactivity.

This was also expressed by one student (AM), that during online learning, students often did not follow the lesson properly.

Learning achievement aspects of student skills in the initial conditions is 0 student with score range 94-100, 4 students in score range 87-93, 4 students in score range 80-86, and 20 students in score range <80. This low achievement of students' achievement in speaking skills is also justified by the curriculum and student departments. One of the causes is the low motivation of students, low-class management, and supervision. So far, learning takes place online, and the interaction between teachers and students in virtual classes is only limited to words or chat on the Teams Platform channels. Students are less interested and rarely present when the teacher conducts class Zoom Meetings. Students also feel that learning English is difficult (Results of Interview with the Curriculum and Student Affairs section of SMPN 2 Kendal, Thursday, 19 May 2022).

2. Lesson Activities Observation

Learning management activities begin with (a) the teacher opening the lesson with apperception, (b) students listening to the teacher's explanation of the learning objectives, and assessment techniques, (c) the teacher conditions students (d) implementing learning that requires the active participation of students, (e) manage time when starting and ending the learning process, (f) students actively define and organize tasks carried out under the guidance of teachers, (g) teachers use good and correct language, (h) teachers encourage students to open WA Group Class 8A which the link has been shared <https://youtu.be/7XFZD5frKJc>, (i) students watch the show on YouTube, (j) the teacher integrates PPK and literacy in the learning process, (k) students go forward one by one to retell the show.

In the implementation of learning in class 8A by the teacher, the researcher made observations in the classroom.

After the teacher did the preliminary activity, the students independently watched the YouTube show <https://youtu.be/7XFZD5frKJc> through their cellphones. Students re-present or retell in their own words about the show, while the teacher assesses their speaking skills. Assessment activities are carried out on aspects of spiritual and social attitudes using instruments or observation sheets, self-assessment, and among friends. Skill assessment is taken at the first and second meetings using an oral test of student performance or presentation/retelling (retelling the biography in front of the class).

Observation Result

The teacher's activity in the process of applying YouTube media obtained an optimal score, which was 100 very good criteria. This means that the teacher complies with the technology-responsive learning steps that have been scripted in the lesson plans, namely; has facilitated students to report and respond through viewing, and reading from various technology-based sources, already facilitating students to relate through what has been observed, already facilitating students to reason (giving reasons), by conveying and repeating independently, already provoke students to reconstructed through speaking or presenting/retelling (retelling a biography in front of the class).

Data on student learning outcomes in speaking skills from the infographic above is known from 32 students in grade 8A, 31.8% or 1 student scored between 94-100 very good criteria (A). 31.3% or 10 students scored between 87-93 good criteria (B). 34.4% or 11 students

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scored between 80-86 sufficient criteria (C), and 31.3% or 10 students did not complete their studies because their scores were below the KKM = 80.

This achievement shows that the use of video media on YouTube can make it easier for students to learn. As also conveyed by Mrs. Yeni (English teacher) that this youtube video media is very friendly to students. The language used is very simple, very easy to understand, and uses common language. The information that appears in the video is helpful and friendly to the user, including the ease for the user in responding, and access as desired (Interview with English Teacher 8A Class, Thursday 19 May 2022).

B. Discussion

a. The Process of Learning English using Video Teaching

Based on the findings in the earlier chapter 4 from the song lyrics with the title “Whatever it Takes, Believer, Walking the Wire, Mouth of the River, Thunder, and Dancing in the Dark.” There are still no examples of idioms such as Irreversible Binomial Idioms in the song lyrics ‘Dancing in the Dark’; Phrasal Compound Idioms in the song lyrics ‘Believer and Walking the Wire’; Incorporating Verbs Idioms in the song lyrics ‘Walking the Wire, and Thunder’; and Pseudo Idioms in the song lyrics ‘Walking the Wire, Mouth of the River, and Dancing in the Dark.’ For example, in Phrasal Compound Idioms, the requirement of including this phrase as Phrasal Compound Idioms such as this idiom combines 'adjective plus noun,' 'noun plus noun,' 'verb plus noun,' or 'adverb plus preposition.' The phrase 'Pull me like a racehorse' is an example of Phrasal Compound Idioms in this music album. In contrast, there are no idioms in the song lyrics "Believer." There are no idioms in Phrasal Compound Idioms in ‘Believer’ song since this song mainly found tournure idioms and detailed the personal struggle experience of the vocalist and the hope of all member of the band to be a religious person so that this song contains a story from the past and uses metaphorical language in the lyrics.

In the learning process in class 8A of SMPN 2 Kendal, before this research was carried out, the teacher had applied the method, but it was considered monotonous in the way it was delivered, and in general, to attract students' attention and interest, it had not been successful. Since the COVID-19 pandemic, which was in early 2020, the learning process has been carried out online using various platforms, such as Google Classroom, Jagaratu, and Teams based on Office 365. However, the learning process cannot be carried out optimally because it is carried out online, facilities are limited for students, the signal is not stable, and the active participation of students is difficult to control.

The use of Information and Technology (IT)-based learning media has also become a tradition at SMPN 2 Kendal. Since 2007 SMPN 2 Kendal has been designated as an international standard school (RSBI). The fulfillment of infrastructure standards also follows international conditions. It seems that the available facilities have not been fully utilized, and the impact has not been significantly felt by students optimally. The completeness of learning facilities and the application of the methods mentioned above significantly only boost the learning outcomes that are oriented towards reason, namely the rational (cognitive) reasoning process, but the skills aspect is still lacking, especially speaking skills in English subjects in grade 8A.

Authors are interested in technology-responsive learning, namely by utilizing YouTube videos. The interest lies in the reflective activities implemented in the steps. The results as

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stated by Priyatni et al. (2017) can be used to develop knowledge and understanding and can improve practical activities. In addition to utilizing technology-based media, it supports strengthening character and literacy education.

The use of technology and internet-based video media is carried out by integrating it into the lesson plan (RPP). Learning observations were carried out during two meetings. Explicitly, the use of technology-responsive video media and the internet is included in the plan's syntax for the item application methods and the use of instructional video media.

On the first observation, Thursday, April 21, 2022, the learning process was in the very good category and had met the success criteria. However, there is still a shortage of teachers in learning management activities, namely, teachers have not helped students define and organize the tasks to be carried out. While in the closing activity, the teacher has not implemented a follow-up program for students who have not completed and enrichment for those who have completed.

In addition, the success of teachers in the learning process can be seen from the learning planning as outlined in the lesson plan (RPP). The RPP compiled not only integrates scientific and reflective methods but also develops scenarios for strengthening character education and technological literacy.

YouTube video media used by teachers in the learning process is very helpful for students because YouTube videos are very suitable for students' conditions, and are compatible with the devices they have, easy to obtain, and this YouTube video media is useful. As stated by Saud (2017), the learning media used can increase student motivation, and this YouTube video media can encourage students to be active in learning.

The results of observations about students' active participation in the KD 4.3.2 English learning process using YouTube videos are in line with the opinion of Irwantoro and Suyana (2016), that learning becomes interesting, allows students to achieve better goals, students do not feel bored, and many students do activities because they don't just listen to the teacher's explanation

b. Speaking skills of grades VIII students at SMPN 2 Kendal.

One of the communication parameters as the goal of communicative language teaching is speaking skills. This skill includes knowledge of what to say and how to pronounce it appropriately according to the situation. For that, the selection of video recount text, biography of Albert Einstein using the media YouTube <https://youtu.be/7XFZD5frKJc>. From the YouTube video display, students can observe and listen to the pronunciation like native speakers, students also learn how to use the special vocabulary that has been learned and the right vocabulary with the context of speaking. In the video observation process, students learn the correct use of tenses, as well as the order of words in sentences.

Conclusion

The process of learning English in Class 8A using teaching videos went very well. The teacher succeeded in compiling a technology-responsive learning plan. The use of YouTube-based teaching videos can not only improve the skills of students but also foster students' enthusiasm and activeness in learning. Video media is used to make it easier for students to

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learn KD 4.3.2 material. The results of student activity in participating in learning are relevant to improving students' speaking skills in grade 8A. The use of teaching videos in the English learning process greatly influences the achievement of students' speaking skills. Students' perceptions of the use of YouTube videos are more positive. The achievement of speaking skills of grade 8A students of 69.7% has met the criteria for success, with details; 1 student achieved a very good predicate score (94-100), and as many as 10 students had a good predicate (87-93), a total of 11 students predicated sufficient scores (80-86), and 10 students were still lacking or under the minimum completeness criteria. From the achievement of these scores, it is known that only 1 student often cannot understand the pronunciation, 2 students often make mistakes when speaking, as many as 15 students require high concentration to avoid misunderstandings, and as many as 10 students have slight errors in pronunciation, and 4 students speak and accent (Style) is like a native speaker.

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