

USING YOUTUBE VIDEOS TO ENHANCE STUDENTS' CREATIVITY ON FLTM CLASS

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ABSTRACT

This study aimed to explore deeply about students experience how YouTube video can enhance students' creativity toward make a good media for teaching in FLTM class. This research was classroom action research, subject of this study is fifth semester English students at class A. The number of students was 25 students with 4 men and 21 women consisting of 10 research subjects. The instrument of this study conducted two different instruments namely Test and Observation Sheet. The result of this study showed that the level of students' creativity was improved from test in meeting I to test meeting II with the data analysis from Test and supported with Observation Sheet. The improvement of students' score on tests meeting I and II was influenced by the situation in the class. Students' need was one of the main factors that can affect student scores to increase the level of creativity toward make a good media. This study really hoped the results of this study can have an impact on both parties, namely teachers and students as reference to provide progress in teaching quality specifically in the FLTM class.

Keywords: classroom action research, Youtube, creativity, Foreign Language Teaching Media (FLTM).

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INTRODUCTION

Using YouTube in teaching particularly as a media of learning has been researched extensively (Alwehaibi, 2015; Almurashi, 2016). In this era, integrating YouTube in English Language Teaching (ELT) has been explored in many aspects; it has been used to enhance English as a Foreign Language (EFL) (Alqahtani, 2014). It has also been used in vocabulary aspect (Heriyanto, 2015; Kabooaha & Elyas, 2018).

Some studies has also to analyze students' perception using YouTube (Fleck et

al, 2014), and also performance in relations to cognitive styles of students (Jena, Deka, Barman, 2017). In addition, the usage of YouTube has also devoted for exploring high school students' education (Bardakci, 2019).

YouTube has become one of the significant online material that can be integrated into English Language Teaching (ELT). YouTube is considered a source of online material that can play a key role in teaching and learning area. It has become more general with people, specifically among adults. These website able to provide some videos for students with everyday videos and

authentic situation that can help them to enhance their understanding and performance in English language lessons.

Using YouTube video as an instructional media of teaching English has been shown to be effective for learning. Learners are able to develop higher level of creativity. Students' creativity more frequently in general terms of intellectual ability or divergent thinking than they defined creativity in specific term of inventiveness, originality, curiosity, flexibility, autonomy, or ability to make connections (Mullet et al, 2016).

In addition, connections can be made to what they learnt in their classrooms (Greenhow & Robelia, 2009) and learning become more engaging (Bunus, 2010). There is a potential for YouTube, as instructional media of learning specifically audio visual media to enhance students' creativity.

Previous study of Almurashi (2016) showed that using YouTube video in teaching English inside the classroom plays a leading role to help students' understand their English lesson. It can improve their performance and upgrade their level of English courses or it can present a substantial influence on students' understanding of English.

Alwehaibi (2015) indicated that YouTube had a significant positive effect on EFL students' learning. The result showed that YouTube can enhance the process of learning in a number of important ways.

Based on the preliminary study that the researcher have done by conducting document analysis, interviewing some

students and also checking the media that they created as their midterm which is they did the peer teaching with the media in last semester of FLTM class in Muhammadiyah University of Kendari. Based on the data from preliminary study, the researcher found two problems. Firstly the students' creativity is still in the uncreative level based on the analysis of media that they created before in their midterm. Secondly the teacher is still use the conventional media like textbook.

This is based on the analysis of interview some students in FLTM class. Here the researcher assumes that the root of low students' creativity is from the way of teacher use the media. In contrary, online media such as YouTube video can give another effect like attract students to be more creative (Mayer, 2001).

Students will be given an explanation about making learning media through YouTube videos in several meeting and then students watch the video during the learning process. The lecturer will define his material using online YouTube video at the same time and also he will provide video such as how to make an instructional media. Therefore the researcher is very interest in seeing whether YouTube videos can enhance the creativity of FLTM students or not.

RESEARCH METHODS

The design of this study was classroom action research method in which related to Kemmis and McTaggart (Silfia, Rusli, Nassrullah, 2018) who categorized classroom action research involved four steps were

planning, action, observation, and reflection. This study conducted in fifth semester on FLTM class. The number of students was 25 students with 4 men and 21 women.

The instrument of this study conducted two different instruments namely Test and Observation Sheet. Confidently, the aims of this study are to explore more about how YouTube video can enhance students' creativity toward make a good media for teaching in FLTM class. This design used because students' creativity towards make a good media can be best obtained from test and observation sheet.

RESULTS AND DISCUSSIONS

Results

The finding of this research will describe the data from test meeting I and meeting II and also observation sheet that was conducted in FLTM class at fifth semester in Muhammadiyah University. Before the test was conducted, the teacher gave the treatment using YouTube video in FLTM class.

The class consists of three meetings include the test. The scores obtained by the media created by students were analyzed using nine categories of creative media which was divided into ten item indicators.

Each of these indicators was given a score of 10 which is further broken down into three sub indicators to give score each item equally, which is divided as follows: Poor (4), Good (7), and Very Good (10). And the name of the participants in this study will be changed into Student I,II,III, etc.

First Meeting

From the first meeting test, the researcher found that there are ten points that influenced their level of creativity toward make a good media in FLTM class. It can be depicted in the following table.

Table 1. First Students' Problems

Item	Problem
1	Students still could not collaborate on some of colors
2	The students selection of material still in the perishable material and can used once
3	The media has less durability
4	The media was simple but has poor design
5	A half of the media could not make students pay attention
6	The media makes students passive in the class
7	Three of ten media can provide two-way communication
8	The media was less up to date
9	The media can be used by teacher and students
10	The media still not relevant with the topic

Source: Data Processing, 2020.

The data of observation sheet showed that there were strengths and weaknesses in the teaching and learning process using YouTube video between teacher and student. The previous data were taken from the observation sheet to explore more about the strengths and weaknesses of using YouTube video in the first meeting.

The researcher found that the strengths was 5 (Teacher = 3 and Students = 2) and weaknesses was high. The weaknesses was 7 (Teacher = 4 and Students = 3), this showed that the relevant with the values of the student in the test meeting I.

Second Meeting

In the second meeting test, the researcher found that there were improvements from test and observation sheet. For the data of test can be seen in the following table.

Table 2. Second Students' Problems

Item	Problem
1	Students collaborated some of colors in their media
2	The students has selected a good material for their media and can used many times
3	The media has good durability
4	The media was simple and attractive
5	Seven of ten media can make students pay attention
6	Seven of ten media makes students active in the class
7	Seven of ten media can provide two-way communication
8	The media was up to date
9	The media can be used by teacher and students
10	The media was relevant with the topic

Source: Data Processing, 2020.

The total score overall obtained from the students was 919 with mean score 91,9 which can be classified into Excellent (86-100) level of creativity. Different from previous tests, in this test the creativity of students increase significantly. The level of students ' creativity in this second test was reached excellent level. It can be depicted in Figure 1.

The result was indicated that there was an improvement on the students' creativity by using YouTube video as a media for teaching FLTM class. The mean of the first meeting was 66,4. The mean of second meeting was 91,9, it was indicated that the scores and the

mean in test second meeting were better than in the test first meeting.

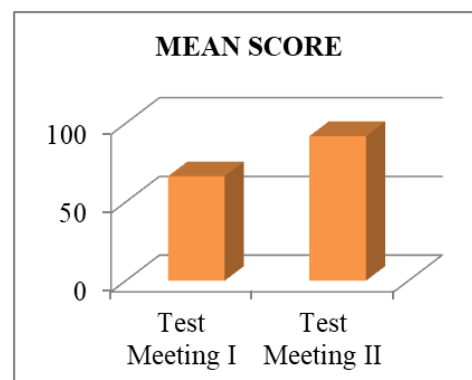


Figure 1. Students' Test Result

Source: Research Document, 2020.

The students' score was showed the improvement which could be determine that they showed a significant progress. They got the improvement score in each test meeting. After the teacher conducted meeting II, there were several things that were discovered by researcher related to the use of YouTube videos in this meeting.

First in terms of teachers who showed a lot of improvement in the activities carried out in class. For the activities carried out by teacher are classified by researcher to the strengths and weaknesses of the use of YouTube video in class.

The strength from the teacher's side was 6 and weakness was 2. Weaknesses on the teacher's side are about the speed of the internet that is unstable and forget to provide opportunities for students to give conclusions on the topics that have been studied. Furthermore, regarding strengths, teachers can use YouTube videos well.

The teacher provided a video that already contains examples in accordance with the topics to be discussed in the FLTM class.

In this meeting the teacher is more relaxed because students seem to understand quickly because the videos that have been added with examples. And also the teacher tries to solve the problem of students in the previous meeting were still many that were passive, as a result the teacher succeeded in making them active in learning activities because the teacher had added discussion activities to the previous lesson plan. Overall the teacher has conducted the teaching and learning process in accordance with the lesson plan.

Furthermore, from the side of students who have strength was 6 and weakness was 2. See from the previous table, students show some activities that support YouTube video as a suitable medium for teaching and learning process specifically in FLTM classrooms. This can be seen from the activities they did such as an interest in learning using YouTube videos at the beginning of the lesson.

This can be proven because they pay attention to the YouTube video and the teacher's explanation of instructional media. Students are easy to understand and active in the teaching and learning process in class because students can see how to make media via YouTube and the group discussion.

Finally, to compare between teacher and student on the strengths and weaknesses of using YouTube videos above, it can be concluded that both are relevant. When compared to the first meeting, the researcher can conclude that there is an improvement in the conditions in the classroom using YouTube video itself. In meeting 1 the

number of strengths were 5 (3 for teachers and 2 for students) and weaknesses were 7 (4 for teachers and 3 for students).

However in the second meeting the use of YouTube videos has 12 strengths (6 for teachers and 6 for students) and the weaknesses amounted to 4 (2 for teachers and 2 for students). It can be concluded that there is an increase in the use of YouTube videos from test meeting I to meeting II.

Discussions

The use of YouTube video is proven to be able to increase the score of each test that has been done before, so that the researcher found that the level of student creativity increased from Good to Excellent level. The improvement in the level of creativity was caused by the treatment which provided by the teacher during the teaching and learning process. The teaching procedure and the use of YouTube videos for treatment I was different from treatment II.

In the first treatment, the teacher used a YouTube video but did not prepare video containing examples of the explanation on the video and teacher explanation. And also during the teaching and learning process, teacher only used the lecture method when teaching using YouTube videos. So students were passive during the teaching and learning process in the classroom. This is was in accordance with the observation sheet data which was simplified to become the strengths and weaknesses of using YouTube videos from the teacher and student side.

It was found that the strength was 5 (3 for teacher and 2 for students) and the

weakness was 7 (4 for teacher and 3 for students). So the researcher can conclude that in this treatment the teacher does not consider the students' needs so that students become passive during the teaching and learning process. Because considering students' needs it greatly affects the activeness of students in class.

This statement was in accordance with the statement of Abdullah, Bakar, and Mahbob (2012) in his journal. He stated that the understanding on the student behavior in the classroom will help lecturers to plan and create a conducive learning environment whereby classroom activities will be more interactive and stimulating. Lecturers are encouraged to adopt various methods of active interactive teaching techniques such as problem-based learning and study group to stimulate active involvement from the students.

Different from the previous treatment, in this treatment the teacher has considered the students' needs so that it affects the situation in the class. Students become more active, they find it easier to provide material when examples are provided on videos from YouTube and they are also free to express their ideas when conducting group discussions directed by the teacher. This can be seen from the strength and weakness of using YouTube video in this second treatment. The strength was 12 (6 for teacher and 6 for teacher) and the weakness was 4 (2 for teacher and 2 for students).

From the data of observation sheet it can be concluded that the improvement of the

test score in the test meeting II was influenced by the situation in the classroom. If students become passive in class then it can make their scores low however when students become active it can increase their scores.

Finally, to consider the findings of this study then the YouTube video can enhance the level of students' creativity toward make a good media in FLTM class. So the results of this research do not contradict to the previous study from Alwehaibi (2015) and Almurashi (2016) that using YouTube video in teaching English inside the classroom plays a leading role to help students' understand their lesson. It can improve their performance and upgrade their level of courses or it can present a substantial influence on students' understanding of lesson.

CONCLUSIONS

This research aimed to explore more about how YouTube video can enhance students' creativity toward make a good media for teaching in FLTM class. The researcher really hoped that the results of this study can have an impact on both parties, namely teachers and students as reference to provide progress in teaching quality in the FLTM class, especially on the use of YouTube videos as a media in teaching and learning to enhance students' creativity towards make a good media in FLTM class at Muhammadiyah University of Kendari which is already based on virtual university.

This study used two research instruments to collect the data, namely the

tests in each meeting (Meeting I and II). In order to make the data clearly and the deep findings the observation sheet was conducted.

Based on the data obtained by the level of creativity of students in FLTM class in the first meeting that was analyzed using nine aspects of creative media indicators can be classified into good level. This is because the teacher did not consider the students' need the the students become passive in the class. So that their score of the first test just reached the good level of creativity with the total acquisition score was 664 with the mean of 66,4.

In meeting II students showed a significant improvement in scores and activities carried out in class because the teacher has provide some examples of the video from YouTube and discussion activity. In addition, students showed an increase in activities carried out in class; students seemed to be more enjoyed and active compared to the previous meeting. This data was obtained from an observation sheet and analyzed on the reflection of students and teachers. Then the students' scores obtained in this test meeting II amounted to 919 and the mean of 91,9.

After seeing the progress from meeting I to II, the researcher found that YouTube video can enhance students' creativity toward make a good media in FLTM class. Finally, this result might become references, especially in enhancing the students' creativity towards making a good media using YouTube videos as learning media in FLTM class.

For the further research, it is strongly suggested to involve from the largest participant or population to make generalization from the findings, and it is really recommended to explore more about what factors influence the level of students' creativity toward can make a good media in FLTM class. Furthermore it is also strongly suggested to use YouTube as a learning medium in online-based classes by using the upload and comment feature to utilize the YouTube application that has many features.

Students and teachers can take advantage of real-time from the YouTube so that teachers can see the progress of students in class both offline and online, or compare whether there are differences in terms of perceptions and interests in learning using YouTube when classed offline and online. Therefore the teacher or the next researcher could be easier to see the development of their students to make the YouTube as an interesting platform to learn.

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