

DEVELOPING FARKHAN'S TRAVELLING YOUTUBE CHANNEL AS WRITING TEACHING MEDIA OF RECOUNT TEXT

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Abstrak

Penggunaan media digital untuk pembelajaran di era pandemi saat ini sangat dianjurkan. Apalagi dalam pembelajaran berbasis video seperti youtube, dapat memaksimalkan kegiatan pembelajaran. Penelitian ini bertujuan untuk mengetahui kelayakan media pembelajaran video YouTube untuk materi teks recount dan menjelaskan bagaimana tahapan uji kelayakan media dan respon yang ditunjukkan mahasiswa dan dosen terhadap media pembelajaran video youtube. Penelitian yang dilakukan peneliti adalah penelitian dan pengembangan (R&D). Peneliti mengembangkan media pembelajaran berbasis video YouTube pada materi recount text dengan responden dari mahasiswa semester 2 Pendidikan Bahasa Inggris pada kelas konteks menulis professional, Universitas Pekalongan. Penelitian ini menggunakan teori dan tahapan model pengembangan Borg & Gall. Pengumpulan data dalam penelitian ini dilakukan dengan menyebarkan angket terkait kebutuhan siswa akan media pembelajaran khususnya teks recount. Hasil penelitian menunjukkan bahwa, kebutuhan siswa akan media alternatif dalam teks recount sangat besar. Sebagian besar siswa antusias dan termotivasi dengan penggunaan video youtube sebagai media pembelajaran. Sebanyak 95% siswa menilai konten video sesuai dengan materi, dan 80% siswa juga setuju bahwa media youtube dapat menjadi media pembelajaran alternatif untuk materi teks recount, dan 70% siswa menilai kualitas video masih kurang dan perlu perbaikan. Selain itu, media juga telah mendapatkan validasi kelayakan oleh validator dari dosen dan ahli media.

Kata Kunci: *Learning media, YouTube video, Recount text*

Abstract

The use of digital media for learning in the current pandemic era was highly recommended. Especially in video-based learning such as YouTube, it could maximize learning activities. The objectives of the study were to determine the feasibility of the YouTube video learning media for the recount text material and explain how the stages of the media feasibility test and the responses shown by students and lecturer to the YouTube video learning media. The research that was carried out by researcher was research and development (R&D). The researcher developed a YouTube video-based learning media on recount text material with respondents from the 2nd semester students of English Education in the writing for professional context class, Universitas Pekalongan. This research used the theories and stages of Borg & Gall development model. Data collection in this research was carried out by distributing questionnaires related to student needs for learning media, especially recount text. The result showed that, students' need for alternative media in recount text was very large. Most students were enthusiastic and motivated by the use of YouTube video as a learning media. As many as 95% of students assessed that the video content was in accordance with the material, and

80% of students also agreed that YouTube media could be an alternative learning media for recount text material, and 70% of students assessed that the video quality was still lacking and needs improvement. In addition, the media has also received feasibility validation by validators from lecturer and media expert.

Keywords: *Learning media, YouTube video, Recount text*

Introduction

The development of digital media in today's era is so huge and fast. It can be said that digital media cannot be separated from human life. In the world of education, for example, digital media as a medium can make it easy for teachers and learners to carry out innovative and solution of learning activities. According to Gerlach and Ely (2016) teaching media are divided into two, the first is in wide meaning and the second one is narrow meaning. Media in wide meaning are people, material or event which can create condition so that students can get new knowledge, skill or attitude. It means teacher, book, and environment are included in media. While media in narrow meaning are graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. Furthermore, using media in teaching and learning can make the process run effectively and interesting.

There are several media that can be accessed by people to support the learning, one of them is YouTube. Sari (2019:2) stated that YouTube is a website which lets on users to watch, upload or share video by online. Generally, a considerable number of contents can be found in YouTube, such as people talking about their interest, news, education, life, procedure in creating something, and others. According to Prastiyo (2018) YouTube is a database platform on the internet that can be used by users to upload, share and watch videos. In education, YouTube can be used as an e-learning platform that allows teachers and students to publish videos that demonstrate an understanding of a topic, thereby creating a social and digital community that specializes in a skill.

Based on those statements, YouTube can be related to education, it has a crucial role in affording the information since YouTube could be accessed by the students from all the countries around the world. Especially in the current pandemic era, learning to use online media was being encouraged because face-to-face learning is not allowed. Therefore, the use of YouTube as a learning medium would be very useful in this pandemic era. Bastos & Ramos (2009) stated that the students are interested in the process of teaching and learning using video, which consists of sound, graphics and animation, which is more interesting than textbooks, worksheets, slides, projectors and films. Moreover, YouTube was considered as a source of material by online that could be employed in the process of language learning activity due to enhance the students' writing skill.

In this research, the researcher used YouTube as a learning medium that would be focused on writing where the content from YouTube is customized to the material needs. Writing is an activity for producing and expressing; it is produced the words and sentences then it is expresses with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific (Lubis, 2014:1). In addition, Nunan (2003:88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In this case, the researcher investigated whether the YouTube learning media in terms of writing was needed by students or not, especially for English Education students at Universitas Pekalongan in

the writing for professional context subject. The content was presented in YouTube learning media, and it was adjusted to one of the materials in writing for professional context that is text types. Text types involve text-internal-elements such as surface linguistic features and textual functions (Wang, 2009). According to Siahaan (2008: 1), a text is a meaningful linguistic unit in a context. Knapp and Wastkins (2005: 162) stated that recount text is a text tells someone what you have done. It means that recount text is a text that retells event or experience what has been done by someone in the past and to inform and entertain the readers. Therefore, the researcher focused on personal recount because the content of the video on YouTube as media for teaching and learning is about the travelling or the experience.

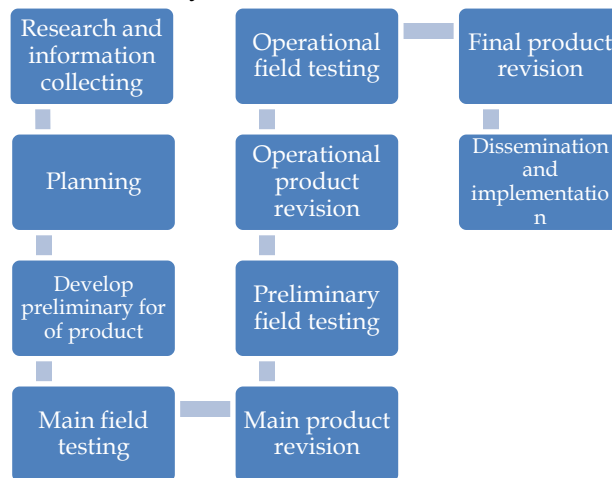
The researcher has also learned some studies from the other topic in other researchers. The first previous study of research was arranged by Sari and Margana (2019) on *Journal of English Language Teaching and Linguistics*. They were studied at Yogyakarta State University. Their title about research was "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century". The aim of this study was mainly to describe YouTube's maximum use in terms of practice as well as disclose the benefits of using YouTube as a learning media. The second previous study of researcher is arranged by Styati, 2016. She was studied at IKIP PGRI Madiun. Her title about research was "Effect of YouTube Videos and Pictures on EFL Students' Writing Performance". This research was aimed at investigating the effect of YouTube videos and pictures as the authentic materials on Indonesian EFL students' writing performance. The third previous study was arranged by Ulya and Sidqi (2019) entitled "*Penerapan Teknologi Informasi Berbasis Media Sosial Pada Pembelajaran Writing for Professional Context*". The aim of this study was to explain the application of social media-based information technology in Writing for Professional Context learning. Meanwhile, the subject of this research was students form the 2nd semester of English Education at Universitas Pekalongan who take Writing for Professional Context Subject.

This research has similarity to those three researches as the researcher found in both first and the second previous studies. There are using YouTube as teaching media, but in the first previous study it is focused on speaking skill not writing skill like the second previous study. While the third previous study using social media as generally in teaching writing for professional context. The distinction between the researcher study and previous studies is the researcher study focused on developing YouTube as teaching media for recount text. In this case the researcher created content that was in accordance with the material needed by students from the writing for professional context subject. By including the recount text in the description column and allowing students to simultaneously witness the activities carried out in accordance with the narrative in the description column.

Research method

The research was conducted by using research and development (R&D). The researcher chose this research because the researcher developed YouTube video as a learning medium for recount text for students in writing for professional context subject. The development research according to (Borg & Gall, 1983: 772) is a process used to develop and validate educational product. The steps of this process are usually referred to as the research and development cycle, which consists of studying research findings related to the product to be developed, developing the product based on the findings, field testing the product that would be using in the end, and revising it to

correct the deficiencies found in the field-testing test. From those statements, it can be concluded that research development is research carried out to produce certain products through the validation stage, the trial stage, and the revision stage to be applicable to the wider community.



Picture. Borg and Gall development model (1983)

In this development research, researcher used the Borg and Gall development model to produce YouTube video-based learning media that would have gone through the validation, testing, and revision stages. This media development research was carried out in steps according to the steps in the Borg and Gall development model. The material that was designed by researcher is recount text material and it was applied to students in learning writing for professional contexts. The Borg and Gall development model provided development research steps including 10 steps, as follows: 1) Research and information collecting; 2) Planning; 3) Develop preliminary for of product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and implementation. But, in this development research, the researcher only took advantage of 6 steps from the Borg and Gall model, namely: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary Field testing, (5) Main product revision, (6) Main field testing. The reason of the researcher used only 6 steps was because it was based on time constraints. However, basically the six steps to be taken have met the criteria for research and development by validating and testing the product's feasibility.

The product was tested for its feasibility ready to be used as a learning resource. Product assessment was carried out by material expert and media expert, then next stage would be revisions as a refinement. Then the product was re-assessed by the writing course lecturer and a media expert. After that, the product was tested on students who took writing courses at Universitas Pekalongan before the product would become a suitable and quality final product as a source of learning writing skills. Furthermore, the product from this research which was YouTube Video from Farkhan's Travelling YouTube Channel can be used as a media for recount text material in writing for professional subject. Data collection techniques in this research used documentation techniques and distributing questionnaires. Meanwhile, data analysis used in this research was carried out during the expert validation test and the user validation test. To measure the questionnaire results obtained, the researcher used

a Likert scale. The Likert scale is a measurement scale developed by Likert (1932). The Likert scale has four or more question items that are combined to form a score/value that represents individual characteristics, for example knowledge, attitudes, and behavior. Sugiyono (2014: 93) stated that the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena. Based on the results of data analysis, the next step was to change the percentage of the assessment into descriptive qualitative data. The quality of the feasibility of media products can be seen from the eligibility criteria for the validation results which are described as very good, good, pretty good, not good, and very not good. In addition, it was to explain the criteria of media which could be revised or not.

Finding and Discussion

A. Research Finding

The development and research that was done by the researcher on English Education students has produced a video product for learning recount text material which was uploaded on the YouTube platform on Monday, June 7, 2021. The product was packaged in the form of a vlog video according to the content and recount text material. In this study, before making the product, the researcher also distributed questionnaires to students regarding students' needs in using YouTube video as media for recount text material on writing for professional context subject. Questionnaires were distributed to students in the second semester of English education on May 2, 2021. The number of respondents in this study amounted to 20 students.

Table 1.1 Students' need analysis

Q	SA	A	N	D	SD
I realized that learning recount text is important in learning writing	15%	55%	25%	5%	-

Based on one of the statements above, the researcher wanted to know how important recount text material was for students. From the results of the questionnaire, it showed that 15% of students strongly agree and 55% of students agree about the importance of recount text material in learning to write. While 25% of students took a neutral stance regarding the statement. Then, as much as 5% of students considered that the recount text material was not so important. Therefore, the researcher developed the media in recount text material which were important in learning writing.

Table 1.2 The use of learning media

What Learning media do you use in learning writing for professional context?	
Google Classroom	55%
Video from lecturer	10%
YouTube	15%
Instagram	10%
Google Meet	10%

The researcher summarized the students' response and grouped them into several answers. The question was intended to determine the use of media

commonly used in learning writing for professional context. The result was the Google Classroom media, which was most often used during learning, has a percentage of 55%. In addition, there was YouTube also, but only 15%. The rest were videos from lecturers, Instagram, and Google Meet with a percentage of 10% each. From these data, it was known that the writing learning process still often uses Google Classroom media, so in this case the researcher made recount text learning media in the form of videos with the YouTube platform as the medium. The presentation of interesting media and giving new nuances in the form of video vlog was expected to be an alternative medium for lecturer who teaches in class. From the responses of statements in the questionnaire which were distributed, it could be concluded that learning media through YouTube video as teaching media of writing of recount text material could be developed. The findings showed that the students need an alternative media to understand recount text and one of them was using media in the form of audio-visual which in this case the researcher used the YouTube platform for the media. Then, from the results of the questionnaire, the researcher followed up by making a video as a prototype and it was uploaded on YouTube as first prototype and it could be accessed on this link: https://youtu.be/_QwHK2NceKs (Exploring Iconic Places in Pekalongan | Vlog by M.Farkhan | Learning Media of Recount Text). Next, the trial phase was done, and the researcher carried out the data collection process in the form of responses and validation related to the video that was made and then revised by the researcher.

B. Discussion

The development and research that was done by the researcher on English Education students. In this research, the researcher conducted the research stages including: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary Field testing, (5) Main product revision, (6) Main field testing.

In the first step, it was focused on getting the information about students' needs, abilities, and the classroom condition. The researcher carried out the data analysis on May 2, 2021, using Google Meet which was attended by all students with the help from lecturer. For the second step, the media design that was made referred to current findings in general, such as the Covid-19 pandemic situation which forces students to study online. Therefore, using audio-visual media needs to be developed especially in the current situation which is still in the Covid-19 pandemic. This was what encourages researcher to develop YouTube video learning media, which in this case was tested in learning writing for professional context, especially on recount text material. The video-making activities carried out directly by researcher in the form of visiting various places in Pekalongan such as Pekalongan Square, Jami' Pekalongan Mosque, Kampoeng Batik Kauman, Batik Museum, and Mangrove Park, which would be packaged in a vlog video. In the developing a preliminary form of product, it was a step to build an initial form of educational products that could be tested in the field. The making of the initial product from this learning media refers to the recount text material. The content was adjusted to material that was focused on traveling activities just like the title of the YouTube channel, namely Farkhan's Traveling YouTube Channel. The researcher delivered the content such as sharing experiences or vlogger, because it could be materials from recount text. The researcher did edit and making the video by using Kinemaster Apps. Then, in the preliminary field testing, the resulting

product that has been validated was ready to be tested. This stage was done with the subject of the 2nd semester students who are members of the writing for professional context class. There were 20 students involved in this trial phase. While the process was done through the Google Meet application on June 9th, 2021, at 9 am.

Table 1.3 Student Response to Learning Media

No	Indicator	Score	Criteria
1.	The suitability of the video with the recount text material	95%	Very Good
2.	Learning videos help students understand the material	80%	Good
3.	The use of media can motivate in learning recount text	82,5%	Good
4.	Interesting video content	72,5%	Pretty Good
5.	Learning video quality	70%	Pretty Good

From the results of the student response data that was summarized by the researcher, the results were shown on the table above. There were 5 main indicators in building the feasibility of YouTube videos as learning media for recount text. In the first indicator, the researcher wanted to know the student's response regarding the suitability of the learning video with the recount text material. Most students agreed with this statement because the content in the video already contains elements in the material. This was indicated by the achievement of a score of 95% with very good criteria. A good response was also shown in the second indicator with a total score of 80% for the convenience of videos in helping students understand recount text material. These indicators have good criteria and students felt that the video helped clarify the series of events that occur, therefore the material is easy to be understood. In the third indicator, student responses were also good regarding the use of media that can motivate in learning recount text material. A total of 82.5% score for these indicators and in good criteria. The infrequent use of media in recount text learning made students felt that the learning video was motivating enough to learn recount text. Because apart from being new to them, the video content in the form of vlog was also attractive and fun to watch. As for the fourth indicator related to the interesting content of the video, students gave an average score of 72.5% or the criteria were quite good. This was because the duration in the video was still short, and the lack of places explored in the video. The researcher also realized that there were still shortcomings in the content of the video. Then for the fifth indicator in the form of learning video quality, it got a score of 70% or pretty good criteria. Because from the student's response, they judged that the video was still not clear to watch, besides that it was also less stable in taking video, therefore it needed a little improvement in it.

Then, the finished product was validated. At this stage, the design of the YouTube Video learning media in the early stages of product design was validated by the validators. In this research, the validator was a lecturer of writing for

professional context subject, while the other validator was a media expert. This activity was carried out on June 17, 2021, at 11am. There were 10 questions and 10 descriptions in the form of suggestions and refinements for the revised product, as well as a statement regarding the feasibility of the learning media that was made.

Table 1.4 Validation Result from Lecturer Validator

Learning media for writing recount text through Farkhan Travelling YouTube Channel	
Very Good	Can be used without revision
Good	Can be used with minor revision
Pretty Good	Can be used with quite number of revisions
Not Good	Can be used with multiple revisions
Not Very Good	Cannot be used

Based on the results of the answers to the validation and revision sheets given by the lecturer, it can be concluded that learning media for writing recount text through Farkhan Traveling YouTube Channel was **Very Good** and then **it can be used with minor revision**.

Table 1.5 Validation Result from Media Expert Validator

Learning media for writing recount text through Farkhan Travelling YouTube Channel	
Very Good	Can be used without revision
Good	Can be used with minor revision
Pretty Good	Can be used with quite number of revisions
Not Good	Can be used with multiple revisions
Not Very Good	Cannot be used

Meanwhile, based on the results of the answers to the validation and revision sheets given by the media expert, it could be concluded that learning media for writing recount text through Farkhan Travelling YouTube Channel was **Good** and then **it can be used with minor revision**.

From the last trial, the researcher hoped that the use of YouTube videos on the Farkhan Traveling YouTube Channel as a learning medium could be a solution for lecturer in teaching recount text material. In addition, the context presented in the video in the form of a vlog could also be understood by students and was in accordance with the structure in the recount text material. Furthermore, the students could watch and accessed the prototype of YouTube media after getting the revision on this link: https://youtu.be/HYD16yIS_fU (Exploring Iconic Places in Pekalongan | 2nd Video | Vlog | Learning Media of Recount Text)

Conclusion

Based on the results of the research that was done by researcher, it could be concluded that the development of YouTube video-based learning media on recount text material in the writing for professional context class was a new thing and become

an alternative media for lecturer to be used as learning media. In addition, the responses shown by students were also very good in appreciating the use of YouTube videos in recount text learning. They provided constructive suggestions, hence in the future learning media can be developed, especially in learning writing for a professional context subject. For other researchers, this research has limited time and energy in developing YouTube video learning media and the testing stages are not perfect. Therefore, it was hoped that it can be continued with a wider sample trial and adapted to other materials.

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