

## The Use of Ruang Bahasa I.d Youtube Channel in VII Class Learning Letter Text Material

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### ABSTRACT

This research aims to describe the planning, implementation, and obstacles in letter text learning using the Youtube video of Ruang Bahasa I.d channel in VII class of UPT SMP Negeri 3 Ponggok. The subjects of this research are students of class VII D UPT SMP Negeri 3 Ponggok, while the object of this research is the use of the Youtube channel of Ruang Bahasa I.d in letter text learning. This research used a qualitative descriptive design. The method used in collecting data is observation and interviews. For data analysis techniques, this research used the Miles and Huberman technique. The results showed that five letter text learning plans are using the Ruang Bahasa I.d, namely (1) reviewing the syllabus, (2) looking for learning media, (3) reviewing the media to be used, (4) making evaluation materials, and (5) making RPP. The implementation of learning has several stages, namely (1) opening, (2) doing apperception, (3) sending Youtube links, (4) viewing the video, (5) doing discussions, (7) the teacher providing affirmations and conclusions, and (7) the teacher closes the learning. The obstacles felt by the teacher were (1) some students did not have an internet quota, (2) teachers cannot control students to view video seriously, (3) the students' responses were less than face-to-face learning, and (4) some students are late for class. However, despite many obstacles, the learning that has been carried out is better than learning that only uses modules.

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### 1. INTRODUCTION

The COVID-19 pandemic has caused much chaos in life. According to Susilo (2020), COVID-19 is a new virus from China. Istiamin (2020) mentions several impacts of COVID-19 in Indonesia, including: a high number of layoffs, blocked access to tourism, reduced quality of health services for the general

public, and a rapidly changing education system. In education, the way of learning that was previously done face-to-face has now been changed to online. This was implemented to prevent the spread of COVID-19. This policy has come into effect since the issuance of Surat Edaran Nomor 15 Tahun 2020 tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Covid-19 by the Ministry of Education and Culture. With this condition, teachers are still required to coordinate student learning and create a conducive and interesting learning atmosphere amid existing limitations.

Current technological advances (commonly referred to as the industrial revolution 4.0) are beneficial for human life, including amid the COVID-19 pandemic. According to Gufron (2018), the industrial revolution 4.0 is marked by the development of the internet and is followed by new technologies, artificial intelligence, cloud storage, and robotic technology. The current technology also helps facilitate online learning during a pandemic. Chusna (2019) states that there are several advantages of using online learning technology, namely: (1) the availability of e-moderating facilities, (2) students can re-learn the material at any time; (3) teachers and students can learn in online applications with a large number of participants, and (4) time will be more efficient. In addition to advantages, online learning also has disadvantages. Sari (2015) mentions several disadvantages of using online learning applications, namely: (1) high cost, (2) some students or teachers do not become fluent in technology, and (3) not all regions have a good internet signal.

Istiamin (2020) states that changes in learning patterns make students bored. Anugraha (2020) also mentions another obstacle, namely the decreased concentration and motivation of students when studying at home. The decreased concentration can occur because the learning atmosphere is boring and not varied. Syarifudin (2020) stated that online learning carried out by teachers in Indonesia is usually only in the form of giving assignments through applications, without material explanations. Based on these constraints, it can be concluded that students need a variety of learning that is more interactive and fun.

To make learning more effective and fun, appropriate learning media are needed. Ibrahim et al. (in Sudatha & Tegeh, 2015) said that learning media are everything that teachers use to convey learning messages in the classroom. Sanaky (in Susanto & Akmal, 2019) describes that learning media are physical tools that are useful for delivering learning materials to students. From the two definitions above, it can be concluded that learning media are facilities or tools used by teachers to provide material to students in learning. In addition, learning media are used to motivate students and make the learning atmosphere more interesting.

One of the technology-based learning media that currently exists is Youtube. According to Wilson (in Saraswati, 2018), Youtube is a video-sharing service provided by Google for internet users to upload, view, and share videos for free. Youtube is a manifestation of the shift in internet technology. According to Faiqah et al. (2016), the tendency of people to open and view Youtube is up 60% every year. Lestari (2017) stated that around 20 million viewers visit Youtube per month starting from about 12 to 17 years. On Youtube, some videos can be used to support learning. With the popularity and existence of educational videos on Youtube, Youtube can be used as a learning medium so that learning becomes more interesting and interactive.

UPT SMP Negeri 3 Ponggok is a junior high school in Jatilengger Village, Ponggok, Bitar, East Java. Previously, this school used learning modules and PowerPoint in their learnings. Istiamin (2020), the Indonesian teacher of UPT SMP Negeri 3 Ponggok, has conducted a research on the use of modules in Indonesian language learning and found the results that many students find the modules difficult to understand, the learning atmosphere is not pleasant, and students need learning media other than the module. This makes many students do not submit assignments on time. Therefore, teachers continue to look for ways to make learning interesting for students, for example, by using the video learning media Ruang Bahasa I.d. Youtube channel.

Ruang Bahasa I.d. is a Youtube channel that presents Indonesian language teaching materials media, tricks to teach Indonesian language material, and also games that can be applied in Indonesian learning. The channel was founded by Ipat Dilah on July 13, 2020. The number of subscribers to Ruang

Bahasa I.d. on April 10, 2021, was 3.99 thousand people and the number of videos watched was 300 thousand times.

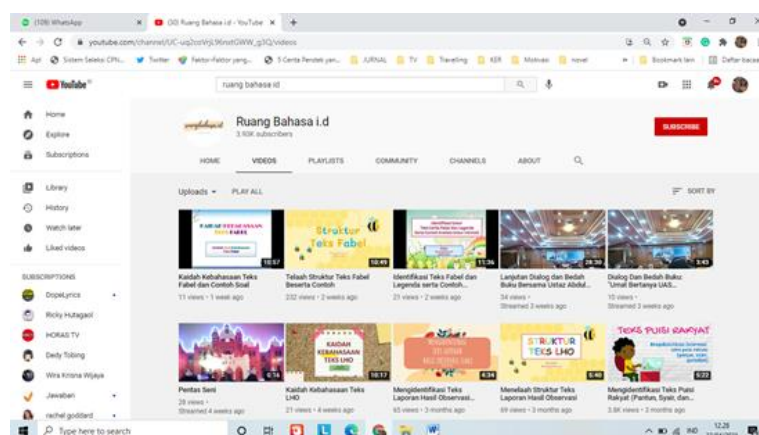


Figure 1. Playlist of Ruang Bahasa I.d.

The material taught in Indonesian learning using the Youtube video media Ruang Bahasa I.d is the text of the letter. According to Prawono & Pamungkas (2015), letters are written information used as a written communication tool made with requirements for correspondence. Silmi (in Masykur & Atmajaya, 2015) states that a letter is a piece of paper used for written communication. Two types of letter text are studied, namely official letters and personal letters. Soedjito & Solchan (in Wiguno, 2019) revealed that a personal letter is a letter made by someone to convey his opinion regarding personal information. According to Soedjito and Solchan (in Wiguno, 2020), an official letter contains matters relating to government service or administration. Examples of official letters are letters of assignment in a government agency, notification letters at schools, and letters for borrowing rooms at universities.

Similar research carried out is research by Kamhar & Lestari (2019), which examines trials of using Youtube in learning Indonesian in universities. The similarity of the research that will be carried out with the research of Kamhar & Lestari (2019) is to analyze the use of Youtube for learning Indonesian. In comparison, the difference lies in the object of research. The second relevant research is the research of Ma'usarah (2020), which examines the use of Youtube media in class VIII MTs students writing review texts. Ma'usarah's research object is class VIII students, and the object of research to be carried out is class VII students. So, it can be said that there are differences in research. This research will be a complement to further research.

## 2. METHODS

This research used a qualitative descriptive research design. According to Subandi (2011), the main characteristics of qualitative research come from phenomena in society, using qualitative methods with observations, interviews, and document review. According to Sugiyono (in Agustina & Saputra, 2017), descriptive research was conducted to determine the value of both independent variables without comparing and connecting with other variables. A qualitative descriptive research design is used to describe the planning, implementation, and constraints in learning letter text using the Youtube video of Ruang Bahasa I.d in class VII UPT SMP Negeri 3 Ponggok, with letter text material.

The subjects of this research are Indonesian language teachers and students of class VII D UPT SMP Negeri 3 Ponggok, as many as 26 students. The object of this research is the use of the Youtube channel of Ruang Bahasa I.d in learning letter text. The data source used in this research is the implementation of letter text learning using the Ruang Bahasa I.d Youtube Channel for class VII students, which uses a video entitled "Analisis Kesalahan Penulisan Unsur Surat".

Data collection methods used are documentation and interviews. Sugiyono (2012) defines documentation as the activity of tracing and obtaining the necessary data through pre-existing data.

More profoundly, Sujarweni (2018) defines interviewing as an activity to obtain in-depth information about a topic or research theme. In this research, documentation was carried out by analyzing learning recordings in the Whatsapp group. Interviews were conducted by asking about learning plans and obstacles in learning letter text using the Youtube video of Ruang Bahasa I.d.

The data analysis technique used in this research is the theory of Miles and Huberman. This data analysis technique has three stages: data reduction, data presentation, and concluding. Sugiyono (2012). Reduction is made by sorting the data that has been obtained. The presentation of the data is done by describing the planning, implementation, and constraints of learning the letter text. Drawing conclusions is the final step in data analysis. This stage is carried out to conclude the presentation of the data.

### 3. FINDINGS AND DISCUSSION

This section discusses the research results and discusses the research that has been carried out. The points presented are: (1) learning planning, (2) learning implementation, and (3) obstacles to using the Ruang Bahasa I.d Youtube channel in letter texts learning at UPT SMP Negeri 3 Ponggok in class VII D. Based on the interviews and documentation conducted, using the Ruang Bahasa I.d in letter texts learning is beneficial in the learning process carried out. More complete results and discussion can be seen below.

#### 1. The Planning of Learning

Learning planning is an activity carried out by the teacher before doing the learning. The researchers conducted interviews with Indonesian teachers who teach to obtain this data. The purpose of learning planning is carried out to achieve the existing learning objectives. In addition, Reiser & Dempse (in Anggraeni & Akbar, 2018) say that the purpose of learning planning is to increase the learning effect significantly. Based on the interviews that have been conducted, the steps for planning the use of the Ruang Bahasa I.d Youtube channel in letter text learning are as follows.

First, the teacher reviews the syllabus. According to Sagala (2008), syllabus is curriculum development explaining competency standards and essential competencies that must be achieved, the main points that students need to learn. For learning to run in a structured and smooth manner, the syllabus needs to be spelled out in the learning plans, which contain implementation and planning to evaluate learning outcomes. Thus, reviewing the syllabus is an important step in preparing for learning to use the Youtube channel of Ruang Bahasa I.d in learning letter text at UPT SMP Negeri 3 Ponggok in class VII. Similar research which also illustrates that teachers review the syllabus first in making learning plans is the research of Febrina et al. (2016). In this research, SDN 2 Banda Aceh teachers conducted a syllabus review before learning. This is done to make the learning more conceptual and directed.

Second, the teacher looks for suitable learning media to carry out the learning. The teacher chooses to use the Ruang Bahasa I.d channel in the letter text learning. According to Ariwibowo (in Kusumaningtyas et al., 2020), the selection of learning media is the teacher's task in designing or designing a learning that aims to make students more motivated to learn about new things. The selection of learning media greatly affects the learning process and outcomes. In this case, the teacher assumes that the Ruang Bahasa I.d channel video can be a liaison between the teacher and students during learning.

Third, the teacher reviews the selected learning media. Teachers need to review the learning media that have been selected to ensure the media's suitability with the material to be studied. Reviewing the media aims to pay attention to the suitability of the characteristics and environment of students when they will receive learning materials. This examination is important in order to maximize student learning success. In this case, the teacher conducts a review by looking at the contents of the Ruang Bahasa I.d video carefully. After re-examining the learning media, the teacher finally decided to continue using the Ruang Bahasa I.d channel as a media for learning letter texts.

Fourth, the teacher makes evaluation materials that will be used to evaluate learning and measure student understanding. The preparation of evaluation materials aims to determine students' understanding after learning later. This is in accordance with Asrul et al.'s (2015) theory, that learning evaluation measures student learning success. To measure it, the teacher gave the assignment to write a personal letter. The teacher's instructions will be given in the form of pictures. The teacher's goal is to ask students to make personal letters to find out and measure students' understanding of the text of the letter that has been studied.

Fifth, the teacher makes learning plans. The learning plan describes the procedures or learning steps to achieve the essential competencies that have been determined in the content standards and described in the syllabus. According to Pamela et al. (2019), teachers must prepare designs before carrying out learning, one of which is making learning plans. The learning plan is made to make it more structured organized to form effective learning. In this case, the teacher has made learning plans to make Indonesian language learning that will be carried out more organized.

## 2. The Implementation of Learning

The implementation of learning is the most important stage in a teaching and learning activity. To get the data about the implementation of Ruang Bahasa I.d in learning, it is done by documenting the screenshots of the teacher's learning. The text of the letter learning using the Youtube Ruang Bahasa I.d was done using the Whatsapp group. The time allocation used is 2x40 minutes. The steps for implementing the Ruang Bahasa I.d Youtube channel in learning letter text are as follows.



**Figure 2.** Text Letter Learning Use Ruang Bahasa I.d

First, the teacher opens the learning. The teacher must do the opening in a learning because this is very important. Ojukwu (in Khakiim et al., 2016) strengthens this statement, according to him, opening learning is important to inform students of the material to be studied so that they have interest, foster curiosity, and desire to learn. In this case, the opening of learning is done by greeting students with enthusiasm, motivating students by showing enthusiasm, warmth, and arousing students' curiosity, checking student attendance by writing a list of attendance lists in the WhatsApp group that the class leader has made.

Second, the teacher apperception to students about the letter text material. Doing apperception at the beginning or before the learning starts is very important. Apperception can be done in the first minute of learning after learning is opened. Ramdiana (2020) said that apperception activities at the beginning of the learning process could make children's brains ready to accept learning. In addition, apperception can make students relax and happy, which can be seen from a cheerful face, laughing, or smiling. In letter text learning activities with video learning media, Ruang Bahasa I.d channel, apperception is done by asking students the meaning of letter text and its types.

Third, the teacher sends a link to learning materials in a Youtube link to the class group. At this stage, the teacher can manage a conducive learning atmosphere. This is in line with Rumihat (2013) opinion that the aspect that influences the success or failure of learning is the teacher's ability to manage to learn. If in learning to use Whatsapp groups, the conduciveness of the class can be seen from the absence of students writing joking messages and the presence of serious answers when the teacher asks questions.

Fourth, the teacher and students watch the video according to the predetermined time duration. The learning model used is an active student learning approach. The choice of this learning model aims to train students to learn independently and be more active in finding knowledge in the material being studied. The duration of the media used by the teacher is 9 minutes.

Fifth, the teacher invites students to discuss. The discussion was carried out in two stages. In the first stage, the teacher asks students to explain the contents of the video they have seen. It is done so that the teacher can review how far students understand the material they have learned. In the second stage of the discussion, the teacher invites students to analyze errors in the sample letter text obtained from the internet. After all, discussions have been completed, the teacher allows students to ask questions if they are confused.

Sixth, the teacher reaffirms and concludes. This activity is carried out to provide important points in learning. The purpose of this activity is that the students can understand the material that the teacher has delivered. After discussing the practical learning, the teacher invites students to ask questions if there may be material that has not been understood. However, it turns out that there are no questions, and the teacher makes conclusions about the material that has been studied.

Seventh, the teacher closes the learning. Closing the learning is done by giving assignments in writing personal letters to friends or family. This task serves as an evaluation tool for teachers. The teacher also allows students to ask questions about the assignments that have been given. After announcing that, the teacher closed the learning by greeting and reminding students to maintain health protocols.

From all the steps of learning letter text using the Youtube video of Ruang Bahasa I.d in class VII UPT SMP Negeri 3 Ponggok that have been observed, it can be said that the learning carried out was very structured, neat, planned, and went quite well. This can support the creation of more interactive and interesting learning than learning with modules without an explanation from the teacher.

### 3. The Obstacles of Learning

In this section, the obstacles to using the Ruang Bahasa I.d channel in learning letter text are obtained from interviews with teachers. So, the obstacles presented from the teacher's point of view. The obstacles are as follows. First, some students do not have a quota to open Youtube. The solution given by the teacher is to encourage students to watch videos when they already have a quota or when they find a wi-fi network. Second, the teacher can't control whether all students view the video correctly. So, there may be students who do not watch the video. The solution taken by the teacher to overcome this is always to give a warning to students to follow the learning well. Third, there are fewer student responses than face-to-face learning. It is because the teacher cannot control students directly. The solution taken by the teacher is to remind students to keep following the learning well. Last, some students are late for class. In this case, the teacher understands the students because there may be students who wake up late or have other work at home.

Although there are perceived obstacles, the teacher already feels that learning is going well because previously, learning only used modules had more obstacles. The success of using Ruang Bahasa I.d in learning letter text can also be seen from the number of students who submit assignments. Twenty students collect personal letter writing assignments, and four do not collect their task. This is also supported by implementing classrooms in the form of Whatsapp groups. The research that obtained similar results was the research of Santoso & Dewi (2021). Based on this research, the use of Whatsapp groups has the advantage of making learning more interactive than Google Classroom. This is because WhatsApp group conditioning is more accessible. In addition, Whatsapp is also a mandatory messaging

application that all students have. So, the combination of the Ruang Bahasa I.d channel with the Whatsapp group is the best combination.

#### 4. CONCLUSION

Letter text learning planning using the Ruang Bahasa I.d media has five steps: (1) the teacher reviews the syllabus, (2) the teacher looks for the suitable learning media, (3) the teacher reviews the media to be used, (4) the teacher makes evaluation materials, and (5) the teacher makes learning plans. The steps for implementing the use of media between the Ruang Bahasa I.d channel in letter text learning are: (1) the teacher opens the learning, (2) the teacher does apperception, (3) the teacher sends a Youtube link, (4) the teacher asks the students to see the video, (5) the teacher invites students to have a discussion, (7) the teacher gives reaffirmations and conclusions, and (7) the teacher closes the learning. The obstacles in using the Ruang Bahasa I.d in learning letter text are as follows: (1) some students do not have a quota, (2) the teacher cannot control students in viewing videos, (3) students respond less than face-to-face learning, and (4) some students are late for class. However, despite many obstacles, the learning that has been carried out is better than learning that only uses modules. To enrich the research of Indonesian Language Education science, further researchers are expected to examine similar studies with different variables.

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