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

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ARTICLE INFO	ABSTRACT
	Education is the main basis for a country's progress. In the current digitals, information technology plays an important role in shaping learning patterns. One prominent platform is YouTube, a video-sharing site that has become a major resource for online learning, including among students. Reading is an important factor influencing communication activities, and is considered a way to broaden horizons. Reading ability is a standard English language skill that must be mastered at all levels of education, including junior high scholl. The purpose of this study is to compare students' reading skills before and after using YouTube learning videos to assess their proficiency in comprehending narrative texts. Students in class IX-A at UPTD SMP Negeri 2 Gunungsitoli Utara were the subjects of this study. There were ten ladies and thirteen men among the twenty-three pupils. A qualitative descriptive method is used in this study. Questionnaires and paperwork were used to collect data. Surveys were distributed to find out how students felt about YouTube videos as a teaching tool, and records were kept to compare reading proficiency levels before and after watching videos. According to the findings, students' comprehension of narrative texts was greatly enhanced by using YouTube videos, and their reading scores increased as a result. According to the findings, students' comprehension of narrative texts was greatly enhanced by watching YouTube videos, and their reading scores increased as a result. Additionally, using movies makes learning more fun, boosts motivation, and facilitates students' comprehension of narrative text.

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INTRODUCTION

The results of this research can help teachers, educators and curriculum developers in developing effective learning strategies, as well as enriching available learning resources. Apart from that, this research also contributes to the development of learning theories and improving students' reading abilities.

Education served as a fundamental pillar for a nation's advancement. In the digital age, information technology increasingly influenced learning methods. Among the most notable platforms was YouTube, a video-sharing site that emerged as a key resource for online education across diverse groups, including students. Reading played a vital role in shaping communication skills. For students, reading was seen as an essential activity, often regarded as a gateway to broader knowledge. It was considered an engaging activity as it provided access to various information without the need for travel. Mastery of reading was one of the core English skills that students were expected to develop at all educational levels, including junior high school.

In the modern era, students often showed a lack of focus on learning, particularly with the rapid advancements in technology. Many had shifted to utilizing digital learning tools such as PowerPoint, Canva, visual media, posters, and YouTube videos. This growing reliance on digital platforms led to a decline in interest in traditional printed materials, with students favoring the convenience and appeal of YouTube videos for their learning needs. 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. The availability of learning media enabled teachers to introduce innovative approaches, helping students develop their competence, particularly in understanding and engaging with narrative texts.PERMENDIKBUT RISTEK Number 5 of 2022 concerning graduate competency standards in early childhood education, basic education, and secondary education.

Audio-visual media proved to be an effective tool in the teaching and learning process due to its ability to deliver information both visually and aurally. Examples of this media included videos, films, and animations. The diverse teaching methods employed by teachers to develop English reading skills significantly influenced students' reading proficiency. Using videos made the learning process more engaging by presenting information through both sight and sound, enabling students to better grasp communication in context. Consequently, videos effectively conveyed language in a dynamic and interactive manner. 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 material being discussed could involve narrative text, a common type of text used in English language learning. The ability to understand narrative text significantly impacted students' communication skills in English. Thus, it became essential to explore how YouTube learning videos could enhance students' comprehension of narrative texts.

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 text were used to entertain the reader and also provided information from stories for students.

YouTube is basically considered as a medium which gives many contributions in the teaching and learning process (Toleuzhan et al., 2023). YouTube was one of the popular and interesting media that attracted 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 by other users and upload their own videos. YouTube offered a wide range of content, including educational, entertaining, political, historical, medical, and personal videos. It served as a valuable source of authentic materials, particularly for English language learning, motivating students to engage with educational content through English videos. Additionally, YouTube videos encouraged students to develop learning independence by consistently exploring English videos both related to and beyond their academic topics. The authenticity of YouTube content, created by people from around the globe, made it a diverse platform for both entertainment and educational purposes, offering engaging and meaningful learning experiences.

RESEARCH METHOD
Approach and Type of the Research

Researchers used qualitative research methodologies to perform this study. Qualitative descriptive research methodology was employed. One way to conceptualize qualitative research is as a research methodology that uses descriptive data from observable persons and actors in the form of written or spoken language. In order to understand and examine individual or group phenomena, events, social dynamics, attitudes, beliefs, and perceptions, a qualitative technique was used.

Source of Data

There were 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. Secondary data, on the other hand, supported primary data by providing facts, information, and documentation on research that was not directly related to it.

Instruments of the Research
To assess students' understanding of narrative texts delivered through YouTube learning videos, the researcher used questionnaires and documentation. The students were given a questionnaire consisting of 20 items, each of which required them to choose one of five

possible answers. A five-point Likert scale, from "strongly disagree" to "strongly agree," was used to score these answers.

RESULT

The study was conducted at UPTD SMP Negeri 2 Gunungsitoli Utara, a school that is not completely isolated but is a little way from the main road. The school offered English courses and integrated audio-visual learning materials into its teaching strategies, making it just as interesting as those in cities despite its remote location. This environment made it easier for the researcher to collect information from students and Mr. Damai Ziliwu, S.Pd., an English teacher. Two English teachers were hired by the school to instruct grades VII, VIII, and IX. 23 students, 13 of whom were boys and 10 of whom were girls, in class IX-A, ages 13 to 15, participated in the study.

Table. 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

DISCUSSION

23 students responded very favorably to the questionnaire on using YouTube learning videos to study the Cinderella tale text. The results show that students thought this approach was generally successful in helping them read and comprehend narrative texts, with an overall mean score of 4.0 on a 5-point Likert scale. According to the score, students "agree" that watching the instructional film made it easier for them to read and understand the Cinderella narrative. This implies that watching videos greatly improves their ability to comprehend what they read.

Learning videos' efficacy can be viewed in a number of ways. By helping students visualize important story components, these videos can help them better understand the narrative's plot, characters, and setting when they read the text. Videos assist students connect the words they read with visual representations by fusing auditory and visual media, which improves their comprehension of the story.

Additionally, videos can be useful in explaining new vocabulary or complex concepts within the context of the story, making it easier for students to understand those terms when they appear in the text. Videos can also provide valuable background or cultural context, enhancing students' comprehension of the story. The 4.0 score also suggests that students believe the learning video aids in identifying key narrative structures, such as the introduction, conflict, climax, and resolution, which are essential for understanding narrative texts. Moreover, the use of video likely helps students grasp the nuances of language and the writing style employed in the Cinderella story.

With a mean score of 4.0, it can be concluded that, according to students' opinions, using YouTube learning videos to help them read the Cinderella narrative text has been successful. Students' reading and comprehension of narrative texts have improved because to this approach, which also makes learning more approachable and maybe pleasurable. Even if the results are very encouraging, there is still opportunity for development because the score is still below the 5.0 threshold. This suggests that even if the approach has worked well, there is still room for improvement, perhaps by looking into other ways to combine texts and videos to improve reading comprehension in the future.

Analysis of students' narrative reading scores

The second research question was addressed using document analysis using documents that included students' narrative reading scores before and after watching YouTube videos. According to an evaluation rubric, the former subject teacher used six areas to evaluate the students and tallied these results. The following bar chart shows the range of student scores.
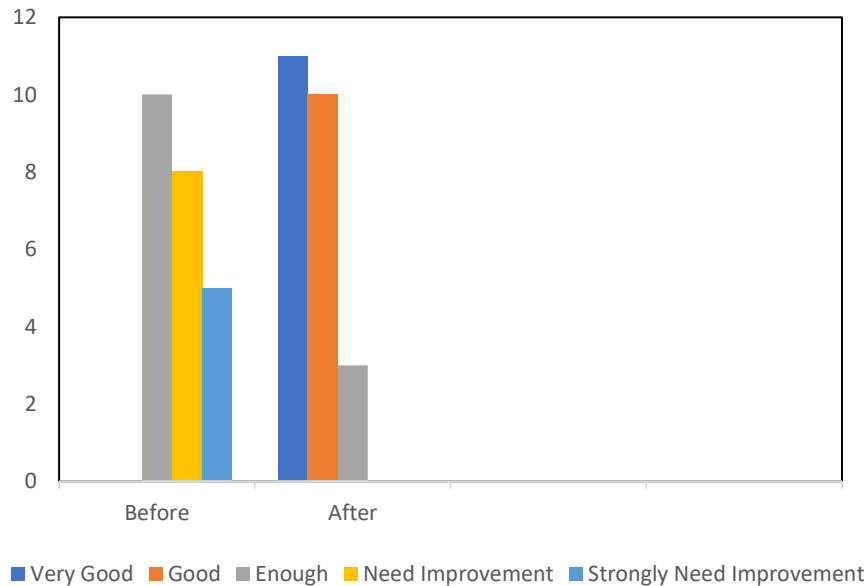
Figure ;Comparison of students' narrative reading scores before and after watching YouTube

The distribution of students' marks before and after watching YouTube videos shows a clear change, as the graph makes evident. None of the pupils fell into the "Very Good" or "Good" categories prior to watching YouTube. Five pupils were in the "Really Needs Improvement" group, eight were in the "Needs Improvement" category, and the rest (10 kids) were in the "Fair" category. However, only one student remained in the "Fair" group after viewing YouTube, with the remainder falling into the "Very Good" (12 students) and "Good" (10 students) categories. The graph shows a clear shift from lower to higher performance categories, indicating the effectiveness of this intervention in improving students' reading skills. After watching YouTube videos, students' reading abilities significantly improved, and no longer fell into the "Needs Improvement" or "Really Needs Improvement" categories.

CONCLUSION

A very positive response was found in the data analysis of the surveys given to 23 students on their use of YouTube learning videos to read the Cinderella narrative text. Students deemed this strategy to be effective in helping them read and understand the narrative text, as evidenced by the overall mean score of 4.0 on a 5-point scale. Students that receive a score of 4.0 often "agree" that the instructional film helped them better comprehend the Cinderella text. Their reading comprehension process was greatly aided by the utilization of the video. Even though this approach has already shown promise, there is still room to expand on its use in the future, perhaps by looking at different methods to incorporate the video into the text to improve reading comprehension even more.

After watching YouTube videos, pupils' ability to understand narrative texts significantly improved, according to the statistics overall. At first, the majority of the 23 pupils fell into the "Fair" to "Needs Improvement" groups. 95.65% of the pupils, however,

moved up to the "Good" or "Very Good" categories after seeing the movies. This significant change was shown in all six evaluation categories, demonstrating how well YouTube videos can improve many facets of narrative text reading proficiency.Thus, the steady progress in every category points to a wide-ranging and advantageous effect of using YouTube videos as teaching tools. Videos can accommodate different learning styles by presenting information in a variety of modes, including visual, aural, and even tactile. Additionally, students can learn at their own pace with the flexibility to adjust the video's speed and repeat specific segments, which strengthens their comprehension and improves the learning process overall

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