AN UNDERGRADUATE THESIS

THE ROLE OF YOUTUBE USED IN TEACHING ENGLISH AS A FOREIGN

LANGUAGE INSTRUCTION

By:

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English Education Department

STATE INSTITUTE FOR ISLAMIC OF METRO

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In English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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NOTIFICATION LETTER

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Appendix   : 1 (one) Bundle
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To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
Wassalmu'alaikumWr.Wb

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AssalamualaikumWr.Wb.

        Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
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Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE
No. B-3244/In-28-1/D/PP-00-9/08/2021

The Undergraduate Thesis entitled: THE ROLE OF YOUTUBE USED IN TEACHING ENGLISH AS FOREIGN LANGUAGE INSTRUCTION written by: IVANA PRATIWI, Student Number 1601070154, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 30, 2021 at 10.00-12 a.m.

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THE ROLE OF YOUTUBE USED IN TEACHING ENGLISH AS A

FOREIGN LANGUAGE INSTRUCTION

ABSTRACT

By:

Ivana Pratiwi

This thesis deals with The Role of YouTube Used in Teaching English as a Foreign Language Instruction. The Objective of this research is to describe the benefit of using YouTube technology on EFL instruction. To support this research, a case study was conducted at SMKN 2 metro. The methods used to obtain data were interview observation and documentation. Researchers conducted interviews with several students and class teachers. The subjects of this study were eighth grade students majoring in chemical engineering at SMKN 2 Metro. Researchers used qualitative methods to analyze the collected data.

The research findings there are 72% students used YouTube and 28% students less used YouTube in EFL instruction. In fact, most of them used YouTube often. The YouTube used in EFL instruction gives facilitation to the teacher and the students find sources of English materials. Reveal that teachers and students support the use of YouTube technology. Teachers and students emphasize that they use it as a useful tool to assist their teaching in the EFL instruction process at SMKN 2. So, it can be concluded that the use of YouTube technology can have a positive and significant benefits effect on EFL instruction at SMKN 2 Metro.

Keywords: *EFL Instruction, Technology, YouTube*

PERAN PENGGUNAAN YOUTUBE DALAM PENGAJARAN

BAHASA INGGRIS SEBAGAI BAHASA ASING

Oleh:

Ivana Pratiwi

Tesis ini membahas tentang peran penggunaan youtube dalam pengajaran bahasa inggris sebagai bahasa asing. Tujuan dari penelitian ini adalah untuk menjelaskan manfaat penggunaan teknologi YouTube terhadap pembelajaran EFL. Penelitian ini melalui studi kasus yang dilakukan di SMKN 2 Metro. Metode yang digunakan untuk memperoleh data ialah observasi wawancara dan dokumentasi. Peneliti melakukan wawancara dengan beberapa siswa dan guru kelas. Subjek dari penelitian ini adalah murid kelas delapan jurusan teknik kimia di SMKN 2 Metro. Peneliti menggunakan metode kualitatif untuk menganalisis data yang terkumpul.

Temuan penelitian mengungkapkan bahwa ada 71% siswa yang menggunakan YouTube dan 29% siswa kurang menggunakan YouTube dalam pengajaran dan pembelajaran EFL. Faktanya, sebagian besar dari mereka sering menggunakan YouTube. YouTube yang digunakan dalam pengajaran dan pembelajaran EFL memfasilitasi guru dan siswa menemukan sumber materi bahasa Inggris. Guru dan siswa mendukung penggunaan teknologi YouTube. Jadi, dapat disimpulkan bahwa penggunaan teknologi YouTube dapat memberikan efek positif dan manfaat yang signifikan terhadap pembelajaran EFL di SMKN 2 Metro.

Kata Kunci: *Pembelajaran EFL, Teknologi, YouTube*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Ivana Pratiwi

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Study Program : English Education Study Program (TBI)

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States that this undergraduated thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, July 30, 2021

Ivana Pratiwi
St. ID. 1601070154

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Ivana Pratiwi

NPM   : 1601070154

Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,30 Juli 2021

Ivana Pratiwi
NPM. 1601070154

MOTTO

حَسْبُنَا ٱللَّهُ وَنِعْمَ ٱلْوَكِيلُ

"...Allah suffices as our helper and He is the best of protectors"

(QS. Ali 'Imran: 173)

DEDICATION PAGE

"I highly dedicated this undergraduate thesis to:

Firstly, my beloved parents Mr. Budianto and Mrs. Tri Setiawati

Secondly, my beloved sister, Anita Mayasari, DewiYuliana and FaniaIrsanti

Thirdly, my beloved friends, Afifah, Arisa and Nining

Finally, my beloved almamater IAIN Metro"

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Getting and salutation be upon the prophet Muhammad SAW, who has brought human from the darkness era into bright era. Peace upon him, who becomes an inspiration for all people to live as Moslems.
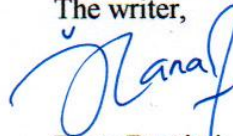
This undergraduate thesis is presented as a partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "THE USE OF EDUCATIONAL TECHNOLOGY IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTIONS: CASE STUDY OF SECOND YEAR AT SMKN 2 METRO".

The writer would like to express her gratitude to the sponsor, Ahmad Subhan Roza, M.Pd. and the co-sponsor Yeni Suprihatin, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is still many mistakes. At last, the researcher hopes that the research have significant contribution in English teaching learning in IAIN METRO.

Metro,   July 2021
The writer,

IvanaPratiwi
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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language is a manner that is very important toward communication among people and a facility to build interacts in our society. It is impossible that people can live without socialization with other people. Based on Douglas Brow's book, English can be used as second language. Nowadays, English most used as the second language in the developed country such as America, Australia, New Zealand, Canada and many others. Although, the people in those countries have many different backgrounds and languages but they are learned English the second languages and use it in their daily lives.

Furthermore, not as developed countries, many countries such as Indonesia, Thailand, Korean and Japan still use English as the foreign language. Those countries use their mother language as the second language. EFL instruction is got from schools, courses, colleges and universities. The people in those countries do not use English in their daily conversation. It is learned as one of instructions that got in the schools.

Recently, EFL instruction has been interested in the adoption new technology. The new technology is claimed to provide large freedom and convenience for learners to learn in a flexible environment. YouTube, as one

of the examples of Computer Assisted Language Learning play an important role in EFL learning and instruction.

In the world of education, online videos   such as YouTube video can augment or illuminate the weekly assigned   reading.[1] YouTube becomes the new choice of media in addition to other media used in the education system that have already existed and are accepted by policy makers in education. YouTube has now turned into a new tool for the world of education where YouTube which has a variety of videos uploaded by users can be a source, material and educational media / media learning that can be used by anyone be it educators, students, school staff and even parents can use YouTube as alternative media in finding and helping to find the needed resources.

Furthermore, the use of instructional media becomes a very important point apart from strategies and methods and learning, using appropriate media and the renewal of the media used will facilitate students and educators in carrying out learning and teaching activities. The use of attractive media can arouse enthusiasm, new curiosity and provide a positive influence in the development of student psychology. With the media, educators can also provide an environment, atmosphere that is appropriate for students in instruction activities

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[1]Curtis J. Bonk, *The Use of Shared Online Video Content as a Macro context for Learning,* Paper presented at the American Educational Research Association (AERA) 2008 Annual Meeting, New York, NY.

Specifically, after conducting a pre-survey at the second semester students of SMKN 2 Metro, it is shown that one of the subjects in English basic skill involves the YouTube use as a supporting media in process of instruction. Nevertheless, the YouTube use is not merely use as main sources of the material, because the facilities of YouTube use in SMKN 2 Metro cannot be accessed maximally. The researcher asked some questions related to the YouTube use in their EFL instruction. Here is the table describing ineffectiveness of YouTube use in EFL instruction.

Table 1. The data of pre-survey at SMKN 2 Metro

No	Name	Question Code		
		1	**2**	**3**
1	DA	Yes	No	No
2	A	Yes	No	No
3	AS	Yes	No	No
4	FH	Yes	No	No
5	RAS	No	Yes	No
6	AF	Yes	Yes	No
7	GWS	Yes	Yes	No
8	AP	Yes	No	No
9	ASMS	Yes	No	No
10	P	Yes	No	No
11	NND	Yes	No	No
12	NAT	Yes	No	No
13	HAA	No	Yes	Yes
14	BI	No	No	No
15	SA	Yes	No	No
16	NS	Yes	No	No
17	LNC	Yes	Yes	No
18	SAR	Yes	No	No
19	RRA	Yes	Yes	No

20	A	Yes	No	No
21	ABM	Yes	No	No
22	RIF	Yes	No	Yes
23	MSH	Yes	No	No

Note   :

1. Is YouTube used in EFL instruction?

2. Do YouTube used in EFL instruction?

3. Is YouTube in EFL instruction as recourse of the material?

Based on the table above, it is shown that the YouTube is not used in all of the subjects of EFL instruction, because many factors influence it. Dealing with this case, the researcher would like to analyze the benefit YouTube use in EFL instruction, particularly in chemistry class. Some problem can be formulated based on the background above, they are: (1) the YouTube can use operate in the whole of EFL instruction yet (2) the lecturer and the students interested in accessing YouTube (3) the beneficial of YouTube use in EFL instruction cannot be accessed maximally yet.

B. Research Questions

The research questions that had been determined by the writer are as follows:

1. Why is YouTube choosen as an alternative platform in EFL instruction?

2. How is the role of YouTube in creating creative and innovative learning ?

3. How is the role of YouTube in the interest and motivation of student in ELF instruction?

C. **Objectives and Benefits of the study**

1. Objectives of the study

   a. To describe the use YouTube as an alternative platfrom in english instruction

   b. To describe a creative and innovative instruction with YouTube

   c. To describe the interest and motivation of student when using YouTube

2. Benefits of Study

   a. For the teacher

      The teacher can utilize the "YouTube" use in EFL instruction process. The teacher can get new resources and information much more updated to develop the students' ability in language instruction.

   b. For the student

      The student can use "YouTube" to increase their knowledge in EFL learning. Technology "YouTube" use can help the students get new resources of EFL methods to develop their skills in language instruction.

D. Prior Research

There are two prior researches that the researcher took related to this study. The first is Amina and Salimwas. The main objective of this research is to collect various perspectives on the use of educational technology for EFL at Tlemcen University.[2] The results of the analysis show that the use of technology for the instruction process of English is very appropriate and useful. Therefore, educational technology is very beneficial for students and teachers without forgetting traditional education.

The second is Wael Abdulrahman Almurashi with the title "The Effective Use of YouTube Videos for Teaching English Language In Classrooms as Supplementary Material At Taibah University In Alula". The research pointed out that YouTube is the easiest and most commonly used medium for learning. The research discusses the usefulness of YouTube videos and the importance of the role of YouTube to help and improve student performance in learning English. In other words, YouTube has big influence on students in the learning process.

The third is Renda Lestari entitled "Using YouTube As a Media for English Learning STKIP Muhammadiyah Muara Bungo". This study aims to see to what extent YouTube can be used as a medium of learning in English

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[2]MeiloudiAmina and MebarkiSalim, *The Use of Educational Technology in EFL Instruction: Case Study of Second Year Students at Tlemcen University*, (Algeria, University Tlemcen 2014/2015)

courses. The results showed that the videos in the YouTube can be used as a learning medium.

Based on the research above, the authors found differences in the objectives to be achieved from the three studies that have been conducted. The first researcher only focuses on collecting various perspectives on the use of educational technology for EFL, the second researcher focuses on discussing the use of YouTube videos in learning English, while the third researcher only looks at the extent to which YouTube can be used as a medium for learning English.

Based on of the study above, the writer intends to explore benefits YouTube use as one of the new technologies to help the teachers and students in EFL instructional. The YouTube use with appropriate guidance actually will bring many beneficial such as knowledge and information which is used to increase their ability in every instructional in a flexible environment. By applying YouTube use as one of the new technology the researcher hope that it is as an effective strategy to improve the student achievement.

CHAPTER II

THEREVIEW OF RELATED THEORIES

A. The Concept of Technology

1. Definition of Technology

Cutchal argues the resolution of education or learning technology is the use of behavioral science and learning assumptions by using system to analyze, describe, apply and use technology to help instruction process.Technology from YouTube can also be useful to help solve learning problems and support the process of understanding students about learning material.

Meanwhile, according to the Instructional Technology Commissionare: How to solve problems in organizing, performing, and renewing learning process in a particular form.It is seen in learning and communication research on student that using a combination of human or non-human learning resources causes learning to be more effective.[3]

Meanwhile Association for Educational Communications and Technology (AECT) discusses that educational technology is an aspect of science in providing student learning through coordination, development,

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[3]Richey, RC., Silber, K. H., & Ely, D. P. *(2008). Reflections on the 2008 AECT Definitions of the Field*. Tech Trends, 52(1), 24-25

organization and utilization of learning resources as a whole and trough the processing of all processes.[4]

2. The History of Technology

Technology in the 20 century was again used for instructional purposes with the emergence of educational films with the addition of visual concepts in 1920.In 1946 the University of Pennsylvania already used the first electronic computers while computer-based teacher education around the world emerged in 1960. During this time, students can access course material via the use of computer terminals that are assigned to a University of Illinois. Students can listen to lectures via connected channels such as televisions and other audio devices.[5]Engelbart in 1970 invented the mouse, hypertext and group ware, he also created hypermedia, multiple window screens and electronic mail systems. Between 1970 and 1980 there were introduced and available electronic books and microprocessors introduced, personal computers, video cassette recorders and CD Roms.[6]

Furthermore, schools have started using multimedia technology tools and audio visual aids. Then, communication using digital technology

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[4]Seels, Barbara B & Richey Rita C. *Instructional Technology: The definition of the field. Washington DC: AECT*. 1994.

[5] Grace, J. & Kenny, C..*A Short Review of Information and Communication Technologies and Basic Education InLdcs (International Journal of Educational Development, 23,* 2003). P-627.

[6]*Ibid.,* 629.

began to occur in many schools, teachers used computer networks to create distance learning courses. In 2005, the internet began to be accessible via wireless and pocket computers, laptop, computers and textbooks. Currently, many technological devices are available in schools and universities.

3. **The YouTube Technological Tool**

Nowadays,every part of your education or even your life is connected to technology. These technologies are used as important tools for pursuing and learning EFL. Technology provides many different learning materials such as language learning with the help of videos from YouTube, language laboratories and audio visual aids.

a. **YouTube as Audio-visual aids**

YouTube is a video sharing website (Sharing Video) or various video service providers founded by three pay pal employed namely Hurley, Chen, and Karim in February 2005, which with the slogan "YouTube Broadcast Yourself" aims to share daily events recorded from users' sites.[7] YouTube is a video site that is the most popular today. Of course, videos do not in themselves become ready-to-use learning materials. Careful planning is in accordance with the learning objectives and the integration of videos available on YouTube as a

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[7] Rudi Haryanto, *CerdasJelajah Internet*, (Jakarta: KriyaPustaka 2015) h. 118

support tool that will optimize learning because it is in accordance with the learning style and interest in creating digital.

The survey proves that YouTube is viewed around a hundred thousand videos every day. Every 24hours there are sixty-five thousand new videos uploaded to "YouTube" application. YouTube can detect learning resources and media that can fulfill the digital imagination of students. YouTube can increase curiosity and support student in learning to be creative digitally. In addition, YouTube also provide 100.000 videos types that can be a huge and comprehensive source of free videos for students that will encourage them to become independent learners.

b. Channels on YouTube

There are several channels on YouTube that are often used as reference by teacher to take learning video.

1. English with Lucy

For those of you who want to hone your English skills, the English with Lucy channel (https://www.youtube.com/channel/UCz4tgAND4yy8Oe0iXCdSW fA) is perfect for student[8]. Not only vocabulary or grammar, but

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[8] Andrey Indra, The Use Of YouTube As Teaching Media, Universitas Muhammadiyah Surakarta, 2020.

you are also taught about pronunciation, accents of each countries, tips and tricks for proficient English.

Each material is equipped with examples, making it easier to understand. On the other hand, the average duration of each video is still within a reasonable limit of 10-15 minutes. This makes the learning process not at all boring, moreover the teacher who teaches it is also beautiful.[9]

2. BBC Learning English

The channel, created by one of the world's leading broadcast companies, The British Broadcasting Corporation, provides videos for English language learners. With a short duration, the available videos contain conversations, interviews, or short cartoons. It's easy and doesn't take long.

4. **Benefits of Using YouTube Technology**

The impact of technology on EFL education has had several positive outcomes. The use of technological tools in the learning process allows students to communicate more effectively.Technology in the classroom has advantages for both the teacher and the student. Learners will be able to participate in a variety of activities that will help them learn

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[9]Andrey Indra, The Use Of YouTube As Teaching Media, UniversitasMuhammadiyah Surakarta, 2020.

more about the target language and practice it. It entails improved information access and skill development.

Chatting in a network, may provide an excellent language setting for learners to practice speaking and listening. Learners' communication abilities will improve as a result of this.Learners can utilize the internet and social media to learn more about English-speaking groups and cultures, which will help them improve their productivity and understanding of the English language.[10]

Learners can use the internet to learn even if they don't have access to a computer. Learners will benefit from knowing how to operate a computer since they will be more responsible for their own learning. Furthermore, students can use the internet to look out the answers they need to complete their assignment. Studying may be made easier with the use of technology. Because a computer can give a lot of visuals and graphics, it may encourage an interesting style of learning.

The educational process has been improved because to technological advancements. The educational system has shifted from a teacher-centered to a student-centered learning style as a result of this.The pupils were passive receivers of knowledge; they were taking little part in the learning process. English teaching offers a student-centered learning

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[10]Rodinadze, S. &Zarbazoia, K. (2012). The Advantages of InformationTechnology in Teaching English Language : Frontiers of Language and Teaching, 3. 271-275.

environment which enhances the learners' critical thinking abilities and the ability of problem solving.

a. Benefits of Using YouTube Technology

There are many benefits that can be obtained if we use YouTube technology in EFL instruction, including:

1. YouTube technology is as an alternative platform in English instruction
2. YouTube technology can realize a creative and innovative instructions process.
3. YouTube has been integrated into EFL instruction outside of classroom.

b. Weakness of Using YouTube Technology

In addition to the benefits that can be obtained if we use YouTube technology in EFL learning, there are also weaknesses that we will find, including:

1. Slow internet network so there are obstacles to play videos the learning.[11]

2. The image resolution is less clear when the video is downloaded with a capacity low.

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[11]KartikaYuliantiWulandari, Use of Youtube Media in Learning to Listening, Universitas Pendidikan Indonesia, 2017.

3. Learners get bored easily if the learning videos are less interesting

4. If there is no internet, the teacher must download the video learning before teaching.

5. Using technology YouTube in English Instruction

According to Jonassen in EFL classroom technology can encourages students as well as teachers in a positive way.[12]Theused of attractive media can arouse new enthusiasm, curiosity and have a positive influence on the psychological development of students.YouTubecan be used to generate student thought feelings, abilities and concerns so that it can help the learning process.

In accessing a YouTube, content will appear which consists of types, categories, and channels equipped with a link that can be accessed according to the needs desired by the user. Videos taken from YouTube are used asteaching resources and materials taken by the English teacher at SMKN 2 Metro is a type of program that can support in explain, add, entertain, encourage students in learning by combining conventional and modern systems. There are several channels on YouTube that are often used as references by teachers to take learning videos, including *speak English with vannesa, mmmenglish, easy english.*

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[12]BinnurGencIlter,"*Effect of Technology on Motivation in EFL Classrooms*",. (October,2009) Vol. 4 Number: 10

The method used by the teacher in viewing the video from YouTube to students, namely with the help of computers (laptops) and LCD which then videos can be watched in the form of downloads because if the learning process is carried out by displaying video streams it is obstructed on the internet network so that it will result in disrupted instruction activities.

B. The Concept of EFL Instruction

1. The Definition of Instruction

The term of instruction are two different activitiy but both of them have connection to others. Instruction are activity that mutual influencing and mutual supporting each others.[13]There are so many definitions which explain about instruction.

Teaching is activity of extend knowledge to people like a student. The implication of this definition is teaching viewed as live preparation. It means that the function of study is giving preparation for child to be success in society in the future.[14]Another definition of teaching is the effort to organize an environment to create a study situation for students. This definition in line with Mc. Donald statement which states "education is a process or activity directed to produc the desired,change the human

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[13]Oemar Hamalik.*Proses BelajarMengajar*,(Jakarta:Bumi Aksara,2009), P.44
[14]*Ibid*

behavior."[15] In other words, teaching is a process which is used to extend knowledge to a student to make behavior, environment, and personality to be better organized and controlled.

In process instruction, learning process also plays an important role.Learning process can be intended as improvement or reinforcement of behavioral experiences. Based on this intention, the learning process is an activity and not results or goal.Learning is not just remembering but more than that.Learning is not a goal but a process to achieve a goal. Learning based on experience is also become one of the ways to study. Interaction between two people or more will give an experience. WilliamBurton points out that experience means living through real conditions and will have a passionate effect on whatever in encountered in the process for a clear purpose to the learner. Experience is anything that a person has gone thought or faced that results in a change in behavior, meanings, attitudes, skills or value.Experience as a knowledge source and skill which educational and it is a unity in around student purpose.

Based on this explanation, it can be concluded that instructionprocess or instructional is a combination of instruction activity which organized, structured, integrated, and directed. As an important

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[15]*Ibid* P. 48

activity, instructional is a system in instruction activity.[16]So, an instructional will not apart of instruction process.

2. EFL Instruction

In the process of instruction English in non-English speaking countries as their native speakers, one of the appropriate ways is to provide an explanation of learning to use the mother tongue first to provide simple grammatical meaning so that it is easy to understand. English as a foreign language is usually studied in an environment where the language in the community still uses the mother tongue. In this situation, where some students speak the conversation may still be conducted in the native language, allowing for a small amount of control over the student understanding of the foreign language.

In a non English speaking country, English instruction is done in the school and it needs a professional teacher to guide the students. Not as in the ESL country, English is taught as the nation language in education and government, although English is perhaps not the first language.

In Indonesia, EFL instruction was divided into 4 skills, such as speaking, listening, reading and writing. It means that English not just speaking and reading well, but the students have to speak, write, listen, and

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[16]KuryaniUtih.*StrategiPembelajaran,* (Metro:STAINJuraiSiwo Metro,2011), P.1

read well in English. The students who master all of the skills above, it mean that they can master English and apply it in the daily live.

3. **Technology Used in EFL**

In the globalization, English is a universal language that is used in various fields. In this context, English is used in many schools and even in many countries as either a second language or a foreign language. Teaching English as a foreign language (TEFL) means teaching English in countries where English is not the primary language.

English can be understood by adults and even children. This language aims to learn certain things that are academic or not. EFL teacher can be non-native speaker English language. Technology has revolutionized the way EFL is taught and learned. It makes learning and teaching more attractive to students and makes teachers more productive[17]. Technology lies at the core of the globalization process that affect jobs, education and culture[18]. Since the 1960s the use of the English language has soared considerably. At presents the role and position of English is a reference language, political, industry, socio cultural, business, education and the main subject in educational curriculum."

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[17]Solanki, D. & Phil, M. *Use of Technology in English Language Instruction*. Mumbai: Sardar Patel University, 2012.

[18]Graddol, D.*The future of English?A guide to Forecasting the Popularity of the English Language in the 21st Century*. London: British Council, 1997.

Educational technology helps EFL teaching by bringing real conditions and context to it. Thus, to assist EFL instruction, technological tools such as computers, language labs and audiovisual aids can be used. Technology can make it easier for teachers to carry out their teaching process. In addition, the use of technological tools can make students more imaginative. Educational technology can be used to enhance student creativity. This can be used as tools that make instruction process more effective[19]

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[19]Solanki, D. & Phil, M. *Use of Technology in English Language Instruction*. Mumbai: Sardar Patel University, 2012.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of this research uses qualitative field research. According to Creswell "qualitative research is fundamentally translated". It means that the researcher produced a data interpretation, which involved developing a description of an individual or structure, analyzing data for a theme category, and finally providing and finally providing an interpretation or conclusion if its meaning personally or in theory.[20] It means that qualitative research explores phenomena in the human live naturally and it used multi methods to digest, analyze, describe and bring meaning to them.

In this research, the writer considers the phenomenon of affective domain in language learning. The writer has been used qualitative approach to investigate and to analyze the educational technology "YouTube" used in EFL instruction. The research will be conducted in SMK N 2 Metro. In qualitative research methods, discussion of sources and places can contain four aspects studied by Miles Huberman (1994): setting(where the research takes place), actors(who will be researched or interviewed), events(what will

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[20]Jhon W Creswell, *Research design: Qualitative, Quantitative and mixed methods approaches* (2nd Ed),New Delhi, Sage Publications,2003,p.185
[2]*Ibid*

be the object of observation or interviews), and the process(the nature of events that evolved by the actors in the setting).[21]

Furthermore, the researcher used purposive sampling as the participants. The purposive sampling is a technique of data source based on certain consideration.[22] The researcher chooses the eleventh grade students of second chemical of SMK N 2 Metro as the participants. By the reason they have used educational technology in EFL instruction.

B. Data Sources

In order to obtain important and accurate data, it is necessary to collect information from qualified sources. Sutanto Leo explained that "there are basically two kinds of sources, namely primary sources and secondary source is firsthand information. Then secondary sources provide secondhand information."[23] The main source in the research is the answers to the questionnaire statement. Hence the book, article, English dictionary, encyclopedia and documentation that a secondary sources.

C. Data Collected Technique

The most important step in this research is the data collection technique because the main purpose of research is to find data. In the

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[22]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*,Bandung, Penerbit Alfabeta,2009,P.300

[23]Sutanto Leo *et.al*, *English for Academic Purpose: Essay Writing*, Jakarta,penerbitAndi. 2007,P.70

qualitative research, the main data collected techniques were participant observation, interviews, and triangulation.[24]

1. **Observation**

Observation is a data collection method where the researcher or collaborator records information as they witnessed it during the study. The author makes direct observations to obtain the necessary data.[25] This method is used to observe the used of "YouTube" as learning technology, observe the facilities used, and observe the conditions around SMKN2 Metro.

After doing the observation, the researcher found the school instruction activities in several expertise programs in accordance with the development of the existing situation. The expertise programs developed at SMK N 2 Metro include (1) Agricultural Product Technology, (2)Agricultural Mechanization, (3) Cultivation of Plants, (4) Aquaculture, (5) Automotive Mechanical Engineering, (6) Poultry Farming, (7) Industrial Chemistry, (8) Cooling and Air Conditioning Engineering. SMK N 2 Metro is located on Yos Sudarso streets, West Metro. Dr. Armina, M.Pd is the Principal of SMK N 2 Metro. Now, this school has one hundred and twenty-four teachers and teaching staff.

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[24]Sugiyono, *MetodePenelitianKuantitatifKualitatifdanR&D*,Bandung,   PenerbitAlfabeta, 2009,P.330

[25]Gulo, *MetodologiPenelitian* (Jakarta: Grasindo, 2015), h. 116.

2. **Interview**

   Interview is one of the data collected techniques by exchange information and idea trough questions and responses between two persons.[26] This data collected base on self-report, knowledge or personal belief.[27] The researcher has been done the depth interview, by reason the participants are not equally as the interviewee. Hence, they will be enjoy to answer the questions. The researcher will use open-ended questions.In this case the researcher interviewed several sources, namely:

   a. English teacher at SMKN 2 Metro

   b. 23 students of class XI SMKN 2 Metro

   This method of collecting data is used to obtain information regarding the use of YouTube technology in learning English at SMKN 2 Metro.

3. **Documentation**

   Documentation is a pass event note. The data collected technique through pass event note, such as files, opinion books, theory and many others which related with the research.[28] The author uses this method to obtain data from SMKN 2 Metro about the school profile, the number of educators and employees, the condition of students and the state of

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[26]Margono,*Metode Penelitian Pendidikan*,Jakarta,Rineka Cipta,2007, P.165

[27]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung, PenerbitAlfabeta,2009,P.194

[28]Margono, *Metode Penelitian Pendidikan*, Jakarta Rineka Cipta,2007, P.181

infrastructure, vision, organizational structure and matters related to research.

D. Data Analysis Technique

Bodgan states in analysis technique of qualitative research *"Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others."*[29]

From the statement it can be defined that data analysis is the process to organize the data, spell out the data, arrange it to the system, choose the important one which will be learned, and make the conclusion which can be told to others. Data analysis and interpretation is the application of deductive and inductive logic to the research process. The researcher will use inductive logic in process. The process of data analysis involved sense text and image data. Creswell explained the data analysis technique in the following steps:[30]

1. Gathering Data

Researchers depend on the use of interviews, namely the research instrument used by researchers in the form of conversations between themselves and informants to obtain information. Gillham (2000: 1)

[29]Sugiyono, *MetodePenelitianKuantitatifKualitatifdanR&D,*Bandung, Penerbit Alfabeta,2009, P.334

[30]JhonW.Creswell, *Research design :Qualitative,Quantitative, and mixed methods approaches* (2nd Ed),New Delhi, Sage Publications,2003 P.191

defines it as: "the conversation is usually between two people. But it is a conversation in which one person - the interviewer - seeks a response for a specific purpose from the other person being interviewed".

Researchers can use interviews in addition to other research tools to gather more information about the problem being studied. Wilkinson and Birmingham (2003: 43) suggest that interviews are used when other research instruments appear inappropriate. The interview models are structured, semi-structured and unstructured interviews. The structured interview takes the form of an oral questionnaire. Semi-structured interview based on the previous plan of questions. Unstructured interviews take the form of general discussions (Seliger and Shohamy, 1989).

In this research work, researchers rely on the use of structured interviews because this type is especially helpful when "researchers are aware of what they do not know and are therefore in a position to formulate questions that will supply the required knowledge" (Lincoln & Guba: 1985. The rationale behind this interview collected data on current status and ideas about the use of technology by EFL Teachers at SMKN 2 Metro.

The researcher gathered the data which are greatly needed for this research. Firstly, because of this research analyzed the instruction process, the researcher come to the school to observe directly the condition of

instruction process. Accordingly, the researcher decided to interview thirty students are the subjects of the research.

Secondly, the students were given a question to interview. The questions were driven to the indicators of YouTube used in EFL instructions. The questions are about the YouTube used in EFL instruction,

Thirdly, the researcher conducted a depth interview to the teacher to complete the data about the YouTube used in instruction. The interview conducted directly by offline and used prepared questions. The questions were developed fro the students answer in interview and the way to apply YouTube used in EFL instruction.

2. Grouping the data

The interview includes 7 questions for teachers and 9 questions for students. The questions used aim to find out what teachers and students think about the use of technology education, whether they use it or not and its impact on their teaching process. Furthermore, the question is aimed to see whether the interviewee allows their students to use digital media in the classroom or not. Interviewees were asked how their students felt when they used technology in the classroom and if they had problems using it.

The question seeks to find out whether teachers think that the use of technology is misleading students in their studies and how. In the next question, they were asked if they experienced technical problems when

using technology in teaching. The following questions are intended to realize whether the use of technology helps the source or not.

The next question is sought to find out whether the interviewee has the opportunity to develop professionals in the use of technology. Intended to draw out teachers views on the benefits of using technology for EFL teachers and students. The last question aims to find out whether the interview prefers to teach with technology or not.

3. Selecting/Displaying

The writer must present multiple perspectives from individuals and be supported by multiple citations and specific evidence

4. Interpretation

The final step in data analysis involves making interpretations or meanings of the data. Researchers can draw some core lessons from this idea. From result of this analysiscan be obtain or rejected.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Research Setting**

1. **Profile of the School**

SMK N 2 Metro is located on Yos Sudarso streets, West Metro. Dr. Armina, M.Pd is the Principal of SMK N 2 Metro. Now, this school has one hundred and twenty-four teachers and teaching staff. The school continues to organize instruction activities in several expertise programs in accordance with the development of the existing situation. The expertise programs developed at SMK N 2 Metro include (1) Agricultural Product Technology**,** (2)Agricultural Mechanization**,** (3) Cultivation of Plants**,** (4) Aquaculture**,** (5) Automotive Mechanical Engineering**,** (6) Poultry Farming**,** (7) Industrial Chemistry**,** (8) Cooling and Air Conditioning Engineering.

SMKN 2 Metro opened in 1972 under the name Perintis Secondary Engineering School (STM), then changed its name again to Metro State Agricultural Technical High School (SMT) in 1978, then changed again to Metro 2 State Vocational High School (SMK) based on Ministerial Decree No.036 / O / 1997.SMK Negeri 2 Metro was later designated as a National Standard School (2005), to be later designated again as an International Standard National School (2006) with the Decree of the Director of SMK Development of the

Directorate General of Primary Education Management, Ministry of National Education number 0004 / C5.2 / Kep/ MN / 2006 continue to organize instruction activities in several expertise programs in accordance with the development of the existing situation.[31]

With that history, SMKN 2 have a vision "Excellent and productive in science and technology based on IMTAQ" and mission to prepare a curriculum that is able to meet the development needs of science and technology that are flexible and oriented towards Du / Di development as well as the needs of employment, develop a spirit of excellence and positive competition, developing a learning climate rooted in the religious values, norms and culture of the surrounding community as well as the culture of the Indonesian nation in general, prepare adequate learning and supporting facilities according to competency demands, implementing a production-based learning process, services and competencies that have a global perspective.

In addition to the vision and mission, SMKN 2 Metro also has a goals including: producing graduates who are smart, skilled, have faith, have faith and have noble character, preparing students to enter a professional work world with character and able to compete to continue to college, providing real experiences so that students master productive skills with industrial culture standards oriented towards

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[31]ArsipPribadi SMKN 2 Metro, Kegiatan Observasi Tanggal 26 April 2021.

quality standards, a high productive and competitive work ethic, prepare students to have an entrepreneurial spirit so that they are able to jump directly into building a business, and turning the school into an environmentally friendly vocational school.

SMKN 2 has many activities for students outside of learning instruction, including: (1) Football, (2)Rohis, (3)Youth Red Cross, (4)English Club, (5)Art Group, (6) KIR, (7)Futsal,(8)Scout, (9)Volleyball, (10)Paskibra, (11)Marching Band. Because of the many activities, SMKN 2 Metro support with adequate facilities and infrastructuressuch as 54 classrooms, 9 workshop, 11 laboratories, 3 cages, 7 program chairman rooms, teacher room, administrative room, library, field, toilets for teachers and students, mosques, agricultural land, ponds, parking lots, UKS, sport center, hall room, counseling room, guard house.

B. Data Results of the Research

In this chapter, the researcher reveals the results of the research. As mentioned in this chapter, the purpose of this research is to find out the benefits of using YouTube technology used in English instruction at SMKN 2 Metro.

1. YouTube technology is as an alternative platform in English instruction.

The corona virus pandemic, known as Covid-19 which spread, made humans have to keep their distance to prevent transmission of the virus. Ease of transmission of this virus, making the government issued regulations to reduce activities outside the home. This makes a change in the learning system, which is from direct interaction to online.

This change in learning system requires that each party involve in learning must be able to adjust. The learning system that is felt to be related to the younger generation, especially to students, namely through social media YouTube, student are ensured to have a lifestyle that sis inseparable from the internet and social media YouTube in their daily lives.[32]

Based on the results of interview with informant who have status as English teacher: "my personal opinion that used YouTube as a learning tool is really helps me as a teacher to prepare teaching materials in a visual form". The used YouTube according to data obtained fro interview the teacher is a technology that can help the instructionprocess.

This data is reinforced by the results of statements from student

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[32]RirinPuspita, "PemanfaatanYoutubeSebagai Media Pembelajaran," Vol. 2, No. 2 Oktober 2020

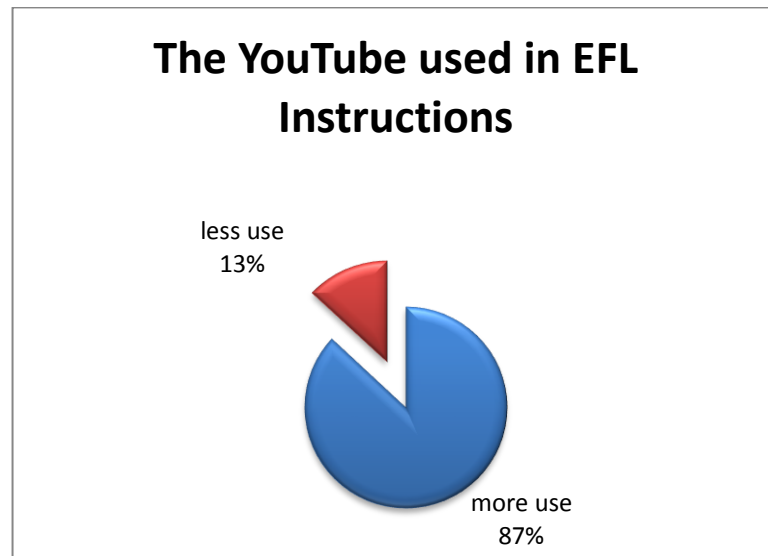The YouTube used in EFL
Instructions

less use
13%

more use
87%

Figure 1. Result of Student Statement

The figure I above shows that the students who more use YouTube in EFL instructionis 83% and the students who less use YouTube in EFL instruction is 17%.When asking the students who chose to use YouTube in the instruction process. Student 1 explained that using YouTube technology could make the learning process fun and enjoyable. Student 2 explained that using YouTube was more interesting so that the instruction process was not boring. Student 3 added that using YouTube made students not sleepy because they would focus on interesting videos. While when asking students who chose not to use YouTube, student 4 answered that using YouTube took to much time in preparation process, student 5 added that using YouTube could make the class noisy and not conducive.It means

that there are 83% students who argue that YouTube has been integrated and helps into EFL instruction..

Hence, the learning process in the Covid-19 pandemic period YouTube can be used as an alternative learning media platform. Students certainly need new information because of the gap of information held by their needs. The theory related to this is the uses and gratification theory, in this theory the use of media in the gratification of information means that each individual or group will actively choose the media to meet their information needs. This is related to the phenomenon that is happening right now where students due to the existence of this pandemic, they will actively choose the media in learning as a process of fulfilling their information.

2. YouTube technology can realize a creative and innovative learning process.

YouTube is a social media that most popular with the public nowadays. Popularity will continue to increase along with number of users. Google added various information on upgrades popularity Indonesian netizens. Based on data quoted by CNN from Pew data research most popular YouTube among young adults. Like many social networking sites, YouTube a lot used by users between

ages 18 to 29 years with percentage 82%.[33] Based on the data that obtained fro Central Bureau of Statistics, this age range is dominated by teenagers who work as students.

The teacher must have to be creative in creating teaching media new and interesting for students. In the context of learning, YouTube can be used as one of the open media. There is a sharing platform videos, support student directly independently search and share information in the form of knowledge and practice.

After conducting interview with the teacher, and generated answer "personally, YouTube is a platform like Google where you can look for various information but in the form of videos that are more attractive than using Google which only uses written sources so students don't really want to read them, but if you use YouTube it is explained in a more attractive visual than Google. The opinion above is strengthened by an explanation from Baskoro, YouTube has the meaning of a downloadable digital media site (video) uploaded and shared.[34]

And the second teacher answer "YouTube is very suitable, not only for learning English, but for all subjects.   According   to

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[33] Granite, M.J &Chernobilsky, E. "*The Effect Of TwchnologyOn Student's Motivation And Knowledge.* USA: University of Coecticut

[34]Samosir, F. T., *The Effectiveness of YouTube as Student Learning Media,* Bengkulu, *Record and Library Journal, 4*(2), 81-89.

Singhal, technology and English language education are relates to each other.[35]

Which means YouTube is a very influential technology for the instruction process. Which can be concluded as YouTube is a media that displays videos and can be used to help the instruction process.

This data is reinforced by the results of statements from student

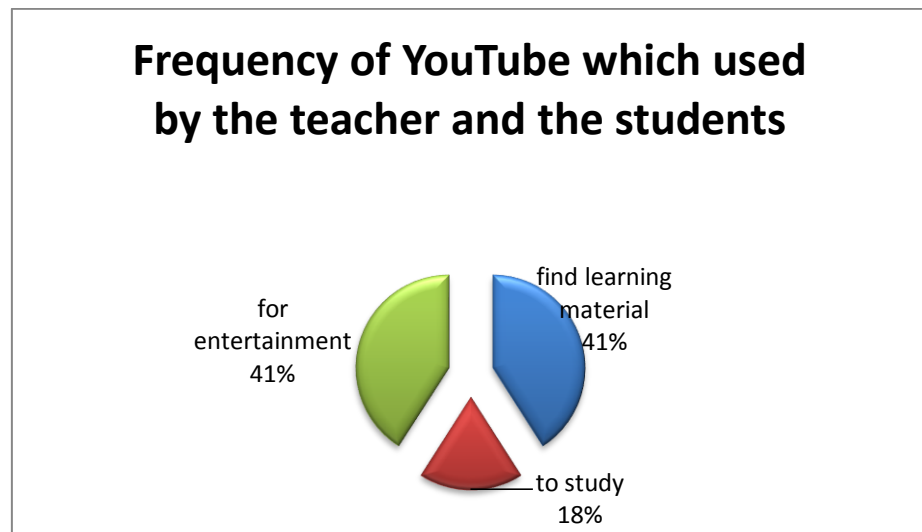**Frequency of YouTube which used by the teacher and the students**

Figure 2.result of frequency YouTube in EFL

The figure 2 above shows the YouTube which used by the teacher and the students in EFL instruction. There are 41% students

[35]Singhal, M. *The Internet and Foreign LnguageEducation.*The Internet TESL Journal, 3(6)

who use for entertainment, 41% students who use to find new learning material, and 18% students who use to study. From the number of students who use for entertainment, 100% students choose channel video their favorite as their new motivation material which is used in EFL instruction. It means that the teacher and the students just used video as one of the YouTube Technology to develop EFL instruction process.

The 41% students who are lack of YouTube used are they who do not often use YouTube as media in EFL instruction. They use YouTube just because of teacher's command in EFL class to search English material via YouTube or do their English task for their homework. They have not care yet about the YouTube used in EFL instruction which can help them find source of English materials.

It can be concluded that the students is easier understand information in the form of knowledge through media related to information technology such as YouTube compared to delivery conventional in class. Most of the student interested in things that visual video compared to common ways from a book. Learning media is made interesting, so that students will not feel saturated.

3. YouTube technology can increase student's interest and motivation in learning.

Through the media learning using YouTube allegedly can increase interest and motivation to learn student. educational institutions actively support teachers to be able to always updating the teaching method in order to achieve process effectiveness material delivery.

Teacher can take advantage of YouTube as an alternative and addition conventional teaching media. This is intended so that students can more enthusiastic about the task. If student are enthusiastic in do the task then they will enthusiastic about receiving the material education so that the transfer process the material runs more effectively and will also be more honed.[36] Utilization of YouTube as a teaching medium this is allegedly able to increase interest and student learning motivation.

Based on the interview that have been conducted, the answer can be found "YouTube is a visual form so that students become more interested, if using YouTube visuals, even though dubbing uses English, the students will be more interested in Indonesian subtitles. YouTube can help as a source of my teaching materials.

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[36] Granite, M.J &Chernobilsky, E. "*The Effect Of TwchnologyOn Student's Motivation And Knowledge.* USA: University of Coecticut

According to Graddol, technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.[37] Technology is one of the most significant drivers of both social and linguistic change. The tradition of English teaching has been drastically changed with the remarkable entry of technology.

And another answer "Hopefully it can, if I myself face to face, these students are interested in used YouTube, they are more focused on learning". In a journal written by Bassmas says that as technology develops, the incorporation of this media into the teaching process becomes necessary.[38]

Another answer "Because YouTube more interesting than text.Made clear by Curtis J. Bonk that YouTube technology is something in which students in higher education settings in the United States are highly familiar. And it is tool and one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their class.[39]

This data is reinforced by the results of statements from student

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[37]Solanki D. Shyamlee, M. Phil, *Use of Technology in English Language Instruction,* Singapore, IPEDR vol.33 (2012)

[38]BassmaBasheerNomass, *The Impact of Using Technology in Teaching English as a Second Language.* University of Baghdad. Vol. 3, No. 1:2013

[39] Bonk, C. J. *YouTube anchors and enders: The Use of Shared Online Video Content as a Macrocontext for Learning.* American Educational Research Association (AERA) Annuaal Meeting, New York, NY. 2008

Percentage per aspect of YouTube used in EFL Teaching and Learning

YouTube has been integrated into EFL teaching and learning in classroom

16%

YouTube is used as a source of English materials

32%

YouTube has been integrated in EFL teaching and learning outside of classroom

24%

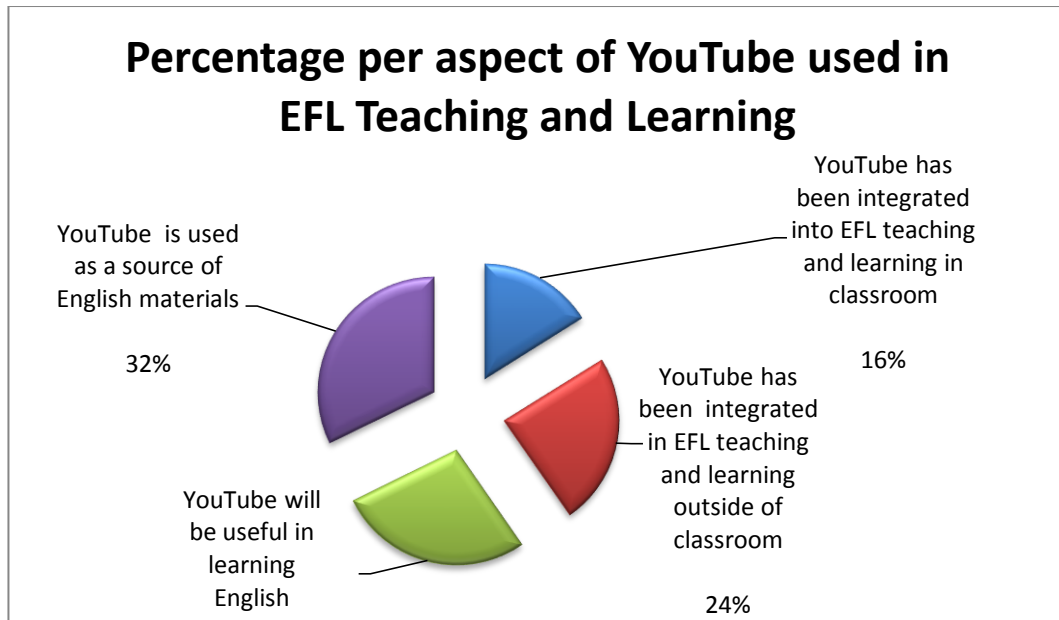YouTube will be useful in learning English

Figure 3. Result of Aspect in Percentage

The figure 3 above shows the percentage per aspect of YouTube used in EFL instruction. Here they are the further descriptions about the fourth aspects above:

a. YouTube has been integrated into EFL instruction in classroom

There are 10 students (16%) who argue that YouTube has been integrated into EFL instruction in classroom. The data showed that the actual use of YouTube in EFL instruction was satisfactory. YouTube was used in language classroom. However, YouTube is available in the school area but not highly accessible.

In this case, Wi-Fi service had an effect on accessing YouTube in the school area. Thus, the teacher and the students were difficult to

access YouTube because of the Wi-Fi service did not ease. Moreover, YouTube which has been integrated into EFL instruction has been used often by the teacher and the students in EFL instruction process.

b. YouTube has been integrated into EFL instruction outside of classroom

There are 15 students (24%) who argue that YouTube has been integrated into EFL instruction outside of classroom. The data showed that YouTube used more often used outside of classroom. The teacher often gave homework to the students via YouTube. The teacher thought that YouTube used help the students more creative to do their English task. The teacher just gave a topic and let the students to improve their creativity by using all of the YouTube components.

By using YouTube the student also more easy to their English task. They could submit it via social media. The teacher just gave dead line to the students to upload their English task, without met each other directly. It gave facilitation to the teacher and the students in EFL instruction outside of classroom.

c. YouTube will be useful in learning English

There are 17 students (28%) who often used YouTube video as electronic media learning. The YouTube used as a media in EFL instruction was very useful for the students to search unfamiliar

material English. The students were often used YouTube as electronic media like to help them to find new material English.

When they had an English task especially speaking task, they would need a example videos to their English language. YouTube would help them to find difficult sound and spell which would be speak by the students. For example, when the teacher asked the students to make a short story telling by using topic "Home Schooling."

d. YouTube is often used as a source of English materials

There are 20 students (32%) who often used YouTube as a source of English materials. The students can actively searching sources of English materials via YouTube. As has been mentioned in the beginning, the teacher let the students to use all of the YouTube components to search English materials via YouTube. The teacher and the students just used website and channel videos as one of media in EFL instruction.

The students can find many sources of English materials in the YouTube cannels. There are many videos, information, knowledge and news in the YouTube which can be used as source of English materials. On the YouTube, EFL teachers can reinforce students to use the target language in an authentic setting. It means that YouTube used can make the teacher and the students familiarizing with the English language.

C. **Discussion**

After analyzing the research results, it was found that the teacher considered it more effective to use technological tools in the learning process rather than relying on written or text material. Teachers stated to use help materials from YouTube to help their teaching. It seems that most students are more motivated to use YouTube technology because they feel the positive effects and its use increases their language level.However, both teachers and students believe that currently the use of YouTube technology is important but cannot replace traditional teachings.

The researcher argues that there are a lot of learning materials in technology, especially YouTube that can be used in the education system to improve EFL instruction.Today, some teachers rely on using networks in their personal lives to prepare for lectures and to assist their teaching as teachers. Some teachers rely on the use of laptops and data shows to present their teaching materials in class. Therefore, most students already have their own technological materials that can be used for educational purposes. For example, smart phones and data plans to access YouTube etc.

There are 71% students who often used YouTube as one of media in EFL instruction and 29% students who less used YouTube as one of media in EFL instruction. The 71% are the students who have gadget. They used YouTube video in classroom and outside of classroom. They often used YouTube based on their needs in EFL instruction. So that, they can get

sources of English materials much more updated. The students said that by using YouTube they can update the information, knowledge and news. In other words, the students who often used YouTube in EFL instruction will have more information and knowledge.

Finally, it can be said that most EFL teachers and students support the use of educational technology, especially YouTube. They realized the importance of their use. Teachers agree that students are currently more involved in the use of technology in and outside the classroom. Teachers should encourage their students to develop their language skills through the use of educational technology, especially YouTube. However, teachers and students need professional training on using YouTube technology to avoid exposure to problems when they are using it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher would conclude this research as follows:

1. In fact, the analysis of the student and the teacher interview revealed that the use of technology YouTube for instruction English as a foreign language is really important and helpful. However, every teacher and student should learn how to employ technology so that will not face any problem when using it.

2. There are 71% students used YouTube and 29% students less used YouTube in EFL instruction. In fact, most of them used YouTube often. The YouTube used in EFL instruction gives facilitation to the teacher and the students find sources of English materials.

3. The student is easier understand information in the form of knowledge through media related to information technology such as YouTube compared to delivery conventional in class. Most of the student interested in things that visual video compared to common ways from a book. Learning media is made interesting, so that students will not feel saturated.

B. Suggestion

Through this research, the researcher would like to give suggestions for:

1. Suggestion to the students

   a. Use YouTube not only as a trend but also as a media in EFL instruction. We have to use YouTube in positive way because it can give us many benefits as a students.

   b. Try to find sources of English materials via YouTube. It is easier and more affordable for the students. The YouTube used in EFL instruction will useful to develop our knowledge from the information in YouTube.

2. For the Teacher

   a. Should be able to apply YouTube in EFL instruction process more often.

   b. Use all of the YouTube components as one of media in EFL instruction. Not only video for speaking, but also channel video to spelling will help the teacher and the students to more familiarizing with English language.

3. For the Institution

   a. Improve wi-fi system to be ease well because it can influence the YouTube used in the school area especially in EFL instruction.

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APPENDIX

Appendix 1

Number of Teachers and Staff of SMKN 2 Metro

NO	NAMA	STATUS KEPEGAWAIAN
1	Dr. Armina, M.Pd	KepalaSekolah
2	Makmun, ST	WakaKurikulum
3	FajarPrasetya	WakaKesiswaan
4	Teresiya, SPt, MM	WakaHumas
5	Suryadi, S. Pd	WakaSarana
6	Sugiyantopo, S. Pd	WakaManajemenMutu
7	AanSuryaningsih	Guru Mapel
8	Ade GabrilPrayogo	Guru Mapel
9	AdityoDharmadi	Guru Mapel
09	AgungNugroho	Guru Mapel
11	AgusSuwito	TenagaAdministrasiSekolah
12	Ahmad Wahyudi	Guru Mapel
13	AmbaryumiDwiAstuti	TenagaAdministrasiSekolah
14	AnissaSeptyaNingrum	Guru Mapel
15	Antonius Dwidjono	Guru Mapel
16	Ariyani	Guru Mapel
17	AsepEryana	Guru Mapel

18	Asnila Sari	Guru BK
19	AtiAtunChasanah	Guru Mapel
20	AtoTriyono	Guru Mapel
21	Bagus Tri Saksono	Guru Mapel
22	BambangMiswanto	Guru Mapel
23	Bariyanto	TenagaAdministrasiSekolah
24	BektiKurniawan	Guru Mapel
25	Budianto	Guru Mapel
26	CahyoPadmasanaPrakoso	Guru Mapel
27	DedenSobarHidayat	Guru Mapel
28	DedyAntoro	Guru Mapel
29	DewiRuum	Guru Mapel
30	Diana Wulandari	Guru Mapel
31	DoniEfendi	Guru Mapel
32	DwiPurwaniRahayu	TenagaAdministrasiSekolah
33	EdySubekti	Guru Mapel
34	EenSaputri	Guru Mapel
35	ElfitaZaharo	Guru Mapel
36	EndangRatnawati	Guru Mapel
37	EnySugiyarti	Guru Mapel
38	Erwan	Guru TIK

39	EtyWahyuni	Guru Mapel
40	FajarPrasetya	Guru Mapel
41	GandaSaputra	Guru TIK
42	GianAnshori	Guru Mapel
43	GunawanHeriSiswanta	Guru Mapel
44	Henry Mardito	Guru Mapel
45	HeriBudiono	Guru Mapel
46	HeruPrasetyo	Guru BK
47	HettiKusumawati	Guru Mapel
48	I NengahSuartana	Guru Mapel
49	I NyomanPartha	Guru Mapel
50	IkaFajrianaPuspita	TenagaAdministrasiSekolah
51	Inna FebrianaMiharjo	Guru Mapel
52	LilisPuspitaningrum	Guru BK
53	LisSuharyani	Guru Mapel
54	Magdalena Ismerhan	Guru Mapel
55	Makmun	Guru Mapel
56	Maksudi	TenagaAdministrasiSekolah
57	Marwati	Guru Mapel
58	Maryansya	Guru Mapel
59	MaslinaKusuma	Guru Mapel

60	MesiannaMaritoAmbarita	Guru Mapel
61	Murjita	Guru Mapel
62	Mutmainah	TenagaAdministrasiSekolah
63	Mutmainnah	Guru Mapel
64	NanangTriasmosari	Guru Mapel
65	NaniRiani	Guru Mapel
66	NenengSuryani	Guru Mapel
67	Nor Handoko	Guru Mapel
68	Nun Ichwati	Guru Mapel
69	NurCahyaKesumaWs	TenagaAdministrasiSekolah
70	Nurwanti	Guru Mapel
71	PazarRakasiwi	Guru Mapel
72	Pramudiatiningsih	Guru Mapel
73	Prawito	Guru Mapel
74	Purwanto	TenagaAdministrasiSekolah
75	RastiHafizanti	Guru Mapel
76	Reni Kurniasari	Guru Mapel
77	RiskaOktavia	Guru BK
78	RizaRahmawati	Guru BK
79	RUPAWAN	Guru TIK
80	SalmeriIrnayanti	Guru Mapel

81	Sandiyo	TenagaAdministrasiSekolah
82	SerlyFatmayanti	Guru Mapel
83	Siti Fatimah	TenagaAdministrasiSekolah
84	SitiNurlatifah	Guru Mapel
85	SitiUmiMaimunah	Guru Mapel
86	SlametAhmadi	TukangKebun
87	Sony SaptaNagara	Guru Mapel
88	Sri Asih	Guru Mapel
89	Sri Harnani	Guru Mapel
90	Sri Indrawati	Guru Mapel
91	Sri MulyaniWidyanti	Guru Mapel
92	Sri Umiyati	Guru Mapel
93	Sri Wasiati	TenagaAdministrasiSekolah
94	Subroto	TenagaAdministrasiSekolah
95	Sugeng Ari Wibowo	Guru Mapel
96	Sugiyantopo	Guru Mapel
97	Suhono	Guru Mapel
98	Sujianto	Guru Mapel
99	Sukiman	Guru Mapel
090	Sumardi	Guru Mapel
091	Sunarjo	Guru BK

092	Suprapti	Guru Mapel
093	Suryadi	Guru Mapel
094	Sutrisno	Guru Mapel
095	SyaifudinZuhri	Guru Mapel
096	TeguhWardoyo	Guru Mapel
097	TheresiaNormawati	Guru Mapel
098	Tina Maria Sandi	TenagaAdministrasiSekolah
099	TitikKurniyah	TenagaPerpustakaan
109	Tri Murni	Guru Mapel
111	TrianaSusanti	Guru Mapel
112	TripeniHandayani	Guru Mapel
113	UmiZahro	Guru Mapel
114	VenyIndriati	Guru Mapel
115	Vera HotmarinaHasiholanPandiangan	Guru Mapel
116	VerawatiHasan	Guru Mapel
117	Winda Tri Mundari	TenagaAdministrasiSekolah
118	Windy Novikasari	Guru Mapel
119	Wiyudatara	Guru Mapel
120	YakobusSunaryadi	Guru Mapel
121	YaniAstuti	Guru Mapel

122	YantiRefliana	Guru Mapel
123	YulizaRatnaDewi	Guru Mapel
124	Zuhardi	TenagaAdministrasiSekolah

Appendix 2

Research Schedule

No.	Date	Agenda
1	April, Tuesday 20th 2021	Observation in SMKN 2 Metro
2	April, Thursday 22th 2021	Treatment for Student
3	April, Monday 26th 2021	Interview the Teacher

Appendix 3

Question to Interview Teacher

1. What is your opinion about YouTube?

2. What is your opinion about YouTube used in EFL instruction in SMK N 2 Metro?

3. How did you apply YouTube as instructional media in your class?

4. What is the effect of YouTube used in English instruction?

5. What does YouTube used has been used appropriately in English instruction process?

6. Does YouTube used help students in EFL instruction?

7. Why do you choose YouTube as one of the media in English instruction?

Appendix 4

The Result Of Interview

Question one : What is your opinion about YouTube?

Answer :Personally in my opinion, YouTube is a platform like Google where you can look for various informations but in the form of videos that are more attractive than using Google which only uses written sources so students don't really want to read them, but if you use YouTube it is explained in a more attractive visual than Google.

Question two : What is your opinion about YouTube used in EFL instruction in SMK N 2 Metro?

Answer :My personal opinion that has used youtube as a learning tool is a medium that really helps me as a teacher to prepare teaching materials in a visual form so that students become more interested, if using YouTube visuals, even though dubbing uses English, the students will be more interested in Indonesian subtitles. YouTube can help as a source of my teaching materials.

Question three : How did you apply YouTube as instructional media in your class?

Answer : Because now the focus of learning is online, I download one teaching material from YouTube, for example, report text material, then I send it to students, I ask them to listen and focus on the material I asked for, for example

the purpose of the material, if it's still wrong, that's okay but they get English input language from the video. If you use YouTube, you must be provoked by questions about the material from the video.

Question four : What is the effect of YouTube used in English instruction?

Answer : Personally, during online learning the students I teach don't want to ask questions because they feel they have been given the material and feel they can learn on their own. It's a little difficult to see student interaction while watching videos. This is a drawback of YouTube itself.

Question five : What does YouTube used has been used appropriately in English instruction process?

Answer : It is very suitable, not only for learning English, but for all subjects

Question six : Does YouTube used help students in EFL instruction?

Answer : Hopefully it can, if I myself face to face, these students are interested in used YouTube, they are more focused on learning.

Question seven: Why do you chooseYouTube as one of the media in English instruction?

Answer : Because YouTube more interesting than text.

Appendix 5

Question to Student

No	Statement	Yes	No
1	Do you use YouTube technology in EFL instruction?		
2	The YouTube use for entertainment purpose.		
3	YouTube use to study.		
4	YouTube use to find learning material.		

No	Use of the YouTube in learning English	Yes	No
5	The YouTube has been used in learning English in the classroom		
6	The YouTube has been used in learning English outside and inside the classroom		
7	I often use the YouTube as a		

	source of English language materials		
8	YouTube will be useful in learning English.		

Appendix 6

Student answer

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	DA	Yes	Yes	Yes	Yes	No	No	Yes	No
2	A	Yes	No	No	Yes	Yes	Yes	Yes	Yes
3	AS	Yes	Yes	No	Yes	No	Yes	No	Yes
4	FH	Yes	No	Yes	Yes	Yes	No	Yes	Yes
5	RAS	No	Yes	No	Yes	Yes	Yes	No	Yes
6	AF	Yes	Yes	No	Yes	No	No	No	Yes
7	GWS	Yes	Yes	No	Yes	No	Yes	Yes	Yes
8	AP	Yes	No	Yes	Yes	No	Yes	No	Yes
9	ASMS	Yes	Yes	No	No	Yes	No	No	Yes
10	P	Yes	Yes	No	Yes	No	Yes	Yes	Yes
11	NND	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
12	NAT	Yes	Yes	Yes	No	No	No	Yes	Yes
13	HAA	No	Yes	Yes	Yes	No	Yes	Yes	Yes
14	BI	No	Yes	No	Yes	Yes	Yes	Yes	Yes
15	SA	Yes	Yes	No	Yes	Yes	No	Yes	Yes
16	NS	Yes	No	No	Yes	No	Yes	Yes	No
17	LNC	Yes	Yes	No	Yes	No	Yes	Yes	Yes
18	SAR	Yes	Yes	No	No	Yes	No	Yes	Yes
19	RRA	Yes	Yes	Yes	Yes	No	No	Yes	Yes
20	A	Yes	Yes	No	Yes	Yes	Yes	No	No
21	ABM	Yes	Yes	No	No	Yes	Yes	Yes	Yes
22	RIF	Yes	Yes	Yes	No	No	Yes	Yes	Yes
23	MSH	Yes	Yes	No	Yes	No	Yes	Yes	Yes

Appendix 7

The Activity of the Teacher Interview Activity in SMKN 2 Metro
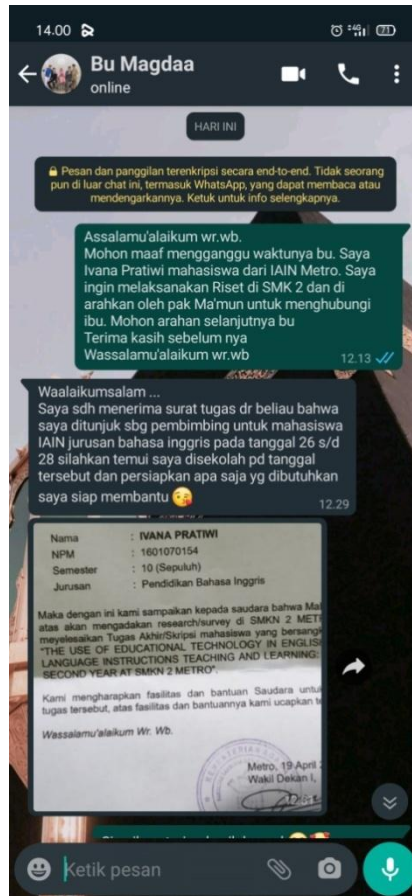
Picture 1. Request for researrch
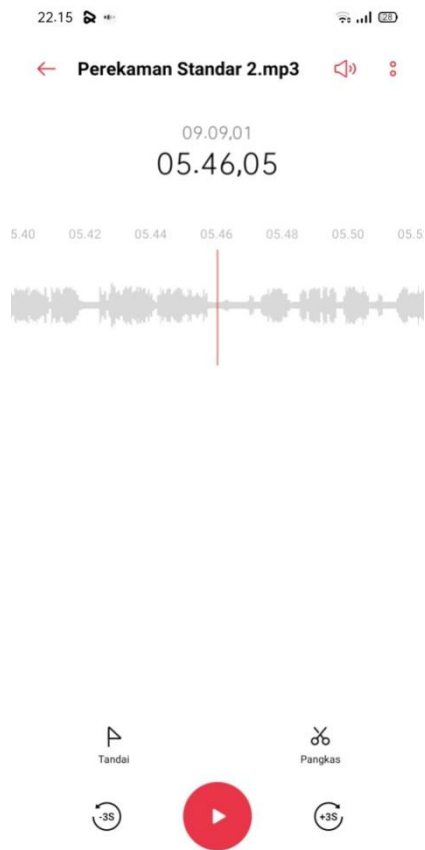
Picture 2. Interview process with teacher

Picture 3. Interview process

Picture 4. Interview process

Nomor   : B-0098/In.28.1/J/TL.00/01/2021
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Yeni Suprihatin (Pembimbing 2)
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**IVANA PRATIWI**
NPM	:	1601070154
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF EDUCATIONAL TECHNOLOGY IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTION TEACHING AND LEARNING: CASE STUDY OF SECOND YEAR AT SMKN 2 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib mengenggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Januari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014
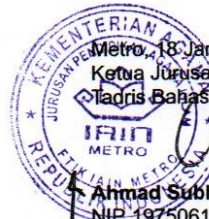
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-320/In.28/S/U.1/OT.01/04/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Ivana Pratiwi
NPM : 1601070154
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070154

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 April 2021
Kepala Perpustakaan

Dr. As'ad, S.Ag., S.Hum. M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA JURUSAN TADRIS BAHASA INGGRIS
Nomor : B-........../In.28/J/PP.00.9/05/2021

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   :Ivana Pratiwi
NPM   :1601070154
Jurusan   :Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan / Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagai mana mestinya.

Metro, 5 Juli 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1103/In.28/D.1/TL.01/04/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**IVANA PRATIWI**
NPM	:	1601070154
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMKN 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF EDUCATIONAL TECHNOLOGY IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTIONS TEACHING AND LEARNING: CASE STUDY OF SECOND YEAR AT SMKN 2 METRO".

       2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 April 2021

Mengetahui,
Pejabat Setempat
a.n. kepala sekolah

Makmun
Wali. kur.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO
Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro
Website : www.smknegeri2metro.sch.id, E-Mail : smkn2_ metro@yahoo.com
NSS: 401126103002   NPSN: 10807613

Nomor   : 800/ 121 /V.01/421.5/2020
Lampiran   : -
Hal   : Jawaban Permohonan Pra Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                Institut Agama Islam Negeri Metro
                Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur
                Kota Metro
                Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomer Surat: B-2528/In.28.1/J/TL.00/09/2020. Dan Pada tanggal 01 September 2020 perihal Permohonan Izin Pra Survey dalam rangka Penulisan Proposal Penelitian mahasiswa sebagai berikut :

Nama Mahasiswa : **IVANA PRATIWI**

NPM   : 1601070154

Fakultas   : Tarbiyah dan ilmu Keguruan

Jurusan   : Pendidikan Bahasa Ingrris

Judul   : The Use Of Educational Technology In Efl Teaching And Learning: Case Study Of Second Year Students At SMK Negeri 2 Metro.

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Pra Survey dalam rangka Penulisan Proposal Penelitian di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.

Metro, 24 September 2020
Kepala Sekolah

Dr. Armina, M.Pd.
NIP. 197502272005012005

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
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NSS: 401126103002   NPSN: 10807613

Nomor   : 800/₁₄₄/V.01/421.5/2021
Lampiran   : -
Hal   : Jawaban Permohonan Research/Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
               Institut Agama Islam Negeri Metro
               Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur
               Kota Metro
               Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomor Surat: B-1104/In.28./D.01/TL.00/04/2021. Tentang izin Research/di SMK Negeri 2 Metro dalam menyelesaikan Tugas Akhir/Skripsi mahasiswa atas nama :

Nama Mahasiswa	:	**IVANA PRATIWI**
NPM	:	1601070154
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan ilmu Keguruan

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Research/Survey di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.

Metro, 23 April 2021
Kepala Sekolah
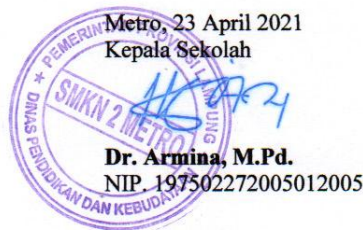
Dr. Armina, M.Pd.
NIP. 197502272005012005

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKUTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ivana Pratiwi
NPM : 1601070154

Fakultas / Jurusan: TBI
Semester / TA : X/2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tanga Mahasiswa
				Data collecting method -find out Crasswell theory. Blueprint and appendix Acc (APD).	

Mengetahui
Ketua jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

Dosen Pembimbing II

Yeni Suprihatin, M. Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO - LAMPUNG

Nama : Ivana Pratiwi   Jurusan : TBI
NPM : 1601070154   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	8/04 21	✓			

Mengetahui
Ketua Jurusan PAI

Ahmad Subhan Roza, M.P.d
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.P.d
NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ivana Pratiwi   Jurusan : TBI
NPM : 1601070154   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
	8 July 2020		✓	- Indikator judul dispesifikasikan - Revisi Bab I, II, III - Baca Jurnal tty ESP.	
	17 Sep 2020		✓	- Ref for seminar (sources) - Revise grammatical error	
	18 Sept 2020		✓	Acc for seminar	

Mengetahui,
Ketua Jurusan TBI

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : IVANA PRATIWI   Jurusan   : TBI
NPM   : 1601070154   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	21 Sept	✓		Revisi Footnote dan Struktur Penulisan	
	22 Sept	✓		Revisi Bab 3 Tambahkan Metode Penelitian	
	25 Sept	✓		Acc seminar .	

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CURRICULUM VITAE

Ivanapratiwi was born in Metro on July 22[th,] 1997. She is the last daughter of Mr. Budianto and Mrs. Tri Setiawati. Currently she live in the village of Yosomulyo, Kec. Metro Pusat, Kab. Metro. She enrolled her study at SDN 09 Metro in 2004-2009. After that, she continued to Junior High School at SMPN 10 Metro in 2009-2012. After graduating in the Junior High School, she studied in SMAN 3 Metro in 2012-2015. Then in 2016 the writer continued her education at IAIN Metro by majoring in English Education Program.