

THE EFFECT OF LEARNING MODEL WITH YOUTUBE VERSUS MEDIA FLASH CARD MEDIA AND LEARNING MOTIVATION ON LEARNING OUTCOMES IN ENGLISH

Rahesa Wahyu Nalendra, Iskandar Wiyokusumo, Ibut Priono Leksono
PGRI AdiBuana University Surabaya

nalendrarahesa@gmail.com, wiryokusumoiskandar@gmail.com, ibutpriyono@unipa.ac.id

Submitted: 2020-05-18

Accepted: 2020-11-06

Abstract: Learning models only emphasize rote thinking, reproductive and looking for the right answer. Many English teachers only emphasize the theoretical aspects, not the actual function, communication skills. This study aims to determine the effect of active learning model learning with Youtube media versus flash card media and students' learning motivation towards student learning outcomes in SMP N 1 Sidoarjo and SMP N 4 Sidoarjo. The study was conducted with a quantitative approach with a factorial design experimental model. The results showed learning outcomes between learning English using active learning models with Youtube media and learning English with flash card media. The conclusion from the research using the active learning model with youtube media will produce a very active and interesting learning compared to flash card media.

Keywords: Active Learning, Youtube, Flash Card Media, Learning motivation

INTRODUCTION

Improving the quality of education can be done by improving the quality of learning (Degeng, 2008). The essence of learning is how students learn so that there is a process of interaction between students and learning resources to achieve the expected goals. Furthermore, Degeng (2008) states that in learning, students in addition to interacting with educators as a source of learning, students also interact with all possible learning resources to achieve the desired results.

Educators are an important external factor in the educational process. This means that the methods and tools used must be effective and efficient. The use of appropriate media and teaching aids will improve learning outcomes and make the results of the teaching and learning process interesting and fun. Regarding the learning media itself, Arsyad (2011: 3) defines that learning media is a physical tool that can be used in teaching and learning activities, stimulates and helps students as a whole, so that learning objectives are achieved.

The media comes from the word "medius" which means middle, intermediary or introduction. In Arabic, media is wasail or wasilah, which means an intermediary or messenger from the sender to the recipient of the message (Arsyad, 2006: 3). Learning is the process of communication between the instructor's learning and teaching materials. If the media carries

messages or information that are instructional or contain teaching purposes, the media is called teaching media.

Teachers need to pay attention to what learning models are considered the most effective to use. Arsyad (2011: 3) defines that learning media are physical aids that can be used in learning and teaching activities, stimulating and helping students as a whole, so that learning objectives are achieved. In English learning the Active Learning model is considered as a learning model capable of building student character and students can be more motivated because learning using the active learning model is very enjoyable when used during teaching and learning activities. Learning based on active learning (active learning) allows can have a positive impact on the ability of students to solve problems in the classroom when teaching and learning activities.

In addition to choosing a learning model, the teacher also needs to determine what learning media are considered the most effective in supporting the learning model. Some learning media that can be used include Youtube and Flashcard. Youtube media is one of the most popular social media nowadays. Where this media is very useful to help easy and interesting learning. YouTube can help young people be more creative in their work. The development of the YouTube media today is one of the websites that are often used to find and get information that you want to access. Utilization of Youtube media is easier to find a variety of video tutorials or about knowledge that will be accessed in the Youtube media itself. But on the other hand the development of information technology has not been utilized or used maximally to increase knowledge widely. There are also most people who use Youtube as a medium for the consumption of entertainment information, including music, films, and soap operas not for learning knowledge. In a broader sense, learning media are tools, methods, and techniques used in order to more effectively communicate and interact between teachers and learners in the learning process in the classroom (Oemar Hamalik, 1989: 12 in Hujair 2010: 4).

While the flashcard media is a media card that contains images, writing that can be made as a card game so it is very possible for students to be interested in understanding the material provided or delivered by educators. With the flashcard media students can learn while playing. Making it possible for students to be more calm and comfortable using the media (Maghfiroh, 2013: 2).

Unfortunately, even though there are many learning media, not all teachers can use these media, including English teachers. . Many English teachers only emphasize the theoretical aspects, not the actual function, communication skills. Whereas one way to develop communication skills when in English subjects is by utilizing learning models and determining

effective learning media. So that the selection of appropriate learning models and learning media can improve student learning outcomes.

.This study aims to determine the effect of active learning model learning with Youtube media versus flash card media and students' learning motivation towards student learning outcomes in SMP N 1 Sidoarjo and SMP N 4 Sidoarjo, especially regarding the subject of introduction in SMP class VII.

That was similar was conducted by HamimTohir (2019) with the title influence of the use of Youtube on learning motivation and student learning outcomes. The results of research conducted by Hamim is that there is very high learning motivation and a significant influence on student learning outcomes in the fourth semester of the PNM Computerized Accounting Study Program. The research conducted by Hanum has little in common with the research objectives, but the difference is the use of learning models and research objects, because this study uses active learning learning models and the research object is students of SMP N 1 Sidoarjo and SMP N 4 Sidoarjo.

METHOD

This research uses a quantitative approach to the experimental method with a factorial design model. Each factor has two or more levels, such as the level of motivation and learning of students and student learning outcomes. The population in this study were all students of SMP N 4 Sidoarjo and SMP N 1 Sidoarjo. The sampling technique was used by random sampling, in this case SMP N 4 Sidoarjo and SMP N 1 each acting as an experimental class and a control class of two classes.

The instrument used in developing the product being developed is a test of learning outcomes and a questionnaire or learning motivation questionnaire. This data collection technique is done by using tests to get data on student learning outcomes. Data analysis techniques in the form of qualitative descriptive analysis. To find the hypothesis of the effect of learning with active learning models with Youtube video media versus flash card media and learning motivation on learning outcomes were analyzed using Statistical Package for Social Sciences / SPSS 24.0 for windows with ANOVA analysis

FINDING AND DISCUSSION

FINDING

Data Presentation

Research on the effect of learning with active learning models with Youtube media versus flash card media and learning motivation towards student learning outcomes in English subjects with a total of 144 respondents taken at SMP Negeri 1 Sidoarjo and SMP Negeri 4 Sidoarjo.

Data collection in this study uses a questionnaire to capture students' learning motivation and uses tests to capture students' knowledge and learning outcomes.

Table 1 Description of Data Statistics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Active Learning Model	144	1	2	1.50	0.502
Learning outcomes	144	76	100	87.81	6,158
Learning Media	144	1	2	1.50	0.502
Motivation to learn	144	60	86	73.76	6,118
Valid N (listwise)	144				

Normality test

To test the requirements / normality test using the Kolmogorov-Smirnov test. Normality test is carried out to find out whether the distribution of test score data of learning outcomes is normally distributed or not. The hypotheses in this study are: H₀: data normally distributed H_a: data not normally distributed Criteria in decision making hypotheses are guided by: Probability sig., > 0.05 then the data are normally distributed Probability sig., < 0.05 then the data is not Normally distributed The results of calculations using SPSS 24 are summarized as in the table below.

Table 2 Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		144
Normal Parameters ^a , b	The mean	0.0000000
	Std. Deviation	547,885,244
Most Extreme Differences	Absolute	0.063
	Positive	0.063
	Negative	-0.030
Statistical Test		0.063
Asymp. Sig. (2-tailed)		0.200
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The results obtained in the table above, it appears that the probability of sig., Smaller is described as follows Sig. $0.200 > 0.05$ so H_a is rejected H_0 which means that the data of each variable follows the normal distribution. α

Homogeneity Test

Test the similarity of variance or respondent's homogeneity in having the same opportunities and characteristics in learning outcomes using active learning models with Youtube video media versus learning outcomes with flash card media and students' learning motivation.

Table 3 Data Homogeneity Test Results

Test of Homogeneity of Variances				
	Levene Statistics	df1	df2	Sig.
Motivation to learn	1,693	1	142	0.195
Learning outcomes	0.196	1	142	0.659

The probability value of the analysis data of learning motivation is 0.195, then the probability of sig $0.195 > 0.05$ means that the learning motivation of students uses active learning models with Youtube video media and the learning outcomes of respondents with flash card media have the same or homogeneous variants. While the value of the probability of data analysis of student learning outcomes is 0.659, the probability of sig $0.659 > 0.05$ means that students who are given learning with active learning models with Youtube media and with flash card media have a homogeneous variance distribution so the variant analysis process can be continued.

Data analysis

The test results are anavtwo paths of significance test from respondents. The calculation is used to test the hypothesis. The description can be presented as follows:

Table 4 Description of Results

Descriptive Statistics				
Dependent Variable: Learning Outcomes				
Motivation Learning Media		The mean	Std. Deviation	N
Youtube	Low	90.52	5,195	23
	High	90.53	5,058	49
	Total	90.53	5,066	72
flash card	Low	84.92	6.01	39
	High	85.3	6,028	33
	Total	85.1	5,979	72

Total	Low	87	6,299	62
	High	88.43	6,014	82
	Total	87.81	6,158	144

there are differences in the average learning outcomes in learning using active learning models with Youtube versus flash card media and high learning motivation and low learning motivation of students.

Hypothesis Test 1

The test results are anavtwo paths of significance test from respondents. The calculation is used to test the hypothesis. The description can be presented as follows

Table 5. Hypothesis Testing Data

		Independent Samples Test								
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
								Lower	Upper	
Hasil Belajar	Equal variances assumed	1.606	0.207	5.88	142	0	5.431	0.924	3.605	7.256
	Equal variances not assumed			5.88	138.268	0	5.431	0.924	3.605	7.256
Motivasi Belajar	Equal variances assumed	1.12	0.292	3.93	142	0	3.819	0.927	1.898	5.74
	Equal variances not assumed			3.93	138.971	0	3.819	0.927	1.898	5.741
Motivasi Belajar	Equal variances	1.12	0.292	3.93	142	0	3.819	0.927	1.898	5.74
	Equal variances			3.93	138.971	0	3.819	0.927	1.898	5.741

The table above shows the significance value of hypothesis 1 produced is 0.207, it is known that $0.207 > 0.05$ or $t_{count} 5880 > t_{table} 1.655$ then it can be concluded H_a is rejected and H_0 is accepted, while Hypothesis 2 shows the significance value produced is 0.292, it is known that $0.292 > 0.05$ or $t_{count} 3,930 > t_{table} 1,655$, it can be concluded that H_a is rejected and H_0 is accepted. Hypothesis 3 Test Results show the resulting significance value is 0.155, note that $0.155 > 0.05$ or $F_{count} 1.388 > F_{table} 0$.

DISCUSSION

Strengths and weaknesses of Active Learning

In active learning, students are encouraged to have experiences and conduct experiments that allow them to discover their own concepts and principles. In line with the view of cognitive theory, Active Learning also believes that the most important thing in the learning process is the mental activity of students. This learning model basically holds that the cognitive activities of students have a major role in the learning process.

Active Learning has advantages and disadvantages, in implementing English learning that uses this learning model students feel happy and the material is easily understood by them. After

the process of delivering the material, the tendency of students to remember can be done well and in the long run. In addition, students are motivated to learn, especially with the use of youtube and flashcard media that are considered not boring. According to Machampang (in Tama, 2013) it was explained that this Active Learning learning model had the stages of conveying motivation in the first phase before presenting information.

Although active learning has many advantages, but there are disadvantages to this learning, especially with the use of learning media such as YouTube and flashcards. Among them is creating a noisy atmosphere in the classroom so that the atmosphere of learning can be chaotic. This agrees with what was conveyed by Suryadi (2013: 58) that the strengths and weaknesses of active learning include the fun and easy learning process, making it easier for students to remember material, increasing student motivation so as to prevent students from being lazy, sleepy, and daydreaming but this learning model tends to cause noise in the classroom because this learning model tends to make students more cool to play and forget the main task to learn.

Based on the results of the analysis test carried out in each class, the student learning outcomes of SMP Negeri 1 Sidoarjo and SMP Negeri 4 Sidoarjo for the 2019/2020 academic year, students of both schools have the same ability and learning outcomes. After being given treatment using different learning media, significant results were obtained, namely there was no difference in learning outcomes in learning English using the active learning model with youtube media and learning English using flash card media.

This means that learning English with an active learning model which emphasizes the involvement of students mentally in every learning and assignment with learning media in the form of a popular video sharing website or commonly called youtube. The use of web-based media that can be watched anywhere for free allows student learning outcomes to increase. Learning outcomes using youtube media have an average value of 90.52 as well as flash card media.

The role of Youtube and Flashcard

Youtube

Arcana (Anggun, 2017: 355), said that in this century many new discoveries were utilized namely the latest technology, for example the use of ICT in the manufacture of English language learning media. Learning media are divided into two namely conventional and innovative learning methods.

The presence of video media such as YouTube can be used for commercial, entertainment, educational, and learning purposes. In the use of learning, video media is an integral part of the learning system, so that this media is called instructional video media. Besides youtube is

considered as an effective learning resource, Miarso (1984) and Degeng (2008) said that the use of learning resources is to improve and improve the quality of learning.

From the results of experts' research, that if an information is conveyed through pictures or videos, 65% of what is informed can be remembered by the audience, while if delivered by voice can only be remembered only 40%, (Endang A, 1997). In addition, image stimuli are more appropriate to attract attention, sound stimuli are more suitable for restoring attention that begins to fade.

However, some expert research results presented in Endang were not always true that through images or videos can be easily remembered by the audience. In this study shows that videos or pictures such as those on YouTube do not give significant results on student learning outcomes and memories. This is as from the results of hypothesis testing in this study which shows the significance value of hypothesis 1 produced is 0.207, it is known that $0.207 > 0.05$ or $t_{count} 5880 > t_{table} 1.655$, it can be concluded H_a is rejected and H_0 is accepted , while Hypothesis 2 shows the significance value that is The result is 0.292, it is known that $0.292 > 0.05$ or $t_{count} 3.930 > t_{table} 1.655$, it can be concluded that H_a is rejected and H_0 is accepted.

From the results of the hypothesis test, it can be stated that there is no significant interaction between the use of active learning models and the level of student learning motivation in English subjects by using YouTube as a learning media.

An inverse comparison of this research from the opinions of many researchers mentioned in, Endang A, (1997) would certainly be an update of information. However, research cannot be unanimously accepted without knowing the causes. It could be that some external factors that become obstacles in the use of YouTube learning media also influence the significant level of the results of this study. Anderson (1994: 104) outlines some of the limitations of video media as follows: 1) When it will be used, video equipment must certainly be available at the place of use, 2) Composing a script or video scenario is not an easy and time-consuming job. 3) Video production costs are very high and only a few people are able to do it. 4) A small monitor screen will limit the number of viewers, 5) The number of letters in graphics for video is limited,

From Anderson's description above, the limitations of video media are based on the hardware aspect and not the learning system aspect. Utilization is more visible in terms of attractiveness in learning communication as an effort to achieve learning objectives.

Flashcards

Flashcard media is a media card that contains images, writing that can be made as card games so it is very possible for students to be interested in understanding the material provided or delivered by educators. Childhood is identical with playtime So this learning can be used for

all ages or levels of school. With the flashcard media, students can learn to play chili sauce. So that it allows students to be more calm and comfortable in using the media (Maghfiroh, 2013: 2).

Advantages of Flashcard Media Flashcard media classified in visual media (images), media.flashcard has several advantages, as stated by Susilana and Riyana (Hotimah, 2010: 12), among others: Easy to carry anywhere, Practical, Easy to remember, Fun .

But the results obtained in this study about the effect of flashcards on learning outcomes show similarities to the results obtained from learning using Youtube. This research shows the significance value of hypothesis 1 produced is 0.207, it is known that $0.207 > 0.05$ or $t_{count} 5880 > t_{table} 1.655$, it can be concluded that H_a is rejected and H_0 is accepted, while Hypothesis 2 shows the significance value produced is 0.292, it is known that $0.292 > 0.05$ or $t_{count} 3,930 > table 1,655$, it can be concluded that H_a is rejected and H_0 is accepted. Hypothesis 3 Test Results show the resulting significance value is 0.155, note that $0.155 > 0.05$ or $F_{count} 1.388 > F_{table} 0.117$, it can be concluded H_a is rejected and H_0 .

Status of Learning Motivation in Learning

If a students learns with high enthusiasm, without being instructed he has done his own study, both at home, at school, at recess, then educators or educators always describe this as a good school child. How it all can happen, a teacher usually only provides stimuli so that children want to learn, but a true educator then yes will explore how the world of children, and make children learn without burdens but on the basis of encouragement from themselves themselves (Mardianto , 2012: 192).

The position of learning motivation not only gives the direction of learning activities correctly, more than that with motivation someone will get positive considerations in his activities including learning activities. Motivation is a very important right in learning is as follows:

- a. Motivation gives a student enthusiasm in their learning activities.
- b. Motivations for actions as voters of the type of activity that a person wishes to do
- c. Motivation provides clues to behavior.

Benefits of Youtube and Flashcard on Learning Outcomes

The benefits of Youtube on learning outcomes cannot be felt significantly even though students know how the messages and goals are conveyed by Youtube and Flashcard media. The level of achievement is only at the level of knowing but not yet understood, so that achievement

has an effect on learning outcomes. However, when using these media the attention of students is indeed felt better than just by delivering theories and lectures without the media. This is certainly in accordance with what was delivered by Siswosumarto, (1994), Wilkinson, (1980), and Walter, (2001) that the acquisition of information on students is relatively more concrete through the presentation of audio-visual messages that approach the original object, thus attracting the attention of students. on learning and more permanent (Siswosumarto, 1994; Wilkinson, 1980;

CONCLUSION

Learning English using the Active Learning model with youtube media will result in very active and interesting learning compared to other learning media, namely flashcard media. Students who have a very high level of motivation to learn after being stimulated in the form of youtube video media compared to flash card media.

There is a significant interaction effect between the active learning model and the level of student motivation in English. By using youtube media and flashcard media in learning.

Based on the calculation of the results of the interaction shown by the resulting significance value of 0.155 means that there is no significant interaction between the active learning model and the level of learning motivation of students in English subjects using Youtube media and by using flash cards in the learning of students in state junior high school 1 Sidoarjo and SMP Negeri 4 Sidoarjo academic year 2019/2020.

REFERENCES

- Anderson, Ronald H. (1994: 104). "Media Selection and Development for *Learning* (translation of Yusuf Hadi Miarso, et al). Jakarta: Raja Grafindo Persada.
- Arsyad, Azhar. 2006. *Learning Media*. Jakarta: PT. Rajagrafindo Persada.
- Degeng, INS. 2008. *Guidelines for the Preparation of Teaching Materials. Lecture Materials*. PGRI Adi Buana University, Surabaya.
- Maghfiroh, As'alul, et al. 2013. *Innovation Management*. Malang: FIA-UNBRAW.
- Mardianto. 2012. *Thematic Learning*. Medan: Perdana Publishing
- Miarso, Yusufhadi (edit), 1984. *Educational Communication Technology*. Jakarta: CV. Eagle.
- Siswosumarto, S. (1994). *The Process of Designing Messages and Visualizing Ideas*. Jakarta: Pustekkom Depdikbud
- Suyadi. 2013. *Classroom Action Research Guide A Mandatory Handbook for Para Educator*. Yogyakarta: DIVA press

- Tama, NB (2013). Active Learning Learning Model. [On line]. Accessed from <http://novian25.blogspot.co.id/2013/09/model-pembelajaran-activelearning.html>
- Tohir, Hamim, etc. (2019) The Influence of Using Youtube on Learning Motivation and Student Learning Outcomes. *Journal of Educational Technology*. Vol 07/01 July 2019.
- Walter, D., Carey, L., & Carey, J. 2001. *The systematic design of instruction*. Pearson Education, Inc., Upper Saddle River, NJ.
- Wilkinson, (1980), *Media in Learning: Research for 60 Years, Indonesian Edition*. Jakarta: CV Rajawali.