

The Utilization Of Drill And Practice Youtube Video Model To Improve English Proficiency In Elementary Schools

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Abstract:

English as a local content in elementary schools, but students lack the desire and enthusiasm to learn English, students think that English is very difficult both pronunciation and writing. The purpose of the study is to utilize YouTube videos as learning media using the Drill and Practice method to improve English vocabulary in elementary schools, this study uses a Classroom Action Research (PTK) approach, the results of the study that the utilization of YouTube videos using the Drill and Practice model can improve English language skills in fourth grade students of SD Negeri 4 Metro Barat, with research subjects 20 students produced good results and experienced an increase in learning outcomes. In the pre-cycle the level of completeness of student learning outcomes was 40%, in cycle I the level of completeness of learning outcomes was 60%, in cycle II it increased with a level of completeness of learning outcomes of 95%, so the level of completeness of student learning outcomes in cycles I and II increased by 30%. So it can be concluded that by utilizing YouTube videos using the Drill and Practice method can improve English language skills in elementary schools.

Keywords: YouTube; Drill and Practice; English; Elementary School

DOI: [10.18952/aladzkapgmi.v12i2.8914](https://doi.org/10.18952/aladzkapgmi.v12i2.8914)

Received: March 10, 2023; **Accepted:** June 20, 2023; **Published:** August 4, 2023

How to cite : Najib. M., Sarita. M. R. Nisa. A. K., Prastowo. A. (2023). The Utilization Of Drill And Practice Youtube Video Model To Improve English Proficiency In Elementary Schools, *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 13 (1), 65-76



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Introduction

English is one of the international languages (Syahputra, 2014). English is very important for active interaction in the current era of globalization (Pentury, 2017). With the development of science and technology (Mulyani, Fitri, 2021), English has been used as a means of spoken and written communication in all environments around the world (Munadzdzofah, 2018). Mastery of English is a language skill that must be mastered because it is the most important measure of a student's learning success (Huliatunisa, Y., Hartana, D. D., Purwanti, K. N., Azhari, N., Salsabila, S., & Habibah, 2022).

In social life, a person always needs help from others (Tabi'in, 2017). starting from doing small things to big things (Jumala, 2017). It cannot be denied that humans cannot live alone (Kewuel, 2016). Therefore, language is an important tool for society so that social life can be safe, peaceful and secure (Amaliah, 2021). In the era of globalization, technology is developing rapidly, competition between countries is getting tougher so it is important to establish communication (Mutafi, 2020). in social life. Actually, success in mastering English is determined by several Savignon variables (Masduki, 2012).

Learning English in elementary schools (SD) is carried out referring to the 1994 curriculum as a local subject (Wijaya, 2015). Local subjects can be understood as substances that support learning potential (Thaariq dkk., 2023). These learning packages can be based on environmental, cultural characteristics including customs, art and language deemed necessary by the community (Suyitno, 2018).

The obligation to realize local subjects in elementary schools is reinforced by government policies (Suharti, 2020). Susilanas revealed that "Developing a curriculum adapted to the potential of students, the characteristics and needs of the surrounding community and local diversity". However, its implementation still refers to national education standards in the 2013 curriculum (Susilanas dkk., 2018).). Students' needs for learning English are considered capable of supporting everyday life (Fathin, Dhiya Ulfah, 2022). Both developing the field of communication and supporting global learning (Riziqsiwi, Phafha Fadhella, Muhammad Arief Budiman, 2021) Proficiency in English is also currently one of the mandatory requirements for getting a job (Thariq, P. A., Husna, A., Aulia, E., Djusfi, A. R., Lestari, R., Fahrimal, Y., & Jhoanda, 2022).

Digital technology serves as a platform to communicate, innovate and develop human creativity. This technology continues to develop and is currently known as the metaverse era, including in the world of education (Indarta, Y., Ambiyar, A., Samala, A. D., & Watrianthos, 2022). The use of metaverse technology as an educational tool provides an opportunity to learn new things. This can make the learning process easier, more effective, efficient, more innovative and more interesting with the hope of improving the quality of education (Sholeh dkk., 2022; Gusteti dkk., 2023). Video media is very effective to use where the effectiveness of video media can run well (Ardiansah, 2018). YouTube as a learning medium helps convey messages (Baihaqi, Achmad, Amaliya Mufarroha, 2020). YouTube is one of the most popular video sharing services on the Internet today (Faiqah, Fatty, Muhammad Nadjib, 2016).

YouTube as a learning medium affects students' thinking skills (Pratiwi, Brillianing, 2020). High order thinking skills (HOTS) (Zein, Riwayati, 2020). are critical, creative and innovative thinking skills, communication skills, collaboration skills and trust (Septikasari, Resti, 2018). These five elements are the target character of students who take low rankings in the Program for International

Student Assessment (PISA) and Trends in International Mathematics and Science Studies (TIMSS) compared to other countries (Putri, Riska, Sri Lestari, 2022).

YouTube is used as a learning medium because it is one of the media that is close to students' daily lives (Kamhar, Muhammad Yusi, 2019). Learning media is a tool used in delivery in the learning process (Fitria, 2014). Learning materials are materials that convey educational messages or information or that have educational goals (Febrita, Yolanda, 2019). In this case, YouTube is a medium for disseminating educational content in the form of folklore (Mulasih, 2021).

Apart from learning models, learning media also determine the quality of the learning itself (Ferdiansyah, Ambiyar, Zagoto, M. M., Putra, 2020). One of these learning methods is the Drill and Practice method (Fajrin, Fitri Mutia, I. Nyoman Sudana Degeng, 2022). The Drill and Practice method is a learning method that applies practice continuously and repeatedly to form habits (Nursehah, 2021). In addition, the Drill and Practice method is defined as a training and practice learning method that is used repeatedly to gain skills and dexterity from the material provided (Alfaien, 2020). This method is also called the method of repetition and practice. Drill and practice is able to instill student habits through the exercises provided. In addition, this method can increase accuracy and speed in carrying out activities (Rosidah, 2020).

The purpose of the Drill and Practice method is to review content/background knowledge, and to help students master separate language skills (such as reading, listening, etc.) (Tanduklangi, Amri, 2019). The Drill and Practice method can be utilized by teachers in teaching and learning activities by adjusting the subject matter, situational conditions and student characteristics (Laksono, Dodi Tri, 2019).

The Drill and Practice method has three steps, including: a). Provide stimulation or stimulus, b). Receiving an active response, c). Provide feedback (Abdurakhman, Omon, 2015). There are stages in the Drill and Practice method, including, a). Provide problems in the form of practice questions by adjusting the ability level of students, b). Students work on questions, c). Recap student performance, d). Provide rehearsal when answers are wrong and provide subject matter to students who answer questions incorrectly.

In research conducted by Devy Handayani "Utilization of YouTube During the Covid 19 Pandemic for English Learning Media to Improve Vocabulary and Student Understanding" The results of this study using YouTube as a teaching tool can help students learn more words and understand what is taught in class English, can also improve student achievement. Challenges in using YouTube as a teaching tool include ineffective student supervision, poor internet connections, and high internet costs (Devy, 2020).

New facts from the results of an interview with Mr. David, the homeroom teacher for class IV SD Negeri 4 Metro Barat, that students lack the desire and enthusiasm to learn English because they think that English is very difficult both in writing and in pronunciation. Student learning outcomes are seen from daily assessments. As many as 7 students out of 20 students scored above the Minimum Completeness Criteria (KKM). While a number of 13 students still get scores below the KKM. From these problems, the researcher wants to conduct Classroom Action Research by utilizing YouTube videos as a learning medium using the Drill and Practice method to see if there is an increase in student learning outcomes in English subject at SD Negeri 4 Metro Barat.

Research Method

This study used a Classroom Action Research (PTK) approach which was carried out by direct researchers with the class teacher as a guide. Classroom action research is an action that is deliberately raised and occurs to examine learning activities in a class together (Machali, 2022) Improvement and involvement in Classroom Action Research is the main thing in this research (Azizah, 2021).

The objectives of classroom action research include: 1). Aims to improve the quality of learning and school education, 2). Aims to form teachers and education staff in overcoming problems in teaching and learning activities in the classroom and outside the classroom, 3). Aims to improve the professionalism of educators, 4). Aims to develop an academic culture in the school environment (Fitria, Happy, Muhammad Kristiawan, 2019). The classroom action research model in this study uses the Kemmis and Mc Taggart models. This PTK model is a development of Kurt Lewin's research. There are three components in this research, including: 1). Planning, 2). Acting & Observing, 3). Reflecting.

Description of the implementation of classroom action research, as follows:

Pre-cycle of early learning; a) Planning stage In the planning stage the researcher makes a learning plan. Determine learning materials and evaluation planning. The material for pre-cycle activities is English subject matter; b) Action and observation stage. In the action and observation stage, the researcher conducts learning activities and observes student activity and student learning outcomes through daily assessment evaluations; c) Reflection stage, at this stage the researcher evaluates learning to continue at stage 1.

Cycle 1 of learning: a) The planning stage, the researcher makes a design based on the evaluation of previous studies. Learning in cycle 1 uses the lecture method and media images. Researchers use pictures of daily activities; b) Action and observation stage. At this stage the researcher carries out learning activities using the lecture learning method and learning media in the form of pictures of daily activities which aim to make it easier for students to remember vocabulary; c) Reflection stage. At this stage, the researcher evaluates the learning activities in cycle 1. If there are still deficiencies, the research is continued in cycle 2.

Cycle 2 of learning cycle 2: a) Planning stage, learning cycle 2 is an improvement from learning in cycle 1. Learning in this cycle uses the Drill and Practice method. This method is a method used with repetition and exercises given to gain knowledge and achieve learning objectives; b) Action and observation stage. In the action and observation stage, the researcher applies the Drill and Practice method to increase student activity and learning outcomes. Observations were made during the learning process in question and answer activities and formative test results; c) Reflection stage. At the reflection stage, the teacher evaluates to find out student learning outcomes and student activity in participating in learning.

This research was conducted to make improvements and improve the quality of learning activities in terms of the activity and learning outcomes of class IV Metro Barat City Metro in English subject daily activity material. With the improvement of learning, it is hoped that the learning objectives will be achieved. This research was carried out in the odd semester of the 2022/2023 Academic Year which took place in September at SD Negeri 4 Metro Barat in Mulyojati Village, Metro Barat District, Metro City. The research subjects were 20 students in class IV of SD Negeri 4 Metro Barat in the Academic Year 2022/2023, with 9 students being male and 11 female students in class IV SD Negeri 4 Metro Barat.

Data collection in this classroom action research was field notes and test techniques. Field notes are a type of data collection technique by taking notes on individuals, both treatment and words. While the test technique is a technique in collecting data in the form of giving questions or questions to subjects or

respondents to determine success in understanding a material. Data analysis in classroom action research aims to determine success, improvement, and changes for the better in a lesson. In this study, data analysis used interactive analysis techniques developed by Miles & Huberman, including data reduction, data display and finally drawing conclusions. While the test technique uses descriptive data analysis.

Research Findings And Discussion

In the implementation of pre-cycle learning activities, the teacher uses the lecture and question and answer method with students. Learning English material for some students is a subject that is considered difficult and frightening. Based on the teacher's experience and notes on the implementation of English learning students did not seem enthusiastic and did not actively participate in learning. Therefore, teachers look for solutions to solve problems and improve learning in the classroom.

Initial pre-cycle learning on English subject matter in class IV SD Negeri 4 Metro Barat Kota Metro, begins with a prayer together, checking student attendance, delivering learning objectives and subject matter, question and answer activities at the end of learning and evaluation. The activeness of students in pre-cycle activities can be seen from the question and answer activities. Of the 20 students, a total of 6 students could answer questions and actively participate in learning. While 14 students could not answer questions properly and were not enthusiastic about participating in learning. In pre-cycle activities, student learning outcomes are still low. Student learning outcomes are seen from the of students' daily assessments. As many as 7 students out of 20 students scored above the Minimum Completeness Criteria (KKM). While a number of 13 students still get scores below the KKM. From these problems, the researcher wants to do further results class action research, namely in cycle 1.

Table 1. Percentage of Student Activeness Through Question and Answer Activities

| Pre-cycle | | | |
|-----------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 6 | 30% |
| 2. | Unable to answer | 14 | 70% |
| Total | | 20 | 100% |

Based on table 1 the percentage of student activity through question and answer activities, the results obtained were 6 students could answer and 14 students could not answer.

Table 2. Percentage of Student Learning Outcomes

| Pre-cycle | | | |
|-----------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 8 | 40% |
| 2. | Unable to answer | 12 | 60% |
| Total | | 20 | 100% |

Based on table 2 the percentage of student learning outcomes obtained as many as 8 students complete in learning outcomes and 12 students do not complete.

In the early pre-cycle activities there was a shortage of teachers and students. Weaknesses in teacher learning, namely the learning methods used have not varied, do not use media in learning activities, there are no activities to record material so that students remember the material better. While the shortcomings in

students are not participating in learning properly, not participating actively in learning, students have not been able to answer questions given by the teacher, learning outcomes through students' daily scores are still below the minimum completeness criteria (KKM). Based on the evaluation of the initial pre-cycle activities, classroom action research was conducted in cycle 1. Cycle 1 activities aimed to improve learning in order to increase student activity in participating in learning.

In cycle 1 activities, the researcher designed learning using the lecture method and showing YouTube videos. Lecture method for explaining material to students through YouTube videos. By viewing YouTube videos, students are expected to be able to remember vocabulary more easily. Then a question and answer activity was carried out to determine student participation and activeness in participating in learning. Cycle 1 learning activities begin with prayer, then teacher conveys the learning objectives and vocabulary material through the YouTube video that is displayed. Students imitate or follow the vocabulary displayed by the teacher in the form of a YouTube video through a projector. Furthermore, the teacher and students conduct questions and answers related to material that has not been understood. Evaluation is given by giving formative test questions.

Classroom action research in class IV SD Negeri 4 Metro Barat, in cycle 1 resulted in an increase in pre-cycle activities. The results of questions and answers to determine student activity and student learning outcomes can be seen in the following table.

Table 3. Percentage of Student Activeness Through Question and Answer Activities

| Cycle 1 | | | |
|---------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 12 | 60% |
| 2. | Unable to answer | 8 | 40% |
| Total | | 20 | 100% |

Based on table 3, it is known that the percentage of student activity results through question and answer activities. As many as 12 students can answer the questions given by the teacher. While as many as 8 students could not answer the questions correctly. This shows an increase in student activity from pre-cycle activities.

Table 4. Percentage of Student Learning Outcomes

| Cycle 1 | | | |
|---------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 13 | 65% |
| 2. | Unable to answer | 7 | 35% |
| Total | | 20 | 100% |

Based on table 4, the percentage of student learning outcomes, it can be seen that as many as 13 students get complete learning outcomes. While only 7 students did not complete. This shows an increase from pre-cycle activities.

In this study there were deficiencies in the teacher, namely, the teacher did not give time to repeat the material, because the key to memorizing vocabulary is repeating. The teacher does not provide reinforcement to students. Whereas for students, the drawback is that there are still students who have not actively participated in learning, students have not been able to answer the teacher's

questions properly and correctly. Based on the results of cycle 1 activities, there are still students who have not completed. After going through the evaluation, the researcher continued at the cycle 2 stage.

In cycle 2 activities using the Drill and Practice method by utilizing YouTube videos. In cycle 2 activities in class IV SD Negeri 4 Metro Barat, students showed an increase in learning outcomes and an increase in student activity. In cycle 2 learning activities, the teacher begins learning by praying together, checking student attendance, conveying objectives and subject matter. In cycle 2, the teacher uses the Drill and Practice learning method by utilizing YouTube videos then reads the vocabulary repeatedly together. When memorizing students watch YouTube videos to make it easy to remember. Vocabulary memorization activities also involve the demonstration of limbs. By demonstrating using limbs, students can guess daily activities and memorize English vocabulary. In addition, students also paste pictures on the blackboard according to the appropriate English vocabulary. This is shown through the results in the following table.

Table 5. Percentage of Student Activeness Through Question and Answer Activities

| Cycle 2 | | | |
|---------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 16 | 80% |
| 2. | Unable to answer | 4 | 20% |
| Total | | 20 | 100% |

Based on table 5 the percentage of student activity through question and answer activities, it can be seen that as many as 16 students can answer questions actively. While as many as 4 students did not complete. This shows an increase by using the Drill and Practice learning method with the use of YouTube videos.

Table 6. Percentage of Student Learning Outcomes

| Cycle 2 | | | |
|---------|------------------|--------|-------------|
| No | Criteria | Amount | Percent (%) |
| 1. | Able to answer | 19 | 95% |
| 2. | Unable to answer | 1 | 5% |
| Total | | 20 | 100% |

Table 6 shows the percentage of student learning outcomes using the Drill and Practice learning method with the use of YouTube videos. As many as 19 students get complete learning outcomes but there is still 1 student who has not completed. This shows that there is an increase from cycle 1. Weaknesses in cycle 2 using the Drill and Practice learning model are that not all subject matter can use this method. The advantage of the Drill and Practice method is in subject matter that requires memorization and arithmetic material so that it can be used properly through repetition of material and giving exercises.

The activeness of students in participating in learning can be seen through activities during learning from beginning to end. With the activeness of students in learning and the participation of students participating in learning properly, they will get the expected learning outcomes. Early pre-cycle activities in class IV SD Negeri 4 Metro Barat, the teacher used the lecture method. From the results of the pre-cycle learning activities there were deficiencies, namely low student activity where students were not enthusiastic about taking lessons because students considered English as a difficult lesson, and low student learning outcomes.

Student activity and student learning outcomes in cycle 1 showed an increase from pre-cycle activities. In cycle 1, activities using the lecture method and

YouTube videos. Utilization of YouTube videos is a medium for conveying subject matter. With pictures, sounds, and motion, students can remember vocabulary by looking at the pictures, sounds on YouTube that are displayed. Pictures of daily activities, for example activities starting from getting out of bed, taking a shower, having breakfast, going out, watering plants, ironing, bathing, and so on. The lecture method is used to explain the subject matter to students. Then students do daily evaluations.

In cycle 1 activities in class IV SD Negeri 4 Metro Barat, it showed an increase when the teacher used learning media with pictures. Students are more enthusiastic about participating in learning, but not all students can be active. The activeness of students is shown from students who are excited to take part in learning, dare to ask questions, and are able to answer the questions given. The activeness of students in teaching and learning activities can be seen through the seriousness of students in participating in lessons (Vasmin, M. E., Syafriati, Y. M., Sada, M., & Nurfadilah, 2020). With the activeness of students in learning, it is hoped that students can have a complete and thorough understanding, so that learning outcomes increase (Aini, Qurrotul, 2018).

Learning outcomes are obtained through learning activities that are followed properly and optimally (Asriningsih, Ni Wayan Nonik, I. Wayan Sujana, 2021). The learning outcomes of each student are certainly different because the abilities of each student are different (Fitriyanti, 2017). The learning outcomes in cycle 1 showed an increase from the initial pre-cycle activities. The lecture method and image media can be used in learning English on vocabulary material. With the lecture method and YouTube videos, student learning outcomes have increased. However, in cycle 1 activities students have not fully obtained optimal scores. After evaluating learning related to cycle 1, the researcher continued the research at cycle 2 to obtain better results.

Classroom action research activities at cycle 2 stage use the Drill and Practice method with the use of YouTube videos. The method used in cycle 2 showed significant results. The Drill and Practice method is applied by providing material and exercises repeatedly. The researcher delivered the material by reading the vocabulary and then imitated it by the students and the repetition is combine with movement. With the help of movement, students will easily remember the vocabulary for daily activities. After several exercises, students are given English vocabulary questions and the meaning of the vocabulary. In learning activities using the Drill and Practice method, students become more enthusiastic about memorizing shared vocabulary repeatedly.

Learning outcomes in cycle 2 showed a significant increase. Students get scores above the average. By using the Drill and Practice method with the use of YouTube videos, students are more enthusiastic about learning, easy to remember vocabulary (daily activities) with movement. This shows that the method used by the teacher in conveying lessons is very important. Various factors behind student activity and student learning outcomes also need to be examined as an evaluation in order to design further learning.

In Classroom Action Research in class IV SD Negeri 4 Metro barat, there are factors from outside students that influence students' activeness in participating in learning (Simbolon, 2014). Factors that influence students in learning include learning media facilities, learning methods, and student motivation in participating in learning (Rahman 2022). In line with Astuti, there are factors that influence student activity in participating in learning, namely social factors such as family, friends and teachers, while non-social factors such as learning atmosphere, learning facilities, and learning places (Rismawati, Melinda, Eta Khairiati, 2020).

There are advantages in classroom action research in class IV SD Negeri 4 Metro Barat, using the Drill and Practice method with the use of YouTube videos, namely students are more active in participating in learning, helping students memorize English vocabulary, the process of teaching and learning activities is more conducive because students focus to take part in the activities of memorizing vocabulary together repeatedly, and learning outcomes increase.

Conclusion

The utilization of YouTube videos using the Drill and Practice model can improve English language skills in fourth grade students at SD Negeri 4 Metro Barat, with 20 students producing good results and experiencing improvement. In the pre-cycle the level of completeness of student learning outcomes was 40%, in cycle I the level of completeness of learning outcomes was 60%, in cycle II there was an increase with a level of completeness of learning outcomes of 95%, so the level of completeness of student learning outcomes in cycles I and II increased by 30%, it can be concluded that utilizing YouTube videos using the Drill and Practice method can improve English skills in elementary schools.

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