THE DESCRIPTIVE ANALYSIS OF YOUTUBE LEARNING VIDEO ON STUDENTS' CMOPETENCE IN UNDERSTANDING READING NARRATIVE TEXT AT THE NINTH GRADE OF UPTD SMP NEGERI 2 GUNUNGSITOLI UTARA

By Stevani Aurelya Harefa

THE DESCRIPTIVE ANALYSIS OF YOUTUBE LEARNING
VIDEO ON STUDENTS' COMPETENCE IN UNDERSTANDING
READING NARRATIVE TEXT AT THE NINTH GRADE OF UPTD
SMP NEGERI 2 GUNUNGSITOLI UTARA

UNDERGRADUATE THESIS

By :

STEVANI AURELYA HAREFA

Student ID Number : 202108072

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NIAS

2023/2024

THE DESCRIPTIVE ANALYSIS OF YOUTUBE LEARNING VIDEO
ON STUDENTS' COMPETENCE IN UNDERSTANDING READING
NARRATIVE TEXT AT THE NINTH GRADE OF UPTD SMP NEGERI
2 GUNUNGSITOLI UTARA

UNDERGRADUATE THESIS

Presented to
Universitas Nias
Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan

By :

STEVANI AURELYA HAREFA
Student ID Number : 202108072

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NIAS
2023/2024

CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Education is the main foundation for the progress of a nation. In today's digital era, information technology plays an increasingly important role in shaping learning patterns. One of the most prominent platforms is YouTube, a video-sharing website that has become a major source for online learning in various circles, including students. Reading is an important factor that influences one's communication activities. Students consider reading as a crucial activity, so it is often regarded as a way to open up the world. Reading is an interesting activity because it allows students to get various information without having to go far. Reading ability is one of the standard English skills that must be achieved at all levels of education including in junior high school.

In this advanced age, sometimes students are often negligent in learning. Especially with today's technological advances. Most students today have started learning by using learning media in the form of power point, canva, visual media, posters, YouTube videos, etc. Because of the existence of learning media, students are less interested in printed media and more interested in using learning media through YouTube videos. Because of the existence of learning media, students are less interested in printed media and more interested in using learning media through YouTube videos. As responded by Shanti (2021) the main problem of students in learning to read is weak attention so in the learning process the teacher must be able to attract students' attention by presenting information in a form that is more fun, interesting, easy to understand and clear, especially for abstract material so that students are facilitated (made easier) in achieving predetermined learning objectives. With the existence of learning media, teachers can provide innovation to students and students also have competence in understanding learning, especially in this study, namely Reading Narrative Text. PERMENDIKBUT RISTEK Number 5 of 2022 concerning graduate

competency standards in early childhood education, basic education, and secondary education.

In the context of English language learning, YouTube has become a very useful tool. Despite the abundance of YouTube videos, there is a dearth of research that specifically focuses on a detailed analysis of the impact of YouTube videos on students' comprehension of narrative texts, especially in the context of English.

One type of media that is effective for the teaching and learning process is audio visual. The advantage of audio visual lies in its ability to provide information both visually and audio. Examples of audio visual media include videos, films and animations. The variety of ways teachers teach English reading skills will affect students' reading ability. The use of videos can help guide students in an interesting way. Videos provide information to the eyes and ears, so they can help students understand communication in action. Thus, language can be presented effectively through video media. This is in line with the opinion of Shanti (2021) who said that audio-visual media assistance is most often used to illustrate or reinforce learning materials. The subject matter in question can be in the form of narrative text. Narrative text is one type of text that is often used in English language learning, and the ability to understand it has a great influence on students' communication skills in English. Therefore, it is important to find out how YouTube learning videos can influence students' comprehension of narrative text.

According to Tondang et al., (2023) Narrative text is a type of writing that is used to story that is composed of a continuous sequence of chronological events. Ardiansyah & Jaya 2020 state narrative text is a shorter story which has popular genres. Narrative texts use to entertain the reader, then it is also give information from stories for students.

YouTube is basically considered as a medium which gives many contributions in teaching and learning process (Toleuzhan et al., 2023). YouTube is one of the popular and interesting media to attract students' interest in learning. According to Qomariyah et al., (2021) YouTube is a video sharing site that allows users from all over the world to watch videos posted

2

by other users and upload their own videos. Content on YouTube varies, ranging from educational, entertaining, political, historical, medical, to personal videos. YouTube is a rich source of authentic materials, especially in English language learning that can motivate students to interact in an educational context through English videos. Videos on YouTube can also help students increase their learning independence by encouraging them to watch and explore English videos consistently within and outside of learning topics. Videos on YouTube are authentic as they present a variety of interesting videos made by people from all over the world, not only for entertainment but also educational purposes.

Therefore, learning English does not always rely on printed media but can use learning media such as YouTube videos. In order to make the teaching and learning process more effective and interesting, teachers can use all available learning media, especially YouTube videos and provide innovation to students. By understanding narrative text through YouTube videos, students can practice it in front of the class by reading a narrative text that has been shown through the LCD.

In addition, this research is expected to provide new insights for educators and students in utilizing digital resources such as YouTube as an effective teaching tool.

1.2 Focus of the Research

For this research, Researcher focuses to the:

1. Analyzing of students' competence in reading of narrative text through YouTube learning videos

2. Analyzing difference in students' reading ability before and after applying YouTube learning videos?

3

1.3 Formulation of the Problem

Based on the background, the problem formulation in this study is as follows:

1. What is the description of students' competence in reading comprehension of narrative text through YouTube learning videos?

2. How is the difference in students' reading ability before and after applying YouTube learning videos?

1.4 Objective of the Research

1. To describe the description of students' competence in reading comprehension of narrative text through YouTube learning videos

2. To provide the description of the difference in students' reading competence before and after applying YouTube learning videos

1.5 Significances of the Research

Through this research the researcher expects:

a. Theoretically:

As an initial research to write a scientific paper and find out the benefits of YouTube as a learning media.

b. Practically:

1) For researchers, it can be a guideline for the future to know the benefits of using YouTube as learning video in understanding reading narrative text.

2) For teachers and prospective teachers, it can be used as a reading source and increase insight into the effectiveness of using YouTube as a learning video in understanding reading Narrative Text.

3) For future researchers, this research can be used as a reference source for the use of video on YouTube in understanding Reading Narrative Text.

CHAPTER II
LITERATURE REVIEW

2.1   Theoretical Framework
2.1.1   Learning Video
2.1.1.1 Definition of Learning Video

As a teacher, teachers must be able to manage the learning process so that students are motivated, creative, and always innovative in providing learning materials and media so that students are motivated to learn. Of course, learning media is needed, especially in English lessons so that students are not bored and saturated when learning. According to Saputra et al. (2023), Effectiveness is the connection between production and objectives can also be considered a gauge of the organization's policies, procedures, and output level procedures used by the company.

Learning media is a tool that can help the teaching and learning process so that the meaning of the messages conveyed becomes clearer and educational or learning objectives can be achieved effectively and efficiently (Nurrita., 2018). There are several benefits of learning media, the first is that it provides guidelines for teachers to achieve learning objectives, the second is that it can increase student motivation and interest in learning so that students can think and analyze the subject matter provided by the teacher. Things that can be done to improve student learning outcomes when learning media are available: to improve student learning outcomes when learning media are available, the learning process must be simple and straightforward so that students can understand and apply what has been learned. Very often in the world of education in the process of teaching and learning activities students learn more in theory. Learning in the classroom is directed at the child's ability to understand the subject matter. Meanwhile, the theory learned lacks application in everyday life. With the media, students will be more motivated to learn, encourage students to write, speak, and imagine more stimulated (Tafonao, 2018).

Learning media functions not only as a means to make learning fun, but also helps children understand something abstract (Nurfadhillah et al., 2021). Learning media is one of the tools that can help teachers to convey learning material so that children can have interest and interest in the learning material presented (Wulandari et al., 2023). According to Wiratmojo and Sasonohardjo (2019) the use of learning media at the teaching orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content at that time.

In this study, researchers will focus on learning media in the form of videos. According to (Maulani et al., 2022) One type of learning media that can be used by teachers is audio and visual media in the form of videos. Current technological developments affect various aspects of life. Learning videos can be played and studied by students anywhere and anytime. Video is a recording of live images for broadcast or in other words, video is a moving image accompanied by sound (Limbong, 2020).

So, it can be concluded that Learning Media in the form of Video is a tool or means used to assist the learning process. Either in the context of formal or non-formal education. Which is applied through videos, textbooks, Powerpoint, to other digital applications designed for material understanding.

2.1.1.2 The Using Of Learning Video

Video technology is becoming increasingly popular in education due to rapid technological advances. The advantage of video is that it provides what is called potential learning outcomes to teachers and students. According to Nig'matillayevna, (2022) the most significant potential learning outcomes are as follows: videos attract students' attention, focus students' concentration, arouse interest in the classroom, energize or relax students for learning exercises, improve attitudes towards learning, increase understanding, foster creativity, stimulate the flow of ideas, provide opportunities for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning fun, and reduce anxiety and tension on daunting topics. Teaching with videos, on the other hand, gives teachers the opportunity to develop students' cultural awareness and make them familiar with the target culture in addition to practicing the four

basic language skills (listening, speaking, reading, and writing) and increasing students' vocabulary. Video is also an electronic media that can combine audio and visual technology together to produce a dynamic and interesting show.

According to Ispratiwi & Mellisa 2023 state Learning media is media that can carry messages and provide stimulation for the mind, attention, feelings and willingness for students who learn so that the learning process is conscious, purposeful, and controlled. The rapid development of science and technology today, students can learn anything, anytime, anywhere, according to their interests and learning styles. Learning video media is media that presents audio and visuals that contain learning messages both containing concepts, principles, procedures, knowledge application theories to help understand learning material. In general, learning media is any form of tool or object that can assist the implementation of learning. But in reality, in carrying out the learning process there are still many teachers who have not used learning media. That teachers are still lacking in using learning media in the form of learning videos. Teachers still use the lecture method where the material provided only uses sources from books to convey information in the learning process. In addition, the use of learning media in the learning process will create an innovative learning atmosphere (Wahyuni et al., 2021). Before determining the learning media to be used in learning, it is necessary to know the criteria for selecting good media. The criteria for selecting good media include the suitability of the material, suitability for student characteristics. The function of learning media is to convey information, avoid obstacles in the learning process, stimulate the motivation of students and educators in the learning process, and improve the learning process.

So, it can be concluded that Narrative-based videos can be used to tell stories or present case studies that illustrate real-life examples of the concepts being taught. Storytelling engages learners emotionally and intellectually, making abstract concepts more relevant and memorable. Learning videos can combine different modes of communication, such as audio narration, visual graphics, text captions and interactive elements. This multimodal approach caters to diverse learning styles and preferences, accommodating auditory, visual and kinesthetic learners.

7

2.1.1.3 Kriteria Pemilihan Media Pembelajaran

Learning media is a process or stage of communication in learning activities both visually and audio-visually (Kaniawati at al., 2023).

According to Setyosari in Anisa (2022), in simple terms, the criteria for selecting learning media consist of:

a. Suitability of media with learning objectives

b. Boost a learner's self-confidence

c. Media's ability to activate students

d. Media's ability to develop a pleasant learning atmosphere

e. Media quality

2.1.2   YouTube

2.1.2.1 Definition of YouTube

Education is one aspect of life that plays a very important role in efforts to improve the quality of human resources. As stated in Law No. 20 of 2003 which states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State. Teachers can utilize internet technology in the form of youtube applications to convey data presentation material with learning video media (Mutaqin, Hernawan, & Muhadi, 2021). The learning process in the classroom is directed towards children's ability to memorize information, children's brains are forced to remember and hoard various information without being required to understand the information they remember to connect it to their daily lives (Khalda & Haq, 2022).

One of the online learning media that can be used is Youtube. So in this study, researchers will use YouTube as one of the learning media tools. According to Priyanti & Nurhayati (2023) YouTube is a website where users can upload, watch, and share videos. Meanwhile, according to Arham (2020) YouTube is the largest and most popular online video sharing media website in the internet world. Various videos on Youtube can be utilized by teachers as learning media in the classroom According to (Harahap et al., 2022) in the context of learning, Youtube

8

can be used as one of the teaching media and learning media. Most students are interested in things that are audio-visual compared to common ways such as delivering knowledge that only comes from books (Puspitawati., 2022). YouTube has a function to search for video information or view videos directly (Septian et al., 2022). YouTube also displays a variety of interesting videos that are not boring. For this reason, in this day and age, teachers are also required to be able to provide interesting and not boring learning so that students' interest and motivation to learn can continue to develop (Nugroho, 2021). Videos on YouTube that we have watched or uploaded can be studied or repeated.

With Youtube, a teacher can show interactive, interesting and fun learning videos. YouTube users can upload videos, search videos, watch videos, discuss/question and answer about videos and at the same time share free video clips. Every day there are millions of people who access Youtube so it is not wrong if Youtube is very potential to be used as a learning media. In addition to helping teachers explain something abstract, this video learning media can also play a role in the affective domain to overcome student boredom when carrying out the learning process in class. Novelia & Hazizah (2023) states that the utilization of learning media is very important for the teaching and learning process in the classroom, teachers must choose and create media that is interesting and in accordance with the characteristics of children. New learning media by utilizing technology is expected to overcome this boredom and can shorten time. Visual-based media plays a very important role in the teaching and learning process, because it can facilitate understanding and strengthen children's memories. Learning media by utilizing technology can assist teachers in streamlining the learning process. The technology is computer, television, auditape, internet, and others.

According to Ardiansyah & nugraha (2022) The purpose of utilizing YouTube media as one the media in the learning process is to create a learning atmosphere that is not monotonous, fun, interesting, and interactive. Audiovisual media or learning videos are media that display audio and visual elements or moving images so that students can see and hear them (Krishna, Sudhita, &

Mahadewi, 2015; Naharir, Dantes, & Kusmariyatni, 2019; Yuliani, Antara, & Magta, 2017).

Learning videos often feature a shared reading of a narrative text by the teacher or a clear speaker. This helps students to hear the intonation, vowels and pronunciation of words in the right context. Animation and visualization can help clarify the story conveyed in the narrative text. Videos often use moving images or illustrations to reinforce students' understanding of the characters, setting and storyline. Some learning videos include interactive exercises or small quizzes to test students' understanding of the narrative text being taught. These can be multiple-choice questions, open-ended questions, or written assignments. Some videos use background sounds or music to create an atmosphere that matches the narrative text being presented. This can help students feel more engaged and connected to the story being studied. Learning videos also often include subtitles or supporting text that supports English learning. This helps students to follow the spoken words, as well as strengthening their reading and writing skills.

So, it can be concluded that YouTube is an audio-visual learning media that allows users to upload, watch and share videos. YouTube has become a very significant source of information and a platform for knowledge sharing.

2.1.2.2 Characteristic of YouTube

There are various characteristics and features of YouTube that make makers use this media:

1. Interactivity : User can interact through comment, like, and sharing videos
2. Variety of Content : Variety of Content: YouTube has provided content types ranging from video tutorials, music, short movies, learning videos, to live broadcasts.
3. Monetization: YouTube provides opportunities for content creators to monetize through ads, YouTube premium, channel subscriptions, etc.
4. Accessibility: YouTube can be accessed on various devices which allows users to watch videos anywhere.

5. Creator Community: YouTube has a large and diverse community of creators.

6. Customized Algorithm: YouTube uses sophisticated algorithms to recommend videos based on the user's viewing history, making the viewing experience more relevant.

7. Learning and Education: A lot of educational content is available on YouTube, ranging from school lessons to specialized skill tutorials. Many educational institutions and teachers use YouTube as a medium to deliver teaching materials.

8. Regulated Content : YouTube has strict community guidelines to ensure that uploaded content does not violate certain rules such as violence, pornography, and other harmful content. Videos that violate the guidelines may be removed or have their access restricted.

9. Video Quality: YouTube supports a wide range of video resolutions, from 240p to 8K, as well as various formats such as HDR and 360 degrees. This allows users to enjoy content at a quality that suits their device and internet connection.

10. Music and Sound Effects Library: YouTube provides a library of copyright-free music and sound effects that creators can use in their videos, supporting creativity and content production.

In the world of education, Youtube is a new media choice apart from other media used in the education system that has already existed and is accepted by policy makers in education. Youtube, which was originally only used as a social media for sharing videos that were used as a source of entertainment or boredom relief, has now turned into a new tool for the world of education where Youtube, which has a variety of videos uploaded by users, can become sources, materials and educational media / learning media that can be used by anyone, both educators and Youtube students as an alternative media in helping to find the sources needed. As for the characteristics of YouTube according to Setiawan (2021), the first does not limit the duration of the uploaded video and the second has an accurate confirmation system for security. Students can also better understand the lessons conveyed through Youtube learning resources because of

11

the characteristics of Youtube which are Audio-Visual so that students can listen and see them in real time through videos on Youtube (Mustika & Muharaeni., 2022).

So, it can be concluded that YouTube characteristics refer to the various features and traits that distinguish the platform from other social media and video sharing platforms. With the characteristics of YouTube, the audience will use YouTube media more and know what the benefits are in everyday life. And can also sort out which videos are good and which are not good.

2.1.2.3 Advantages and Disadvantages Of YouTube

YouTube is able to teach English speaking skills (Meinawati et al., 2020). According to Rahmatika et al., (2021) YouTube creates a conducive learning situation and fosters students' interest in learning when learning takes place. YouTube learning media can be accessed anytime and anywhere so that parents can still accompany learning even though they are working. Meanwhile, the disadvantages of YouTube according to Sitompul et al., (2022) A person becomes less productive due to too much entertainment which makes the role of YouTube addictive and the audience wastes time that he previously considered as valuable time. Not all material taught in class is on YouTube (Meiriza & Sebayang., 2018).

So, it can be concluded that the advantages and disadvantages of YouTube are that YouTube is a source of information and a source of learning or knowledge. While the disadvantages of YouTube are that users can become too dependent on YouTube, spend too much time watching videos and reduce productivity.

2.1.3   Students' Competence
2.1.3.1 Definition Of Students

A student enrolled in a school or other educational institution is called a student. They are individuals who actively participate in the learning process to improve their knowledge, skills and understanding of the world. Students can be enrolled in several levels of education, from primary education to further

education, depending on their learning style and academic goals. In the active learning process, students interact with teachers, curriculum and other learning environments to achieve their learning goals. They also have the desire to actively participate in education, including carrying out assignments, attending classes, and developing skills necessary for daily life and future endeavors.

In addition, students are an important component of the educational community. They participate in extracurricular activities, group projects, and social interactions with other students and faculty members. These activities help them develop interpersonal, teamwork, and leadership skills that are essential for success both inside and outside the classroom. According to Permanasaei & Awalia, 2023 students are people who are officially registered to take lessons in the world of education. According to Tanjung et al., 2024 students are people who come to an institution to acquire or study knowledge and develop the potential of their human resources through teaching activities. As individuals who are still developing, students also have different needs and priorities. Therefore, effective education recognizes these differences and seeks to provide each student with appropriate support and resources to reach their full potential.

So, it can be concluded that students are people who need knowledge who need guidance and direction to develop their potential. They are students who are in elementary or junior high school (SMP), senior high school (SMA), and who are officially registered to take lessons in the world of education. And Student is a status that is carried by someone because of the summary with the world of education which is expected to become intellectual candidates to become the next generation of the nation.

2.1.3.2 Definition Of Competence

Competence is a combination of knowledge, skills, values and attitudes that are reflected in habits of thought and action. Student competencies, in particular, are the abilities that students acquire through learning and experience, which include knowledge, skills, values and attitudes that are reflected in habits of

13

thought and action. Student competencies are very important in improving the quality of education and preparing students to face future challenges.

According to Rosmaini & Tanjung (2019) Competence is the work ability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards. Competence is skills and knowledge derived from the social and work environment that are absorbed, mastered and used as instruments to create value by carrying out tasks and work as well as possible (Hartanto, 2018).

So, it can be concluded that Competence is a complex and broad concept, referring to a combination of various factors that enable a person to succeed in a particular field or task. In a professional context, competence includes the knowledge, skills, attitudes, and personal traits needed to achieve good performance in a particular job or responsibility.

2.1.4   Reading Narrative Text

2.1.4.1 Definition Of Reading

Reading is one type of knowledge acquisition through receptive writing as it allows a person to absorb new information, knowledge, and experiences that they may not have known before. All this information gained from reading will allow the person to increase their daily productivity, improve their stamina and increase their level of awareness. This hinders the ability to study in school and live a more straightforward life. Reading aloud is not just a passive and respectful activity; it also encourages the reader to take an active role when paying attention to the words written in a book or movie. Comprehension, interpretation, assessment of information, as well as responses to reading, occur as well as thinking processes. The development of thinking skills is applied through reading. When reading, everyone absorbs knowledge that is useful for improving their reading comprehension.

According to Harianto (2020) reading is the pronunciation of words and the acquisition of words from printed materials. Reading is one of the activities that

14

cannot be eliminated in the world of education, because reading is a form of knowledge transformation process through seeing and understanding the contents written in a textbook or any book. Reading is the ability to use thoughts and actions to perform visual activities, pronounce a series of letters into words and sentences, master reading techniques and understand the contents of reading correctly (Putri et al., 2023). Reading is an important part of human life and something that everyone should be able to do, whether children, adolescents, adults and even the elderly except those who are illiterate. Reading is also one of the activities to find out and share information.

Based on this, it is usually reading material and reading comprehension skills. Proper reading comprehension is essential for healthy intellectual growth as it provides readers with an understanding of the meaning of words which gradually improves their ability to understand rather than judge. Moreover, reading comprehension skills are essential if one wants to achieve practical efficiency and healthy intellectual growth. One's desire to read is greatly influenced by the quantity of reading material to be covered and the intensity of one's desire to read over a long period of time. There are two factors that help reduce the prejudice associated with reading to children. First, the impact on friends and family who read less. It seems that everyone in the child's immediate environment is striving to influence them. In addition, home book club activities or reading groups inspire the community. Let's get started, student teachers.

There are also factors that cause students to be low in reading skills, one of which is that students are bored reading printed books and prefer to read through audio-visuals. Another factor is that many electronic media contain entertainment and games, making students lazy in reading skills (Almana, 2019: 82). But according to researchers, electronic media also does not have a negative impact on everyone. It depends on how students utilize the media properly and correctly. As in this study using learning media in the form of videos. So researchers will try to use video learning to find out students' English reading skills.

So, it can be concluded that reading is a very important activity in everyday life. Reading is an effective means of increasing vocabulary and language skills.

In addition, reading can also improve writing skills, because through reading a person will be familiar with various writing styles and sentence structures. By getting used to reading texts of any kind, one can be more fluent and proficient in speaking, writing, communicating, and so on.

2.1.4.2 The Purpose Of Reading

The purpose of reading is not only limited to achieving a specific task, but also relates to personal development, knowledge, understanding, and experience. One of the main purposes of reading is to access information. One of the main purposes of reading is to access information. Through reading, one can gain knowledge on a wide range of topics, from science and history to fictional stories and philosophical thoughts. By reading, one can explore the boundless world, learn new things, and expand their horizons of knowledge.

The purpose of reading is mostly for enjoyment and general information (Macalister, 2015; Ng et al., 2019). According to Haryadi 2020, the main purpose of reading is to search for and obtain information including content, understanding the content of reading.

So, it can be concluded that the purpose of reading is to increase knowledge, improve thinking skills, communication skills and also find out various information in the reading text.

2.1.4.3 Definition of Narrative Text

Narrative Text is a type of text that tells a story or event in sequence, like from the beginning, middle and end. Narrative text contains elements of conflict, character, setting, and plot that follow a narrative pattern. According to Febiola & Sabardila (2024), narrative text is a text that tells an event in sequence or in chronological order. Narrative text is a series of sentences that are narrative in nature or have a character of describing and explaining (Zebua & Laia., 2024). Narrative texts can be fiction or non-fiction and can take various forms such as novels, short stories, folktales, myths, legends, autobiographies, and anecdotes.

The use of narrative text in English Language Teaching (ELT) is very important as it offers a captivating setting for language learning. The function of

16

narrative texts is to create captivating resources that hold students' attention, thus resulting in a more enjoyable and productive educational experience. Moreover, narrative texts aid the development of language skills such as vocabulary growth, comprehension, and the ability to understand and construct coherent narratives. Another function of narrative texts is to make the reader's actual or fictional experience enjoyable in various ways, with a common orientation structure.

Narrative texts are stories that have complexity or problematic storylines and actively seek solutions to situations. A moral lesson will be given to the students at the end of the story. Utilizing narrative texts in English language teaching is essential as it provides learners with an environment that supports language learning. Narrative style texts help develop writing skills such as prosody, comprehension, and the ability to understand and create coherent narratives. Narrative writing is a type of writing that aims to explain something in a different way. Narrative writing also has a relationship with problematic stories that arise in situations similar to crises or turning points and, ultimately, lead to solutions.

So, it can be concluded that Narrative text is a type of writing that tells a story or tale. Stories in narrative texts usually have a clear storyline, believable characters, setting or setting of events, and conflicts that affect the climax and resolution of the story. The main purpose of narrative text is to enlighten the reader while conveying a certain lesson or moral. Narrative text is to enlighten the reader while conveying a certain lesson or moral message. The text can be either factual or non-factual. In general, fictional stories consist of stories about heroes, short stories, novels, and so on. On the other hand, non-fiction stories can include personal narratives, biographies, or histories.

2.1.4.4 Generic Structure Of Narrative Text

The generic structure of narrative text is a fundamental concept in understanding the composition of narrative texts. The generic structure of Narrative tex usually consists of 3 main parts including Orientation, Complication, and Resolution. According to Koilara et al., (2020) there are 4 general structures of narrative text as follows; Orientation, Complication,

17

Resolution, and Reorientation/Coda. Orientation is the beginning of writing that must be or is often referred to as an introduction. Complication is a situation where a problem appears slowly and then reaches its peak (climax) in an event. Resolution is the final condition or event where the problem that occurred in the "complication" section subsides and is resolved. And Reorientation is a series of events that occur that are fully interrelated and related each other from beginning to end. According to Rahmawati & Baihaqi, 2022 Generic structure of narrative text consists of orientation, complications, and resolution.

So, it can be concluded that the generic structure of Narrative text is that the structure of narrative text consists of four main parts: Orientation, Complication, Resolution, and Reorientation. Orientation introduces the characters and setting of the story, Complication explains the problems that occur, Resolution resolves the conflict, and Reorientation provides the conclusion and evaluation of the story. In addition to these main structures, writers can add evaluation and reorientation to expand the story.

2.1.4.5 The Purpose Of Narrative Text

The purpose of narrative text is to tell a story or recount a series of events in a way that is interesting and entertaining for the reader. In addition, the purpose of narrative text is to teach morals or share information about historical events or certain cultural traditions. According to Suri et al., (2023) Narrative text is a type of text that aims to entertain and deal with actual and diverse experiences in different ways, narrative text also deals with problematic events that lead to some kind of crisis or turning point, which in turn finds its solution. The purpose of narrative text is to entertain or amuse the readers or listeners about the story. According to Uzer, Y., & Uzer, YN (2020), The purpose of narrative text is to entertain because it deals with the unusual and unexpected development of events.

So, it can be concluded that the purpose of narrative text is to tell an event or incident chronologically and in detail, and to express ideas, values or morals associated with the story.

2.1 Conceptual Framework

The conceptual framework in this study aims to provide direction in conducting research. It is a guideline to understand the flow of thought so that the analysis is more systematic. In this study, the researcher chose SMP Negeri 2 Gunungsitoli Utara, especially English teachers and grade VIII students as research informants. This research was initiated by the gap between expectation and reality. Based on government regulations that state

18

the importance of classroom management. The government has an expectation that every teacher is able to manage the classroom well. The focus of the research conducted by the researcher in this case is students' competence in understanding narrative text through YouTube video learning media. Therefore, researchers want to conduct research using qualitative research with a descriptive approach.

Then to collect data, the researcher will use instruments in the form of interview guidelines to English teachers and make direct observations to students to find out how students' competencies are and to find out whether the strategies carried out by English teachers in an effort to create an inclusive learning environment are on target, have been implemented properly. After collecting data, the researcher will report the results of his research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, researchers will analyze the data proposed by Miles & Huberman's theory, namely data collection, data reduction, data presentation, and conclusion drawing. Furthermore, the conceptual framework of "The Descriptive Analysis Of Youtube Learning Video On Students' Competence In Understanding Reading Narrative Text At The Eighth Grade Of UPTD SMP Negeri 2 Gunungsitoli Utara Year 2024" is described in the following scheme:
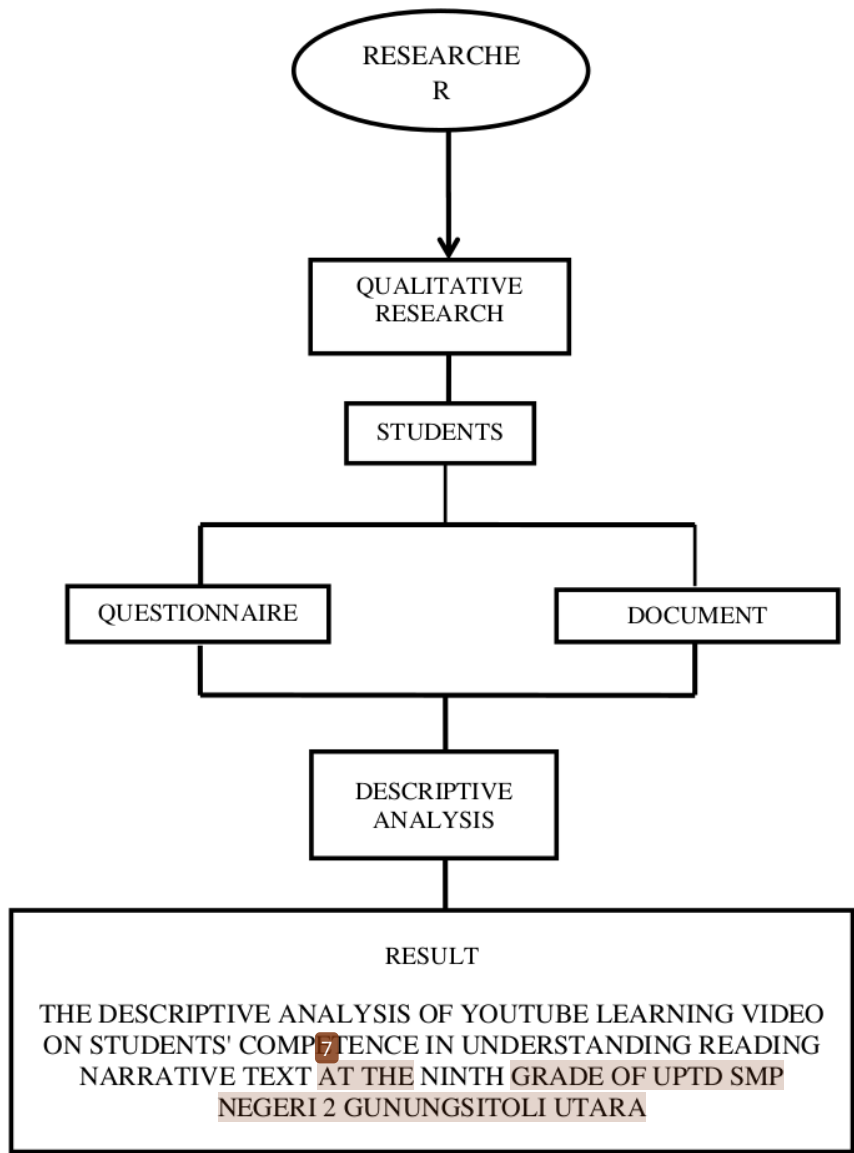
```
                    ┌──────────────┐
                    │  RESEARCHE   │
                    │      R       │
                    └──────┬───────┘
                           │
                           ▼
                    ┌──────────────┐
                    │  QUALITATIVE │
                    │   RESEARCH   │
                    └──────┬───────┘
                           │
                    ┌──────────────┐
                    │   STUDENTS   │
                    └──────────────┘
        ┌───────────────────────────────────┐
 ┌──────────────┐                    ┌──────────────┐
 │ QUESTIONNAIRE│                    │   DOCUMENT   │
 └──────────────┘                    └──────────────┘
        └───────────────────────────────────┘
                    ┌──────────────┐
                    │  DESCRIPTIVE │
                    │   ANALYSIS   │
                    └──────────────┘
```

RESULT

THE DESCRIPTIVE ANALYSIS OF YOUTUBE LEARNING VIDEO ON STUDENTS' COMPETENCE IN UNDERSTANDING READING NARRATIVE TEXT AT THE NINTH GRADE OF UPTD SMP NEGERI 2 GUNUNGSITOLI UTARA

Figure 2.1 The conceptual Framework

CHAPTER III
RESEARCH METHODS

3.1 Approach and Type of the Research

This research will be conducted by researchers using qualitative research methods. researchers will use qualitative descriptive research methodology. Qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from observable people and actors. This qualitative approach is carried out to explain and analyze individual or group phenomena, events, social dynamics, attitudes, beliefs, and perceptions.

Therefore, the qualitative approach research process begins with the development of basic assumptions. Then it is associated with the rules of thought used in the research. The data collected in the survey is then interpreted. Qualitative researchers assume that there are multiple interpretations of the reality that emerges from the data, given that each individual views the world in their own way, thus emphasizing the role of context and the interpretation of the relationship of the data (Janusheva et al., 2022).

Furthermore, qualitative research methods are research methods used to understand social phenomena in depth and detail (Haryono 2023). Thus, it can be concluded that qualitative research not only provides deep insight into phenomena, but also emphasizes the use of researchers as the main tool, as well as data collection and analysis techniques that are oriented towards understanding meaning.

3.2 Variables of the Research

Research variables are characteristics that can be observed, measured, or manipulated in a research. In a research context, these variables are used to understand or explain the relationships between various elements. According to Ulfa (2021) Research variables are objects that attach (have) to the subject. It is supported by Janna, 2020 states Research Variable is an attribute, value or nature of the research object (individual or activity) that has certain variations between one object and another.

There are two variables in the research namely independent variable and dependent variable. Independent variables are variables that have the ability to influence other variables; they are also known as independent variables. On the other hand, dependent variables are variables that are affected by other variables known as dependent variables (Pangestika, 2020).

Furthermore, Puspitasari, 2020 states that the definition of an independent variable is a variable whose estimation affects the estimation of other variables. On the other hand, dependent variables are variables whose estimates can change as the estimates of other variables change. In other words, these attributes are known as dependent variables. Therefore, it can be said that one variable affects another variable. In this research, the independent variable is the YouTube learning video and the dependent students' competence in understanding reading narrative text.

3.3 Setting and Schedule of the Research

The research will be conducted at UPTD SMP Negeri 2 Gunungsitoli Utara, located in Tetehosi Afia, North Gunungsitoli District, Gunungsitoli City, North Sumatra. The research will be conducted in August 2024.

3.4 Source of Data

There are two types of data used in this study, namely primary data and secondary data. Ibrahim in Haryoko, 2020: 122 states that all information, facts related to research and have a very clear relationship, even a direct relationship is considered primary data, because this data is the main factor in determining the success or failure of a research study. This process is referred to as primary data. This means that research cannot be said to be successful if it does not obtain this data. Meanwhile, secondary data is information, facts and facts related to research but not directly related to research, as well as supporting documentation related to primary data. This secondary data is more superficial and cannot capture the depth of information, facts and realities that have been thoroughly studied or investigated, and as supporting data, the information is not too conclusive (not too proven), but can describe some of the research findings.

3.5 Instruments of the Research

Research instruments are devices used by researchers to collect information or data (Syahlani, A., & Setyorini, D. (2023). A researcher can use existing research instruments or design his own to obtain research instruments. currently used research instruments are usually considered standard equipment for collecting data from a research variable. According to Puspasari, H., & Puspita, W. (2022) Research instruments that are acceptable according to standards are measuring instruments that have gone through data validity and reliability tests.

The researcher uses documents and questionnaires as learning tools to ensure students' understanding of narrative texts from YouTube learning videos. Furthermore, students will be given a 20-item questionnaire where they have to choose one out of five answers that are graded based on a five-point Likert scale that starts from strongly disagree to strongly agree.

3.6 Data Collecting Technique

Since data collection is the main goal of research, choosing a data collection strategy is very important. Researchers conducting research will not get the desired data if they do not know the data collection method. According to Fadilla, A. R., & Wulandari, P. A. (2023) Data collection techniques are the methods used by researchers to collect research data from data sources (subjects and research samples).

In terms of data collection methods or techniques, data collection techniques can use primary and secondary sources. Therefore, data can be collected by observation, interview, questionnaire, documentation and a combination of the four. According to Yasin, M., Garancang, S., & Hamzah, A. A. (2024) The correct data collection technique will produce data that has high credibility, and vice versa. This stage must not be wrong and must be carried out carefully and thoroughly in accordance with the procedures and characteristics of both qualitative and quantitative research. Because imperfections in data collection methods will have fatal consequences, in the form of data that is not credible, so that the results of the research cannot be justified.

The researcher will not end the data collection stage before the researcher believes that the data collected from various different sources and focused on the social situation under study is able to answer the formulation of research problems, so that its accuracy and credibility are not in doubt. The data collection methods in this study are as follows:

1. Questionnaire

A questionnaire is a data collection instrument used to collect large amounts of data (Ismail & AlBahri, 2019). Then, Dewi and Sudaryanto (2020) state that a questionnaire is an instrument used to measure an event or event that contains a collection of questions to obtain information related to the research being conducted. Therefore, questionnaires are an important tool in research that helps obtain accurate and relevant data.

This study uses a Likert scale to measure the questions in the questionnaire. According to Suasapha (2020) Likert scales are usually about a person's agreement with a statement, ranging from "Strongly agree", to "Strongly disagree", with variations between the two extreme answers such as the choices "Agree", "Neutral", and "Disagree".

Table 3.1 Respondent's alternative answer (Likert Scale)

Response Option	Positive
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Furthermore, there are several indicators that will be used by researchers to find out how students respond to the use of YouTube videos as learning media in reading narrative text. The questionnaire grids are below:

Table 3.2 Questionnaire Grid

Variable	Indicator	Questionnaire Item Number
YouTube Learning Video	Suitability of media with learning objectives	1,2
	Boost a learner's self-confidence	3,4
	Media's ability to activate students	5,6
	Media's ability to develop a fun learning atmosphere	7,8
	Media quality	9,10
Understanding Narrative Text	Recite fairy tales with correct speech, and word stress	11,12,13,14
	Identify information from the content of the text being read.	15,16,17,18
	List the parts of the story that contain the mentioned message	19,20

2. Document

Documentation is the collection, selection, processing, and storage of information in the field of knowledge. In addition, documentation is also defined as the provision or collection of evidence and information (such as pictures, quotations, newspaper cuttings, and other reference materials). Documentation comes from the word document which means heritage material, whether in written or recorded form others such as sound tapes or cassettes, video, films, pictures and photos (Suyono Trino, 2022). Moleong in Widiarto (2020) states that documents

have long been used in research as a data source because in many cases documents as data sources are used to test, interpret, and even to predict.

In this study, researchers used the scores obtained by students in class IX SMP 2 from the tasks that had been done previously as supporting data for the study.

3.7 Data Analysis Technique

After obtaining the necessary data through several techniques and instruments, the researcher analyzed the data based on the results of the questionnaire to students and also the results of student scores (Document). According to Rofiah, C. (2022) It is very important for qualitative researchers to know data analysis techniques, especially at the level of larger data so that it can be avoided, distorting or damaging the data. avoid, distort or damage the data.

According to Tukey in Salma (2023) techniques in analyzing research data are procedures for analyzing data. This procedure includes techniques for interpreting the data that has been analyzed. It can be concluded that data analysis is the process of processing data that has been collected so that it becomes information that can be concluded and easily understood, so that it can be used as needed. This research used the Miles and Huberman Data Analysis Model. Qualitative research involves collecting and processing data at certain intervals. This research data was analyzed using an interactive model consisting of three stages, as described by Miles and Huberman (Sugiyono, 2017, p. 247). Qualitative data analysis techniques consist of three stages of activities that are interrelated with each other, namely: data reduction, data presentation (data display), and conclusion drawing (verification).

a) Data Reduction

Data reduction is an activity of summarizing, selecting key things, simplifying and focusing on important things so that the data obtained will provide a clearer picture (Aulean et al., 2024). The results of this process are themes, concepts, and descriptions of the data, both in terms of similar and

conflicting things. The researcher gathered data fromquestionnaires and filtered it to only include relevant information.

b) Data Display

After data reduction, data presentation enhances the researcher's understanding of the phenomenon and helps in planning further investigations. In qualitative research, data is presented in the form of brief descriptions to reach conclusions and verify them. According to Sugiyono (2017, p. 249), descriptive text can be presented in various formats, such as graphs, matrices, tables, and charts. The researcher presents the results of the questionnaire that has been summarized in a concise form using descriptions, graphs, and tables.

Data collected through closed questions will be analyzed by calculating the average (mean) for each type of statement using the following formula:

$$Me = \frac{\sum X_i}{n}$$

Me : Mean
$\sum xi$: The number of scores
N : The number of respondents

A five-point Likert scale was utilized to assess students' achievementmotivation. This scale was used to measure the amount of agreement or disagreement among students' responses based on the Likert criteria listed below. To interpret the mean score for students' motivational level, the researcher used a strategy developed by Best and Degang in Kitjararoonchai (2019), as shown in Table 3.3 below

Table 3.3 Interpretation of mean score students' response

Mean Range	Interpretation
4.50—5.00	Highly Effective
3.50—4.49	Effective
2.50—3.49	Effective Enough
1.50—2.49	Ineffective
1.00—1.49	Not Very Effective

27

c) Drawing Conclusion (Verification).

The conclusion in qualitative research that is expected is new discoveries that never existed before. The discovery of data in the form of a description or image of an object that was previously still dim so after research becomes clear. Display data stated above if it has been supported by solid data it can be made a credible conclusion. After the data is obtained in the above way, the researcher analyzes it by inductive thinking. Inductive thinking, namely: "Departing from the facts specific, concrete events, then from the facts or general conclusions are drawn from these particular events.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Results

This research was conducted at UPTD SMP Negeri 2 Gunungsitoli Utara. This school is one of the schools located in an area far from the main road but not so remote. This school is no less interesting than schools in urban areas, because this school also teaches English and the teachers have started using audio-visual learning media. So that researchers can also easily take research data from students and English teachers named Mr Damai Ziliwu S.Pd. In this school there are 2 English teachers who teach classes VII, VIII and IX. The researcher conducted the research in class IX-A where the class consisted of 23 students, with an age range of 13-15 years. Of the 23 students, there are 13 male students and 10 female students. The researcher distributed questionnaires in the classroom to 23 students and also took several documents in the form of grades of narrative text reading assignments from English teachers to obtain accurate data in answering the first and second problem formulations. After the data is collected, the researcher will analyse the data based on the results of the questionnaire and documents in the form of student grades through data analysis techniques, namely data reduction, data display, and conclusion drawing..

4.1.1 Results of questionnaire

Researchers have distributed questionnaires to students based on 8 indicators, namely: Suitability of the media for learning objectives, Generating a student's self-confidence, Ability of the media to activate students, Ability of the media to develop a pleasant learning atmosphere, Quality of the media, Explaining the function of social narrative text, Explaining the structure of the text narrative, concluding the moral message of narrative text. The questionnaire contains 20 questions and each question has an alternative answer and a score is given using a Likert scale.

29

Table 4.1 Result of the Questionnaire

No	List of Questionnaire	Students Respondent					Number of Students	Total Scores
		SA	A	N	D	SD		
1	YouTube videos used in learning support my understanding of reading narrative texts (Fairy Tales)	10	7	6	0	0	23	96
2	YouTube videos used in learning facilitate the achievement of learning objectives in reading narrative text (Fairy Tales)	11	6	5	1	0	23	96
3	I am more confident in reading narrative texts (Fairy Tales) after watching YouTube videos as learning media.	8	12	3	0	0	23	95
4	YouTube videos motivate me to participate more actively by overcoming challenges given by the teacher in reading narrative texts (Fairy Tales).	7	3	11	2	0	23	84
5	YouTube videos help me to cope with reading texts or difficulties that I may face in reading narrative texts (Fairy Tales)	9	8	6	0	0	23	95
6	The YouTube videos used make me more interested and involved in the learning process of reading narrative texts (Fairy Tales)	2	12	9	0	0	23	85
7	The YouTube videos used create a fun learning atmosphere in reading narrative texts (Fairy Tales)	11	8	4	0	0	23	99
8	YouTube videos are very effective in reducing stress or boredom during the learning process of reading narrative texts (Fairy Tales).	6	7	9	1	0	23	87
9	YouTube videos can function technically without interruption (e.g., no technical issues, slow loading, etc).	9	13	1	0	0	23	100

10	I can easily access YouTube without any problems	9	9	5	0	0	23	96
11	I read narrative texts (Fairy Tales) clearly and precisely, ensuring that the listener can understand every part of the text being read	8	11	4	0	0	23	96
12	I use a variety of intonations to portray different emotions and situations in the story, so that the listener can better feel the atmosphere of the story.	8	7	4	2	2	23	86
13	I pause at appropriate places to let the listener digest the information and enhance understanding of the story.	10	6	6	1	0	23	94
14	I can adjust my expression when reading a narrative text (Fairy Tale)	10	6	7	0	0	23	95
15	I am able to determine and summarize important facts or information conveyed in a narrative text (Fairy Tale).	8	6	8	0	1	23	89
16	I understand the context or background underlying the narrative text (Fairy Tale) and how the information relates to the title and topic.	6	8	7	2	0	23	87
17	I am able to recognize and understand the roles and traits of characters in narrative texts (Fairy Tales).	10	8	5	0	0	23	97
18	I was able to follow the storyline from the beginning, through the conflict, to the resolution, as well as the events that advanced the plot.	15	4	4	0	0	23	103
19	I gave concrete examples of parts of the story where moral messages or lessons can be found	5	8	8	2	0	23	83
20	I get moral messages or lessons conveyed through stories (narrative text)	5	6	12	0	0	23	85

The table above is the number of answers from each student, for each questionnaire item, then each student's answer is multiplied by the score of each answer choice. The number of students who answered the first statement "YouTube videos used in learning support my understanding of reading narrative texts (Fairy Tales)". Based on the number of students, 10 people strongly agreed, 7 people agreed, and 6 people chose neutral. None of the students disagreed or strongly disagreed with the statement. the total number of responses for this statement was 96. Next is the second statement "YouTube videos used in learning facilitate the achievement of learning objectives in reading narrative texts (Fairy Tales)" the answer choices found were strongly agree 11 students, agree 6 students, neutral 5 students, disagree 1 student, while no one chose strongly disagree. based on the summation of each student's answer, the total score is 96. The third statement "I am more confident in reading narrative texts (Fairy Tales) after watching YouTube videos as learning media." Among the students, 8 students strongly agreed, 12 students agreed, 3 students were neutral. There was not a single student who disagreed or strongly disagreed with the statement so the total score obtained was 95.

The fourth statement "YouTube videos motivate me to participate more actively by overcoming the challenges given by the teacher in reading narrative texts (Fairy Tales)" The results of the answers to the fourth questionnaire were 7 students chose strongly agree, 3 students chose agree, 11 students chose neutral, and 2 students chose chose to disagree with a total score of 84. Next is the fifth statement, "YouTube videos help me in overcoming reading texts or difficulties that I may face in reading narrative texts (Fairy Tales)" The results of the answers to the fifth questionnaire are as follows. 9 students chose to strongly agree, 8 students chose agree, 6 students chose neutral and none of the students chose disagree and strongly disagree and the total score was 95. The sixth statement "The YouTube videos used made me more interested and involved in the process of learning to read narrative texts (Fairy Tales) "Based on the answers, students chose strongly agree, 12 students chose agree, 9 students chose neutral, and none of the students chose neither agree nor strongly disagree and the total score was 85. The seventh statement "The YouTube videos used create a good learning

atmosphere. fun in reading narrative texts (Fairy Tales)". The research results showed that 11 students strongly agreed with this statement, 6 agreed, 4 were neutral, and none of the students chose to disagree and strongly disagree and the total score was 99. The honest statement, "YouTube videos are very effective in reducing stress or boredom during the process of learning to read narrative texts (Fairy Tales)" Based on students' answers to this statement, the results obtained were that 6 students strongly agreed, 7 students agreed, 9 students chose a neutral answer, 1 student disagreed and the total score was 87. Statement number nine "YouTube Video can function technically without interruption (e.g., no technical issues, slow loading, etc.)." Based on the students' answers, 9 students strongly agreed, 13 students agreed, 1 student chose neutral, and no one chose neither agree nor strongly disagree, so the total score was 100. Tenth Statement "I can easily access YouTube without problems" Based on student responses, this statement amounted to 9 students strongly agreeing, 9 students agreeing, 5 students being neutral, none of the students choosing to disagree and strongly disagree and a total score of 96.

Statement number eleven "I read narrative texts (Fairy Tales) clearly and precisely, ensuring that listeners can understand every part of the text read" There are 8 answer choices strongly agree, 11 students agree, 4 answer choices are neutral, and the total score is 96 . Statement Number Twelve: "I use intonation variations to describe various emotions and situations in the story, so that listeners can feel the atmosphere of the story better." 8 students strongly agree, 7 students agree, 4 students are neutral, 2 students disagree, 2 students agree. students strongly disagree and the total score is 86. The thirteenth statement "I pause at appropriate places to let listeners digest information and increase understanding of the story." Based on the results of the answers, 10 students strongly agree, 6 students agree, 6 students are neutral, 1 student disagrees , and got a total score of 94. The fourteenth statement "I can adjust my expression when reading narrative texts (Fairy Tales)." Based on the results of the students' answer choices, 10 students chose to agree, 6 students were neutral, 7 students disagreed, while none of the students chose the answers disagree and strongly disagree with this statement and get a total score of 95. Statement Fifteen "I am able to determine

and summarize important facts or information conveyed in narrative texts (Fairy Tales)" Based on the students' answer choices, 8 students chose very agree, 6 students chose agree, 8 students chose neutral, no students chose disagree, and 1 student chose strongly disagree and the total score was 89.

Sixteenth statement "I understand the context or background underlying the narrative text (Fairy Tale) and how the information relates to the title and topic." Based on students' answers, 6 students strongly agreed, 8 students agreed, 7 students were neutral, 2 disagreed, and the total score was 87. Statement 17 "I am able to recognize and understand the roles and traits of characters in narrative texts (Fairy Tales)." Based on this statement, students are given various answer choices. 10 students strongly agree, 8 students agree, 5 students are neutral, not a single student disagrees and students strongly disagree and the total score is 97. Statement eighteen "I can follow the storyline from the beginning, through the conflict, to the resolution, and events that advance the plot." Based on the statement above, the students' answers were as follows: 15 students strongly agree, 4 students agree, 4 students are neutral, and the total score is 103. Statement number nineteen "I give concrete examples from parts of the story where a moral message or lesson can be found." According to the student's opinion, the answers were 5 strongly agree, 8 agree, 8 neutral, 2 disagree and a total score of 83. The final statement was "I get a moral message or lesson conveyed through stories (narrative text)". Based on the following student answers, the results were 5 students strongly agreed, 6 students agreed, 12 students were neutral, and the total score was 85.

4.1.2 Document Result

The second research question was answered by collecting documents on students' reading ability scores before and after using the YouTube video with the title "Cinderella". Ratings are given in five categories: very good, good, fair, needs improvement, and really needs improvement. Assessment of students' reading is based on six main aspects: goals of reading fluency, pronunciation, word stress and intonation, understanding the content of the

story, identification of story elements, and vocabulary and grammar. The scores for each student can be seen in the table below.

Table 4.3 Assess students' reading before watching YouTube videos

NO	Respondents	Score
1	Alvin K. Lase	Needs Improvement
2	Atalisi Zega	Enough
3	Celsi Anggi S. Zebua	Enough
4	Darmawati Zebua	Enough
5	Despinta Frans S. Zega	Enough
6	Desti Tawarni Zega	Needs Improvement
7	Erna Tasari Zega	Enough
8	Iman Putra Zega	Enough
9	Irene kasih M. Harefa	Needs Improvement
10	Jefni Mawarni Harefa	Enough
11	Jelwester Zega	Strongly Needs Improvement
12	Kelvin A. Telaumbanua	Needs Improvement
13	Kelvin S. Zega	Enough
14	Kornelius Zega	Enough
15	Martalena Ziliwu	Enough
16	Niel Resta Ziliwu	Needs Improvement
17	Putra H. Jaya Dawolo	Strongly Needs Improvement
18	Septinus Dawolo	Strongly Needs Improvement
19	Stefania Zega	Strongly Needs Improvement
20	Tommi A. Zega	Strongly Needs Improvement
21	Wandi Dapril Bate'e	Needs Improvement
22	Wilda Sri Warni Ziliwu	Needs Improvement
23	Yoel Stefano Harefa	Needs Improvement

Based on the table of student scores before watching the YouTube video above, it is known that of the 23 students, the highest category was Fair with 10 students, the category Needs improvement with 8 students, the category Very needs improvement with 5 students, while Very Good and Good there were no students. get that category.

Table 4.4 Students' reading scores after watching YouTube videos

35

NO	Respondents	Score
1	Alvin K. Lase	Good
2	Atalisi Zega	Very Good
3	Celsi Anggi S. Zebua	Very Good
4	Darmawati Zebua	Good
5	Despinta Frans S. Zega	Very Good
6	Desti Tawarni Zega	Good
7	Erna Tasari Zega	Very Good
8	Iman Putra Zega	Very Good
9	Irene kasih M. Harefa	Very Good
10	Jefni Mawarni Harefa	Very Good
11	Jelwester Zega	Enough
12	Kelvin A. Telaumbanua	Good
13	Kelvin S. Zega	Very Good
14	Kornelius Zega	Very Good
15	Martalena Ziliwu	Very Good
16	Niel Resta Ziliwu	Very Good
17	Putra H. Jaya Dawolo	Good
18	Septinus Dawolo	Good
19	Stefania Zega	Good
20	Tommi A. Zega	Very Good
21	Wandi Dapril Bate'e	Good
22	Wilda Sri Warni Ziliwu	Good
23	Yoel Stefano Harefa	Good

Based on the table of student scores after watching the YouTube video above, it is known that of the 23 students, the highest category was Very Good with 12 students, the Good category with 10 students, the Fair category with 1 student, while Needs improvement and Very needs improvement there were no students. get that category.

4.2 Discussion

4.2.1 Questionnaire Data Analysis

The questionnaires that have been filled out by the students will be analyzed and interpreted by the researcher to answer the second research question. Based on the research findings, the results of the results of each statement in the

questionnaire are as follows. Each total score on each statement will be interpreted based on the average answers from students.

The first questionnaire given to the students was "YouTube videos used in learning support my understanding of reading narrative texts (Fairy Tales)". The results of the questionnaire showed a very positive response from the students. Most students felt that YouTube videos were effective in supporting their understanding of narrative texts. The students' responses can be seen in the pie chart below.
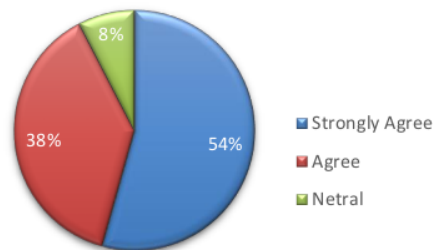
Pie Chart 4.1 Students' Responses to the First Statement

From the pie chart of students' responses above, it can be seen that 54% of students chose "strongly agree", indicating that they felt significant benefits from using videos in learning. Meanwhile, 38% of students chose "agree", indicating that the majority of students felt a positive impact from the integration of YouTube videos into the curriculum. Only about 8% of students chose "neutral", perhaps because they did not feel a significant difference or had mixed experiences with the use of videos. There were no students who chose "disagree" or "strongly disagree", indicating that almost all students benefited from this learning approach.

Based on students' responses, the mean score obtained was 4.2 out of a scale of 5. This score indicates a high level of effectiveness in using YouTube videos for narrative text learning. The interpretation of "effective" given to this score reflects that overall, students felt the YouTube videos contributed positively to their understanding of fairy tales. This score, which is close to "strongly agree", indicates that the use of YouTube videos as learning tools

proved to be a successful strategy in improving students' understanding of narrative texts, particularly fairy tales.

The second statement is "YouTube videos used in learning facilitate the achievement of learning objectives in reading narrative text (Fairy Tales)". This questionnaire aims to assess the extent to which students feel that the use of YouTube videos in learning helps them achieve learning objectives in reading narrative texts, particularly fairy tales or folktales. Students' responses to this statement can be seen in the pie chat below.
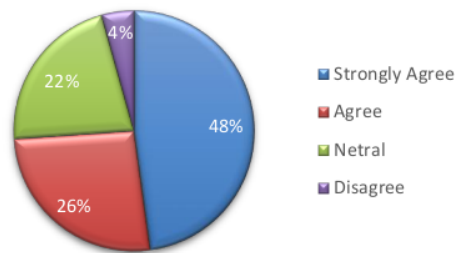
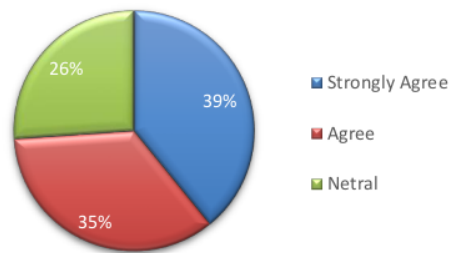Pie Chart 4.2 Students' Responses to the
Second Statement

Based on the pie chart above, it can be seen that 48% of students chose "strongly agree", meaning that they found YouTube videos very helpful and effective in improving their understanding of fairy tale narrative text. The next answer choice is 26% of students chose "agree" indicating that students felt positive benefits from using the videos, although perhaps not as intense as the "strongly agree" choice. Next, 22% of students chose "Neutral" indicating that students did not feel any significant positive or negative impact from using YouTube videos in their learning. The least number of choices was 4% "disagree", indicating that students felt YouTube videos were less helpful in achieving learning objectives, or perhaps even hindered the achievement of their learning objectives in reading fairy tale narrative texts.

The mean score of the overall student responses was 4.2 on a scale of 5, indicating a very positive response from the students. This score is close to the maximum value of 5, which means that most students tend to choose the "agree" or "strongly agree" option. This indicates that the majority of students found the YouTube videos very helpful in achieving their learning objectives for reading and understanding fairy tale narrative texts. This high score implies that the use

of YouTube videos as learning aids has proven to be effective and well received by students in the context of learning fairy tale narrative texts.

The third statement is "I am more confident in reading narrative texts (Fairy Tales) after watching YouTube videos as learning media" This questionnaire aims to evaluate the extent to which the use of YouTube videos as learning media increases students' confidence in reading narrative texts, especially fairy tales or folktales. This statement tries to measure the change in students' confidence level before and after watching YouTube videos relevant to the learning materials. Students' answer choices can be seen in the pie chat below.
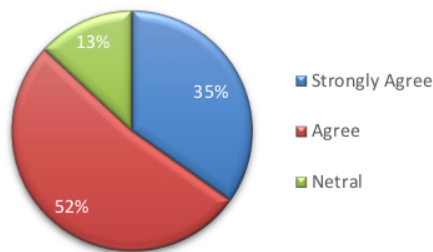
Pie Chart 4.3 Students' Responses to the
Third Statement

Based on the pie chart above, 35% of students chose "strongly agree", this indicates that they felt a significant increase in confidence in reading fairy tale narrative text after watching YouTube videos. Furthermore, the choice of "Agree" The number of students who chose this was more than the other answer choices as much as 52% indicating a positive increase in confidence. The last answer was the "neutral" option at 13% indicating that students did not feel any significant change in their confidence level.

The mean score of all students' answers is 4.1, which falls into the effective category, indicating a very positive response from the students. This score is close to the maximum value of 5, which means that the majority of students tend to choose the "agree" or "strongly agree" option. This indicates that most students felt a significant increase in confidence in reading fairy tale narrative text after watching YouTube videos as learning media. The "effective" category confirms that the use of YouTube videos not only helps students in understanding the material, but also successfully improves the psychological

aspect of their learning, namely self-confidence. This shows that the integration of YouTube videos as learning media is proven to be effective in improving students' reading skills of fairy tale narrative texts as well as building students' confidence in the learning process.

The fourth statement, "YouTube videos motivate me to participate more actively by overcoming challenges given by the teacher in reading narrative texts (Fairy Tales)", aims to assess the impact of YouTube videos on students' motivation to participate actively and overcome challenges given by the teacher in the context of reading narrative texts, particularly fairy tales. This statement measures the extent to which YouTube videos are able to increase students' engagement and enthusiasm in facing challenging tasks related to comprehension of narrative texts. The choice of answers from students can be seen in the pie chat below.
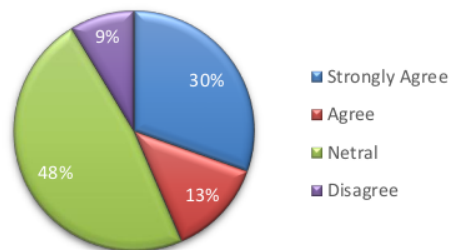
Pie Chart 4.4 Students' Responses to the
Fourth Statement

Based on the pie chart above, it can be seen that on this statement, students who chose "strongly agree" were 30%, indicating that YouTube videos are very effective in increasing their motivation to actively participate and overcome learning challenges. Students who chose "Agree" were 13% indicating a positive influence of YouTube videos on motivation, although perhaps not as strong as the "strongly agree" choice. Next is the more numerous "neutral" option at 48% indicating that students did not feel a significant change in their motivation. The last and least response option was "Disagree" at 9% indicating that students felt the YouTube videos were less effective in motivating them, or actually reduced their motivation in facing learning challenges.

Based on the answer choices above, the mean score for this statement is 3.6, which is still in the effective category, indicating a fairly positive response

from the students. Although this score is lower compared to the previous questionnaire, it is still above the midpoint of the scale and falls into the effective category. This indicates that most students tended to agree that the YouTube videos motivated them to participate more actively and overcome challenges in reading fairy tale narrative texts. The "effective" category indicates that the use of YouTube videos successfully increased students' motivation and engagement in learning, although it may not be as intensive as the impact on the comprehension and confidence aspects. This implies that YouTube videos have good potential as a tool to increase students' motivation, but there may still be room for improvement in terms of how they are integrated to further encourage students' active participation in meeting learning challenges.

The fifth statement "YouTube videos help me to cope with reading texts or difficulties that I may face in reading narrative texts (Fairy Tales)" aims to evaluate the extent to which YouTube videos help students in overcoming difficulties they may face when reading narrative texts, particularly fairy tales or folktales. This statement tries to measure the effectiveness of YouTube videos as a tool to solve comprehension problems or other obstacles that students experience in the process of reading narrative texts. Students' answer choices on this statement can be seen in the pie chart below.
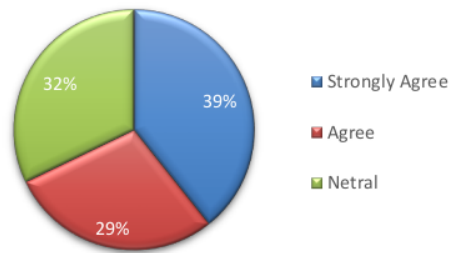

Pie Chart 4.5 Students' Responses to the Fifth Statement

Based on the pie chart above, it can be seen that the students' answer choice for "strongly agree" was 39%, indicating that they felt very significant benefits from the YouTube videos in helping them overcome difficulties in reading narrative text. Furthermore, the answer choice for "Agree" 35% indicates that students feel positive help from YouTube videos, although perhaps not as intense as the "strongly agree" choice. Finally, the "neutral" option of

26% indicates that students did not feel any significant impact from the YouTube videos in overcoming their difficulties.

The mean score for this statement is 4.1, which falls into the "effective" category, indicating a very positive response from the students. This score is close to the maximum value of 5, which means that most students tend to choose the "agree" or "strongly agree" option. This indicates that the majority of students perceived significant benefits from the YouTube videos in helping them overcome difficulties when reading fairy tale narrative texts. The "effective" category confirms that the use of YouTube videos succeeded in being a useful tool in overcoming comprehension barriers faced by students. This suggests that YouTube videos serve not only as an additional learning medium, but also as a practical solution to help students overcome specific challenges in reading and comprehending fairy tale narrative texts. This effectiveness may be due to the videos' ability to present visualizations, contextual explanations, or comprehension strategies that help students overcome the difficulties they face in written texts.

The sixth statement "The YouTube videos used make me more interested and involved in the learning process of reading narrative texts (Fairy Tales)" aims to assess the extent to which the use of YouTube videos can increase students' interest and involvement in the learning process of reading narrative texts, especially fairy tales. This statement tries to measure the impact of YouTube videos on the affective aspects of learning, namely students' interest and active participation in narrative text reading activities. Students' answer choices can be seen in the pie chart below.
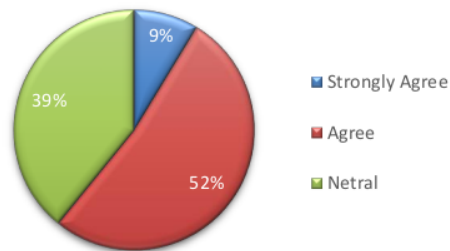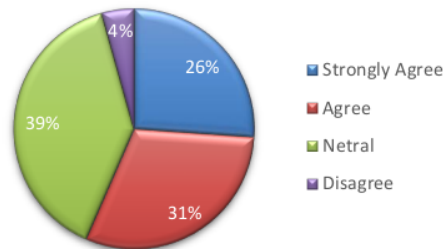

Pie Chart 4.6 Students' Responses to the Sixth Statement

Based on the pie chat above, it can be seen that students who chose "strongly agree" 9% indicated that YouTube videos were very effective in increasing their interest and engagement in learning narrative text, but the number of students who chose this answer option was very small in comparison. "Agree" 52%, indicating a positive increase in interest and engagement. Next was the "neutral" option of 39%, indicating that students did not feel a significant change in their level of interest and engagement.

The mean score on this statement is 3.7 out of a scale of 5 which is still in the effective category, indicating a fairly positive response from the students. Although this score is slightly lower compared to some of the previous questionnaires, it is still above the midpoint of the scale and falls into the effective category. This indicates that most students tend to agree that YouTube videos increase their interest and engagement in the learning process of reading fairy tale narrative texts. The "effective" category indicates that the use of YouTube videos successfully creates a more interesting and interactive learning environment for students. This implies that YouTube videos have good potential in enhancing the affective aspects of learning, namely students' interest and engagement. However, this slightly lower score may also indicate that there is room for improvement in the way YouTube videos are integrated into learning to further maximize students' interest and engagement in the process of reading fairy tale narrative texts.

The seventh statement "The YouTube videos used create a fun learning atmosphere in reading narrative texts (Fairy Tales)" aims to evaluate the extent to which the use of YouTube videos can create a fun learning atmosphere in the context of reading narrative texts, particularly fairy tales. This statement tries to measure the impact of YouTube videos on the classroom atmosphere and students' overall learning experience, focusing on the aspects of fun and comfort in the learning process. Students' answer choices can be seen in the pie chart below.

Pie Chart 4.7 Students' Responses to the
Seventh Statement

Based on the pie chart above, it can be seen that students choosing "strongly agree" was 39%, indicating that they felt the YouTube videos were very effective in creating a very pleasant learning atmosphere. The choice for "agree" 29% indicates that students felt a positive improvement in the learning atmosphere, although perhaps not as intense as the "strongly agree" choice. The choice for "neutral" 32% indicates that students did not feel a significant change in the learning atmosphere. "

The mean score of the answers to this statement is 4.3 which falls into the effective category indicating a very positive response from the students. This score is close to the maximum score of 5 and is the highest score among the previously discussed questionnaires. This indicates that the majority of students strongly agreed that the YouTube videos were successful in creating a fun learning atmosphere in the context of reading fairy tale narrative texts. The "effective" category confirms that the use of YouTube videos significantly improved the quality of students' learning experience in terms of fun and convenience. This high score indicates that the entertainment and excitement aspects that YouTube videos bring to the learning process are highly appreciated by students. This implies that the integration of YouTube videos is not only effective in delivering learning materials, but also succeeds in creating a positive and enjoyable learning environment, which in turn can increase students' motivation and engagement in learning fairy tale narrative texts.

The eighth statement "YouTube videos are very effective in reducing stress or boredom during the learning process of reading narrative texts (Fairy Tales)" aims to assess the effectiveness of YouTube videos in reducing stress or boredom that students may experience during the learning process of reading

narrative texts, particularly fairy tales. This statement attempts to measure the impact of YouTube videos on students' psychological aspects, focusing on its ability to create a lighter and more enjoyable learning experience, thus reducing pressure or boredom in learning. students' answers can be seen in the pie chat below.

Pie Chart 4.8 Students' Responses to the Eighth Statement

Based on the pie chart, it can be seen that in this statement, the number of students who chose "strongly agree" was 26%, indicating that they felt YouTube videos were very effective in reducing their stress or boredom while learning narrative text. The choice of "Agree" as much as 31% indicates that students feel a significant reduction in stress or boredom levels. The "neutral" response option of 39% indicates that students did not feel any significant change in their stress or boredom levels. The last answer choice was "Disagree" with 4% indicating that students felt the YouTube videos were less effective in reducing stress or boredom.

The mean score of students' answers to this statement is 3.8 out of a scale of 5 which is still in the effective category, indicating a fairly positive response from the students. Although this score is slightly lower compared to some of the previous questionnaires, it is still above the midpoint of the scale and falls into the effective category. This indicates that most students tend to agree that YouTube videos are effective in reducing stress or boredom during the learning process of reading fairy tale narrative texts. The "effective" category indicates that the use of YouTube videos successfully creates a more enjoyable and less stressful learning experience for students. This implies that YouTube videos have good potential as a tool to reduce negative aspects of learning such as stress and boredom. However, this slightly lower score may also indicate that there is

room for improvement in the way YouTube videos are used to more effectively reduce stress and boredom, perhaps by considering variations in content or modes of presentation that better suit students' preferences and needs in the context of learning narrative fairy tale texts.

The ninth statement "YouTube videos can function technically without interruption (e.g., no technical issues, slow loading, etc.)" aims to evaluate the technical aspects of using YouTube videos in the learning process, particularly in relation to their smooth and reliable functioning. This statement tries to measure the extent to which students experience technical obstacles such as connection problems, slow loading, or other interruptions when using YouTube videos as learning media for fairy tale narrative text. The answers from students can be seen in the pie chart below.
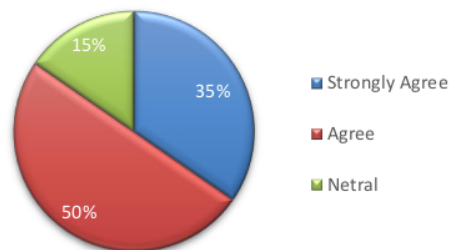
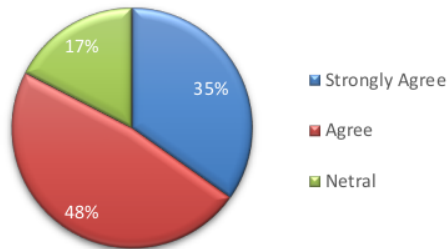
Pie Chart 4.8 Students' Responses to the Eighth Statement

Based on the pie chart above, it can be seen that students who chose "strongly agree" were 35%, indicating that they almost never experience technical problems when using YouTube videos in learning. Next is the "Agree" option of 50% indicating that students rarely experience technical glitches, although there may be occasional minor problems. The last answer choice is "neutral" 15% indicating that students experience a mixture of fluency and some technical issues.

The mean score of the students' answers to this statement was 4.3 out of a scale of 5 which falls into the effective category indicating a very positive response from the students. This score is close to the maximum score of 5 and is one of the highest scores among the questionnaires discussed. This indicates that the majority of students strongly agreed that the YouTube videos functioned well technically without any significant interruption in the context of learning to

46

read fairy tale narrative texts. The "effective" category confirms that the technical aspects of using YouTube videos have met high standards, providing a smooth and hassle-free learning experience for students. This high score indicates that the technological infrastructure supporting the use of YouTube videos in learning has functioned very well. This implies that the school or educational institution has successfully overcome potential technical issues that often become obstacles in technology-based learning. This technical reliability is crucial as it can ensure that students' focus remains on the learning content, not on distracting technical issues, thus increasing the effectiveness of using YouTube videos as a tool in learning fairy tale narrative texts.

The tenth statement "I can easily access YouTube without any problems" This question aims to assess students' ease of access to the YouTube platform in the context of learning. This statement attempts to measure the extent to which students can access YouTube without facing significant barriers or difficulties, be it related to devices, internet connection, or other factors that might affect accessibility. Students' answer choices can be seen in the pie chat below.
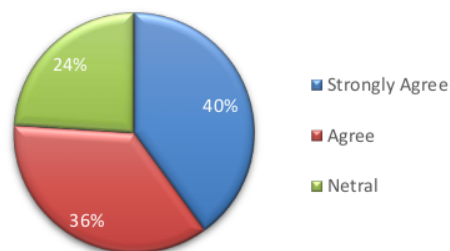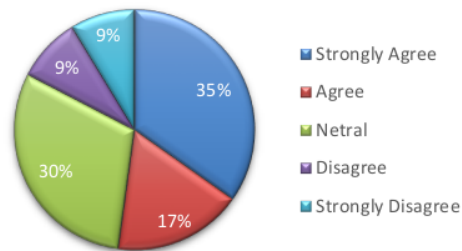

Pie Chart 4.10 Students' Responses to the
Tenth Statement

Based on the pie chart above, it can be seen that students who chose "strongly agree" were 40%, indicating that they can access YouTube very easily without any obstacles. "Agree" 36% indicates that students can generally access YouTube smoothly, although they may occasionally experience minor difficulties. 'Neutral' 26% indicates that students sometimes experience easy access, but also face some challenges.

The mean score of students' responses to this statement is 4.2 out of a scale of 5 which falls into the effective category indicating a very positive response from the students. This indicates that the majority of students can access

YouTube easily and without significant problems in the context of their learning. The "effective" category confirms that the accessibility of YouTube as a learning resource has reached a very good level. This high score indicates that the technological infrastructure, such as the internet connection and the devices used, generally support smooth access to YouTube. This implies that technical barriers in accessing YouTube are minimal, which is crucial to ensuring a smooth and effective learning experience. This ease of access contributes to the effectiveness of using YouTube as a learning aid, as students can focus on the learning content without being distracted by accessibility issues. It also shows that schools or educational institutions have successfully provided a supportive environment for the use of technology in learning, particularly in the context of accessing online video resources to learn fairy tale narrative texts.

Statement eleven "I read narrative texts (Fairy Tales) clearly and precisely, ensuring that the listener can understand every part of the text being read" is an important indicator of the ability to read and comprehend narrative texts. This statement emphasizes on one's ability to read narrative texts, especially fairy tales, with clarity and precision that allows the listener to understand every aspect of the story being read. This ability is very important as it involves various skills such as clear pronunciation, proper intonation, comprehension of the text, and the ability to convey meaning effectively. Students' attitudes towards this statement can be seen in the pie chart below

Pie Chart 4.11 Students' Responses to the
Eleventh Statement

Based on the students' answer choices above, it can be seen that students who chose "strongly agree" were 35% likely to have high confidence in their reading ability. They feel able to distinguish characters through voice, use intonation to convey emotions, and read at an appropriate pace for optimal

comprehension. Next is "agree" 48%, this choice is generally students feel competent in reading narrative texts, although they may still feel there are some aspects that could be improved. They may be able to read clearly and precisely most of the time, but sometimes have difficulty with more complex words or intricate sentence structures. The last answer choice on this statement was "neutral" 17%, perhaps feeling their ability was at an average level. They may be able to read the text reasonably well but are unsure whether their reading always allows full comprehension by the listener. The neutral attitude could also reflect a lack of opportunities to test their skills in real situations.

The mean score of students' answers to this statement is 4.17 which falls into the effective category providing important insights into students' overall perceptions and abilities. This score indicates that the majority of students feel quite confident and competent in reading narrative texts clearly and precisely. This is a positive indicator showing that the teaching methods and practices applied in learning to read narrative texts are quite successful. This effective category indicates that students generally feel able to convey the content of the story well to the listener. This ability is very important in literacy development, as reading clearly and precisely not only improves the listener's understanding, but also helps the reader himself in understanding and internalizing the text.

The twelfth statement "I use a variety of intonations to depict different emotions and situations in the story, so that the listener can better feel the atmosphere of the story" The statement "I use a variety of intonations to depict different emotions and situations in the story, so that the listener can better feel the atmosphere of the story" means that the reader uses various variations of intonation to describe different emotions and situations in the story, so that the listener can better feel the atmosphere of the story. Students' answers to this statement can be seen in the pie chart below.
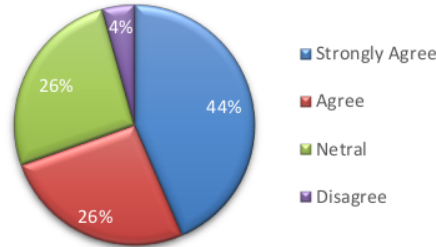
Pie Chart 4.12 Students' Responses to the
Twelfth Statement

Based on the pie chart above, it can be seen from this statement that 35% of students chose "Strongly Agree". Students who strongly agree probably feel very confident in their ability to use intonation effectively. The next answer choice is "agree" 17%. Students who agree may feel quite capable of using varied intonation, although perhaps not as confident as those who strongly agree. They may understand the concept and try to apply it, but may feel there is room for improvement or feel that they are not always consistent in their use. Next, students choose Neutral 30%. Neutral attitudes may reflect students' lack of confidence about their ability to use varied intonation. Next is Disagree 9% Students who choose this may find it difficult to use varied intonation. They may feel that their reading tends to be monotonous or that they have difficulty adapting their voice to different situations or emotions in the story. Lastly is the Strongly Disagree answer. 9% of students who strongly disagree may have significant difficulty using intonation or may feel very uncomfortable trying to vary their voice while reading. They may feel that their attempts to use different intonation are ineffective or even interfere with the delivery of the story.

The mean score of 3.7, which is still in the effective category, shows that overall, students tend to agree with this statement, although not as strongly as their agreement with the previous statement (which had a score of 4.17). This score indicates that the majority of students feel quite capable of using a variety of intonations to describe emotions and situations in the story, although there may be some who feel less confident or have difficulty.

The thirteenth statement "I pause at appropriate places to let the listener digest the information and enhance understanding of the story." refers to a reader's ability to pause appropriately when reading a story, allowing listeners to digest the

information and increasing their understanding of the story. Students' answers can be seen in the pie chart below.
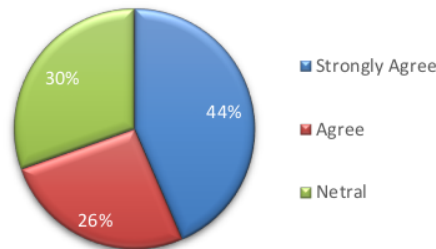

Pie Chart 4.13 Students' Responses to the
Thirteenth Statement

Based on the pie chart above, it can be seen that the number of students who chose "Strongly Agree" was 44%. Students who chose this likely had a high awareness of the importance of timing in storytelling. They may intuitively understand when to pause for dramatic effect, separate parts of a story, or emphasize important information. Next is "Agree" 26%, Students who agree probably understand the concept of using pauses and try to apply it in their reading. The next answer was "Neutral" 26% Neutral attitudes may reflect students' lack of confidence about the effectiveness of their use of pauses. They may use pauses mechanically (for example, only in punctuation) without fully understanding how they can enhance listener comprehension. Lastly is "Disagree." Students who choose this may have difficulty determining when and where to pause. They may tend to read too quickly without giving listeners enough time to digest the information.

Based on the students' overall answers to this statement, the mean score of 4.1 is included in the effective category, indicating that overall, students tend to agree with this statement. These scores indicate that the majority of students felt fairly confident in their ability to use pauses appropriately when reading stories. This effective category indicates that students generally understand the importance of pauses in improving listener comprehension and try to apply them in their reading practice.

The fourteenth statement "I can adjust my expression when reading a narrative text (Fairy Tale)" 4.13 The statement "I can adjust my expression when reading a narrative text (Fairy Tale)" refers to the reader's ability to change their

expression when reading a narrative text, especially fairytale. This includes the ability to adjust tone of voice, intonation, rate of speech, and even facial expressions (if reading live) to depict various elements in the story such as different characters, atmosphere, emotions, and situations. Student answers can be seen in the pie chart below.
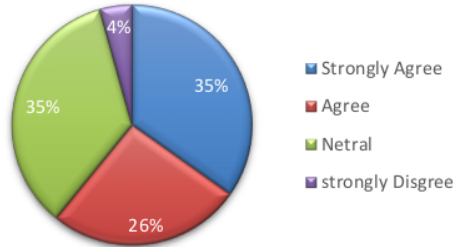

Pie Chart 4.14 Students' Responses to the Fourteenth Statement

Based on the piec chart above, it can be seen that students who choose "Strongly Agree" are 44% likely to feel very confident in their ability to express dynamically when reading. They may be able to easily change their voices for various characters, portray emotions effectively, and create an atmosphere that fits the storyline. Next is Agree 26%, this choice probably feels quite capable of matching their expressions, although perhaps not as confident as those who strongly agree. Lastly is Neutral 30%. Students who are neutral may feel that their ability to adjust expressions is at an average level. They may be able to make some expression adjustments, but may not always be consistent or confident in their effectiveness.

The mean score of 4.13 which is included in the effective category indicates that overall, students feel quite confident and competent in their ability to adjust expressions when reading narrative texts. These scores indicate that the majority of students felt able to change the way they read to describe various aspects of the story effectively. This effective category shows that teaching efforts to develop expressive skills in narrative reading are quite successful.

The fifteenth statement "I am able to determine and summarize important facts or information conveyed in a narrative text (Fairy Tale)." refers to students' ability to identify and summarize key information or important facts conveyed in narrative texts, especially fairy tales. It involves the skills of reading

comprehension, analysis, and synthesis of information. Students' answers can be seen in the pie chart below.
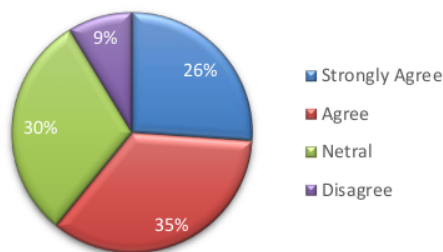

Pie Chart 4.15 Students' Responses to the Fifteenth Statement

Based on the piec chart above, it can be seen that students who choose Strongly Agree 35% of this option show confidence in their ability to identify and summarize important information from fairy tales. They may be able to easily separate important details from less important ones and put together a comprehensive yet concise summary. Next is the option Agree 26%: Students who agree feel quite capable of determining and summarizing important facts in the fairy tale. They may be able to identify most of the key information, although they may sometimes miss some details or have some difficulty summarizing. Next is Neutral 30% Students who are neutral may feel that their abilities are average. They may be able to identify some important facts but sometimes have difficulty distinguishing between important and less important information or feel unsure about their summary. Lastly Strongly Disagree 4% of these choices may experience significant difficulty in understanding and analyzing narrative texts. They may feel completely unable to identify important information or construct a meaningful summary.

The mean score of 3.9 which is included in the effective category indicates that teaching efforts to develop analytical skills and reading comprehension are quite successful. Students appear to have a good foundation in identifying and summarizing important information from narrative texts. This is a very important skill not only for story comprehension, but also for the development of critical and analytical thinking abilities in general.

The sixteenth statement "I understand the context or background underlying the narrative text (Fairy Tale) and how the information relates to the

title and topic." refers to students' ability to understand the background or context underlying a narrative text (in this case a fairy tale) and how the information in the story relates to the title and topic. This involves a deeper understanding of the story, including elements such as setting, cultural background, theme, and how these relate to the title and main topic of the story. Student answers can be seen in the pie chart below.
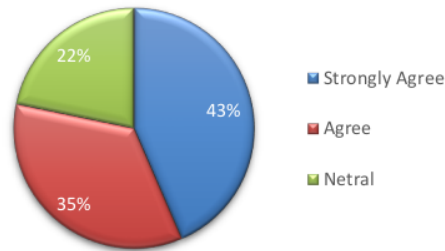

Pie Chart 4.16 Students' Responses to the
Sixteenth Statement

Based on the answers above, students who chose Strongly Agree were 26%, students with this choice felt very confident in their ability to understand the broader context of the fairy tale. Next, 35% agree, students who agree feel quite able to understand the context and background of the fairy tale. Next is Neutral 30%. Students who are neutral may feel that their abilities are average. They may be able to understand some aspects of the context and background, but may have difficulty connecting them comprehensively to the title and topic of the story. Lastly is Disagree 9% Students who disagree may find it difficult to understand the broader context of the fairy tale. They may be able to understand the basic plot but have difficulty identifying deeper themes or connecting story elements to the title and topic.

The mean score of 3.8 which is included in the effective category shows that overall, students feel quite able to understand the context and background of the fairy tale and relate it to the title and topic. This score indicates that the majority of students have a good understanding of the deeper elements of narrative text.

The seventeenth statement "I am able to recognize and understand the roles and traits of characters in narrative texts (Fairy Tales)" refers to students' ability to identify and understand the roles and characteristics of characters in

narrative texts, especially fairy tales. It involves understanding the function of characters in a story (such as protagonist, antagonist, sidekick), their traits, motivations, and how they develop throughout the story. The students' responses to this statement can be seen in the pie chart below.
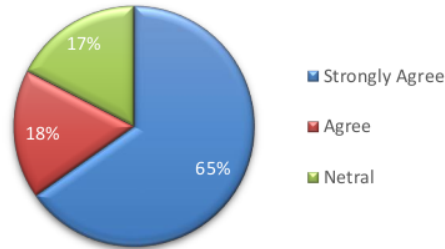

Pie Chart 4.17 Students' Responses to the
Seventeenth Statement

Based on the pie chart above, it can be seen that the student's answer choices are Strongly Agree, 43%, this choice indicates that students feel very confident in their ability to recognize and understand character. They may be able to easily identify characters' roles, describe their traits in detail, and understand how characters contribute to the story's plot and themes. Next is 35% agree, this choice means that students feel they are quite able to recognize and understand the characters in fairy tales. They may be able to identify the main roles and important character traits, although there may be some nuances that they do not fully understand. Lastly is the Neutral choice 22%. Students who are neutral may feel that their abilities are average. They may be able to recognize the main characters and some of their traits, but may struggle with more complex characters or roles that are less clear.

The mean score of 4.2 in the effective category indicates that overall, students feel very confident and competent in their ability to recognize and understand characters in fairy tales. Demonstrate that students can not only identify characters, but also understand their role in the story, their traits, and how they contribute to the overall narrative. This is a very important skill in understanding literature and can help students in analyzing more complex texts in the future.

The eighteenth statement "I was able to follow the storyline from the beginning, through the conflict, to the resolution, as well as the events that

advanced the plot" shows that someone feels able to follow the storyline as a whole, from the beginning, through the conflict, until resolution, as well as understanding important events that drive the development of the story. Students' responses to this statement can be seen in the pie chart below.
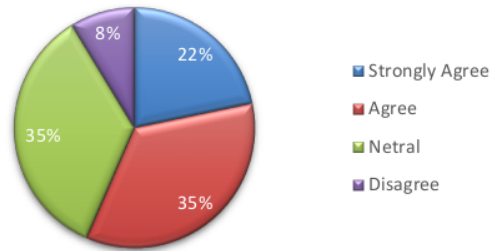

Pie Chart 4.18 Students' Responses to the
Eighteenth Statement

Based on the pie chart above, it can be seen that the number of students who chose to strongly agree was 65%. This choice means they feel completely confident and confident that they not only understand the main plot, but also the important details that make up the story. They felt no part of the story was left out or confused. Next is the 18% agree option. These choices are generally able to follow the story well, although there may be some small parts that they don't understand in depth. However, they can still follow the essence of the story. While the latter are students who chose neutral 17%, they may feel that although they understand the main plot of the story, there are some parts that are not clear or they do not pay too much attention to the details that drive the development of the plot, so their understanding is not completely in-depth.

The mean score of students' answers to this statement is 4.5, indicating that the teaching methods or materials used are very effective. This means that the material presented or the way of teaching supports students in understanding the story line very well, so that they not only understand the main parts, but are also able to follow the development of the conflict until its resolution. This high score also shows that there are almost no major obstacles for students in understanding the content, and the learning methods used have succeeded in achieving their objectives very well.

The nineteenth statement "I gave concrete examples of parts of the story where moral messages or lessons can be found" The purpose of this statement is to encourage students to think more critically and reflectively about the hidden messages in the story, as well as increasing their ability to relate the story with moral or ethical lessons. Student responses to this statement can be seen in the pie chart below.
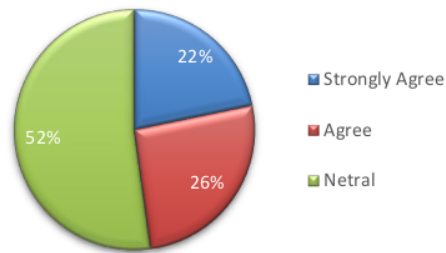
Pie Chart 4.19 Students' Responses to the Nineteenth Statement

Based on the pie chart above, it can be seen that the answer choice for strongly agree is 22%. Those who strongly agree may find the examples very clear and effective in illustrating the moral message. Next, the answer choice is 35% agree. Students who agree may find the examples quite helpful, although not as impressive as those who strongly agree. Next is 35%. A neutral response might indicate that the examples are adequate but not particularly impressive. Lastly is disagree 8%. Students who disagree may feel the examples are unclear or irrelevant.

In this context, the mean score of 3.6, which is still included in the effective category, shows a response that tends to be positive. This indicates that the majority of students tend to agree that the concrete examples given help them find the moral message in the story. This method of providing concrete examples is considered successful in helping students understand the moral message, although there is still room for improvement. Overall, this approach is considered effective in achieving its goal, namely helping students identify and understand the moral message in the story. Although it has not yet reached the "very effective" level, this method is still considered quite successful and beneficial for most students. With scores not yet reaching record levels, there is potential to improve the effectiveness of this method further in the future.

The twentieth statement "I get moral messages or lessons conveyed through stories (narrative text)" shows that someone is able to understand and capture the moral messages or lessons conveyed through stories or narrative texts. This indicates the reader's ability to interpret the deeper meaning of a narrative, not only understanding the storyline literally, but also capturing the values or life lessons contained in it. Student responses to this statement may vary.

Pie Chart 4.20 Students' Responses to the Eighteenth Statement

Based on the pie chart above, it can be seen that 22% of the students who chose strongly agreed. Those who choose this answer may feel very confident in their ability to identify and understand the moral message of stories, considering themselves capable of easily grasping the moral essence of various types of narratives. Next is 26% agree. Students who agree may feel quite competent in finding the moral message, although perhaps not always with the same level of conviction or depth as those who strongly agree. Meanwhile, students who gave 52% neutral responses may feel that they can sometimes grasp the moral message of the story, but are not always consistent or confident in their ability to do so.

The mean score of 3.7, which is still in the effective category, shows that overall, students tend to have a positive perception of their ability to understand the moral message of narrative texts. These scores, which fall between "neutral" and "agree" but lean more toward "agree," indicate that the majority of students feel fairly confident in their ability to grasp the moral message of the story. This shows that the teaching method or approach used in helping students understand the moral message in narrative texts is quite effective. Although not yet at the highest level, this score indicates that most students feel able to extract deeper meaning from the stories they read. This is a positive indicator that the learning objectives related to understanding moral messages in narrative texts are being achieved well. However, there is still room for improvement, considering that scores have not yet reached the highest level, indicating the potential to further improve students' abilities in this aspect in the future.

The results of the questionnaire that researchers gave to 23 students regarding the use of YouTube learning videos in reading the narrative text "Cinderella" showed a very positive response. With an overall mean score reaching 4.0 on a 5 point scale, this indicates that this method is considered effective by students in helping them read and understand narrative texts. This score of 4.0 shows that in general, students "agree" that the learning video makes it easier for them to read and understand the Cinderella narrative text. The use of videos seems to provide significant support in their reading comprehension process.

This effectiveness may be reflected in several aspects. Learning videos may help students better visualize story elements, making it easier for them to

58

understand the plot, characters, and setting of the story when reading the text. The use of visual and auditory media in videos can help students connect the words they read to visual representations, strengthening their understanding of the narrative.

Additionally, videos may be helpful in explaining new vocabulary or difficult concepts in the context of the story, making things easier for students when they encounter those words in the text. Videos can also provide background or cultural context that may be important to understanding the story better. This score also indicates that students feel the learning video helps them identify narrative structures, such as introduction, conflict, climax, and resolution, which are important in understanding narrative texts. It is also possible that the use of video helps students capture the nuances of the language and writing style used in the story of Cinderella.

In conclusion, with a mean score of 4.0, it can be said that the use of YouTube learning videos in helping students read the Cinderella narrative text has proven to be effective according to students' perceptions. This method is successful in improving students' ability to read and understand narrative texts, making the learning process more accessible and possibly more enjoyable. Although the results are very positive, there is still room for improvement, considering that the score has not yet reached the maximum value of 5.0. This suggests that although this method has been effective in helping students read narrative texts, there is still potential for further development in its application in the future, perhaps by exploring additional ways to integrate video with text to improve reading comprehension.

4.2.2 Analysis of students' narrative reading scores

Document analysis was used to answer the second research question by using documents. The documents used were the students' narrative reading scores conducted by the previous subject teacher, namely before watching YouTube and after watching YouTube. The teacher uses six assessment categories, each of which has a value according to the assessment rubric. The difference in student scores can be seen in the bar chart below.
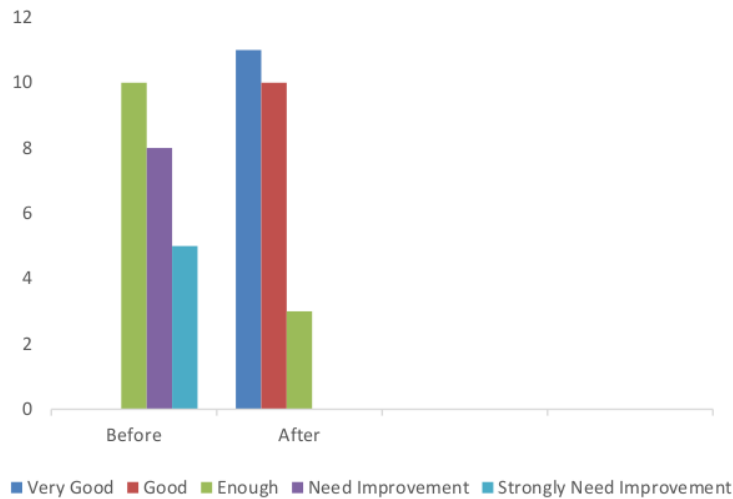
Bar Chart 4.1 comparison of students' narrative reading scores

From this graph, we can clearly see the dramatic change in the distribution of students' grades Before watching YouTube There are no students in the Very Good or Good category, the majority of students are in the Fair category (10 students), there are 8 students in the Needs Improvement category, 5 students are in the Really Needs Improvement category. Meanwhile, after watching YouTube, the majority of students are now in the Very Good (12 students) and Good (10 students) categories, only 1 student remains in the fair category, there are no more students in the Needs Improvement or Very Needs Improvement categories. This graph visually depicts the significant improvement in students' reading ability after watching a YouTube video. The shift from lower to higher value categories is clearly visible, indicating the effectiveness of this intervention in improving students' reading skills.

This assessment is divided into five categories consisting of reading fluency, pronunciation, word stress and intonation, understanding the content of the story, identification of story elements, vocabulary and grammar. The first category of reading fluency is a fundamental aspect of narrative reading ability. Before watching the YouTube video, most students were in the 'Fair' to 'Requires Improvement' category, indicating that they had difficulty reading the text fluently and without stuttering. Many students may frequently stop or repeat words, which disrupts the flow and understanding of the story. However, after watching YouTube videos, there was a dramatic increase in reading fluency. The majority of students achieved a 'Good' or 'Very Good' level, indicating that they were able to read the text more smoothly, without unnecessary pauses, and at an appropriate pace. This improvement may be due to exposure to good reading models in videos, which provide concrete examples of how text should be read fluently.

60

Second, pronunciation is another critical aspect that is assessed. Before the intervention, many students had difficulty pronouncing words correctly, especially unfamiliar or complex words. Pronunciation errors can interfere with understanding and reduce the clarity of the narrative. Post-intervention data showed substantial improvements in this aspect. Students who initially had difficulty are now able to pronounce words more accurately and clearly. YouTube videos may have provided the necessary auditory exposure, allowing students to hear the correct pronunciation and imitate it.

Next, word stress and intonation are elements that make reading more dynamic and meaningful. Before watching YouTube videos, many students tend to read in a flat tone or with inappropriate emphasis, which can reduce the appeal and comprehension of the story. Post-intervention data showed a significant increase in students' ability to emphasize key words and use intonation appropriate to the context of the story. This improvement may be the result of listening to the skilled reader in the video, who demonstrates how variations in stress and intonation can enrich the narrative.

Furthermore, understanding the content of the story is the main goal of narrative reading. Before the intervention, many students had difficulty understanding the gist of the story, identifying major themes, or capturing nuances in the narrative. Preliminary data shows that most students are only able to understand the basic elements of the story. However, after watching YouTube videos, there was a dramatic increase in comprehension abilities. Students are not only able to identify the main plot, but can also pick up on subtext, understand character motivations, and interpret the deeper messages of the story. This increase may be due to the visual and auditory presentation of the story in the video, which helps students better visualize and understand the narrative.

Identification of story content is closely related to understanding, but focuses more on students' ability to recognize and describe specific elements in the story. Before the intervention, many students had difficulty identifying the main characters, setting, conflict, and resolution in the story. Post-intervention data showed substantial improvements in these abilities. Students become more adept at identifying and explaining various story elements, including character development and changes in the plot. YouTube videos may have helped by providing a visual representation of these story elements, making it easier for students to recognize and remember them.

The final assessment is that vocabulary and grammar are important foundations for reading ability. Preliminary data suggests that many students have limited vocabularies and poor understanding of grammar, which limits their ability to understand and appreciate more complex texts. After watching YouTube videos, significant improvements were seen in this aspect. Students demonstrate better understanding of new words and more complex sentence structures. They are also able to use context to understand unfamiliar words. This improvement

may be the result of exposure to new vocabulary and diverse sentence structures in the videos, which are presented in meaningful and memorable contexts.

Overall, the data showed a complete transformation in students' narrative reading abilities after watching YouTube videos. From the 23 students whose majority were initially in the 'Fair' to 'Really Needs Improvement' category, a dramatic shift occurred where 22 students (95.65%) reached the 'Good' or 'Very Good' level. These improvements were consistent across all six categories assessed, demonstrating the effectiveness of YouTube videos in improving various aspects of narrative reading ability. The most striking changes were seen in students who were initially in the 'Really Needs Improvement' category. For example, Stefania Zega and Tommi A. Zega, who initially had great difficulty, were able to reach 'Good' and 'Very Good' levels after the intervention. This shows the potential of this method to help students who experience the greatest learning difficulties.

The consistency of improvement across categories and among all students suggests that using YouTube videos as a learning aid has a broad positive impact. Videos may present information through a variety of modalities – visual, auditory, and even kinesthetic (through demonstrations) – which can accommodate a variety of student learning styles. Additionally, the ability to control the pace and repeat sections of the video may allow students to learn at their own pace, strengthening their understanding of the more challenging aspects of narrative reading.

4.2.3 The Research Findings versus the Latest Related Research

Based on the findings that have been described, the researcher will compare with recent research related to this study.

Firstly, research conducted by Febri Angga Wahyuni 2023 entitled "The Effect of Using YouTube Videos on Students' Reading Comprehension of Descriptive Texts at The Tenth Grade of Sman 2 Tambang" This research was conducted to test whether there is a significant effect of YouTube videos on understanding student reading. The use of YouTube videos on students' reading comprehension of descriptive text in the tenth grade of SMAN 2 Tambang. The results of his research revealed that the ability to read descriptive text of students taught using YouTube videos in the tenth grade of SMAN 2 Tambang had a higher score than those taught without using YouTube videos in the tenth grade of SMAN 2 Tambang. The ability to read descriptive text of students taught using YouTube videos in the tenth grade of SMAN 2 Tambang is higher than those taught without using YouTube videos in the tenth grade of SMAN 2 Tambang. In

the tenth grade of SMAN 2 Tambang it has higher scores than using traditional techniques. Students who were taught without using YouTube videos (using traditional techniques) in the tenth grade of SMAN 2 Tambang had lower scores.

The next research is Pitria et al 2020 entitled "Using Video Subtitles to Improve Students' Reading Comprehension in Narrative Texts". The results of their research found that the use of video subtitles helps students improve reading comprehension in narrative texts. Based on student test results, all students. Based on the students' scores, they all obtained their scores on the test showing that the use of video subtitles helps students in understanding meaning, interpreting words and increasing vocabulary. This research also found that students have a positive view of the use of video subtitles as a teaching medium because this media is considered capable of maintaining and generating further interest in the discussion topic. Apart from that, this research also reveals that when the use of video subtitles is applied during learning, students become more active and develop a sense of self-confidence when discussions are taking place. discussions are ongoing.

The third research was conducted by Diana 2023 entitled "The Effect of Animated Videos on Students' Reading Comprehension in Descriptive Text at SMPN 1 Atap 3 Kalianda." The results of her research explained that animated videos are an effective medium in teaching reading comprehension. As a learning medium, animated videos have a significant influence on students' reading comprehension, this can be seen from the results of the paired sample test, the sig. 2-tailed (0.000) is smaller than (0.05), and the calculated t value (21.994) is higher than the t table (2.045). This can also be seen from the students' scores on the reading comprehension test in the post-test which are higher than the students' scores in the pre-test.

It can be concluded from the three studies above that the use of videos in understanding reading texts really helps students' understanding. In line with research conducted by researchers, the use of videos is very effective for students. Plus there is a significant difference in scores between students who use YouTube and those who don't. It is clear that students who read the manual or do not watch the videos have lower grades and vice versa.

4.2.4 The Findings Versus Theories

The results of the research "The Descriptive Analysis of YouTube learning videos on students' competence in understanding reading Narrative text" show the significant effectiveness of using YouTube videos in increasing students' understanding of narrative reading. These findings are in line with several established learning theories in the fields of education and technology. First, the effectiveness of videos in increasing students' understanding can be explained through the Dual Coding Theory proposed by Paivio (1986). This theory states that information is processed through two interrelated channels: verbal and visual. YouTube videos, with their ability to present information both visually and auditorily, support this dual coding process, thereby increasing students' understanding and retention of information.

4.2.4   Furthermore, the increase in scores of students who use YouTube videos compared to those who do not use them can be attributed to the Multimedia Learning Theory proposed by Mayer (2001). This theory asserts that learning is more effective when words and pictures are presented together rather than words alone. YouTube videos, which combine visual and verbal elements, provide a rich multimedia learning experience, in line with the principles of this theory. The finding that students who use YouTube videos have higher grades can also be analyzed through the lens of the Comprehensible Input Hypothesis developed by Krashen (1985). This theory states that language learning occurs when learners receive input that is slightly above their current level of competence. YouTube videos may provide more comprehensive and contextual input, facilitating better understanding of narrative texts. In addition, Sweller's (1988) Cognitive Load Theory can explain why videos are effective in increasing understanding. Video may help reduce cognitive load by presenting information in a format that is easier to process, especially for complex narrative texts. Students' positive responses to the use of YouTube videos, as shown in the questionnaire results, can be attributed to the Motivation Theory in Second Language Acquisition proposed by Dörnyei (1994). The use of YouTube videos may increase

student motivation by presenting material in a format that is more interesting and relevant to their daily lives. This is also in line with the Technology Acceptance Model from Davis (1989), where technology acceptance is influenced by perceptions of usefulness and ease of use.

4.2.5   The Research Findings Implication

Research findings on the effectiveness of YouTube videos in improving students' comprehension of narrative reading have significant implications for educational practice and language learning policy. First, these results highlight the importance of integrating multimedia technologies, especially YouTube videos, into language learning curricula. Educators and curriculum designers need to consider including the use of video as an integral component in teaching reading comprehension, especially for narrative texts. This may involve developing specific guidelines for the effective selection and use of videos, as well as training teachers in integrating these multimedia resources into their lesson plans.

Furthermore, the improvement in students' grades using YouTube videos suggests a need for reevaluation of traditional assessment methods. Educational institutions may need to consider developing more holistic assessment strategies that encompass students' ability to understand and interpret information from multiple media sources. This could involve the introduction of tasks that combine video analysis with written text comprehension, reflecting multimodal literacy skills that are increasingly important in the digital age.

Students' positive responses to the use of YouTube videos also have important implications for student motivation and engagement. Educators can leverage these findings to design more engaging and interactive learning environments, perhaps by incorporating elements of gamification or project-based learning that utilize video resources. This also shows the need for ongoing professional development for teachers to improve their skills in using educational technology effectively.

The implications of this research also extend to the development of learning materials. Textbook authors and educational content developers need to

consider how to integrate multimedia elements, such as links to relevant YouTube videos, into their materials. This could involve creating a digital learning platform that combines traditional text with interactive video content.

Ultimately, these findings pave the way for further research. Future studies could explore the long-term effectiveness of video use in reading comprehension, investigate how video can be used to support the learning of different types of texts other than narrative, or examine how similar technology can be applied in different language learning contexts. Additionally, interdisciplinary research combining insights from cognitive science, educational technology, and applied linguistics could provide a deeper understanding of the mechanisms behind the effectiveness of videos in language learning.

4.2.6 The Research Finding Limitations

Although this research provides valuable insight into the effectiveness of YouTube videos in improving students' narrative reading comprehension, it is important to acknowledge several limitations inherent in this study. First, the sample size used in the study may limit the generalizability of the findings. This research likely involved a limited number of students from one or a few schools, which may not be fully representative of the broader student population. Factors such as socio-economic background, access to technology at home, and previous experience with video-based learning may vary significantly among larger populations, potentially influencing results if the study is replicated on a larger scale.

Second, the duration of the study may limit understanding of the long-term effects of using YouTube videos in learning. This study was likely conducted over a relatively short time period, which may not be sufficient to assess whether improvements in reading comprehension persist over time or whether there is a novelty effect influencing short-term outcomes. Longitudinal research is needed to fully understand the long-term impact of video integration in language learning.

Third, this study may not have fully accounted for potential confounding variables. Factors such as students' individual learning styles, initial levels of motivation, or teachers' technology skills may influence results but may not be fully controlled for or measured in the research design. Additionally, the

66

Hawthorne effect – in which participants change their behavior because they know they are being observed – may have influenced student performance and responses to questionnaires.

Acknowledging these limitations does not diminish the value of the research findings, but instead provides important context for interpretation of the results and suggests productive directions for future research. Follow-up studies could be designed to address these limitations, deepening our understanding of the role of video technology in improving reading comprehension and language learning in general.

BAB V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of data analysis obtained through questionnaires distributed to 23 students regarding the use of YouTube learning videos in reading the narrative text 'Cinderella' showed a very positive response. The overall mean score reached 4.0 on a 5-point scale, indicating that this method was considered effective by the students in helping them read and understand the content of the narrative text. The score of 4.0 indicates that in general, students 'agree' with the learning video making it easier for them to read and understand the Cinderella text. The use of the video provided very significant support in their reading comprehension process. This suggests that while this method is already effective in helping students read narrative texts, there is still potential to further develop its application in the future, perhaps by exploring additional ways to interweave the video with the text to enhance reading comprehension.

Overall, the data shows a comprehensive transformation in students' narrative text reading ability after watching YouTube videos. From 23 students who were initially mostly in the 'Fair' to 'Needs Improvement' category, there was a dramatic shift with 23 students (95.65%) reaching the 'Good' or 'Very Good' level. This improvement was consistent across all six categories assessed, demonstrating the effectiveness of YouTube videos in improving various aspects of narrative text reading ability.

Therefore, the consistent improvement across all categories suggests that the use of YouTube videos as learning aids has a broad positive impact. Videos may present information through multiple modalities-visual, auditory, and even kinesthetic that can accommodate students' various learning styles. In addition, the ability to control the speed and repeat parts of the video allows students to learn at their own pace.

5.2 Recommendation

After conducting this study, there are several recommendations from the researcher. First, students should be encouraged to read in any form. So that students when reading will be more fluent and the criteria in reading will be owned by each student. Direct students to be more familiar with the world of the internet so that they have broad insights into education. And do not also allow them to abuse the internet. Second for every teacher who teaches, must provide new innovations to students to carry out learning through YouTube learning videos. And it is also possible for teachers to learn every aspect in learning media.

For future research, it is suggested for future researchers to be able to develop this research to be even better and follow up on all the shortcomings that exist. The researcher also suggested that future researchers conduct more in-depth research on the use of YouTube learning videos in understanding narrative reading texts.

THE DESCRIPTIVE ANALYSIS OF YOUTUBE LEARNING VIDEO ON STUDENTS' CMOPETENCE IN UNDERSTANDING READING NARRATIVE TEXT AT THE NINTH GRADE OF UPTD SMP NEGERI 2 GUNUNGSITOLI UTARA

ORIGINALITY REPORT

20%

SIMILARITY INDEX

PRIMARY SOURCES

1	repository.uin-suska.ac.id Internet	356 words — 2%
2	ejournal.undiksha.ac.id Internet	184 words — 1%
3	repository.iainpare.ac.id Internet	182 words — 1%
4	e-journal.undikma.ac.id Internet	122 words — 1%
5	digilib.unila.ac.id Internet	115 words — 1%
6	www.oshsu.kg Internet	109 words — 1%
7	ummaspul.e-journal.id Internet	100 words — < 1%
8	eprints.walisongo.ac.id Internet	99 words — < 1%

33 journal.uinsgd.ac.id
Internet
35 words — < 1%

34 cahaya-ic.com
Internet
34 words — < 1%

35 digilibadmin.unismuh.ac.id
Internet
34 words — < 1%

36 Winarto Winarto, Ahmad Syahid, Fatimah Saguni. "Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education", INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION, 2020
Crossref
32 words — < 1%

37 dspace.uii.ac.id
Internet
32 words — < 1%

38 ejtas.com
Internet
32 words — < 1%

39 etheses.uin-malang.ac.id
Internet
32 words — < 1%

40 repository.uinsu.ac.id
Internet
32 words — < 1%

41 M Makbul. "DATA COLLECTION METHODS AND INSTRUMENTS RESEARCH", Open Science Framework, 2021
Publications
31 words — < 1%

42 garuda.kemdikbud.go.id
Internet
31 words — < 1%

43 Suprapto Endah Retnowati, Jerusalem Mohammad Adam, Kristian Sugiyarto, Wagiron.
30 words — < 1%

"Innovative Teaching and Learning Methods in Educational Systems", Routledge, 2019
Publications

44 Zalfa Nabilah Dzihnie, Agus Gozali. "Vocational School Students' Perceptions of Learning Extensive Listening through YouTube Videos", ENGLISH FRANCA : Academic Journal of English Language and Education, 2023
Crossref

30 words — < 1%

45 fia.ub.ac.id
Internet

30 words — < 1%

46 repository.iainpalopo.ac.id
Internet

30 words — < 1%

47 repository.metrouniv.ac.id
Internet

30 words — < 1%

48 Kun Setyaning Astuti, Gary E. McPherson, Bambang Sugeng, Nila Kurniasari et al. "21st Century Innovation in Music Education", Routledge, 2019
Publications

29 words — < 1%

49 jurnal.syntax-idea.co.id
Internet

28 words — < 1%

50 ijabs.ub.ac.id
Internet

27 words — < 1%

51 Metra Suraya, Siti Sarifah Hasibuan, Yora Anjeli, Ahmad Walid. "ARTICLE EVALUATION OF THE USE OF LEARNING TECHNOLOGY ON SCIENCE LEARNING OUTCOMES IN JUNIOR HIGH SCHOOL", JURNAL LENTERA PENDIDIKAN PUSAT PENELITIAN LPPM UM METRO, 2023
Crossref

25 words — < 1%

64 Noeris Meiristiani, Nastasia Agistina. "Developing Students' Skill in Writing Procedure Text Using YouTube Videos", Jurnal Lingua Idea, 2022
Crossref

19 words — < 1%

65 id.123dok.com
Internet

19 words — < 1%

66 jurnal.polsri.ac.id
Internet

19 words — < 1%

67 media.neliti.com
Internet

19 words — < 1%

68 www.coursehero.com
Internet

19 words — < 1%

69 Mulyadi Syaiful Bahri. "APPLICATION OF MULTIMEDIA LEARNING MEDIA TO INCREASE STUDENT MOTIVATION AND LEARNING OUTCOMES IN PKN SUBJECTS AT SMP 01 ISLAM JEMBER", Journal of Education Technology and Inovation, 2022
Crossref

18 words — < 1%

70 journal.iaingorontalo.ac.id
Internet

18 words — < 1%

71 archive.umsida.ac.id
Internet

17 words — < 1%

72 ejurnal.stkipdamsel.ac.id
Internet

17 words — < 1%

73 ijhp.net
Internet

17 words — < 1%

74 repository.ikippgribojonegoro.ac.id

Internet

17 words — < 1%

75   Fanny Rahmatina Rahim, Silvi Yulia Sari, Putri Dwi
     Sundari, Fauzan Aulia, Naila Fauza. "Interactive
     design of physics learning media: The role of teachers and
     students in a teaching innovation", Journal of Physics:
     Conference Series, 2022
     Crossref

16 words — < 1%

76   Sri Wahyuni. "THE EFFECT OF ANIMATED FILM
     ON STUDENTS' ABILITY TO WRITE NARRATIVE
     TEXT AT CLASS X MIA 5 OF SMAN 9 KENDARI", Journal of
     Teaching English, 2019
     Crossref

16 words — < 1%

77   journal.stkipsingkawang.ac.id
     Internet

16 words — < 1%

78   repository.uin-malang.ac.id
     Internet

16 words — < 1%

79   badanpenerbit.org
     Internet

15 words — < 1%

80   Joko Prayuda S. "Teaching Procedure Text by
     Using Youtube as A Media in English Language
     Teaching: EFL Students' Perspectives", Conference on English
     Language Teaching, 2021
     Crossref

14 words — < 1%

81   digilib.unimed.ac.id
     Internet

13 words — < 1%

82   etd.aau.edu.et
     Internet

13 words — < 1%

83 ijbassnet.com
Internet
12 words — < 1%

84 injotel.org
Internet
12 words — < 1%

85 www.iiste.org
Internet
12 words — < 1%

86 ejournal.up45.ac.id
Internet
11 words — < 1%

87 jurnal.unprimdn.ac.id
Internet
11 words — < 1%

88 minds.wisconsin.edu
Internet
11 words — < 1%

89 pdffox.com
Internet
11 words — < 1%

90 pusuzifavawazu.weebly.com
Internet
11 words — < 1%

91 repository.unej.ac.id
Internet
11 words — < 1%

92 www.openjournal.unpam.ac.id
Internet
11 words — < 1%

93 Silvi Aryanti, Samsul Azhar, Ahmad Rifai Azani, Wahyu Indra Bayu, Bogy Restu Ilahi. "Utilization of Media In Physical Education Learning for Elementary School Students", Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2021
Crossref
10 words — < 1%

aiforsocialgood.ca

94	Internet	10 words — < 1%
95	docplayer.info Internet	10 words — < 1%
96	jees.ejournal.id Internet	10 words — < 1%
97	journal.iaincurup.ac.id Internet	10 words — < 1%
98	ojs.unm.ac.id Internet	10 words — < 1%
99	proceeding.uingusdur.ac.id Internet	10 words — < 1%
100	seminar.ustjogja.ac.id Internet	10 words — < 1%
101	Putri Mediana Anggraini, Yesi Gusmania, Fitrah Amelia, Bayu Nadya Kusuma. "Development of an Exe-Learning-based Mathematics E-module on Sequences and Series", Hipotenusa : Journal of Mathematical Society, 2023 Crossref	9 words — < 1%
102	Sevda Ceylan, Vedat Özsoy. "Second Life Application for Creativity in Art and Design Education", International Journal of Educational Methodology, 2020 Crossref	9 words — < 1%
103	Thor Kerr, Bekisizwe Ndimande, Jan van der Putten, Daniel F. Johnson-Mardones, Diah Ariani Arimbi, Yuni Sari Amalia. "Urban Studies: Border and Mobility", CRC Press, 2018	9 words — < 1%

Publications

104 allakuang-desa-kelurahan.nomor.net
Internet

9 words — < 1%

105 e-journal.my.id
Internet

9 words — < 1%

106 ejournal.ummuba.ac.id
Internet

9 words — < 1%

107 eudl.eu
Internet

9 words — < 1%

108 himjournals.com
Internet

9 words — < 1%

109 mail.mjltm.org
Internet

9 words — < 1%

110 ojs.uph.edu
Internet

9 words — < 1%

111 repo.uinbukittinggi.ac.id
Internet

9 words — < 1%

112 Badri Munir Sukoco, Rahmat Heru Setianto, Nidya Ayu Arina, Ade Gafar Abdullah, Asep Bayu Nandiyanto, Ratih Hurriyati. "Increasing Management Relevance and Competitiveness", CRC Press, 2018
Publications

8 words — < 1%

113 Darmayanti Darmayanti, Hartati Hartati, Fawal Fatwa Muslimin, Nurul Khatimah. "Improving Students' Writing Skill in Teaching Narrative Text by Using Indonesian Folktales", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2024
Crossref

8 words — < 1%

114 Hanoi University
Publications
8 words — < 1%

115 bkkthon.ac.th
Internet
8 words — < 1%

116 core.ac.uk
Internet
8 words — < 1%

117 ejournal.karinosseff.org
Internet
8 words — < 1%

118 elibrary.tucl.edu.np
Internet
8 words — < 1%

119 eprints.iain-surakarta.ac.id
Internet
8 words — < 1%

120 etd.umy.ac.id
Internet
8 words — < 1%

121 journal.iain-samarinda.ac.id
Internet
8 words — < 1%

122 journal.uinmataram.ac.id
Internet
8 words — < 1%

123 jurnal.iicet.org
Internet
8 words — < 1%

124 jurnal.uinbanten.ac.id
Internet
8 words — < 1%

125 online-journals.org
Internet
8 words — < 1%

126	philpapers.org Internet	8 words — < 1%
127	repository.unida.ac.id Internet	8 words — < 1%
128	repository.unisbablitar.ac.id Internet	8 words — < 1%
129	world.journal.or.id Internet	8 words — < 1%
130	www.scribd.com Internet	8 words — < 1%
131	Dwi Irawan, Agung Prasetyo, Nugroho Wicaksono, Aviani Widyastuti, Rizki Febriani, Ali Roziqin. "Economic Sustainability and Social Equality in the Technological Era", CRC Press, 2024 Publications	7 words — < 1%
132	Matheus Ferry Renaldo, Lia Nurani Nurani. "IMPROVING STUDENTS' READING COMPREHENSION THROUGH COOPERATIVE INTEGRATED AND READING COMPOSITION ON NARRATIVE TEXT", PROJECT (Professional Journal of English Education), 2020 Crossref	7 words — < 1%
133	Putri Andini, Zaitun Zaitun. "The The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube", Jurnal Studi Guru dan Pembelajaran, 2023 Crossref	7 words — < 1%
134	Hayo Reinders, Chun Lai, Pia Sundqvist. "The Routledge Handbook of Language Learning and Teaching Beyond the Classroom", Routledge, 2022	6 words — < 1%

Publications

135 Holilah Holilah, Ismail Marzuki, Afakhrul Masub Baktiar. "THE DEVELOPMENT OF MEDIA INTERAKTIF ON LEARNING COOPERATION MATERIAL AND MUTUAL HELP MATERIAL FOR THIRD CLASS OF ELEMENTARY SCHOOL", Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC), 2021

Crossref

6 words — < 1%

136 Hurriyati Ratih, Tjahjono Benny, GafarAbdullah Ade, Sulastri, Lisnawati. "Advances in Business, Management and Entrepreneurship", CRC Press, 2020

Publications

6 words — < 1%

137 jurnal.unai.edu

Internet

6 words — < 1%

EXCLUDE QUOTES   OFF
EXCLUDE BIBLIOGRAPHY   ON

EXCLUDE SOURCES   OFF
EXCLUDE MATCHES   OFF