

**AN ANALYSIS OF ENGLISH LEARNING VIDEO ON YOUTUBE**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirement  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**KHAIRRIZKA ANGELIA**  
**NPM: 1702050068**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2021**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, 09 Desember 2021, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Khairrizka Angelia  
NPM : 1702050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of English Learning Video on YouTube

Ditetapkan :  Lulus Yudisium  
 Lulus Bersyarat  
 Memperbaiki Skripsi  
 Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

#### PANITIA PELAKSANA

Ketua

**Dra. Hj. Syamsuyurnita, M.Pd**

Sekretaris

**Dr. Hj. Dewi Kesuma Nst., M.Hum**

ANGGOTA PENGUJI :

1. Dr. Hj. Dewi Kesuma Nst., M.Hum
2. Yenni Hasnah, S.Pd., M.Hum
3. Rini Ekayati, S.S., M.A

- 1.
- 2.
- 3.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LEMBAR PENGESAHAN SKRIPSI

Skripsi yang diajukan oleh mahasiswa dibawah ini :

Nama Mahasiswa : Khairrizka Angelia  
N PM : 1702050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of English Learning Video on YouTube  
Saya layak di sidangkan.

Medan, 27 November 2021

Disetujui Oleh :

Dosen Pembimbing

Rini Ekayati, S.S., M.A

Dekan

(Dra.Hj.Syamsuyurnita, M.Pd)

Diketahui Oleh :  
Ketua Program Studi  
Pendidikan Bahasa Inggris

(Mandra Saragih, S.Pd., M.Hum)

## **ABSTRACT**

**Khairrizka Angelia, 1702050068. “An Analysis of English Learning Video on YouTube” Skripsi: English Education Program Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2021**

The research dealt with the study of learning media analysis in English learning video on YouTube. The objectives of this research were to examine the good criteria learning video for teaching and learning English and how learning video on YouTube be a good media for teaching and learning English. The data was analyzed using a descriptive qualitative method and used observation and note taking technique as the data collecting furthermore used different eight videos on YouTube which have more viewers than other videos from other channels. The good criteria were Cognitive Load (Signaling, Segmenting, Weeding and Matching Modality), Student Engagement (the median engagement time for video), and Active Learning (Guiding Questions, Students Control, Integrate Questions, and Homework Assignment) (Cynthia Brame 2015). Based on the analysis, it has been found that only one video has fulfilled the basic aspect of learning video, it was Arsan San Channel and there were seven videos which did not fulfill the good criteria of good learning video on YouTube. So, referring to research findings, it was concluded that certainly not all learning video on YouTube worthy of being a learning media for teaching and learning English.

Keyword: Learning Video, Learning Media, YouTube

## ACKNOWLEDGEMENTS



*Assalamu'alaikum warahmatullahi wabarakatuh*

In the name of Allah, The Most Gracious and The most Merciful. Firstly, the researcher would like to thank Allah SWT who has blessed and given her chances in finishing her study. Secondly, blessing and peace be upon our prophet Muhammad SAW, who has brought us from the darkness into the bright era.

This research is entitled “*An Analysis of English Learning Video on YouTube*” to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara.

Then, she would like to thank to her beloved parents, Denny Budianto, S.Pd and Marhamah Sanjaya, S.Pd for their prayers and support both morally and materially during her academic years in completing her study at UMSU, may Allah SWT always bless them, thanks for their love. Furthermore, for my brothers Khairrizki Adriansyah, Khairrizal Andika, Khairi Wildan Azizi and the last my beloved grandmother Temon and Almh. Hj Pulwina thanks for the supports.

In writing this research, she has faced some difficulties dealing with collecting the data and the analysis of the data. She had spent much time to accomplish it. She asked some people's to get ideas to help her carry out the writing of this research.

She would like to extend her sincere gratitude to some peoples who have given her guidance, comments during the preparation of this research as the following:

1. Prof. Dr. Agussani, M.AP, as a Rector of the University of Muhammadiyah North Sumatra
2. Dra.Hj.Syamsuyurnita, M.Pd., as the Dean of FKIP UMSU, who has encouraged the researcher and taught her educational material in FKIP UMSU..
3. Mandra Saragih,S.Pd.,M.Hum as the Head of English Education Program and the Secretary, Pirman Ginting,S.Pd.,M.Hum., for the help and suggestion related to the approval of this research.
4. Rini Ekayati, S.S., M.A. as the supervisor who had given a lot of suggestions,ideas, critics, andguidance in writingthis research.
5. Muhammad Arifin, S.Pd., M.Hum, the Head library of UMSU at Jalan Muchtar Basri No. 3 Medan, who has allowed his collect the data in library.
6. The lecturers of English Education Program that really have an impact for her research.
7. Her beloved friends, especially Sri Mulia fitri, Elfiyana Rosa Siregar, Khofifah Hasugian, Rifa Silvia Purnama, Ayu Kusheilla Apriliana, Dwi Riska Devi, and Dewi Fatimah Fitriani for giving support,time, motivation, spent a lot and helpful in completingthe thesis.

She hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the researcher herself. May Allah the most Almighty bless all of us.

**Wassalamu'alaikumWr.Wb.**

Medan, November 2021  
Researcher

Khairrizka Angelia

## TABLE OF CONTENT

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENT</b> .....	<b>v</b>
<b>LIST OF TABLE</b> .....	<b>viii</b>
<b>LIST OF FIGURE</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>CHAPTER I</b> .....	<b>xi</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of Problem .....	4
C. The Scope and Limitation.....	4
D. Formulation of the Problem.....	4
E. Objectives of the Study .....	5
F. Significances of the Study.....	5
<b>CHAPTER II</b> .....	<b>6</b>
<b>REVIEW OF LITERATURE</b> .....	<b>6</b>
A. Theoretical Review.....	6



1. English Learning Video .....	6
a. Learning Media .....	6
b. Types of Media .....	7
c. Video for Learning Media.....	7
e. YouTube Video in Education and Media .....	11
f. Advantages of YouTube.....	12
3. Quality Criteria for Teacher to Choose Video on YouTube.....	15
B. Previous Research.....	26
C. Conceptual Framework.....	28
<b>Figure 1.1 Conceptual Framework.....</b>	<b>29</b>
<b>CHAPTER III.....</b>	<b>30</b>
<b>THE RESEARCH METHODOLOGY .....</b>	<b>30</b>
A. Research Design .....	30
B. Source of Data .....	30
C. Technique of Data Collection .....	31
D. Technique of Data the Analysis.....	32
<b>CHAPTER IV .....</b>	<b>35</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>35</b>

A. Findings .....	35
1. The Good Criteria for Learning Media.....	36
B. Discussion.....	54
<b>CHAPTER V .....</b>	<b>58</b>
<b>CONCLUSIONS AND SUGGESTIONS .....</b>	<b>58</b>
A. Conclusions .....	58
B. Suggestions .....	59
<b>REFERENCES.....</b>	<b>61</b>

**LIST OF TABLE**

Table 1.1 Recommended Colors for Background and Text on Background.....	18
Table 1.2 Data Analysis of Signaling Aspect.....	35
Table 1.3 Data Analysis Expressions of Segmenting Aspect.....	37
Table 1.4 Data Analysis of Weeding Aspect.....	39
Table 1.5 Data Analysis of Matching Modality Aspect.....	40
Table 1.6 Data Analysis of Student Engagement Aspects.....	47
Table 1.7 Data Analysis of Active Learning Aspects.....	51
Table 1.8 Result of Data Analysis.....	54



## **LIST OF FIGURE**

Figure 1 Chart of Conceptual Framework.....	29
---	----

## **LIST OF APPENDICES**

- Appendix 1 Transcript of Video
- Appendix 2 Form K-1
- Appendix 3 Form K-2
- Appendix 4 Form K-3
- Appendix 5 Lembar Pengesahan Proposal
- Appendix 6 Surat Keterangan Seminar Proposal
- Appendix 7 Surat Pernyataan Bukan Plagiat
- Appendix 8 Surat Izin Riset
- Appendix 9 Surat Keterangan Selesai Riset
- Appendix 10 Surat Keterangan Bebas Pustaka
- Appendix 11 Berita Acara Bimbingan Proposal
- Appendix 12 Berita Acara Bimbingan Skripsi
- Appendix 13 Curriculum Vitae

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The world has been shocked by the pandemic of Corona Virus Disease (Covid-19) which has been spreading rapidly around the world since the beginning of 2020. The Covid-19 pandemic is now expanding into the world of education. It is hoped that not all educational institutions will be active as usual; this can reduce the spread of Covid-19. The same was done by different countries that are exposed to the disease, lockdown or quarantine policies carried out in an effort to reduce the interaction of many people who can provide access to the spread of the Covid-19. The policies taken by many countries including Indonesia by dismissing all educational activities make the government and related institutions must present alternative educational process for students and students who cannot carry out the educational process in educational institutions. (Abidah, et.al 2020). The Covid-19 pandemic also has disrupted the conventional learning process or face-to-face learning in school. So, learning process is carried out by online learning.

Online learning is an educational innovation to answer the challenge of the availability of varied learning resources. Online learning is an alternative that can be used by teachers and students in overcoming the problem in learning process in pandemic era. Use of mobile technology has a major contribution in educational

institutions, including the achievement of distance learning goals. Online learning connects students with their learning resources (databases, teachers, libraries) who are physically separated or even far apart but can communicate, interact or collaborate with each other (directly/synchronously and indirectly/asynchronously). Media can make the online learning process more interesting and clear (Hanifah & Budiman, 2019; Putra & Sujana, 2020; Rosidah, 2016). Learning media is a means that can attract students' attention in online learning. One of the online learning media that can be use is Youtube.

Youtube is a media website for sharing the most popular online videos in the internet world. Youtube is also a free video library service for teachers and students to create independent and creative learning characters (Latifah & Prastowo, 2020). Youtube is a popular video service that allows users to download, watch and share video clips for free. Youtube is one of the practical and easily accessible social media. Youtube creates an easy-to-learn environment and raises student interest in learning while it is being learned. Youtube is a good learning medium for online learning because it follows the characteristics of elementary school students who want to play, move, imitate, and like to see everything that is visualized. (Latifah & Prastowo, 2020; Widiantara & Rasna, 2020). YouTube is recognized as a source of online resources that can play an important role in education and learning. It is more popular among people, especially adults. This website can provide students with everyday videos and real situations to help improve their understanding and performance in teaching English. As many researchers have observed, learners



receive a positive signal when they see a real, realistic clip (Maness2004). Video has become an important part of higher education. It is built into traditional courses and serves as the basis for many complex courses and is often the primary information distribution mechanism for online courses. YouTube is one of the most popular social media sites, the first of which was launched in 2005. By March 2021, more than 500 videos were uploaded to YouTube per minute, and viewers watched more than a billion hours of video daily (Orhan Zengin and Mustafa Erkut Onder 2021). Videos posted on YouTube differ in quality and reliability, so there is a risk of inaccurate information being disseminated, which can be a major challenge in learning the media and processes. Cynthia Brame (2015) points out that three factors are important to improve the learning experience of the videos you develop. These three factors are cognitive load, non-cognitive factors that influence interactions (engagement emotional areas), and properties that promote active learning. Educational videos developed with this in mind can be used as an effective educational tool ( Cynthia Brame 2015), this problem could be see from the learning video “Greeting and Leave Taking” on YouTube.

Based on the problem above, the researcher want to analyzethe good criteria video on YouTube as media for teaching and learning Englishstudents. So, the title of the research is ***“An Analysis of English Learning Video on YouTube”***.

## **B. Identification of Problem**

Related to the background, the researcher identifies the problems as follows:

1. Covid-19 or corona virus has disrupted the conventional learning process or face-to-face learning in schools
2. Method, strategy or media that can be used to solve the problems of education in Pandemic Era.
3. Criteria for choosing a learning video on YouTube to be a good and effective learning media.

## **C. The Scope and Limitation**

The scope of this research focused on the Learning Media on YouTube and the limitation the student from seventh grade Junior High School.

## **D. Formulation of the Problem**

Based on the background of the problem above, the problem of the studied was formulated as follows:

1. What kinds of good criteria applied in the English learning video on YouTube?
2. How learning video on YouTube be a good media for teaching and learning English?

### **E. Objectives of the Study**

Based on the formulation of the problem, the objectives of the research are stated as follows:

1. To find out the kinds of good criteria applied in the English learning video on YouTube.
2. To elaborate how learning video on YouTube could be categorized as a good media for teaching and learning English

### **F. Significances of the Study**

The result of this research are expected to give some theoretical and practical benefits as described as the following:

1. Theoretically, this research received new information and reference about good learning media to involve the learning process.
2. Practically
  - a) To Teachers/lecturers: to apply the good learning media in teaching-learning process.
  - b) To Students: making them more interested in learning English by using good learning media.
  - c) To Readers/other researchers: It gave the inspiration and motivation for them to do the next deeper analysis.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Review**

##### **1. English Learning Video**

###### **a. Learning Media**

Language education requires good and interesting media. The media used in learning activities focus learners on teachers. The media used should be effective and interesting. Suyanto (2007) states that effective and interesting media in the classroom will make it easier for students to understand the material. There are several types of media that can be used in the educational learning process, including video / film, especially YouTube video. Teacher creativity adds functionality to the media used. Rivai & Sudjana (2002) suggest the benefits of learning media in the student learning process, namely:

- a. Learning will attract more students' attention so that it can foster learning motivation;
- b. Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives;
- c. Learning methods will be more varied, not merely verbal communication through the utterance of words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches every lesson.

## **b. Types of Media**

Types of media according Widyastuti and Nurhidayati (2010) classify media into seven groups namely.

1. Audio media, such as: Javanese news broadcasts on radio, Javanese plays on radio, and tape recorders along with Javanese audio tapes.
2. Print media, such as: books, modules, independent teaching materials
3. Silent visual media, such as: photos, slides, pictures
4. Motion visual media, such as: silent film, silent movie maker, video without sound
5. Semi-motion audio media, such as: far away writing sounds
6. Silent audio-visual media, such as: soundtrack films, sound slides
7. Audio-visual motion media, such as: documentary films about Javanese arts or traditional performing arts, kethoprak videos, wayang videos, campursari videos

Based on some of the views above regarding the types of teaching media, it can be concluded that the media can be categorized into seven types of media, namely audio media, visual media, audio visual media and multimedia.

## **c. Video for Learning Media**

Video is an electronic medium that combines audio and visual technology to create dynamic and engaging presentations. The use of video as an educational tool provides many students with a new experience. Video media and television can take students anywhere, especially if the broadcast location or event is too far or dangerous. By showing the video, the students can feel as if they are in or

participating in the atmosphere they were shown. The impact of video media permeates people faster than other media. Because the line of sight is in the shape of a focal point, it can affect human thoughts and emotions. In educational and learning activities, it is very important to focus on and influence the emotions and psychology of students. This makes it easier for students to understand the lesson. Of course, the video media available to students must be for learning purposes.

### **1) Definition of Video**

Azhar Arsyad (2011) states that video is pictures in frames, where frame by frame is projected through the projector lens mechanically so that the screen looks lively. From the above understanding, it can be concluded that video is one type of audio-visual media that can describe an object that moves together with natural sound or appropriate sound. The video's ability to paint vivid images and sound gives it its own charm. Videos can present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

Based on the explanation above, it can be concluded that video is one type of audio-visual media and can describe an object that moves together with natural sounds or appropriate sounds. Videos present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

### **2) Benefits of Using Video for Learning Media**

The benefits of video media according to Andi Prastowo (2012), include:

- a) Provide unexpected experiences for students,
- b) Show clearly something that was initially impossible to see,
- c) Analyze changes over a period of time,
- d) Provide experience for students to feel a certain situation, and
- e) Presenting case study presentations about real life that can trigger student discussion.

Based on the explanation above, there is no doubt about the existence of video media in the classroom. With video students can witness an event that cannot be witnessed directly, is dangerous, or a past event that cannot be brought directly into the classroom. Students can also play back the video according to their needs and needs. Learning with video media fosters interest and motivates students to always pay attention to lessons.

### **3) Advantages and Disadvantages of Using Video as Learning Media**

Video can be used for both face-to-face and distance learning processes without the presence of a teacher. Video media used in the teaching and learning process has many benefits and advantages, including the video is a substitute for the natural environment and can show objects that normally cannot be seen by students such as food digestion and respiration process materials, videos can describe a process accurately and can be seen. repeatedly, videos also encourage and increase students' motivation to keep watching (Azhar Arsyad, 2011). Cecep Kustandi & Situmorang (2013) reveals that video is a tool that can present information, explain

processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes.

According Arief S. Sadiman (2009), suggest advantages of video media in learning, namely:

1. Can attract attention for brief periods of other external stimuli.
2. Spectators or students can get information from experts or specialists.
3. Difficult demonstrations can be prepared and recorded beforehand, so that when teaching the teacher can focus students' attention on the presentation.
4. Save time and the recording can be played over and over again.
5. Can observe more closely moving objects or objects that are dangerous.
6. Loudness and weakness of the voice can be adjusted and adjusted if the comments will be inserted to be heard.
7. The teacher can set where to stop the movement of the image to be explained.
8. The room does not need to be darkened when serving it

Whereas Cecep Kustandi and Situmorang (2013), revealed several limitations in using instructional video media, namely: procuring videos generally requires expensive costs and a lot of time, when playing videos, images and sound will continue so that not all students are able to follow the information. what you want to convey through the video, the videos provided are not always in accordance with the needs and desired learning objectives unless the video is designed and produced specifically for their own needs.



### **e. YouTube Video in Education and Media**

YouTube has a positive impact on the world of education, especially practical and easy learning. As stated by Sianipar (2013) that YouTube as a learning medium has surveillance (information motives). For example to search for an event(news), or a situation in the surrounding environment and even abroad country. YouTube contains several elements, namely images and sound (video) so that you can feel directly.

Atkinson et al. in LiaSelfia (2015) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and video to complement teaching has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, the video could be accessed at any time of the day from a place to suit the students. Apart from that, YouTube is also use to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio&Buckley 2009).

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct

students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by video (Chee, 1995). YouTube videos can be supported by interactive activities in an attempt to stimulate teaching English.

#### **f. Advantages and Disadvantage of YouTube**

Learning online on YouTube using YouTube at 4,444 schools is one of the most popular conversations on the internet today. Not only is YouTube easy to use, it's always accessible to anyone. Using YouTube as a learning medium aims to create interesting, interesting and interactive learning conditions and atmospheres. A video will be displayed on YouTube to help students understand what they are learning. Audiovisual media, or educational videos, are media that display audio and visual elements or videos for students to see and hear (Krishna, Sudhita, & Mahadewi, 2015; Naharir, Dantes, & Kusmariyatni, 2019; Yuliani, Antara, & Magta 2017). The developed video media must take into account the student's age and psychological development. Media in the form of images, animations, or audio and video can be used by teachers as educational media. You can download the excellent video media featured on YouTube and use it to assist teachers in the learning process. According to Jalaluddin (2016) those advantages YouTube video advantages for teaching and learning purposes. There are as follow:

1. YouTube videos are a very useful medium that can be accessed both inside and outside the classroom. This is because YouTube videos are online-based videos

that can be accessed from anywhere in the area of internet connection. As a result, learning is flexible and teachers can instruct students to explore more relevant videos outside the classroom.

2. YouTube videos provide real English and provide real examples of everyday English spoken by people. It gives students access to English spoken by their native speakers. In addition, the use of genuine materials gives students confidence in the actual situation.
3. YouTube videos are more autonomous and promote student learning styles. Students actively participate in learning and act as facilitators as teachers. In addition, easy access to various YouTube videos allows students to discover their own knowledge without getting tired of teachers. In addition, video that combines both image and audio makes it easier for students to understand abstract concepts.
4. Using YouTube videos in the classroom attracts students' attention and makes the classroom highly interactive for language learning. That's because I find the video interesting and rewarding because it shows how people behave when using the target language they're learning.
5. YouTube videos allow students to comment on any video, especially when playing online. It even helps students develop other language skills.

So, looking at those advantages above, it is obvious that by using YouTube video the students will have better exposure toward speaking aspects like

pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency.

YouTube as a learning media not only has advantages but also has disadvantages which are challenges for teachers to overcome. The following are some of the weaknesses of YouTube as learning medium as reported by Hidayati Rahma (2012), namely:

1. Availability of videos. Not all materials taught in class have videos on YouTube. Therefore, before deciding to use YouTube as a learning medium, educators must monitor the availability of videos on YouTube. Some videos on YouTube are also only available for a certain amount of time.
2. Quality of content. Hidayati Rahma (2012) explained that educators should pay attention to the date of the video to know that the information in the video is not outdated. Meanwhile, Aqazio and Bickley (2012) added that the quality of video content must also be considered because often videos are made by individuals without limits and often videos also violate the rules of decency because they display videos that are indecent.
3. Video Search Process. It takes skill to be able to sort and choose what videos we will use in learning. In the video search process, too many video views can be generated. Therefore, According Hidayati Rahma(2012) suggests that one way to narrow the search is to focus on the username that uploaded the video.

### **3. Quality Criteria for Teacher to Choose Video on YouTube**

The use of video tutorials may help students learn (Jones & Cutrell2011). Based on the journal Iresha Ratnayeka et al (2019), criteria can be divided into three aspects:

1. Learning and educational goals. First, identify the different purposes associated with using the video tutorial from different perspectives. For example, the creator of a video has a purpose and an idea about how to use the video. Teachers have their own goals in teaching lessons and integrating video tutorials, and students have different learning goals.
2. Second, the video content should be accurate, curriculum-related, and suitable for student viewers.
3. And finally, the video must meet certain didactic focus on the learning situation, such as referrals, motivation, exercise, reflections, summaries, and feedback.

Furthermore, although this set of criteria can be used in teacher professional development programs to support teacher in selecting quality videos. Thus, the quality criteria can be utilized by different stakeholders.

Based on Cynthia Brame (2015) in the Journal “Effective Educational Video”. In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation:

## **1. Cognitive load**

One of the main considerations when creating materials that include videos is cognitive load. Sensory memory is temporary and collects information from the environment. Information from sensory memory can be selected for temporary storage and processing at work.

This process is a prerequisite for coding in long-term memory with virtually unlimited capacity. Working memory is so limited that learners must selectively select information to look for during the learning process from sensory memory. This is an observation that has important implications for the creation of learning materials. Based on this memory model, cognitive load theory suggests that every learning experience has three components. The first of these is the inherent burden inherent in the subject under study and is partially determined by the degree of connectivity within the subject. A common example of explaining a topic with a low inherent load is a pair of words (for example, the second component of the learning experience is the Germanic load, which is the cognition needed to achieve the desired learning outcome. The level of activity. The ultimate goal of these activities is for learners to adapt their research topics to a richly linked idea scheme. The third element of the learning experience is external stress. This is a cognitive effort that does not help the learner achieve the desired learning outcomes. This is often characterized as a burden resulting from poorly designed lessons (for example, these

concepts are more comprehensively and clearly expressed and are part of the excellent review by De Jong (2010). Has been criticized.

The cognitive theory of multimedia learning is based on the cognitive load theory, and working memory has two channels for information acquisition and processing. The visual / visual channel and the auditory / language processing channel (Mayer and Moreno, 2003). Although the capacity of each channel is limited, using two channels facilitates the integration of new information into existing cognitive structures. Using both channels maximizes working memory capacity, but each channel can be overwhelmed by high cognitive load. Therefore, design strategies that manage the cognitive load of both channels of multimedia learning materials promise improved learning. In addition to the two important assumptions of two-channel processing and limited working memory capacity, the cognitive theory of multimedia learning is presented, with the mental organization of the presented material in a consistent structure with the presented material. Integration of existing materials with existing knowledge (Mayer and Moreno 2003).

These theories give rise to several recommendations about educational videos. Based on the premise that effective learning experiences minimize extraneous cognitive load, optimize germane cognitive load, and manage intrinsic cognitive load, four effective practices emerge:

1. Signaling (also known as queuing (deKoning et al., 2009) is the use of on-screen text or symbols to emphasize important information. For example, According to Sigit Purnama and Sunan (2018) The recommended font for projected learning media such

as OHT, presentation slides, learning multimedia, and the like are unrelated font (sans serif). The response to color warm and cold for background in learning media are related to age (Heinich, et.al.)

**Table 1.1 Recommended Colors for Background and Text on Background**

<b>Background</b>	<b>Picture and Text on Background</b>	<b>Color to avoid</b>
Blue	Yellow, Orange, White, Soft blue	Orange, Red, and Black
Dark Green	Pink, White	Orange, Red, Black
Soft Yellow	Soft blue, Dark Blue, Soft purple, Dark purple, Black	White and all colors with the bright
Soft Green	Black, Dark Green	Red, Yellow, White and all colors with the bright
White	Black and other colors with dark et al	Colors with the bright especially yellow

(Adaption of the 2006 learning software development team)

This can reduce the external burden by allowing beginners to determine which elements are important in a complex tool. You can also increase the external burden by emphasizing the organization of information and the connections within it. Mayer and Moreno (2003) and de Koning et al. (2009) shows that this approach enhances students' ability to retain and transfer new knowledge from animation shows that these effects extend to video.

2. Segmenting is the division of information that allows learners to work on small pieces of new information and control the flow of new information. In this way, it can also increase the Teutons load by managing its own load and emphasizing the structure of the information. Segmentation can be done both by creating a short video and by inserting a "click forward" pose into the video. Both types of segmentation



can be important for student involvement in video (Guo et al., 2014) and learning from video (Ibrahim 2012). It is shown.

3. Weeding is the process of removing interesting but verbose information from a video that does not contribute to learning purposes. For example, music, complex backgrounds, or additional features in animations need to be evaluated if the learner needs to pay attention to them. This increases the external burden and reduces learning. As learners move from beginner to professional status, it is important that the information that increases the external load changes. That is, information that is not relevant to inexperienced learners can actually be useful to experienced learners, while information that is essential to beginners can be useful as a known distraction for professionals. .. Therefore, it is important for teachers to consider learners when classifying them, including the information needed to process instructional videos, but they do not have to achieve their learning objectives and overload their work memory. Eliminate information that may be. Ibrahim (2012) have shown that this process can improve the storage and transmission of new information from video.

4. Matching modality is the process of communicating new information using both audio / verbal and image / image channels and associating each type of information with the most appropriate channel. For example, if an animation of a process is displayed on the screen as a narration, the learner is provided with a duplicate complementary stream of information to clarify the process using both channels and highlight the features processed in working memory. Animation is a collection of images, either 2D or 3D composed of a set of objects/images arranged according to

the storyline so that produce moving images. The animation was originally just a pieces of illustration or photography that are then moved so that it becomes as if alive. Animation can be said to be a simulation movement made by displaying sequential images or frames, (Prakosa, 2010). Multimedia animation is the process of forming motion from various media or objects that are varied with effects and filters, transition movements, sounds that are in harmony with the animation movement. Agus Suheri (2006).

There are three types of animation formats according to Dina Utami (2007), namely:

- 1) Animation without Control System. This animation only provides an overview of the actual event (behavioral realism), without any system control. For example, to pause, slow down the frame rate, Zoom in, Zoom out, etc.
- 2) Animation with Control System. This animation is equipped with control buttons. For example buttons to pause, zoom in, zoom out, etc.
- 3) Live Manipulation Animation. Live manipulation animations provide the facility for users to interact directly with navigation controls (eg buttons and sliders). Users are free to determine the direction of attention. Pressing the button or moving the slider will cause the state to change. The results can be seen immediately and the incident can be repeated.

The basic concepts of animation and terms according to Fikri Alami (2005) include:

#### 1) Movies

Animations that you create in flash are generally called movies. In making animation, someone will set the storyline of the animation. Making several objects and arranging

them into a certain meaningful part. A movie sometimes consists of several animations which are sometimes called movie clips. The movie clips can be reassembled into a new movie. An animation/movie clip will be executed in a scenario that can be analogized as an episode.

## 2) Object

Before creating an animation, you will first create an object. Only then will you adjust the movements of the object. Flash provides tools to create simple objects such as lines, circles, rectangles.

## 3) Text

The toolbox provides facilities for writing text. With text you can write the message you want to convey in your animation. In addition, you can create messages/texts in the form of animations. You can run the text according to the animation you want. In flash text is categorized into 3 types namely, static label text, dynamic text and input text.

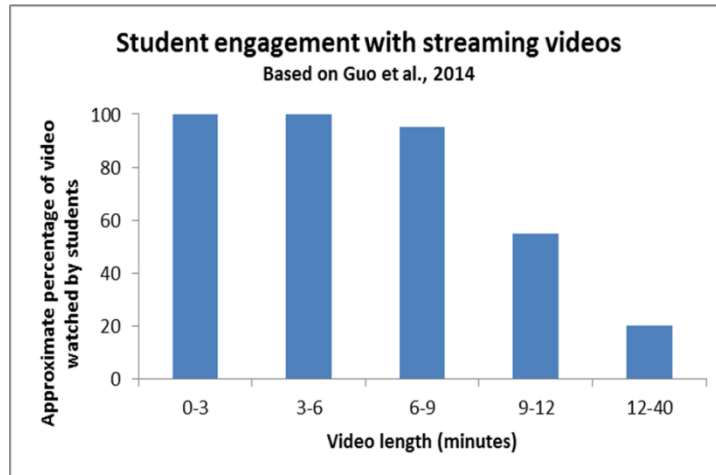
## 4) Sound

Animations that you make can be included with sound to make it look more interesting. Adding sound to a movie will increase your file size. Sound formats that you can use in flash can vary, such as WAV, MP3. You can import sounds from outside but for certain sounds have been provided in the flash program.

## 2. Student Engagement

One of the most important aspects of creating educational videos is to include elements that help promote student engagement. If students don't watch the videos,

they can't learn from them. Lessons on promoting student engagement derive from earlier research on multimedia instruction as well as more recent work on videos used within MOOCs.



1. Short video. Guo and colleagues examined the length of time students watched streaming videos within four edX MOOCs, analyzing results from 6.9 million video watching sessions (2014). They observed that the median engagement time for videos less than six minutes long was close to 100%—that is, students tended to watch the whole video (although there are significant outliers; see the paper for more complete information). As videos lengthened, however, student engagement dropped off, such that the median engagement time with 9-12 minute videos was ~50% and the median engagement time with 12-40 minute videos was ~20%. In fact, the maximum median engagement time for a video *of any length* was six minutes. Making videos longer than 6-9 minutes is therefore likely to be wasted effort.

2. Use a conversational style. Called the *personalization principle* by Richard Meyer, the use of conversational rather than formal language during multimedia instruction has been shown to have a large effect on students' learning, perhaps because a conversational style encourages students to develop sense of social partnership with the narrator that leads to greater engagement and effort (Meyer, 2008).
3. Speak relatively quickly and with enthusiasm. In their study examining student engagement with MOOC videos, Guo and colleagues observed that student engagement was dependent on the narrator's speaking rate, with student engagement increasing as speaking rate increased (2014). It can be tempting for video narrators to speak slowly to help ensure that students grasp important ideas, but including in-video questions, "chapters", and speed control can give students control over this feature—and increasing narrator speed appears to promote student interest.
4. Make sure the material feels like it is for these students in this class. One of the benefits for instructors in creating educational videos is the ability to reuse them for other classes and other semesters. When reusing videos, it's important to package them with text outside the video to contextualize them for the particular class for which they are being used. Further, it's important to create them for the type of environment in which they will be used. Guo and colleagues examined student engagement with MOOC videos that were created by chopping up videotaped lectures that had been presented in a face-to-face class (Guo et al., 2014). Student

engagement was significantly less than when lectures were created with the MOOC environment in mind.

5. Match modality. While this consideration is important for managing cognitive load, it is also relevant to promoting student engagement. When telling a story, it can be very effective to show the storyteller's face or to show an animation of the story (see Jay Clayton example). When solving a problem, Khan academy-style videos are particularly helpful, showing students step-by-step with narration how to work through the problem (Guo et al., 2014). When teaching about an invisible phenomenon, it can be helpful to provide an illustration. In each case, providing visual elements that add to the lesson can not only promote student understanding but also engagement with the lesson.

### **3. Active Learning**

To help students get the most out of an educational video, it's important to provide tools to help them process the information and to monitor their own understanding. There are multiple ways to do this effectively.

**a)** Use guiding questions. Lawson and colleagues examined the impact of guiding questions on students' learning from a video about social psychology in an introductory psychology class (2006). Building on work from Kreiner (1997), they had students in some sections of the course watch the video with no special instructions, while students in other sections of the course were provided with eight

guiding questions to consider while watching. The students who answered the guiding questions while watching the video scored significantly higher on a later test

b) Use interactive features that give students control. Zhang and colleagues compared the impact of interactive and non-interactive video on students learning in a computer science course (2006). Students who were able to control movement through the video, selecting important sections to review and moving backwards when desired, demonstrated better achievement of learning outcomes and greater satisfaction. One simple way to achieve this level of interactivity is by using YouTube Annotate, HapYak, or another tool to introduce labeled “chapters” into a video. This not only has the benefit of giving students control, but also can demonstrate the organization, increasing the germane load of the lesson.

c) Integrate questions into the video. Tools like HapYak can allow instructors to incorporate questions directly into video and to give feedback based on student response. Vural compared the effect of video with embedded questions to interactive video without embedded questions in pre-service teachers, finding that the embedded questions improved the students’ performance on subsequent quizzes (2013).

d) Make video part of a larger homework assignment. Faizan Zubair and Mary Keithly are each part of the BOLD Fellows program at Vanderbilt University, in which graduate students develop online learning materials for incorporation into a faculty mentor’s course. Faizan developed videos on that were embedded in a larger homework assignment in Paul Laibinis’ Chemical Engineering class, and found that students valued the videos and that the videos improved students’ understanding of

difficult concepts when compared to a semester when the videos were not used in conjunction with the homework. Mary worked with Kathy Friedman to develop videos and follow-up questions to serve as pre-class preparation in a genetics class. Although there was no apparent change to learning outcomes in the class, students valued the videos and post-video questions as learning tools and thought that they were effective for promoting student understanding.

The important thing to keep in mind is that watching a video can be a passive experience, much as reading can be. To make the most of our educational videos, we need to help students do the processing and self-evaluation that will lead to the learning we want to see. The particular way you do this should be guided by goals of the course and the norms of your discipline.

## **B. Previous Research**

There are several studies that relate to this research. Firstly, the study by Cynthia J. Brame (2017) in the Journal of Center for Teaching and Department of Biological sciences, Vanderbilt University, Nashville. The research entitles “Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content”. The paper focused the instructors to choose or develop videos that are effective in moving students toward the desired learning outcomes. The research finding shows that there are elements for video design and implementation can help instructors maximize video’s utility in the classroom, there are cognitive



load, students engagement, and active learning. Together these elements provide a solid base for the development and use of video as an effective educational tool.

The second conducted by Iresha Ratnayeka, Regina Bruder, Feix Johike, Nora Feldt-Caesar (2019) in the journal Technical University of Darmstadt. The research entitles “Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations”. The research findings the present a set of quality criteria that can be used to develop or to choose a good video tutorial that can be integrated into the teaching and learning process. Spesifically, the study would like to filters and analyze the quality of online video content on YouTube.

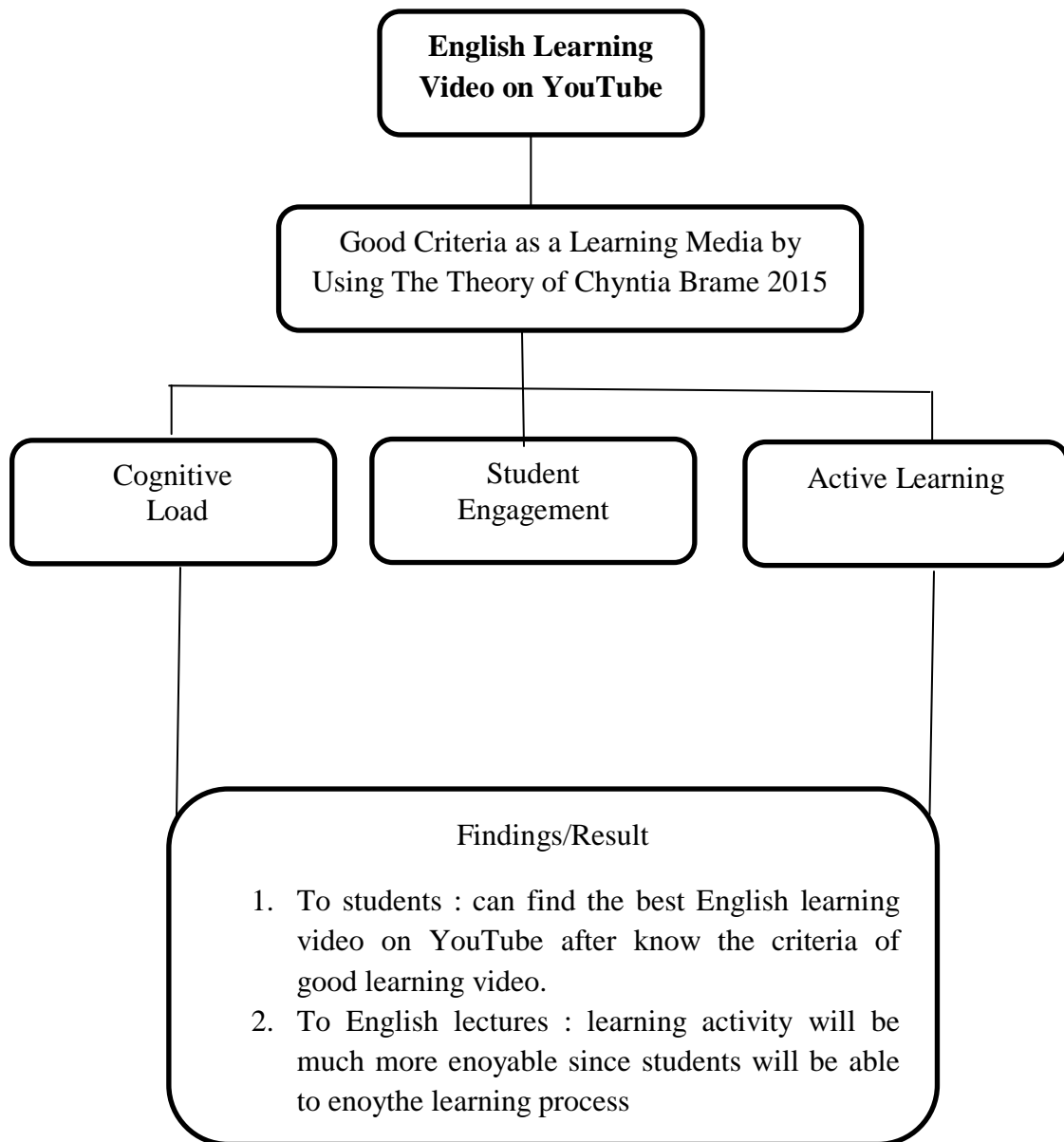
The third related study was doneRahmatika, Munawir Yusuf and Leo Agung (2021) In the Journal of Education Technology. The research entitles “The Effectiveness of YouTube as an Online Learning Media”. The research finding that the YouTube learning media is effective in the learning process. The research implies that YouTube can be used by teachers as a learning medium that can help students in learning. The selection of videos presented on YouTube must be adjusted to the material, age, and psychological development of students, so that it makes is easier for students to understand the material presented on YouTube.

Related to the previous researches, it seems that the YouTube is the most effective to education media. The difference is in term of the research data source that the three previous studies tool several ways to find out the causes. But, in this study, the researcher will analyze the videos on YouTube that can be good for learning media and learning process in teaching English . The similarity between this research

and the relevant study above are to investigate what are the criteria for choosing a learning video on YouTube for to be a good and effective learning media and learning process in teaching English .

### **C. Conceptual Framework**

A conceptual framework is a design that is applicable to the subject under investigation. Every study must have a clear concept or design, as they have a significant impact on the topic to be investigated. This concept can facilitate problem solving to find out the criteria in choosing learning videos on YouTube as learning media in teaching and learning English. In this research focuses on aspects that must be met as a basis for the selection criteria for a good learning video on YouTube. That is use YouTube as media to analyze this research. Then, this research chooses descriptive analysis as a method to analyze the good criteria video on YouTube as a learning media for teaching and learning English. The concept of this research is drawn as follow :



**Figure 1.1 Conceptual Framework**

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. Research Design**

This study used descriptive and qualitative methods because the data source is scripted from the video. Descriptive qualitative methods is used to describe situations, events, or to accumulate basic data. This research analyzes the good criteria video on YouTube as a learning media for teaching and learning English. By using this qualitative research design, the goal is to obtain good analytical results and discover the criteria for choosing video on YouTube as a learning media. Sugiyono (2010) stated that descriptive qualitative method means a method which has purpose to describe by using facts with relation between interpretation and data, not only to look for the truth but also to look for the understanding of the observation.

#### **B. Source of Data**

According to Meleong (2010), the primary data source in qualitative research are words and action. The words or actions are taken from observations or interviews then written down in notes or recorded through audio/video tapes, photograph, or movie (Meleong, 2010). The researcher analyzed all the videos, in which to know the learning video that accordance with the criteria of a good and effective learning media. In this Research, the researchers choose different eight video on YouTube as a learning video greeting material with have more viewers than other videos from other

channel. Those are YouTube channel from VK's Project, Yola Merina Media, Erista, Eticherpedia, Mrs. Ikfi, Oreb Santoso, Aang Kurniawan, ARSAN SAN, with the same material especially greeting material for seventh grade junior high school.

### **C. Technique of Data Collection**

Moelong (2006) stated that data collecting methods which are usually used are interview, observation, document collecting etc. The researcher used the observation and note taking technique as the data collecting method. Observation means the act of watching somebody or something carefully for a period of time, especially to learn something (Oxford Dictionary, 2000). In this research, the researcher observed from the difference eight video from YouTube. Those are YouTube channel from VK's Project, Yola Merina Media, Erista, Eticherpedia, Mrs. Ikfi, Oreb Santoso, Aang Kurniawan, ARSAN SAN, after the researcher doing observation with the video, the researcher used note-taking to write down is that any criteria of a good learning media from that channel YouTube and then the researcher analyzed all the videos is there accordance with the criteria of a good or bad to learning media. In detail, the researcher used a note-taking technique. The data was collected through the following steps, such as:

1. Watching the videos.
2. Reading and understanding criteria for choosing good video on YouTube for learning media.
3. Selecting the video that has the good criteria video as a learning media for

teaching and learning English.

4. Writing down the data containing which selected from data source in the note book.

#### **D. Technique of Data the Analysis**

Data analysis is the part which consists of the process of data reduction which the final of this part is going to conclude the data (Darmadi, 2011). According to Miles & Huberman (1994) analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/ verification. These steps are as follows:

1. Data Reduction

In this step, the data was summarized, sorted, and focused the main problem of the research. After the data is gathered, the researcher analyzed eight of YouTube channel to make sure that the YouTube channel is accordance the criteria of a good video for learning media.

2. Data Presentation

After reducing the data, the researcher classified it in order to explain the good criteria the learning video to be a good learning media. The researcher backed up the result with the hypothesis used in the study. Following that, the researcher clarified the results in order to respond to the study's objectives.

### 3. Draw a Conclusion

The final step is conclusion drawing, in which the researcher found a result or piece of information and turn it into a new hypothesis or piece of research knowledge. As a result, the researcher will know, the YouTube channel is accordance the criteria of a good video for learning media after selecting of them.





## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

As mentioned in the objectives of the research, this research is aimed at analyzing the good criteria video on YouTube for teaching and learning English. This chapter provides the result of this research which are divided into two parts, i.e. Findings and Discussion. The data was collected and selected from the script on eight video from YouTube channel VK's Project, Yola Merina Media, Erista, Eticherpedia, Mrs. Ikfi, Oreb Santoso, Aang Kurniawan, ARSAN SAN. There are three aspect of good video Based on Cynthia Brame (2015) in the Journal "Effective Educational Video". According to Cynthia, the effective of educational video if the video have some criteria, the criteria were Cognitive Load, Student Engagement, and active Learning. In Cognitive Load Consist of C1 Signaling, C2 Segmenting, C3 Weeding, C4 Matching Modaling. Students Engagement consist of S1, S2, S3, S4 And S5 Its mean that the long of the videos. In Active Learning also consist of A1 Using Guiding Question, A2 Using Interactive features, A3 Integrate Question into Video, and A4 Homework Assignment. The list of data criteria learning video as a learning media for teaching and learning English that use coding can be seen in appendix.

## 1. The Good Criteria for Learning Media

### 1.1 Cognitive Load

In the cognitive load there are four aspects, they are:

1. Signaling. Signaling is a change in color or contrast or symbols in the video.
2. Segmenting. Segmenting is the division of information that allows learners to work on small pieces of new information and control the flow of new information.
3. Weeding. Weeding is the process of removing interesting but verbose information from a video that does not contribute to learning purposes.
4. Matching Modality. Matching modality is the process of communication using both audio/ verbal and image/ image channels and associating each type of information with the most appropriate channel. The table below presents the data analysis of four aspects in the cognitive load:

**Table 1.2 Data Analysis of Signaling Aspect**

No	Code	Font	Background	Cover	Title
1.	<b>GR1</b>	Use Arial font at the video	Use white color for background and red color for font	There is a picture of the book that students can use to add for their understanding while watching video	The title already describes what will be discussed in the video
2.	<b>GR2</b>	Use font that are not recommended for learning media, because the font is difficult for	Use white background with brown color in font.	There is no special in the cover of the video. Just text for introducing material will be	The title is quite short but clear to describe the content to be discussed

		studnts to read and understanding the text		discussed in the video	
3	<b>GR3</b>	Use recommended font for learning media, because the font is easy for students to read the text	Use blue mix white for the background and blue mix white and black forcolor on the text	There is a picture of the book for sudents that their more understanding the lesson	The title video is not good because the title is too wordy
4	<b>GR4</b>	Use recommended font for learning media because the font is easy for students to read the text	Use the dark green color for background and white color on the text.	The cover at the video there are several animated images that make the cover in the video more interesting	The title video is good because the title is short but clear
5	<b>GR5</b>	Use recommended font for learning media because the font is easy for students to read the text.	The color of background is so many colors, there are blue, white, pink and yellow. For color on the text is yellow with blue for the rim	The cover in the video it is very simple and not interested than the cover that has animated images	The title in the video is good because already describe that will discussion on the video.
6	<b>GR6</b>	Use recommended font for learning media because the font is easy for students to read the text	Use red for the background and yellow and white for colors on the text	The cover of the video is good because the cover add book picture that students use for more understanding the lesson	The title in the video is good because the title describe all of lesson that will discuss on the video
7.	<b>GR7</b>	Use recommended	Use white for the color	In the cover at the video there	The title is good because the title

		good font for learning media because the font is easy for students to read the text	background and black and dark blue for colors on the text.	are several animated images that make the cover in the video more interesting	it is quite short but already describe all of means the lesson in the video
<b>8</b>	<b>GR8</b>	In text “Greeting” and “Leave taking” , use not recommended font for learning media but in the text “Bahasa Inggris SMP Kelas 7” is recommended good font for learning media	In the video, video use purple, soft pink and yellow for the colors background yellow and white for the colors on the text	In the cover at the video, content creator add picture herself to introduce for students that the pictures is the teacher who will teach in the video	For the title is good because the title already describe all of means the video.

Based on the table above, six videos out of eight videos use font and background that recommended for learning video as a learning media for teaching and learning English and three cover of videos used the picture of the book that students can use for more understanding the lesson furthermore the other cover of video use animated images.

**Table 1.3 Data Analysis Expression of Segmenting Aspect**

No	Code	Expression of Segmenting
1	<b>GR2</b>	<ul style="list-style-type: none"> <li>• Apa itu arti to Greet?</li> <li>• Jadi tadi apa?</li> </ul>
2	<b>GR2</b>	<ul style="list-style-type: none"> <li>• Apa sih itu “Greeting”? dan apa sih itu “Parting”?</li> <li>• You meet someone at 7am terus sapaan apa yang paling tepat</li> </ul>

		apakah “Good morning” apakah pakai “Good afternoon” apakah pakai “Good evening” apakah “Good night”?
3	<b>GR3</b>	<ul style="list-style-type: none"> <li>• Kira-kira apa sih “Greeting and leave taking” ini? Ada yang tahu? (anybody know?)</li> <li>• Apakah kalian pernah bertemu ataupun berpapasan dengan seorang teman di jalan?</li> <li>• Apakah kalian menyapa mereka?</li> <li>• Apa tanggapan kalian mengenai cuplikan tersebut?</li> </ul>
4.	<b>GR4</b>	<ul style="list-style-type: none"> <li>• What is Greeting ?</li> </ul>
5.	<b>GR5</b>	<ul style="list-style-type: none"> <li>• Apa sih Greeting and the responses itu?</li> <li>• Kapansih disebut Good evening, Good morning, Good night, kapan ya?</li> <li>• Bagaimana sih caranya jika kita ingin menanyakan kabar kepada orang sekeliling kita?</li> <li>• Tahu nggak sih kapan sih kita 39ias bilang atau kita 39ias menyapa teman kita dengan ucapan “Selamat pagi”? mulai dari jam berapa sampai jam berapa sih kira-kira?”</li> <li>• Coba misalnya kalian jalan-jalan ke mall ketemu miss Ikfi pada pukul 8 malam, kira-kira sapaannya apa ya? Good evening atau Good night?”</li> <li>• Nah, kalau setelah itu kalian habis jalan-jalan ke mall, setelah kalian mau pulang kalian ketemu lagi nih sama Miss Ikfi mungkin pukul 8.10 atau 8.30 setengah 9 malam. Apa yang kalian ucapkan?”</li> <li>• Berikutnya kalau kalian ketemu dengan orang baru yang belum kalian kenal, gimana sih cara menyapa nya?</li> <li>• Gimana sih cara menanyakan kabar ke teman-teman kalian?</li> <li>• Nah, kan Miss Ikfi sudah ngajarin nih bagaimana cara menanyakan kabar, cara menjawabnya apa saja?</li> <li>• Kemudian bagaimana cara menjawabnya?</li> </ul>
6.	<b>GR6</b>	<ul style="list-style-type: none"> <li>• Tau nggak sih kenapa kata “Good night” ini termasuk ke dalam kategori leave taking bukan greeting?</li> </ul>
7.	<b>GR7</b>	<ul style="list-style-type: none"> <li>• Bagaimana cara menjawabnya?</li> </ul>
8.	<b>GR8</b>	<ul style="list-style-type: none"> <li>• Have you ever heard this kind of conversation?</li> <li>• Do you always great your parents, friends or teacher?</li> <li>• Do you know what kind of expression stated in the conversation?</li> </ul>

	<ul style="list-style-type: none"> <li>• Would you tell me what kind that we can see that the conversation?</li> <li>• What about this one?</li> <li>• Do you know the expression in the conversation?</li> <li>• What the response for the greeting?</li> <li>• Do you know, what PM or AM means?</li> </ul>
--	---

Based on the table above, all of the video contain segmenting aspect.

**Table 1.4 DataAnalysis of Weeding Aspect**

No	Code	Data Analysis
1.	<b>GR1</b>	The video has 480p as a quality of the video. And the video has good animations that make the interested to see and pay attention the learning video.
2.	<b>GR2</b>	The video has 480p as a quality of the video. This video also has great animations to get students interested in watching educational videos and getting attention.
3.	<b>GR3</b>	The video has 480p as a good quality of video on YouTube. This video also has the good animation for explain the material that make the video is interested to watching for teaching and learning English as a learning media.
4.	<b>GR4</b>	The video has 480p of quality video. 480p is included in the category of good video quality on YouTube. Also, the animation of the video is excellent and it is worth watching and paying attention to the educational video.
5.	<b>GR5</b>	The video has 480p as a quality of video. The animation in the video is good and teacher as the content creator and also of the explanation of the material appears in the video throughout the video which will let students know the figure of the teacher.
6.	<b>GR6</b>	The video has 480p as a good quality of video on YouTube. This video also has the good animation for explain the material that make the video is interested to watching for teaching and learning English as a learning media.

7.	<b>GR7</b>	The video has 360p as a quality of the video. This video also has great animations to get students interested in watching educational videos and getting attention.
8.	<b>GR8</b>	The video has 480p as a good quality of video on YouTube. This video also has the good animation for explain the material that make the video is interested to watching for teaching and learning English as a learning media.

Based on the table above, seven videos out of eight videos they are GR1, GR2, GR3, GR4, GR5, GR6, and GR8 have 480p quality of video and one video that is GR7 has 360p quality of video.








**Table 1.5 DataAnalysis of Matching Modality Aspect**








No	Code	Data Analysis
1.	GR1	





<p>2.</p>	<p>GR2</p>	<div data-bbox="495 468 927 892"> <p><b>Expression of Greeting</b></p> <p>Hello</p> <p>Hi</p> <p>L'Oréal Paris Indonesia iklan shopee.co.id/lorealparis SHOP NOW</p> <p>MATERI GREETING AND LEAVE TAKING - KELAS 7 SMP 91 rb x ditonton · 3 bulan yang lalu #GREETINGANDLEAVETAKING #MATERIKELAS7</p> <p>3,6 rb 127 Bagikan Buat Download Simp</p> <p>VK's Project 13,6 rb subscriber SUBSCRIBE</p> </div> <div data-bbox="946 468 1378 892"> <p><b>Rules</b></p> <p>Good morning : 12 malam – 12 siang</p> <p>Good afternoon : 12 siang – 6 sore</p> <p>Good evening : 6 sore – 12 malam</p> <p>Good night : pas mau tidur</p> <p>u.m. : 12 malam – 12 siang p.m. : 12 siang – 12 malam</p> <p>Ex : 16.00 : 4 p.m. 9 dini hari : 3 a.m. 7.30 malam : 7.30 p.m.</p> <p>L'Oréal Paris Indonesia iklan shopee.co.id/lorealparis SHOP NOW</p> <p>MATERI GREETING AND LEAVE TAKING - KELAS 7 SMP 91 rb x ditonton · 3 bulan yang lalu #GREETINGANDLEAVETAKING #MATERIKELAS7</p> <p>3,6 rb 127 Bagikan Buat Download Simp</p> <p>VK's Project 13,6 rb subscriber SUBSCRIBE</p> </div> <div data-bbox="495 909 927 1350"> <p><b>Greeting and Responses</b></p> <table border="1"> <thead> <tr> <th>Greeting</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>Hello / Hi</td> <td>Hi / Hello</td> </tr> <tr> <td>Good Morning</td> <td>Good morning</td> </tr> <tr> <td>Good Afternoon</td> <td>Good Afternoon</td> </tr> <tr> <td>Good Evening</td> <td>Good Evening</td> </tr> <tr> <td>Nice to meet you</td> <td>Nice to meet you too</td> </tr> <tr> <td>Glad to see you</td> <td>Glad to see you too</td> </tr> </tbody> </table> <p>L'Oréal Paris Indonesia iklan shopee.co.id/lorealparis SHOP NOW</p> <p>MATERI GREETING AND LEAVE TAKING - KELAS 7 SMP 91 rb x ditonton · 3 bulan yang lalu #GREETINGANDLEAVETAKING #MATERIKELAS7</p> <p>3,6 rb 127 Bagikan Buat Download Simp</p> <p>VK's Project 13,6 rb subscriber SUBSCRIBE</p> </div> <div data-bbox="946 909 1378 1350"> <p><b>Greeting and Responses</b></p> <table border="1"> <thead> <tr> <th>Greeting</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>How are you?</td> <td>I am fine</td> </tr> <tr> <td>How are your feeling today?</td> <td>Fine, thanks</td> </tr> <tr> <td>How have you been?</td> <td>I am great</td> </tr> <tr> <td>How are you doing?</td> <td>I am very well</td> </tr> <tr> <td>How's life?</td> <td>Not bad</td> </tr> <tr> <td>What's going on?</td> <td>Not very well</td> </tr> <tr> <td>What's up?</td> <td>Everything is fine</td> </tr> <tr> <td>Howdy?</td> <td></td> </tr> <tr> <td>How is everything?</td> <td></td> </tr> <tr> <td>How do you do?</td> <td>How do you do</td> </tr> </tbody> </table> <p>L'Oréal Paris Indonesia iklan shopee.co.id/lorealparis SHOP NOW</p> <p>MATERI GREETING AND LEAVE TAKING - KELAS 7 SMP 91 rb x ditonton · 2 bulan yang lalu #GREETINGANDLEAVETAKING #MATERIKELAS7</p> <p>3,6 rb 127 Bagikan Buat Download Simp</p> <p>VK's Project 13,6 rb subscriber SUBSCRIBE</p> </div> <div data-bbox="495 1375 927 1816"> <p><b>Parting /leave taking</b></p> <p>Ungkapan berpisah.</p> <p>Good Bye</p> <p>Bye</p> <p>Take care</p> <p>I have to go now</p> <p>See You</p> <p>L'Oréal Paris Indonesia iklan shopee.co.id/lorealparis SHOP NOW</p> <p>MATERI GREETING AND LEAVE TAKING - KELAS 7 SMP 91 rb x ditonton · 3 bulan yang lalu #GREETINGANDLEAVETAKING #MATERIKELAS7</p> <p>3,6 rb 127 Bagikan Buat Download Simp</p> <p>VK's Project 13,6 rb subscriber SUBSCRIBE</p> </div>	Greeting	Response	Hello / Hi	Hi / Hello	Good Morning	Good morning	Good Afternoon	Good Afternoon	Good Evening	Good Evening	Nice to meet you	Nice to meet you too	Glad to see you	Glad to see you too	Greeting	Response	How are you?	I am fine	How are your feeling today?	Fine, thanks	How have you been?	I am great	How are you doing?	I am very well	How's life?	Not bad	What's going on?	Not very well	What's up?	Everything is fine	Howdy?		How is everything?		How do you do?	How do you do
Greeting	Response																																					
Hello / Hi	Hi / Hello																																					
Good Morning	Good morning																																					
Good Afternoon	Good Afternoon																																					
Good Evening	Good Evening																																					
Nice to meet you	Nice to meet you too																																					
Glad to see you	Glad to see you too																																					
Greeting	Response																																					
How are you?	I am fine																																					
How are your feeling today?	Fine, thanks																																					
How have you been?	I am great																																					
How are you doing?	I am very well																																					
How's life?	Not bad																																					
What's going on?	Not very well																																					
What's up?	Everything is fine																																					
Howdy?																																						
How is everything?																																						
How do you do?	How do you do																																					

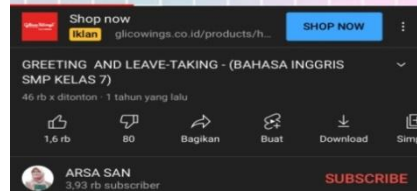
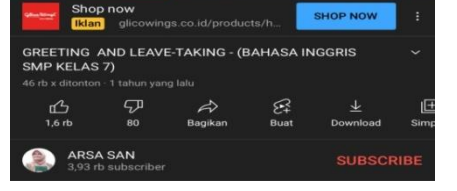

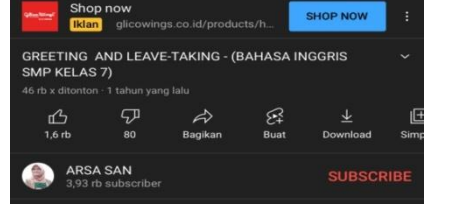



<p>3.</p>	<p>GR3</p>		<table border="1"> <thead> <tr> <th colspan="2">Greetings</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td rowspan="3">More formal</td> <td>- How are you?</td> <td>- Fine, thanks.</td> </tr> <tr> <td>- How've you been?</td> <td>And you?</td> </tr> <tr> <td>- How do you do?</td> <td>- Not bad, thank you.</td> </tr> <tr> <td rowspan="3">Less formal</td> <td>- What's up?</td> <td>- Nothing.</td> </tr> <tr> <td>- What's happening?</td> <td>- Not much.</td> </tr> <tr> <td>- What's new?</td> <td>- Pretty good.</td> </tr> <tr> <td></td> <td>- How are you doing?</td> <td>- OK.</td> </tr> <tr> <td></td> <td>- How's it going?</td> <td>- Not bad.</td> </tr> </tbody> </table>	Greetings		Responses	More formal	- How are you?	- Fine, thanks.	- How've you been?	And you?	- How do you do?	- Not bad, thank you.	Less formal	- What's up?	- Nothing.	- What's happening?	- Not much.	- What's new?	- Pretty good.		- How are you doing?	- OK.		- How's it going?	- Not bad.
		Greetings		Responses																						
		More formal	- How are you?	- Fine, thanks.																						
			- How've you been?	And you?																						
- How do you do?	- Not bad, thank you.																									
Less formal	- What's up?	- Nothing.																								
	- What's happening?	- Not much.																								
	- What's new?	- Pretty good.																								
	- How are you doing?	- OK.																								
	- How's it going?	- Not bad.																								
<table border="1"> <thead> <tr> <th></th> <th>Leave Taking</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td rowspan="3">More Formal</td> <td>See you</td> <td>See you too</td> </tr> <tr> <td>Good night, Udin</td> <td>Good night, Beni</td> </tr> <tr> <td>Good bye, Lisa</td> <td>Goodbye, Ana</td> </tr> <tr> <td rowspan="3">Less Formal</td> <td>Have a nice day</td> <td>You, too</td> </tr> <tr> <td>Talk to you later</td> <td>Bye. Take it easy.</td> </tr> <tr> <td>I got to go, see you later</td> <td>So long. Take care.</td> </tr> </tbody> </table>		Leave Taking	Responses	More Formal	See you	See you too	Good night, Udin	Good night, Beni	Good bye, Lisa	Goodbye, Ana	Less Formal	Have a nice day	You, too	Talk to you later	Bye. Take it easy.	I got to go, see you later	So long. Take care.									
	Leave Taking	Responses																								
More Formal	See you	See you too																								
	Good night, Udin	Good night, Beni																								
	Good bye, Lisa	Goodbye, Ana																								
Less Formal	Have a nice day	You, too																								
	Talk to you later	Bye. Take it easy.																								
	I got to go, see you later	So long. Take care.																								

<p>4.</p>	<p><b>GR4</b></p> <div data-bbox="483 310 933 724"> <p><b>What is greeting?</b></p> <p>Greeting adalah sapaan/ungkapan yang digunakan untuk menyapa atau memberi salam kepada seseorang</p>  </div> <div data-bbox="941 310 1380 724"> <p><b>Vocabularies</b></p> <p><b>Person/People</b></p> <p>Ayah, Dede: Dad Ibu, Emang, Mama: Mom Tante: Aunt Paman: Uncle Saudara laki-laki: Brother Saudara Perempuan: Sister Nenek: Grandmother Father: Grandfather Guru Laki-laki: Sir Guru Perempuan: Miss, Madam etc.</p>  </div> <div data-bbox="483 735 933 1186"> <p><b>Expressions of greeting &amp; responses</b></p> <table border="1"> <thead> <tr> <th>Greeting</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>Good Morning/Pagi</td> <td>Good Morning/Morning</td> </tr> <tr> <td>Good Afternoon/Siang/Sore</td> <td>Good Afternoon</td> </tr> <tr> <td>Good Evening/Malam</td> <td>Good Evening</td> </tr> <tr> <td>Good Night</td> <td>Good Night</td> </tr> <tr> <td>How are you?</td> <td>I'm fine/Great/Not bad</td> </tr> <tr> <td>Hii</td> <td>Hello</td> </tr> </tbody> </table> </div> <div data-bbox="941 735 1380 1186"> <p><b>Catatan/Notes</b></p> <p>Morning : Sunrise before mid day (06.00 - 11.59) Afternoon : Mid day before Sunset (12.00-18.00) Evening : Sunset before sunrise Night : Before sleep</p>  </div>	Greeting	Responses	Good Morning/Pagi	Good Morning/Morning	Good Afternoon/Siang/Sore	Good Afternoon	Good Evening/Malam	Good Evening	Good Night	Good Night	How are you?	I'm fine/Great/Not bad	Hii	Hello
Greeting	Responses														
Good Morning/Pagi	Good Morning/Morning														
Good Afternoon/Siang/Sore	Good Afternoon														
Good Evening/Malam	Good Evening														
Good Night	Good Night														
How are you?	I'm fine/Great/Not bad														
Hii	Hello														
<p>5.</p>	<p><b>GR5</b></p> <div data-bbox="483 1218 933 1522"> <p><b>Greetings</b></p> <p><b>Casual/ Informal (tidak resmi)</b></p> <p><b>Formal (resmi)</b></p>  </div> <div data-bbox="941 1218 1380 1522"> <p><b>Responses</b></p> <p><b>Greetings</b></p> <p>I'm Fine I'm Good Great</p> <p>How are you? (Apa kabar?)</p>  </div> <div data-bbox="483 1543 933 1848"> <p><b>Responses</b></p> <p>I'm not fine I'm not good I'm bad I'm so sad</p> <p><b>Greetings</b></p> <p>How are you? How are you doing? How's life? How's everything? How is it going? What's up! What's going on?</p>  </div> <div data-bbox="941 1543 1380 1848"> <p><b>Responses</b></p> <p>I'm not fine I'm not good I'm bad I'm so sad</p> <p><b>Greetings</b></p> <p>How are you? How are you doing? How's life? How's everything? How is it going? What's up! What's going on?</p>  </div>														

		 <p>Materi kelas 7: GREETING AND RESPONSES (Salam perkenalan)</p> <p>34 rb x ditonton · 1 tahun yang lalu</p> <p>1,2 rb 52 Bagikan Buat Download Simp</p> <p>Mrs. Ikfi 33,6 rb subscriber SUBSCRIBE</p>	 <p>Materi kelas 7: GREETING AND RESPONSES (Salam perkenalan)</p> <p>34 rb x ditonton · 1 tahun yang lalu</p> <p>1,2 rb 52 Bagikan Buat Download Simp</p> <p>Mrs. Ikfi 33,6 rb subscriber SUBSCRIBE</p>
<p>6.</p>	<p>GR6</p>	 <p>Talk &amp; Translate Translator 4,9 ★ GRATIS</p> <p>GREETING, LEAVE TAKING, THANKING, APOLOGIZING   Materi Bahasa Inggris Kelas 7 Semester 1 Chapter 1</p> <p>64 rb x ditonton · 3 bulan yang lalu #greeting #leavetaking #thanking</p> <p>2,2 rb 153 Bagikan Buat Download Simp</p> <p>oreb santoso 12,3 rb subscriber SUBSCRIBE</p>	 <p>Talk &amp; Translate Translator 4,9 ★ GRATIS</p> <p>GREETING, LEAVE TAKING, THANKING, APOLOGIZING   Materi Bahasa Inggris Kelas 7 Semester 1 Chapter 1</p> <p>64 rb x ditonton · 3 bulan yang lalu #greeting #leavetaking #thanking</p> <p>2,2 rb 153 Bagikan Buat Download Simp</p> <p>oreb santoso 12,3 rb subscriber SUBSCRIBE</p>
 <p>Talk &amp; Translate Translator 4,5 ★ GRATIS</p> <p>GREETING, LEAVE TAKING, THANKING, APOLOGIZING   Materi Bahasa Inggris Kelas 7 Semester 1 Chapter 1</p> <p>64 rb x ditonton · 3 bulan yang lalu #greeting #leavetaking #thanking</p> <p>2,2 rb 153 Bagikan Buat Download Simp</p> <p>oreb santoso 12,3 rb subscriber SUBSCRIBE</p>	 <p>Talk &amp; Translate Translator 4,5 ★ GRATIS</p> <p>GREETING, LEAVE TAKING, THANKING, APOLOGIZING   Materi Bahasa Inggris Kelas 7 Semester 1 Chapter 1</p> <p>64 rb x ditonton · 3 bulan yang lalu #greeting #leavetaking #thanking</p> <p>2,2 rb 153 Bagikan Buat Download Simp</p> <p>oreb santoso 12,3 rb subscriber SUBSCRIBE</p>		
 <p>Talk &amp; Translate Translator 4,5 ★ GRATIS</p> <p>GREETING, LEAVE TAKING, THANKING, APOLOGIZING   Materi Bahasa Inggris Kelas 7 Semester 1 Chapter 1</p> <p>64 rb x ditonton · 3 bulan yang lalu #greeting #leavetaking #thanking</p> <p>2,2 rb 153 Bagikan Buat Download Simp</p> <p>oreb santoso 12,3 rb subscriber SUBSCRIBE</p>			

<p>7.</p>	<p>GR7</p>	 <p>Jirisan iklan itunes.apple.com</p> <p>Materi Bahasa Inggris SMP Kelas 7 Semester 1 tentang GREETING</p> <p>46 rb x ditonton · 3 bulan yang lalu · SMP NEGERI 1 GABUSWETAN</p> <p>1,5 rb 55 Bagikan Buat Download Simp</p> <p>Aang Kurniawan 7,16 rb subscriber</p> <p>SUBSCRIBE</p>	 <p>Jirisan iklan itunes.apple.com</p> <p>Materi Bahasa Inggris SMP Kelas 7 Semester 1 tentang GREETING</p> <p>46 rb x ditonton · 3 bulan yang lalu · SMP NEGERI 1 GABUSWETAN</p> <p>1,5 rb 55 Bagikan Buat Download Simp</p> <p>Aang Kurniawan 7,16 rb subscriber</p> <p>SUBSCRIBE</p>
<p>8.</p>	<p>GR8</p>	 <p>Shop now iklan glicowings.co.id/products/h...</p> <p>GREETING AND LEAVE-TAKING - (BAHASA INGGRIS SMP KELAS 7)</p> <p>46 rb x ditonton · 1 tahun yang lalu</p> <p>1,6 rb 80 Bagikan Buat Download Simp</p> <p>ARSA SAN 3,93 rb subscriber</p> <p>SUBSCRIBE</p>	 <p>Shop now iklan glicowings.co.id/products/h...</p> <p>GREETING AND LEAVE-TAKING - (BAHASA INGGRIS SMP KELAS 7)</p> <p>46 rb x ditonton · 1 tahun yang lalu</p> <p>1,6 rb 80 Bagikan Buat Download Simp</p> <p>ARSA SAN 3,93 rb subscriber</p> <p>SUBSCRIBE</p>

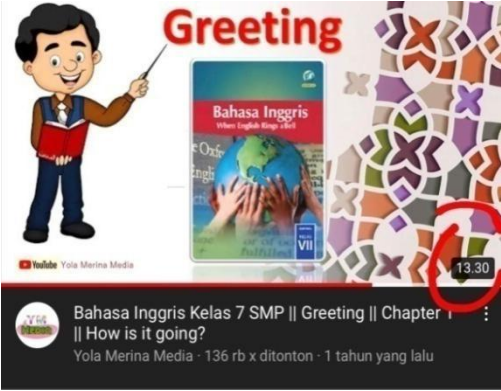
	<p><b>Formal Greeting</b></p> <p>Hello. (Hello.)          Good morning. (Selamat Pagi.)          Good afternoon. (Selamat siang/sore.)          Good Evening (Selamat malam.)</p> <p><b>Response</b></p> <p>Hello.          Good morning.          Good afternoon.          Good Evening.</p> 	<p><b>Asking for condition</b></p> <p>How do you do. (first meeting)          How are you? (Apa kabar)          How's everything? (Apa kabar)          How are you doing? (Apa kabar)          How have you been?(Apa kabar)</p> <p><b>Response</b></p> <p>How do you do.          I'm fine. Thank you. (Saya baik-baik saja. Terima kasih)          Everything's fine. (Semuanya baik-baik saja.)          I'm doing good. (Saya baik-baik saja)          I'm very well. Thank you. And yourself?</p> 
	<p><b>Informal Greeting</b></p> <p>Hi. / Hey. / Hai          It's good to see you. (Senang bertemu dengannya.)          What's up? (Apa kabar?)          How was your day? (Bagaimana kabarmu/harimu?)          How are things with you? (Apa kabar?)          How's it going? (Apa kabar?)          How's life? (Apa kabar?)          How have you been? (Bagaimana kawasamu?)          What's new? (Apa kabar?)          Long time no see. / It's been a while. (Lama tidak bertemu dengannya.)</p> <p><b>Response</b></p> <p>Hi. / Hey man.          Good to see you too.          Fine. / Good. / Not bad.          Great. / Very well. / Never better.          Pretty well.          OK. Not bad.          Well, nothing special.          I'm very well.          It's pretty good. Thanks.          Yeah. How are you?</p> 	<p><b>Slang English Greetings</b></p> <p>Yo!          Are you OK?          You alright? or Alright mate?          G'day mate! / Good day.          Hiya! Sup? or Whazzup?</p> <p>Ungkapan sapaan di atas sangat tidak formal.          Hanya digunakan untuk menyapa orang yang sudah sangat kita kenal atau sangat dekat dengan kita seperti sahabat.</p> 
	<p><b>Leave-taking</b></p> <p>Goodbye. (Selamat tinggal.)          Good night. (Selamat malam.)          See you later. (Sampai jumpa lagi.)          See you tomorrow. (Sampai jumpa besok.)          See you next week. (Sampai jumpa minggu depan.)          See you around. (Sampai jumpa di lain waktu.)          See you again. (Sampai jumpa lagi.)          Have a good day. (Semoga harimu menyenangkan.)          Have a nice day. (Semoga harimu menyenangkan.)</p> <p><b>Response</b></p> <p>Bye. (Selamat tinggal.)          Good night. (Selamat malam.)          Bye-bye. (Selamat tinggal.)          See you. (Sampai jumpa.)          See you. (Sampai jumpa.)          See you. (Sampai jumpa.)          See you. Take care.          Thanks. You too.          Thanks. You too.</p> 	

Based on the table above, all of video has many animation for explain the material.

## 1.2 Student Engagement

Guo and colleagues examined the length of time students watched streaming videos within four edX MOOCs, analyzing results from 6.9 million video watching sessions (2014). They observed that the median engagement time for videos less than six minutes long was close to 100%—that is, students tended to watch the whole video (although there are significant outliers; see the paper for more complete information). As videos lengthened, however, student engagement dropped off, such that the median engagement time with 9-12 minute videos was ~50% and the median engagement time with 12-40 minute videos was ~20%. In fact, the maximum median engagement time for a video *of any length* was six minutes. Making videos longer than 6-9 minutes is therefore likely to be wasted effort. The table below presents the data analysis of student engagement:

**Table 1.6 Data Analysis of Student Engagement Aspect**

No	Code	Sudent Engagement
1.	GR1	 <p>Based on the picture above, the video from Yola Merina Media has duration 13 minutes 30 seconds. Which means, the video contain</p>

		student engagement 20%.
2.		 <p>From the picture above, the video from VK's project has duration 11 minutes. Which means, the video contain student engagement 50%.</p>
3.	GR3	 <p>From the picture above, the video from Erista has duration 10 minutes 27 seconds. Which means, the video contain student engagement 50%.</p>
4.	GR4	 <p>From the picture above, the video from Ethicherpedia has duration 7 minutes 53 seconds. Which means, the video contain student engagement 50%</p>

5.	GR5	 <p>From the picture above, the video from Mrs.Ikfi has duration 15 minutes 22 seconds. Which means, the video contain student engagement 20%.</p>
6.	GR6	 <p>From the picture above, the video from Oreb Santoso has duration 8 minutes 5 seconds. Which means, the video contain student engagement 50%.</p>
7.	GR7	 <p>From the picture above, the video from Aang kurniawan has duration 5 minutes 58 seconds. Which means, the video contain student engagement 100%.</p>
8.	GR8	



		<p>From the picture above, the video from Arsa San has duration 13 minutes 27 seconds. Which means, the video contain student engagement 20%.</p>
--	--	---

Based on the table above, the data analysis it can be concluded that video GR1, GR5, and GR8. The video contain student engagement 20%. Which means, the probability of students to watch the video is 20%. While the video from GR2, GR3 and GR7, the video contain student engagement 50%. Which means, the probability of students to watch the video is 50%. And video GR6, the video contain student engagement 100%. Which means, the probability of students to watch the video is 100%. So, videos with a long duration will make students lazy to watch them. While videos with a slightly longer duration are chosen by students to watch.

### **1.3 Active Learning**

There are four aspects in active learning, they are:

1. Use guiding questions. Use guiding questions are guided to express their ideas into a written form by giving some questions related to the topic, which is going to be written by students, in order to minimize the mistake made by students.

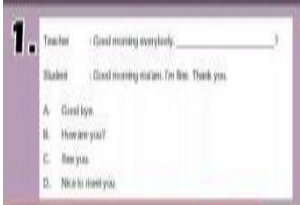
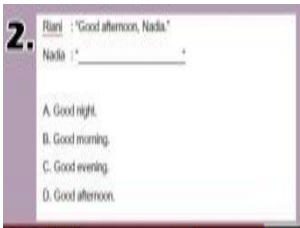
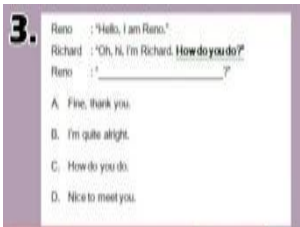
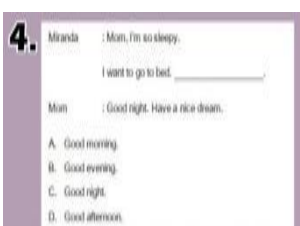
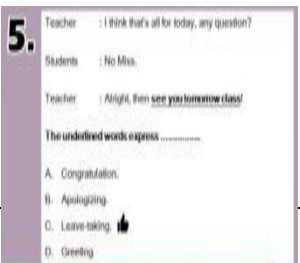
2. Use interactive features that give students control. Students who were able to control movement through the video, selecting important sections to review and moving backwards when desired, demonstrated better achievement of learning outcomes and greater satisfaction.
3. Integrate questions into the video. Allow instructors to incorporate questions directly into video and to give feedback based on student response.
4. Make video part of a larger homework assignment. video questions as learning tools and thought that they were effective for promoting student understanding.

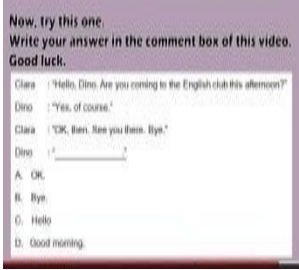
Based on the explanation above, from aspect 1 to 3, have the same meaning.

The table below presents the data analysis of aspect 1 to 3 from the active learning:

**Table 1.7 Data Analysis of Active Learning Aspects**

No	Code	Active Learning	
		Guiding Questions, Students Control, And Integrate Questions	Homework Assignment
1.	GR1	Pada video ini kita membahas tentang “We learn to Greet”. Apa itu arti to Greet? Menyapa.	There is no homework Assignment in this video
2.	GR2	Apa sih itu “Greeting”? dan apa sih itu “Parting”? yuk, langsung kita mulai.	There is no homework Assignment in this video
3.	GR3	Oke let's get started. Nah, What is Greeting ? Apa itu greeting?	There is no homework Assignment in this video
4.	GR4	Oke yang pertama adalah "Hello" ayo ikuti! good! one more (sekali lagi) "Hello" good. Yang kedua adalah "Hi" ayo ikuti! good job!	There is no homework Assignment in this video
5.	GR5	Oke yang pertama adalah "Hello" ayo ikuti! good! one more (sekali lagi) "Hello" good. Yang kedua adalah "Hi" ayo ikuti! good job!	There is no homework Assignment in this video
6.	GR6	Nah, tau nggak sih kenapa kata "Good night" ini termasuk ke dalam kategori leave taking bukan greeting	There is no homework Assignment in this video

7.	GR7	Oke kemudian bagaimana cara menjawabnya? Jawaban dari ungkapan-ungkapan tersebut adalah sama jika ada yang mengatakan "Good morning" kita jawab juga "Good morning".	There is no homework Assignment in this video
8.	GR8	To start activity today, please observe the following conversation	    

			 <p>Now, try this one. Write your answer in the comment box of this video. Good luck.</p> <p>Clara : "Hello, Dino. Are you coming to the English club this afternoon?" Dino : "Yes, of course." Clara : "OK, Bye. See you then. Bye." Dino : "_____"</p> <p>A. Oh. B. Bye. C. Hello. D. Good morning.</p> <p>Nah, untuk soal yang satu ini silahkan temukan jawabannya ya, tulis jawaban kalian dikolom komentar pada video ini.</p>
--	--	--	---

Based on the table above, all of video contain guiding questions, students control and integrate questions. And one video out of eight video contain homework assignment.

## B. Discussion

In this section, the researcher delves deeper into the data in order to respond to the problem formulation from Chapter I. to provide a complete explanations, some data from the appendix is taken as examples. This section is divided into two parts. The first part, which is provided to answer the first statement of the problem, is about whatthe criteria for a good video as a learning media for teaching and learning English, and the second part is about how learning video on YouTube be a good media for teaching and learning English.

After collect and analyze the data,, from eight learning video on YouTube. The researcher got the result that most of the learning video were effective and have some criteria as a good media of learning according to the Cynthia Brame theory, the detailed description is in the tablebelow:

**Table 1.8 Result of Data Analysis**

No	Title	Cognitive Load Aspect	Student's Engagement	Active Learning
1	Bahasa Inggris Kelas 7 II Greeting II Chapter 1 II How is it going?	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement(S5)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
2	Materi Greeting And Leave Taking – Kelas 7	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S4)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
3	-Greeting and Leave Taking Part1 – Chapter 1- Bahasa Inggris Kelas 7.	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S4)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
4	Materi Greeting Kelas 7 I Materi Bahasa Inggris Kelas 7 Semester 1	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S3)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
5	Materi Greeting Kelas 7 I Materi Bahasa Inggris Kelas 7 Semester 1	Signaling(C1) Segmenting(C2) Weeding(C3) Matching	Contains Student Engagement (S5)	Guiding Questions(A1), Students Control(A2),

		Modality(C4)		Integrate Questions(A3)
6	Materi Greeting Kelas 7 I Materi Bahasa Inggris Kelas 7 Semester 1. Greeting, Leave Taking, Thanking, Apologizing Materi Bahasa Inggris Kelas 7 Semester 1	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S3)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
7	Materi Bahasa Inggris SMP Kelas 7 Semester 1 tentang Greeting	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S2)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3)
8	Greeting And Leave-Taking- (Bahasa Inggris SMP Kelas 7).	Signaling(C1) Segmenting(C2) Weeding(C3) Matching Modality(C4)	Contains Student Engagement (S5)	Guiding Questions(A1), Students Control(A2), Integrate Questions(A3) Homework Assignment(A4)

Based on the table above, the researcher found that the eight videos analyzed contained surely all aspects to meet the criteria for a good video for learning media. From the eight English learning video that has been , the result found there are 1 video only which fulfilled the criteria on the other side, there were 7 video which didn't fulfilled the criteria of good learning video on YouTube.

Based on result from the table above it can be conclude that how of the choosing learning video on YouTube be a good learning media for teaching and learning English must be contains three aspect above. There are Cognitive load (Signaling, Segmenting, Weeding and Matching Modality), Student Engagement and

Active Learning (Guiding Questions, Students Control, and Integrate Questions). Furthermore, this research that can be conclude that most of the kearning videowere effective as English Learning video because it conducted of Cognitive Load aspect ( Signaling, Segmenting, Weeding, and Matching Modality), for Students Engagement also Most of the video not having long duration, it just about 8-13 minutes. It makes the viewers do not feel bored when watched the English learning video, In every video also give integrate question, so, after watch the video and know the explanation about the material, the students can do the exercise to check their understanding about the materials at the time.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is divided into two sections: conclusions and suggestions. In conclusion, two points are concluded from the results based on the objectives of this research. Some suggestions are made to certain parties in relation to the results.

#### **A. Conclusions**

The following are some conclusions that can be taken from the data and discussions in Chapter IV.

1. The first objective of this research is to know good criteria of video on YouTube for teaching and learning English. The data of the research was from English learning video on YouTube, after analyze the data. The researcher can conclude that the eight videos analyzed deserved to be a good learning media for teaching and learning English because the videos has met the criteria for a good learning video. Video is one of the media that effective because video can engage the students, video can motivate the students because video was used audio and visual elements to convey appropriate parts of an explanation. One of the media that can be used in the online learning process is YouTube. YouTube can be accessed easily. In addition, YouTube learning media can be accessed anytime and anywhere so that teachers and students can used video on YouTube for



teaching and learning process. So, it can be concluded that the YouTube learning media is effective in the learning process.

2. The second objective of this study is to know what the criteria for a good video as a learning media for teaching and learning English and how learning video on YouTube be a good media for teaching and learning English. From the analysis, to get the best result when the students learn, the learning video should be has a good criteria. In this research, the criteria of good video was should have 3 aspects, that were Cognitive Load aspect, Student's Engagement, and Active Learning. In this research, most of the video was conducted those aspects. So it can be concluded that the video was effective as a English Learning Video.

## **B. Suggestions**

Based on the conclusions above, some suggestions can be stated as follows.

3. To students

Students should pay more attention about the English learning video on YouTube, and can find the best English learning video on YouTube after know the criteria of good learning video.

4. To English lecturers

English learning video on YouTube that very interesting and entertaining way to learn about English. Furthermore, utilizing a video on YouTube as the medium for a learning activity will be much more enjoyable since students will be able to enjoy the learning process.

## 5. To other researchers

The goal of this study is to identify and describe the criteria of good English learning video on YouTube. Other issues, such as gender difficulties and issues of social status are not examined in the study. In order to explore those issues, further study will be needed in the future. They can also observe more information about English learning video on YouTube. Furthermore, because this study only provides 8 data, other researchers who desire to do research on the same issue can use other videos on YouTube to have more data.

## REFERENCES

- Abidah, A., Hidayatullah, H N., Simamora, R. M. Fehabutar, D., & Mutakinati (2020). The Impact of covid-19 to Indonesia education and its relation to the philosophy of “merdeka belajar”. *Studies in Philosophy of Science and Education, 1 (1)*, 38-49
- Agazio, J., & Buckley, K. M. (2009). *An untapped resource: Using YouTube in nursing education*. *Nurse educator, 34(1)*, 23-28.
- Alami, F., & SC, M. (2005). Pembuatan Media Pembelajaran dengan Macromedia Flash MX 2004. *Universitas Lampung*.
- Arsyad, A. (2011). Media pembelajaran
- Brame, C. J. 2015. *Effective educational videos*. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/> on 13 Sept 2021
- Daryanto. 2011. Media Pembelajaran. Bandung: Nurani Sejahtera.
- De Jong, T. (2010). Cognitive load theory, educational research, and instructional design: Some food for thought. *Instructional science, 38(2)*, 105-134.
- De Koning, B. B., Tabbers, H. K., Rikers, R. M., & Paas, F. (2009). Towards a framework for attention cueing in instructional animations: Guidelines for research and design. *Educational Psychology Review, 21(2)*, 113-140.
- Derewianka, B., 2008. *Venturing beyond Youtube: Learning the Language of Appraisal*. *TESOL in Context, 18 (2)*, pp.42-58  
<https://search.informit.org/doi/10.336/informit.7604239105755770>  
Accessed 09 Sept 2021
- Dictionary, O. (2000). *Oxford Advanced Learner's Dictionary*.
- Guo, P. J., Kim, J., & Rubin, R. (2014, March). How video production affects student engagement: An empirical study of MOOC videos. In *Proceedings of the first ACM conference on Learning@ scale conference* (pp. 41-50)
- Hanifah, H. M., & Budiman, M. A. (2019). Pengaruh Model Open Ended Problem Berbantu Media Kotak Telur Pelangi (Kotela) Terhadap Hasil belajar Matematika. *Journal of Education Technology, 3(3)*, 134-139

<http://dx.doi.org/10.23887/jet.v3i3.21734>

Accessed 10 Sept 2021

- Heinich, R., M. Molenda, J. Russell, and S. Smaldino. 1996. *Instructional Media and the New Technologies of Instruction*. 5th ed. New York: Macmillan
- Ibrahim, M., Antonenko, P. D., Greenwood, C. M., & Wheeler, D. (2012). Effects of segmenting, signalling, and weeding on learning from educational video. *Learning, media and technology*, 37(3), 220-235.
- Jalaluddin, M. (2016). *Using YouTube to enhance speaking skills in ESL classroom*. *English for Specific Purpose World*, 17(50), 1-4
- Krishna, I. P. D. M., Sudhita, I. W. R., & Mahadewi, L. P. P. (2015). Pengembangan Media Video Pembelajaran Pada Mata Pelajaran IPA Siswa Kelas VIII Semester Genap. *Jurnal Edutech Undiksha*, 3(1).
- Kustandi, C., & Situmorang, R. (2013). Pengembangan Digital Library Sebagai Sumber Belajar. *Perpesktif Ilmu Pendidikan*, 27(1), 60-68
- Latifah, A., & Prastowo, A. (2020). Analisis Pembelajaran Daring Model Website dan M-Learning melalui Youtube pada mata pelajaran Pai Kelas 2 SD/Mi. *Jurnal Limas PDM*
- Maness, K. (2004). Teaching Media savvy Students about the popular media. *English Journal*, 46-51.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational psychologist*, 38(1), 43-52..
- Marchionini, G. (2003). *Video and learning redux: New capabilities for practical use*. *Educational Technology*, 43(2), 36-41.
- Meolong, L. J. (2010). *Atletodology Penelitian Kualilatrf*. PT. Remaja Rosad Karya. Bandung. (=JE Zc9so3.
- Meolong, L. J. (2006). *Metode Penelitian Kualitatif edisi revisi*. Bandung: remaja Rosdakarya.
- Miles, M. B. & Huberman, A. M. 1994, *Qualitative Data Analysis*, Sage Publications, London, pp. 172-205.

- Naharir, R. A., Dantes, N., & Kusmariyatni, N. (2019). *Pengaruh Model Pembelajaran Course Review Horay Berbantu Media vIdeo Pembelajaran Terhadap Hasil Belajar Matematika Siswa Kelas V Semester II SD Gugus VI Kecamatan Sukasada*. *Mimbar PGSD Undiksha*, 7(1).
- Prakosa, G. (2010). *Animasi: Pengetahuan Dasar Film Animasi Indonesia*. Fakultas Film dan Televisi, Institut Kesenian Jakarta.
- Prastowo, A. (2012). Fenomena Pendidikan Elitis dalam Sekolah/Madrasah Unggulan Berstandar Internasional. *Jurnal Pendidikan Islam*, 1(1), 31-54.
- Purnama, S., Sunan, U., & Yogyakarta, K. (2018). Pengasuhan Digital untuk Anak Generasi Alpha. *Al Hikmah Proceedings on Islamic Early Childhood Education*, 1(1), 493-502.
- Rahma, Hidayati. 2012. Penggunaan YouTube Sebagai Media Pengajaran dalam Program Pendidikan Keperawatan. Skripsi pada Program Magister Keperawatan Universitas Indonesia: tidak diterbitkan
- Rahmatika, R., Yusuf, M., & Agung, L. (2021). The effectiveness of Youtube as an Online Learning Media. *Journal of Education Technology*, 5(1), 152-158  
<http://dx.doi.org/10.23887/jet.v5i1.33628>  
Accessed 14 Sept 2021
- Ratyanake, I., Bruer R., Johlke, F., & Feldt-Caesar, N. (2019). *Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations*. *Proceedings of EDULEARN19*, 3669-3674.
- Sadiman, A. S. (2009). *Media Pendidikan Pengertian Pengembangan dan Pemanfaatannya*.
- San Chee, Y. (1995). *Cognitive apprenticeship and its application to the teaching of Smalktalk in a multimedia interactive learning environment*. *Instructional Science*, 23(1-3), 133-161.
- Sianipar, A. P. (2013). Pemanfaatan youtube di kalangan mahasiswa. *Jurnal Ilmu Komunikasi FLOW*, 2(3), 1-10.
- Sudjana, N., & Rivai, A. (2002). *Media pembelajaran (penggunaan dan pembuatannya)*. Bandung: Sinar Baru.

- Sugiyono. (2016). *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suheri, A. (2006). Animasi multimedia pembelajaran. *Jurnal Media Teknologi*, 2(1), 27-33.
- Suyanto, K. (2007). *English for young learners*. Jakarta: PT Bumi Aksara.
- Utami, D. (2007). Information Literacy Untuk Pembelajaran Di Pendidik. an Tinggi. *Majalah Ilmiah Pembelajaran*, 3(1).
- Widyantara., S. G.& Rasna, W. 2020. Penggunaan Media Youtube Sebelum dan Saat Pandemi Covid-19 Dalam Pembelajaran Keterampilan Berbahasa Peserta Didik.Jakarta: *Jurnal Pendidikan dan Pembelajaran Bahasa: Vol.9 No.2*  
[https://ejournal-pasca.undiksha.ac.id/index.php/jurnal\\_bahasa/article/view/3531](https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/3531)  
Accessed 13 Sept 2021
- Widyastuti, S. H. Nurhidayati. 2010. Pengembangan Media Pembelajaran Bahasa Jawa. *Diktat Mata Kuliah Media Pembelajaran*. Yogyakarta: Universitas Negeri Yogyakarta.
- Yuliani, D., Antara, P. A., & Magta, M. (2017).Pengaruh Video Pembelajaran Terhadap Kemampuan Berhitung Permulaan Anak Kelompok B di Taman Kanak-Kanak.*Jurnal Pendidikan Anak Usia Dini Undiksha*, 5(1), 96-105.
- Zengin, O., & Onder, M. E. (2021).*Educational quality of YouTube videos on musculoskeletal ultrasound*.*Clinical Rheumatology*, 1-9.  
<https://link.springer.com/article/10.1007/s10067-021-05793-6>  
Accessed 13 Sept 2021

### Appendix 1

No	CODE	Transcript	Criteria of Good Learning Video													
			CL				SE					AL				
			C1	C2	C3	C4	S1	S2	S3	S4	S5	A1	A2	A3	A4	
1.	GR1	<p>Hello awesome students, we are going to learn about greeting yang merupakan materi dasar kelas 7 SMP. Untuk pertemuan pertama. Nah, materi ini diambil dari buku bahasa Inggris “When English Rings 2 Bell”. Oke, anak-anak ibu semuanya yuk kita belajar Greeting.</p> <p>My awesome students pada buku “When English Rings 2 Bell” Chapter I membahas tentang “Good Morning, How Are You?” Gimana itu mempelajari tentang “To Greet , to Say Thankyou dan to Say Sorry”. Pada video ini kita membahas tentang “We learn to Greet”. <b>Apa itu arti to Greet?</b> Menyapa.Greeting, materi pertemuan satu. Secara definisi adalah ungkapan yang biasanya digunakan oleh seseorang untuk melakukan tegur sapa atau salam dengan orang lain. Nah, ketika anak ibu bertemu dengan seseorang tentunya menyapa atau memberikan salam. Nah, itulah yang dinamakan “Greeting” dalam bahasa Inggris. Sebagai contoh :</p> <p>A : “Hi”                                       A : “Good Morning” (bisa dijawab dengan)  B : “Hello”                                     B : “Morning”</p> <p>Greeting dibagi 2 : Formal Greeting dan Informal Greeting. Formal greeting sama dengan sapaan yang dipakai dalam situasi resmi. Sedangkan informal greeting sapaan yang dipakai keseharian kita atau kehidupan sehari-ari. Nah, disebut dengan “More casual/common” in English. Sekarang kita bahas formal greeting atau disebut juga dengan sapaan resmi yang dipakai dalam bahasa Inggris. Sebagai contoh :</p> <ul style="list-style-type: none"> <li>• Hello</li> <li>• Good Morning (Selamat Pagi)</li> <li>• Good Afternoon (Selamat Siang)</li> <li>• Good Evening (Selamat Malam)</li> </ul> <p>Untuk contoh greeting ini merupakan formal greeting. Pahami maksud ibu semuanya? . sekarang selain kita member salam seperti : Hai, Good Morning, Hello, Good morning, Good afternoon dan Good Evening. Formal greeting kita lanjutkan dengan “Apa Kabarnya” sebagai contoh untuk formalnya :</p> <ul style="list-style-type: none"> <li>• How are you ( Apa kabarmu?)</li> <li>• How are you doing? (Apa kabarmu?)</li> <li>• How is it going? (Apa kabarmu?)</li> <li>• How do you do? (Apa kabarmu?)</li> </ul> <p>Semua contoh ini merupakan atau cara mengatakan “Apa kabar?” dalam bahasa Inggris, walaupun dia berbeda penulisan, kosakata nya namun artinya sama, yakni “Apa kabar?”. “How are you?” dapat kita jawab atau respon dengan</p>	√	√	√	√							√	√	√	√

	<p>jawaban :</p> <ul style="list-style-type: none"> <li>• I'm fine (Saya baik)</li> <li>• Pretty good (Saya baik)</li> <li>• Not bad (Tidak jelek artinya sama dengan keadaan kita baik)</li> </ul> <p>Kita ulangi : I'm fine, Pretty good, Not bad, untuk merespon "How are you?" Apa kabar?.</p> <p>Ayo kita lihat contoh ini :</p> <p>A : Hello, Good Morning! (Halo, Selamat pagi!) B : Good Morning (Selamat pagi) A : How are you? (Apa kabar?) B : I'm fine (Saya baik)</p> <p>Okay kita lanjut, "How it is going" berarti artinya sama dengan "How are you", "Apa kabar?". Cara meresponnya jika kita tidak dalam keadaan kondisi yang tidak baik bisa dijawab dengan :</p> <ul style="list-style-type: none"> <li>• Not so good (tidak begitu baik)</li> <li>• Not great (tidak baik)</li> <li>• Not so well (tidak naik)</li> </ul> <p>Semuanya menunjukkan respon yang negative atau kondisi kita tidak baik. Kita ulangi: How it is going? Not so good, Not great, Not so well. Semoga paham! Yuk kita lanjut. Ini contohnya: A : Hey, How it is going? (hey, apa kabar) B : Preey good (saya baik)</p> <p>Kalau jawaban kita tidak baik atau kondisi kita baik bisa dijawab dengan "Not so well"(kurang baik). Okay my students. Kita lanjut! Nah ini contoh berikutnya :</p> <p>A : Hello, good afternoon (Halo, selamat siang!) B : Hello, good afternoon A : How it is going? (Apa kabar?) B :Not so good (tidak begitu baik) berarti kondisi yang laki-laki tidak baik.Nah, become to informal greeting. Tadi informal artinya keadaan atau greeting yang dipakai untuk kehidupan sehari-hari, common atau more casual atau disebut juga dengan greeting yang dipakai untuk kebiasaan anak-anak ibu dalam kehidupan sehari-hari baik dengan teman, dengan sahabat. Yuk, kita lihat apa saja informal greetingnya.</p> <ul style="list-style-type: none"> <li>• Hey!</li> <li>• Hi!</li> </ul> <p>Baik, my awesome students sekarang kita masuk kecontoh informal greeting untuk menanyakan "Apa kabar?", diantaranya "what's up!" "howdy!" "what's new!" "how are things!" "how's life" "how is everything". Nah keenam cara ini memiliki makna yang sama, yakni "Apa kabar". Kita ulangi "what's up"</p>															
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



	<p>“howdy!” “what’s new!” “how are things!” “how’s life” “how is everything”.  Jadi, anak ibu semuanya tidak perlu menjelaskan kata per kata, yang penting keenam ini maknanya adalah “apa kabar”. Baik anak ibu semua kita masuk ke contoh. What’s up yang maknanya tadi apa kabar juga merupakan cara lain untuk mengatakan “hello” jadi, selain bermakna “apa kabar”, “what’s up” juga merupakan greeting yang bermakna “Hello”. Nah, kalau orang bertanya dengan atau greeting dengan “what’s up” kita bisa menjawab dengan “hei” “hi”. Yuk kita masuk ke contoh.  A : How are things! (apa kabar)  B : Great! (baik)  A : What’s up!  B : Hi!  <b>Jadi tadi apa?</b> “what’s up” bisa bermakna “hello” dijawab dengan “hi” atau direspon dengan “hi”.  A : What’s up!  B : What’s up!  Ketika orang bertanya “what’s up” kita juga bisa menjawab dengan “what’s up”. “what’s up” bisa juga direspon dengan : “not much” “nothing much”. Nah ketika kita menegur seseorang mungkin dia sedang mengerjakan sesuatu, kita sapa dengan “what’s up” mereka mungkin bisa merespon dengan “not much” “nothing much”, artinya mereka gak banyak pekerjaan dan kita bisa lanjutkan percakapan atau kita bisa menggangukannya. So, “what’s up” disini adalah mengetahui dia sedang sibuk atau tidak untuk melanjutkan perbincangan.  A : What’s up!  B : Not much  Contoh berikutnya :  A : Hello, Good morning!  B : Hi! Good morning!  A : How’s life! (Apa kabar)  B : I’m good (saya baik)  A : Nice to meet you (senang bertemu dengan kamu)  B : Nice to meet you too (senang bertemu dengan kamu juga) Nah, anak ibu ini pengayaannya ya. Informal responses untuk menjawab pertanyaan atau greeting “How are you?” yang artinya “Apa kabar?”. Nah, dalam kehidupan sehari-hari tidak selalu dijawab dengan “I’m fine” jika orang bertanya “How are you?” namun cara lain untuk menjawab “Apa kabar?” “How are you?” dalam bahasa Inggris untuk situasi tidak resmi diantaranya : Fantastic, Couldn’t be better, Great, Pretty good, Things are good, Can’t complain, Okay, Not bad, Alright, Hangin’ in there, Been better, Not so great, Terrible. Nah, “Terrible” merupakan</p>		√													
--	--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--

		makna yang negative artinya keadaan kita sedang sangat tidak baik. Okay, murid ibu semuanya kelas VII Junior High School atau SMP sekian dulu materi tentang greeting untuk materi pertama. Jangan lupa subscribe nanti ibu lanjutkan dengan video berikutnya membahas tentang leave taking. Sekian bye-bye. Mari berbagi ilmu, don't forget share this video for your friends. Bye-bye.															
2.	GR2	Assalamualaikum warahatullahi wabarakatuh, hallo nice people. Welcome to English lesson, belajar sambil rebahan ala VK Les sehan be fun. Nice people hari ini kita akan belajar tentang "Greeting and Parting" atau biasa disebut juga dengan "Leave taking". <b>Apa sih itu "Greeting"?</b> dan <b>apa sih itu "Parting"?</b> yuk, langsung kita mulai. Greeting adalah ungkapan yang digunakan untuk menyapa seseorang. Misal kalau kau menyapa seseorang bertemu dipagi hari kau bisa mengucapkan "Selamat pagi" atau kalau biasanya muslim biasanya menggunakan dengan "Assalamualaikum" "Hai" "Halo" dan lain sebagainya. Kalau didalam bahasa Inggris kita biasa menyapa seseorang dengan menggunakan "Hi" "Hello" "Good morning" "How do you do" atau "How are you". Ungkapan -ungkapan greeting yang akankita pelajari adalah sebagai berikut : Yang pertama "Hello" biasanya "Hello" dijawab dengan "Hi" atau sebaliknya, kalau kita menyapa dengan "Hi" kita bisa menjawabnya dengan "Hello". Kemudian "Good morning", "Good morning" artinya adalah "Selamat pagi", kita bisa merespon dengan "Good morning". "Good afternoon" artinya "Selamat sore" maka kita juga bisa meresponnya dengan "Good afternoon". "Good evening" "Selamat malam" ingat "Good evening" adalah "Selamat malam" bukan "Good night" ya. Kita bisa meresponnya dengan "Good evening". Lalu kalau kita ingin menanyakan kabar seseorang atau menyapanya dengan "Hai" "Apa kabar" kita bisa menggunakan ekspresi "how are you" artinya apa kabar maka kita bisa menjawab dengan "I'm fine" (saya baik-baik saja) bisa juga kamu menggunakan "How's life" artinya juga sama "Apa kabar" kita bisa meresponnya dengan "not bad" (tidak buruk). "What's up" (apa kabar) "I'm great" (saya baik). "Nice to meet you" artinya "senang bertemu denganmu" responnya adalah "Nice to meet you too". Kita juga bisa menggunakan "How do you do" artinya "apa kabar" responnya berbeda dengan yang lain "How do you do" responnya sama dengan "How do you do". "How do you do" ini digunakan untuk orang yang pertama kali bertemu jadi pertemuan pertama mereka bertemu mereka bisa menyapa menggunakan "How do you do". Lalu apa aturannya kapan kita menggunakan "Good morning" kapan kita menggunakan "Good afternoon" kapan kita menggunakan "Good evening" dan kapan kita menggunakan "Good night". "Good morning" itu digunakan dari jam 12 malam sampai jam 12 siang sedangkan "Good afternoon" digunakan dari jam 12 siang sampai jam 6 sore.	√		√	√				√		√	√	√			

	<p>“Good evening” digunakan dari jam 6 sore sampai jam 12 malam. Jadi, kalau kamu ketemu seseorang di jam 9 malam kamu tetap menggunakan “Good evening” sedangkan “Good night” hanya digunakan ketika kamu menyapa orang pas dia mau tidur aja. Jadi kalau misalnya kamu ketemu seseorang 10 malam kamu pakai tetap pakai “Good evening” tapi kalau misalnya jam 8 malam orang itu udah mau tidur kamu baru bisa mengucapkan pakai “Good night”. Nah, didalam bahasa Inggris ada dua waktu, yang pertama ada AM itu digunakan dari jam 12 malam sampai jam 12 siang kemudian yang kedua ada PM digunakan dari jam 12 siang sampai jam 12 malam. contohnya misalnya jam 16 sore atau jam 4 sore maka kita bisa menuliskan dengan 4pm sedangkan kalau jam 3 dini hari kita menuliskan dengan 3am. Untuk jam 7.30 malam kita menuliskannya dengan jam 7.30pm. <b>Contohnya begini you meet someone at 7am terus sapaan apa yang paling tepat apakah “Good morning” apakah pakai “Good afternoon” apakah pakai “Good evening” apakah “Good night”?</b> fokus aja ke waktunya karena ini adalah 7am, am itu adalah pagi hari maka kita menyapanya dengan “good morning” kalau “Good morning” responnya juga “Good morning”. Contoh berikutnya misalnya kamu ketemu seseorang jam 9pm ingat fokus ke jamnya 9pm nah meskipun pada malam hari pada malam hari tapi kalau tidak mau tidur maka kita menyapanya dengan menggunakan “Good evening” kalau “Good evening” maka responnya juga “Good evening”. Contoh berikutnya you meet someone at 3pm, kamu ketemu seseorang jam 3pm, 3pm artinya jam 3 sore kalau jam 3 sore berarti kita menggunakan “Good afternoon” maka jawabannya juga “Good afternoon”. berikut ini adalah rangkuman dari expression of greeting dan juga responses: "Hello""Hi" respon nya adalah Hi/Hello. "Good morning maka responnya "Good morning" . "Good afternoon" responnya juga "Good afternoon" . "Good evening responnya adalah "Good evening". "Nice to meet you" maka responnya adalah "Nice to meet you too". "Glad to see you" responnya "Glad to see you too". Sedangkan kalau kita mau menyapa seseorang dengan berkata “Apa kabar” kita bisa menggunakan ‘How are you?’, “How are you feeling today?”, “How have you been?”, “How are you doing?”, “How’s life?”, “What is going on?”, “What’s up!”, “Howdy!”, “How is everything?”, “How do you do?”. Sedangkan responnya “I’m fine”, “Fine, thank you”, “I’m great”, “ I am very well”, “Not bad”, “Not very well”, “Everything is fine”, khusus “How do you do” kamu harus meresponnya dengan “How do you do”. Sekarang kita belajar tentang “Parking/leave taking”. Parking/leave taking adalah pengungkapan berpisah atau ungkapan perpisahan ketika bertemu dengan seseorang misalnya "Sampai jumpa lagi", kayak gitu. Dalam bahasa Inggris contohnya misalnya "Good bye","Bye", "See you", "Take care", "I have to go now". Nah, <b>apa saja sih ungkapan-ungkapan dalam bahasa Inggris</b></p>																
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p><b>parting/leave taking ?.</b> Yuk, simak. Expression of parting kita bisa menggunakan "Good bye" artinya "Selamat tinggal" bisa dijawab dengan "Good bye". "Good night", "Good night" artinya "Selamat tidur" bukan "Selamat malam" ya ingat "Selamat tidur". "Good night" maka responnya juga "Good night". "See you later" atau "See you tomorrow" artinya "Sampai jumpa" maka jawabannya adalah "See you". "Sorry, I have to go now" (maaf saya harus pergi sekarang) jawabannya kamu bisa menggunakan "Never mind, see you" (tidak masalah kok, sampai jumpa) atau kamu bisa menggunakan "I'll take to you later" jawabannya "Sure, see you later". "Take care of your self" jawabannya "Sure, I will (oh pasti, iya). Nah, berikut ini adalah expression of parting and the responses. Yang pertama adalah " kita bisa menggunakan "Good night" responnya adalah "Good night". "Good bye" Good bye". "See you later/see you tomorrow" maka responnya adalah "See you" bukan "See you too" ya tapi "See you" . "Sorry, I have to go now" kamu bisa menggunakan "Never mind, see you". "Take care of your self" kamu bisa meresponnya dengan "Sure, I will". "I'll take to you later""Sure, see you later". "Have a nice day""Thanks and you too". "It's been nice taking to you""So long". Yuk sekarang kita beralih ke contoh conversationnya yang menggunakan Greeting and Parting :</p> <p>A : Good afternoon, miss  B : Good afternoon, you are...  A : Sofia Miss, I am your students. How are you?  B : I'am great, thank you. And how about you?  A : I'am fine too  B : So, what are you doing here?  A : I am taking some pictures of flower.  B : Oh well. Sorry, I have to go now. See you later Sofia  A : Of course, See you Miss</p> <p>Nah, kata-kata yang bertuliskan dengan huruf hitam itu adalah expressions of cleaning sedangkan yang berwarna hijau itu adalah expressions of parting. Sekarang kita masuk ke contoh soal yuk! Nah, kita fokus aja ke titik-titiknya nih. Titik-titik nya itu adalah letaknya setelah "How do you do" kalau misal ada kata "How do you do" maka seperti tadi, jawaban dari "How do you do" adalah "How do you do". Berikutnya soal yang kedua, kita fokus ke titik- titiknya. Setelah titik-titik itu ada kata "Good bye" maka jawabannya adalah kalau dijawab dengan "Good bye" maka sebelumnya kita juga harus menggunakan kata "Good bye".Oke nice people semoga bermanfaat materi hari ini tentang "Greeting and Parting" see you next time terima kasih sudah nonton and Assalamualaikum warahmatullahi wabarakatuh.</p>														
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3.	GR3	<p>Assalamualaikum warahmatullahi wabarakatuh. Halo my students, how's your life? halo anak-anakku semua apa kabarnya nih? semoga selalu diberi kesehatan. Kami ucapkan selamat bergabung ke sekolah kami. This is going to be an amazing incredible year! ini akan menjadi tahun yang luar biasa dan menyenangkan. Anak-anakku semua selamat datang di kelas bahasa Inggris, welcome in English class . Before we start our lesson for today, lets we say Basmallah together "Bismillahirrahmanirrahim".Sebelum kita memasuki pelajaran pertama saya akan menyampaikan buku pegangan siswa. Anak-anakku semua ini adalah buku bahasa Inggris yang akan kalian gunakan dalam pelajaran bahasa Inggris. Seperti yang kalian lihat buku ini berjudul "Bahasa inggris When English Rings a Bell" kalian bisa membeli buku ini di toko buku terdekat ataupun kalian juga bisa mendownloadnya di deskripsi di bawah ini. Anak-anak semua, apakah kalian siap mengikuti pelajaran pertama? Are you ready?Baiklah anak-anakku, ayo kita mulai pelajaran pertama(let's begin our first lesson). Chapter one "Greeting and leave taking". <b>Kira-kira apa sih "Greeting and leave taking" ini? ada yang tahu? (anybody know?)</b> Ayo kita bahas bersama-sama. Bagi yang mempunyai buku silahkan buka halaman 1, please open page 1. Dipembelajaran kali ini kalian akan belajar <b>bagaimana cara menyapa dan memberi salam perpisahan dalam bahasa Inggris (we will learn how to create and to taking leave in English) ?</b>. <b>Apakah kalian pernah bertemu ataupun berpapasan dengan seorang teman di jalan apakah kalian menyapa mereka?</b> jika iyakalian sudah melakukan "greeting and leave taking" anak-anak tolong perhatikan video berikut ini dengan seksama .</p> <p>A : Hi beni  B : Hi  A : How are you doing?  B : Good, look! this is your examination result.  A : I'm so happy, I have to tell my mother  B : See you later</p> <p>Bagaimana anak-anak? <b>Apa tanggapan kalian mengenai cuplikan tersebut?</b> Percakapan tadi adalah contoh dari greeting and leave taking. anak-anakku semua ayo kita bahas lebih mendalam mengenai greeting and leave taking. The first we have to know the definition of greeting and leave taking, pertama kita harus tahu apa pengertian dari greeting and leave taking . Greeting adalah ungkapan salam ataupun sapaan sedangkan leave taking/take leaving adalah ungkapan perpisahan ataupun pamitan. Ini adalah contoh dari ungkapan greeting.</p> <ul style="list-style-type: none"> <li>• How are you ?</li> <li>• How've you been?</li> <li>• How do you do?</li> </ul>	√			√			√		√	√	√		
----	-----	--	---	--	--	---	--	--	---	--	---	---	---	--	--

	<ul style="list-style-type: none"> <li>• What's up?</li> <li>• What's happening?</li> <li>• What's new?</li> <li>• How are you doing?</li> <li>• How's it going?</li> </ul> <p>Semua ungkapan ini bisa berarti "Apa kabarmu?" perbedaannya terletak disituai tempat penggunaannya. Dalam keadaan formal seperti di sekolah, di kantor ataupun ketika berbicara dengan orang yang lebih tua dan dihormati hendaklah menggunakan ungkapan yang lebih formal contohnya "How are you?" "How have you been?" "How do you do?" sedangkan dalam keadaan yang kurang formal seperti di kantin, sekolah ataupun ketika berbicara dengan teman sebaya kalian bisa menggunakan ungkapan yang kurang formal seperti "How are you doing?" "How is it going?" untuk meresponnya kalian bisa menggunakan ungkapan "Fine, thanks. And you?" (Baik, terima kasih. Dan kamu?) atau "Not bad, thank you" (Tidak buruk, terimakasih) atau bisa juga "Nothing" "Not much" (biasa saja) atau "Pretty good" (cukup baik) dan "Not bad" (tidak buruk). Ini adalah contoh dari ungkapan leave taking "See you" (Sampai jumpa), "Good night Udin" (Selamat malam Udin) untuk ungkapan Good night bisa digunakan saat ingin berpisah pada malam hari atau ingin mengucapkan selamat tidur kepada seseorang "Good bye Lisa" (Sampai jumpa Lisa), "Have a nice day" (Semoga harimu indah), "Talk to you later" (nanti kita bicara lagi ya), "I got to go, see you later" (aku pergi dulu ya, sampai jumpa). Pada dasarnya semua ungkapan leave taking atau take leaving seperti "See you" "Good night" "Have nice day", semua itu berarti "Sampai jumpa" atau "Selamat tinggal" perbedaannya terletak di situasi tempat penggunaannya, dalam keadaan formal seperti di sekolah, di kantor ataupun ketika berbicara dengan orang yang lebih tua dan dihormati hendaklah menggunakan ungkapan yang lebih formal contohnya "See you", "Good night", "Good bye", sedangkan dalam keadaan yang kurang formal seperti di kantin, di taman sekolah ataupun ketika berbicara dengan teman sebaya kalian bisa menggunakan ungkapan yang kurang formal seperti "Have a nice day", "Talk to you later", "I got to go, see you later", untuk meresponnya kalian bisa menggunakan ungkapan di "See you too" (Sampai jumpa lagi) atau "Good night Beni" (Selamat malam Beni) atau "Good bye Ana" (sampai jumpa Ana) atau juga bisa "You too" (Kamu juga) atau juga bisa "Bye, take it easy" (Sampai jumpa) dan bisa juga "So long, take care" (hati-hati). Anak-anakku semuanya ini adalah contoh lain dari ungkapan greeting dan ini adalah beberapa contoh lainnya dari ungkapan leave taking mungkin sebagian dari kalian ada yang bertanya kapan menggunakan "Good morning", "Good afternoon" dan "Good evening" perlu kalian ketahui bahwa bahasa Inggris menggunakan format</p>	√													
--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p>12 jam sehingga penanda waktu nya menggunakan AM dan PM. AM digunakan pada saat jam 12 malam sampai jam 12 siang sedangkan PM digunakan pada saat jam 12 siang sampai jam 12 malam untuk lebih jelasnya simak contoh berikut ini :</p> <p>Yang pertama adalah "Good morning". "Good morning" bisa digunakan pada jam 12 dini hari hingga 12 siang hari sedangkan "Good afternoon" kita gunakan untuk jam 12 siang hari sampai magrib atau kurang lebih setengah 6. Untuk "Good evening" kalian bisa gunakan setelah maghrib sampai jam 12 malam hari yang terakhir adalah "Good night", "Good night" ini digunakan untuk leave taking atau perpisahan. "Good night" di sini berarti "Selamat tidur" atau "Sampai jumpa". Jadi, jika kalian bertemu dengan seorang teman pada malam hari yang menggunakan ungkapan "Good night" gunakanlah ungkapan "Good evening". Jadi anak-anakku semua setelah mempelajari greeting and leave taking hendaklah kalian saling bertegur sapa apabila bertemu ataupun berpisah, baik dengan teman, guru dan tentunya keluarga kalian. Anak-anakku semua akan lebih baik jika kalian saling bertegur sapa dengan menggunakan bahasa Inggris, seperti yang telah kita pelajari hari ini. Setidaknya mulailah dengan guru bahasa Inggris kalian di sekolah. That's all for today . Let's close our class by resaiting Hamdallah (Alhamdulillahirabbilalamin). The last I say Assalamualaikum warahatullahi wabarakatuh.</p>																
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

4.	GR4	<p>A : Good morning bafa, Eh Dad.  B : Good morning anakku saying. How are you today.  Assalamualaikum hello everyone, How are you today! welcome to my first video. In this video I want to deliver the material chapter one about Greeting, especially for student Junior High School for need the material for BDR program or Learn From Home. Oke let's get started. Nah,<b>What is Greeting ? Apa itu greeting?</b> Greeting adalah ungkapan yang digunakan untuk menyapa atau memberi salam kepada seseorang dalam bahasa Inggris silakan dicatat ini adalah perbedaan dalam menggunakan kata sapaan "Morning""Aternoon""Good evening" and Good night. Morning digunakan ketika matahari terbit sampai sebelum tengah hari (sunrise before mid day ) atau dia dari jam 6 sampai jam 11.59 . "Good afternoon" digunakan from mid day before sunset. Jadi, dari tengah hari sampai sebelum matahari terbenam atau dari jam 12.00 sampai pukul jam 6 sore . "Good evening" digunakan pada saat matahari tenggelam sampai sebelum terbit matahari . "Good night" ini digunakan untuk salam perpisahan pada malamhari atau digunakan untuk mengucapkan selamat tidur. Contoh ketika kalian bertemu dengan teman-teman pada malam hari jam 7 itu digunakan sapaan "Hey, Good evening" tetapi pada saat mau berpisah itu tidak lagi digunakan "Good evening" tetapi "Good night". Oke, Do you understand? Oke, Good job. Nah, ini ada beberapa kosakata"Person/people":</p> <ul style="list-style-type: none"> <li>• Ayah/bapak atau bafa itu disebut dalam bahasa Inggris "Dad"</li> <li>• Mama/emak atau ibu disebut dalam bahasa Inggris "Mom"</li> <li>• Unckle (paman)</li> <li>• Aunty (bibi atau tante)</li> <li>• Sir (guru laki-laki)</li> <li>• Mam or Miss (guru perempuan)</li> </ul> <p>Nah, dalam bahasa Inggris tidak ada bahasa Inggris kakak, adek abang atau daeng tetapi cukup memanggil jika dia saudara perempuan ak dipanggil "sister" saudara laki-laki "brother". Friend artinya "teman" kalau lebih dari 1 berarti ditambah s "girls" (wanita) lebih dari satu ditambah s "boys" (laki-laki) lebih dari satu ditambah s. Misalnya kalian mau menyapa teman kalian yang lebih dari satu</p>	√		√			√			√	√	√				



	<p>orang maka sapa dengan menggunakan "Hello friends" bukan "friend" karena lebih dari satu orang. "Good morning" until "Good night" itu kita merespon dengan jawaban yang sama, yang berbeda adalah ketika kita ditanya "How are you?" jawabannya bermacam-macam "I'm fine", "Great", atau kalian juga bisa menjawab "Not bad". Here ask your examples of conversation about Greeting. Ada beberapa contoh percakapan tentang sapaan dalam bahasa Inggris. Let's practice repeat after me oke kita praktek bercakap, ikuti setelah saya ya.</p> <p>Contoh pertama :</p> <p>A : Good morning Siti, How are you?  B : Good morning mom, I'm fine thanks.  Good morning Siti artinya selamat pagi Siti. How are you artinya apa kabar. Siti menjawab Good morning, Selamat pagi mom (Good morning mom). I'm fine (saya sehat) Thanks (terima kasih).</p> <p>Contoh kedua</p> <p>A : Good morning Dad! (si ayah menjawab)  B : Good morning, How are you?  Jadi, di sini si anak baru bangun tidur menyapa ayahnya Good morning Dad (Selamat pagi ayah). Si ayah menjawab "Good morning, How are you?". Jadi, selain menjawab sapaan si anak dia menanyakan kabar si anak "How are you?".</p> <p>Contoh ketiga</p> <p>A : Good afternoon sir. How are you?  B : Good afternoon Udin. I'm fine thanks. And you?  Jadi, di sini si Udin menyapa gurunya "Selamat sore" dengan menanyakan kabarnya "How are you?" si guru menjawab "Good afternoon Udin" (selamat sore juga Udin) I'm fine (saya sehat) thanks (terimakasih) si guru bertanya balik kepada Udin "And you?" (dan kamu?) menanyakan balik kabar Udin.  Oke, this is enough. Please do exercises below and write down your answer di kolom komentar. Jadi, segini cukup dan silakankerjakan latihan berikut tulis jawaban di kolom komentar ya. Thank you!</p> <p>Halo assalamualaikum warahmatullahi wabarakatuh. Welcome to this video, fun English learning with me, Mrs.Ikfi. Today, we are going to learn about Greeting and the responses. <b>Apa sih Greeting and the responses itu?</b> Greeting adalah salam atau juga bisa disebut dengan sapaan . Jadi, di sini kita akan belajar gimana sih cara memberi salam atau menyapa orang dalam bahasa Inggris dan juga tentunya the responses, <b>gimana sih cara menjawabnya?</b> nah perhatikan videonya baik-baik ya. Check it out!</p>																
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p>Oke yang pertama adalah "Hello" ayo ikuti! good! one more (sekali lagi) "Hello" good. Yang kedua adalah "Hi" ayo ikuti! good job! Jadi,kalau ada orang menyapa kalian dengan sebutan atau dengan sapaan "Hello" atau "Hi" kalian juga bisa jawab dengan kata-kata yang sama. Misalnya Miss Ikfi dibilang "Hello students" berarti kalian bisa jawab "Hello miss". Do you understand? paham anak-anak, coba ya! Hello students! (jawabannya? That's god! Very good! permulaan yang sangat baik anak-anak. oke yang kedua yang akan kita bahas adalah Good morning, Good afternoon, Good evening, Good night. Kapansih disebut Good evening, Good morning, Good night, kapan ya?</p> <p>Oke, kita mulai dari "Good morning" miss Ikfi tau mungkin atau semua atau sebagian dari kalian sudah tahu "Good morning" adalah "Selamat pagi" tapi tahu nggak sih <b>kapan sih kita bisa bilang atau kita bisa menyapa teman kita dengan ucapan "Selamat pagi"?' mulai dari jam berapa sampai jam berapa sih kira-kira?</b> langsung saja perhatikan! "Good morning" adalah "Selamat pagi", kalian bisa menyapa atau menggunakan sapaan ini ketika mulai matahari terbit hingga pukul 11.59. Jadi, sebelum jam 12.00 siang kalian bisa menggunakan sapaan "Good morning". Ayo ikuti! "Good morning" that's good! nanti jangan sampai ketika miss Ikfi bilang "Good morning students" kalian jawabannya "Good morning miss?" Oh no! that's so bad ya. nggak boleh sekarang mulai sekarang jawabannya nggak boleh dengan nada seperti itu kalian bisa jawab dengan "Good morning miss!" "Good morning sir!" do you understand? Oke kita coba yuk! "Good morning students!" jawabannya? good! very good! berikutnya adalah "Good afternoon" ingat kalau kalian ingin membacanya jangan "Good, afternoon" tapi kita gabung "Good afternoon" yuk ikuti! "Good afternoon" that's good! "Good afternoon" bisa kalian gunakan ketika pukul 12 siang hingga sebelum matahari terbenam. Ingat-ingat ya "Good afternoon" itu bisa diartikan "Selamat siang" atau "Selamat sore". Jadi, kalian bisa menyebutkan atau menyapa teman atau orang sekeliling kalian dengan sapaan "Good afternoon" pukul 12 siang hingga matahari belum terbenam. Jelas?</p> <p>Nah berikutnya adalah "Good evening" and "Good night" jua greetings ini memiliki arti yang sama yaitu "Selamat malam" <b>lalu gimana miss cara membedakannya?</b> gampangnya anak-anak, perhatikan ya! "Good evening" bisa kalian ucapkan mulai dari matahari terbenam matahari terbit. Ingat-ingat ya "Good evening" kalian bisa bilang dengan "Good evening" "Good evening" yuk kita coba ucapkan sama-sama! "Good evening" good!</p> <p>Oke, berikutnya "Good night". "Good night" juga "Selamat malam" tapi penggunaannya akan berbeda nak. Jadi, "Good night" bisa digunakan ketika yang pertama kalian akan berpisah di malam hari, kalian bisa menggunakan "Good night" atau ketika kalian akan pergi tidur, kalian bisa menggunakan "Good</p>	√								√	√	√	√	√		
--	---	---	--	--	--	--	--	--	--	---	---	---	---	---	--	--

5.	GR5	<p>night". Paham? coba <b>misalnya kalian jalan-jalan ke mall ketemu miss Ikfi pada pukul 8 malam, kira-kira sapaannya apa ya?</b> Good evening atau Good night?</p> <p>Good! kalian bisa menyapa miss Ikfi di pukul 8 malam dengan sapaan "Good evening" paham? Nah, <b>kalau setelah itu kalian habis jalan-jalan ke mall, setelah kalian mau pulang kalian ketemu lagi nih sama Miss Ikfi mungkin pukul 8.10 atau 8.30 setengah 9 malam. Apa yang kalian ucapkan?</b> baru kalian ucapkan "Good night" karena kalian akan berpisah dengan Miss Ikfi, kalian akan pulang kalian bisa ucapkan "Good night". Do you understand? paham? berikutnya kalau kalian ingin pergi tidur, ibu atau ayah kalian bisa bilang "Good night kids""Good night honey". Jadi, kalau ingin pergi tidur (if you want to go bed) you can say "Good night mom""Good night Daddy". Do you understand? oke berikutnya bagaimana sih caranya jika kita ingin menanyakan kabar kepada orang sekeliling kita. Oke kita belajar ya hari ini. Kalau kalian ingin menanyakan kabar akan dibagi menjadi dua, yang pertama adalah formal atau resmi yang kedua adalah casual itu adalah informal atau tidak resmi. Jadi, kalian bisa menggunakan ekspresi atau sapaan greeting yang formal untuk orang yang lebih tua dari kalian. Mungkin seperti guru, orang tua, kakak, Tante, Om, pokoknya orang yang lebih tua. Berikutnya kalian bisa menggunakan greeting yang casual kalau ingin menanyakan kabar kepada teman-teman kalian yang seusia dan sebaya. Oke langsung saja kita check dan jangan lupa ikutin Miss Ikfi ya. oke yang pertama kalau kalian ingin menanyakan kabar kepada orang yang lebih tua kalian bisa bilang dengan "How are you?" "How are you?" sekali lagi "How are you?" good! "How are you" adalah "Apa kabar?" kalian bisa jawab dengan I'm fine I'm fine itu udah mainstream kan, pasti kalian jawabnya dengan "I'm fine" kan? Miss Ikfi punya jawaban lain loh. jawaban yang lain adalah "I'm good" selain kalian bisa menjawab dengan "I'm fine""I'm good" kalian juga bisa menjawab dengan "Great". "Apa kabar?" jawabannya bisa dengan "Great" atau "Not so bad""Not so bad". Ulangin setelah Miss Ikfi ya!</p> <p>"How are you?" "I'm fine""I'm good""Great""Not so bad". Oke, good job! ya kalian juga harus terus berlatih jangan malas untuk melafalkan bahasa Inggris kalau kalian sering berlatih untuk mengucapkan kata-kata dengan bahasa Inggris itu akan meningkatkan kemampuan speaking kalian jangan malu jangan malas ya. Oke, berikutnya <b>kalau kalian ketemu dengan orang baru yang belum kalian kenal, gimana sih cara menyapa nya?</b> kalian bisa menggunakan sapaan "How do you do?" "How do you do?" "How do you do?". "How do you do?" itu sebenarnya artinya sama dengan "Apa kabar?". Nah kalau ada orang lain yang menyapa kalian dengan "How do you do?" kalian juga bisa jawab lagi dengan kata "How do you do?". <b>Paham?</b> Oke kalau sudah paham kita ke berikutnya</p>		√															
----	-----	--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

		<p>yaitu menanyakan kabar untuk bentuk yang casual atau informal tidak resmi, ini banyak sekali. <b>Gimana sih cara menanyakan kabar ke teman-teman kalian?</b> Yang pertama "How are you?". Jadi, "How are you?" itu bisa kalian gunakan di situasi formal atau casual. Di situasi resmi atau tidak resmi "How are you?" bisa kalian gunakan. Tapi udah sering kan ya tanya dengan kata "How are you?" kita cari tau yang lain yuk! Tanya kabar selain "How are you?" adalah "How are you doing?" "How are you doing?". Ayo ikuti How, are, you, doing. Kita gabung jadi "How are you doing?" sekali lagi "How are you doing?" good! "How are you doing?" artinya juga "Apa kabar?" ya anak-anak. Berikutnya "How's life" "How's life" "How's life" good! next, "How's everything?" sekali lagi "How's everything". kalian bisa menyapa atau menanyakan kabar dengan "How's everything?". Berikutnya adalah "How is it going?" ikuti ya "How is it going?" good! nah berikutnya adalah sapaan yang mungkin tidak asing bagi kalian yaitu "What's up!" bukan "WhatsApp" tapi "What's up!". "What's up" adalah menanyakan kabar tapi kalian gunakan menanyakan kabar kepada teman ya jangan sampai kalian ketemu sama Miss Ikfi terus kalian sapa dengan "What's up! Miss" no! that is a simplelite, gak sopan ya nak . Jadi kalau tanya kabar ke yang lebih tua kalian bisa menggunakan "How are you?" jangan "What's up!" ya "What's up!" hanya untuk menanyakan kabar ke teman kalian. Dan cara menanyakan kabar secara casual yang terakhir adalah "What is going on" "What's going on" "What's going on" ayo ikutin "What's going on" itu artinya sama dengan "Apa kabar" tapi dalam bentuk tidak resmi atau casual. Nah, kan Miss Ikfi sudah ngajarin nih bagaimana cara menanyakan kabar, cara menjawabnya apa saja? Caramenjawabnya jika kalian kabarnya baik-baik saja kalian bisa menjawab seperti tadi yang pertama adalah "I'm fine" "I'm good" "Not so bad" and "Great" itu kalau keadaan kalian sedang baik-baik saja, kalau tidak baik gimana? bisa kalian tambahkan dengan "not" seperti "I'm not fine" "I'm not good" "Not good" atau "I'm bad" atau "I'm so sad" kalau kalian sedih banget kalian bisa bilang "I'm so sad" aku sedang sedih, saya sedang sedih sekali seperti itu. Nah, kalau kabar kalian biasa-biasa aja nih dibilang baik ya baik dibilang buruk yang nggak buruk. Pokoknya lagi flat-flat aja lagi biasa-biasa aja kalian bisa jawab dengan "So so" artinya adalah "biasa aja" kabarnya gimana? ya gitu deh. Nah, itu bisa kalian jawab dengan "So so". Bahasa Inggris menyenangkan bukan? Nah <b>setelah ini Miss Ikfi akan meleson semuanya dan kalian coba ulangi pelafalan satu persatu.</b> Oke see you on the next video. Bye Assalamualaikum warahmatullahi wabarakatuh.</p>	√																
6.	GR6	Hello everyone Assalamualaikum warahmatullahi wabarakatuh . Welcome to English class, Oke before we start, I will show the purpose of our lesson today.	√			√			√			√	√	√					

	<p>Baik sebelum kita adapun tujuan pembelajaran pada video kita pada pertemuan kali ini adalah siswa terampil menggunakan ungkapan menyapa, perpisahan, berterima kasih serta meminta maaf dalam percakapan sehari-hari ya. Oke without any further do let's get started. Well in this video will discuss about the phrases of greeting to take leave, to thanks and apologizing. Nah, materi-materi tersebut adalah merupakan materi bahasa Inggris kelas 7 chapter 1 semester 1. But before watching this video dan forget to subscribe, like and share. Check it out! Firstly, we will talk about Greeting. As we now Greeting is the way how to start communication. Nah, sebagaimana yang kita ketahui bahwa greeting itu sendiri artinya adalah sapaan atau menyapa. Jadi, greeting adalah cara bagaimana kita memulai percakapan atau berkomunikasi, baik itu terhadap orang yang sudah kita kenal ataupun orang yang belum kita kenal sama sekali. Berikut adalah frase-frase dari pada Greeting dan juga responnya. Untuk kata "How do you do" biasanya kita gunakan terhadap orang yang baru kita jumpai atau belum kita kenal sama sekali ya. Untuk kata "Good morning" biasanya digunakan pada jam 12.00 malam sampai dengan jam 12.00 siang, untuk kata "Good afternoon" biasanya digunakan pada jam 12.00 siang sampai dengan jam 6.00 sore sedangkan kata "Good evening" biasanya digunakan pada jam 6.00 sore sampai dengan jam 12.00 malam. Secondly is the that to take a leave or leave taking . Leave taking is the way how to finish the communication . Leave taking adalah cara bagaimana mengakhiri percakapan. Nah, jadi di sini leave takinv ini kita gunakan untuk berpisah dengan seseorang. Berikut adalah frase-frase daripada leave taking seperti kata "Good bye""See you later""See you tomorrow""See you" and "Good night" . Nah, <b>tau nggak sih kenapa kata "Good night" ini termasuk ke dalam kategori leave taking bukan greeting?</b> Nah, itu karena kata "Good night" dalam bahasa Inggris dapat berarti "Selamat tidur" dan juga "Selamat tinggal". Saat kita ingin mengatakan "Selamat malam" untuk sapaan kita dapat mengucapkan kata "Good evening" tapi untuk mengucapkan "Selamat malam" saat kita ingin berpisah kepada seseorang ketika mau tidur kita harus menggunakan kata "Good night" dengan kata lain "Good night" memiliki peran yang sama seperti halnya kata "Goodbye" nah seperti itu ya.</p> <p>Thirdly is that Thanking. Seperti katanya "thanks", "thanks" ini artinya adalah "terima kasih" jadi frase tentang thanking ini adalah tindakan untuk mengucapkan atau berterima kasih kepada seseorang atas misalnya, apakah ia telah memberikan bantuan atau motivasi maupun semangat kepada kita jadi kita mengucapkan terima kasih kepada orang tersebut. Nah, berikut adalah frase-frase dari pada thanking dan responnya :</p> <ul style="list-style-type: none"> <li>• Thanks / alright</li> <li>• Thanks a lot / Oke</li> </ul>																
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<ul style="list-style-type: none"> <li>• Thank you / Sure</li> <li>• Thank you very much / You're welcome</li> </ul> <p>Fourthly is that Apologizing. Nah seperti kata tersebut apa apologize yaitu minta maaf, apologizing yaitu ungkapan untuk meminta maaf karena telah melakukan kesalahan. Jadi, di sini seseorang tersebut meminta maaf atau mengatakan sesuatu hal yang apabila ia telah melakukan suatu perbuatan atau pun dia menyesali perbuatannya. Berikut adalah frase atau ungkapan daripada apologizing beserta responnya :</p> <ul style="list-style-type: none"> <li>• Excuse me / it's okay</li> <li>• I'm sorry / That's alright</li> <li>• Forgive me / Never mind</li> </ul> <p>Nah itulah tadi materi kita tentang video kali ini yaitu tentang greeting leave taking thanking and apologizing. Berikut adalah soal latihan untuk menambah pemahaman kita mengenai materi pada pertemuan kali ini yang pertama</p> <p>1. What you say to your mother at 6 a.m?</p> <p>A. Good day          B. Good night          C. Good evening          D. Good morning</p> <p>Nah silakan dipilih ya jawabannya ya</p> <p>Soal yang kedua</p> <p>Which one is not the expression of leave taking ?</p> <p>A. See you          B. Good luck          C. Good bye          D. Good night</p> <p>silahkan di pilih jawaban yang kamu anggap benar ya.</p> <p>Soal yang ketiga</p> <p>Ami : This is a gift for you Lina.          Lina : Thank you very much          Ami : .....</p> <p>A. I'm sorry to hear that          B. I don't know          C. See you          D. You're welcome</p> <p>Nah, pilih jawaban yang benar ya</p> <p>Soal yang keempat atau yang terakhir</p> <p>Which one is the expression of apologizing?</p> <p>A. Hello</p>	√													
--	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

		<p>B. Excuse me  C. See you  D. Thanks a lot  Please choose the correct answer  Oke, That's all for today dan semoga video ini bermanfaat bagi kita semua. Serta jangan lupa stay tune trus ya di channel ini and see you next video watching and Assalamualaikum.</p>													
7.	GR7	<p>Assalamualaikum warahmatullah barakatuh. Oke students diawal semester ini kita memulai pelajaran dengan materi Greeting. Kita akan mempelajari bagaimana cara menyapa dan menjawab ungkapan sapaan terhadap seseorang, baik di pagi hari, siang hari sore hari maupun malam hari. Sebelum saya jelaskan untuk yang pertama perhatikan dulu contoh-contoh percakapan berikut ini :</p> <p>Conversation 1  A : Hello, Good morning  B : Hello, Good morning  A : How are you?  B : I'm fine, thankyou. And you?  A : Fine, thanks</p> <p>Conversation 2  A : Hello, Good afternoon  B : Hi, Good afternoon  A : How are you?  B : I'm good, thankyou. And you?  A : I'm very well, thanks</p> <p>Conversation 3  A : Hello, Good evening  B : Hello, Good evening  A : How are you tonight?  B : I'm not very well  A : What happen ?  B : I'm sick. And you?  A : I'm okay, thanks. Get well soon  B : Thankyou  A : Youre welcome</p> <p>Sekarang saya jelaskan dari contoh-contoh percakapan tadi dapat kita simpulkan bahwasannya kalau kita ingin menyapa seseorang di pagi hari kita ucapkan "Good morning" yang berarti "Selamat pagi" kalau kita ingin menyapa seseorang di waktu siang atau sore hari kita ucapkan "Good afternoon" bisa berarti</p>	√			√		√				√	√		

		<p>"Selamat siang" bisa juga "Selamat sore". Dan kalau kita ingin menyapa seseorang di malam hari kita ucapkan "Good evening" yang berarti "Selamat malam". Dan perlu menjadi catatan bahwasanya kata "Good evening" ini diucapkan ketika kita menyapa seseorang di malam hari "saat berjumpa" ingat "saat berjumpa" bukan "saat berpisah" kalau saat berpisah ada lagi ucapan selamat malam dalam bahasa Inggrisnya dan itu akan kita jelaskan pada video-video berikutnya. Oke kemudian <b>bagaimana cara menjawabnya?</b> Jawaban dari ungkapan-ungkapan tersebut adalah sama jika ada yang mengatakan "Good morning" kita jawab juga "Good morning" jika ada yang mengatakan "Good afternoon" kita jawab juga "Good afternoon" dan jika ada yang mengatakan "Good evening" jawabannya pun sama "Good evening". Oh ya biasanya sebelum kata tersebut diawali dengan kata "Hi" atau "Hello" jawabannya pun sama kalau dia mengatakan "Hi" bisa dijawab dengan "Hi" lagi atau "Hello" begitupun sebaliknya kalau ada yang mengatakan "Hello" bisa jawab dengan "Hello" lagi ataupun "Hi". Oke berikutnya, dalam percakapan tersebut ada ungkapan menanyakan kabar untuk yang formal untuk menanyakan kabar dari pada lawan bicara kita biasanya kita gunakan kata "How are you?" artinya "Bagaimana kabarmu?" dan yang untuk informal atau selain dari kata "How are you?" masih banyak lagi misalnya seperti "How is it going""how are you doing""What's up!""What's cooking" dan sebagainya. Dan untuk menjawabnya apabila kita dalam keadaan sehat bisa kita katakan "I'm fine""I'm okay""I'm great""I'm good""I'm very well""Fantastic""It's wonderful" dan sebagainya dan jika kita dalam keadaan tidak sehat atau kurang baik bisa kita katakan "I am not very well""Not so good""I've been better""Terrible" dan sebagainya. Biasanya setelah jawaban itu diakhiri dengan kata terima kasih seperti kata "thank you" dan "thanks" dan untuk balik bertanya tentang bagaimana kabar atau keadaan daripadawan bicara kita, bisa kita katakan "And you?" atau juga "How about you?". Do you understand? Oke students, I think enough our material today, and don't forget if you like my video please subscribe. See you next time. Assalamualaikum warahmatullahi wabarakatuh</p>		√												
8.	GR8	<p>Hi everyone, Assalamualaikum warahmatullahi wabarakatuh welcome to English class. Today, we gonna have fun learning with me Asih Ratnasari. I'm so excited to see you, how are you? I hope everyone is always doing good. Okay, now let's go to our lesson today. But before we started the study, Let's pray together Bismillahirrahmanirrahim rabbisrahlishadrii wayasirliamrii wahlulukhdatan min lisaaniiyafqahuuqaulii. Well, are you ready to study? If yes, please watch this video carefully. To start activity today, please observe the following conversation</p>	√			√				√	√	√	√	√	√	



	<p>Raka : Good morning dad. How are you?          Dad : Good morning Raka. I'm fine. Thanks and you?          Raka : I'm good dad.</p> <p><b>Have you ever heard this kind of conversation? Do you always greet your parents, friends or teacher? So, do you know what kind of expression stated in the conversation? Would you tell me what kind that we can see that the conversation?</b> Well, the answer is greeting expression. So in this lesson we are expected to be able to greet someone in English and to give response to word greeting expression. Jadi ungkapan pada percakapan tadi adalah ungkapan sapaan atau ucapan salam. Now, let's take a look at this conversation. What about this one? Sekarang cobalah amati percakapan ini :</p> <p>Eka : Good bye mom. See you later          Mom : See you. Take care</p> <p><b>Do you know the expression in the conversation?</b> The answer is the leave taking expression So in this lesson we also expected to be able to take leave in English and to give responses the word leave taking expression. Ungkapan pada percakapan tadi adalah ungkapan selamat tinggal atau perpisahan. Therefore today we are going to discuss about greeting and leave taking expression. Please pay attention to my explanation. Greeting is a polite word or sign of welcome recognition. In our daily life realize the recognition in bahasa Indonesia is like "Selamat pagi""Selamat sore""Selamat malam" and so on. In English there are some ways to greet someone. Here are some expressions of greeting that we can use in formal situation. If you're in formal situations, you can greet someone by saying "Hello" and if it is in the morning, you can say "Good morning", if it's in the afternoon, you can say "Good afternoon", and if it's in the evening, you can say "Good evening". Then, <b>what the response for the greeting?</b> The response should be the same as the greeting, if somebody greet ask by saying "Hello", our answer should be "Hello". If somebody greet ask by saying "Good morning" our answer also should be "Good morning".</p> <p>Now, look at this expressions for asking somebody's conditions.          If you just meet somebody for the first time, you can greet by the saying "How do you do" and the responses as the same "How do you do" . If you want ask someone condition you can say "How are you?" "How's everything?" "How are you doing?" "How have you been?". And if someone ask your conditions, and you are feeling good. You can answer :</p> <ul style="list-style-type: none"> <li>• I'm fine, thank you</li> <li>• Everything's fine</li> <li>• I'm doing good</li> <li>• I'm very well. Thank you. And yourself?</li> </ul>														
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	<p>Jika kalian bertemu seseorang untuk pertama kali kalian bisa menyapa Dengan mengatakan "How do you do?" dan responnya juga sama "How do you do?" Jika kalian ingin menanyakan kabar seseorang maka kalian bisa mengatakan "How are you?" "How's everything?" "How are you doing?" "How have you been?" dan jika seseorang menanyakan kabar kalian maka respon kalian jika kalian dalam keadaan baik-baik saja adalah "I'm fine. Thank you" "Everything's fine" "I'm doing good" "I'm very well. Thankyou. and yourself? and if you're not feeling good, you can say "I'm not fine" "I'm not feeling good" "I'm not OK" "I'm not feeling well" . Namun jika kabar kita sedang dalam keadaan tidak baik kita bisa mengatakan "I'm not fine" "I'm not feeling good" "I'm not OK" "I'm not feeling well". Then, if you want to express your pleasure to see someone you can say "Nice to meet you" or "It's a pleasure to meet you". Kemudian jika kalian ingin mengatakan bahwa kalian senang bertemu seseorang maka kalian bisa mengatakan "nice to meet you" atau "it's a pleasure to meet you". Now, let's take the look at this expressions of greeting which just left informal. If you want to greet your friend you can say Hi or Hey. And than if you say you're that happy to meet them you can say "It's good to see you" and if you ask their condition, you can say "What's up" "How was your day" "How are things with you?" "How is it going?" "How's life?" "How have you been?" "What's new?" The responses for this greeting can be :</p> <ul style="list-style-type: none"> <li>• Hi/hey man</li> <li>• Good to see you too</li> <li>• Fine/Good/Not bad</li> <li>• Great/Very well/Never better</li> <li>• Preety well</li> <li>• Ok, Not bad</li> <li>• Well, nothing special</li> <li>• I'm very well</li> <li>• It's pretty good. Thanks</li> <li>• Yeah. How are you?</li> </ul> <p>But if you seen somebody for a while you can say "Long time no see" or "It's been a while".</p> <p>Beside there's also another greet to say greeting in English, but this expressions for informal not formal. It is call slang English greeting. We should only use this expressions with people that we already know very well. You can also see the example of daily converstion using greeting expressions in you book "When English Rings a Bell". Jelasnya kita juga bisa melihat beberapa contoh percakapan menggunakan ungkapan sapaan atau ucapan salam di buku bahasa inggris when English Rings a Bell. Now let's go to the next section. This time we</p>	√															
--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

gonna be discuss about "Leave taking" . Leave taking is an act of saying goodbye. Saying goodbye or farewell is an expression to say when we want to leave someone else. If you want to take alive you can say :

- Good bye
- Good night
- See you later
- See you tomorrow
- See you next week
- See you around
- See you again
- Have a good day and
- Have a nice day

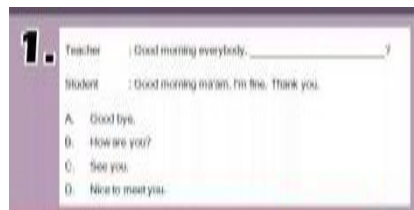
You can also find example of leave taking expressions when your book "When English Rings a Bell". There are some important things that we have to remember :

- We say "Good morning" at 12 midnight up to 12 at noon
- We say "Good afternoon" at 12.01 pm up to 6 pm
- We say "Good evening" at 06.01 pm up to 12 pm
- We say "Good night" when you want to leave other people at night. For example when you want to go to sleep or leave someone's house at night.

**So, Do you know, what PM or AM means?**

PM or Post Merediem shows time between 12 at noon until 12 at night. Well, AM or Ante Merediem shows time between 12 at night to 12 at noon.

Well, now let's do drills. Sekarang kita coba beberapa soal ya silakan tebak jawaban dari beberapa soal berikut:



		<p><b>2.</b> Riani : "Good afternoon, Nadia." Nadia : "_____."</p> <p>A. Good night. B. Good morning. C. Good evening. D. Good afternoon.</p> <p><b>3.</b> Reno : "Hello, I am Reno." Richard : "Oh, hi, I'm Richard. <b>How do you do?</b>" Reno : "_____?"</p> <p>A. Fine, thank you. B. I'm quite alright. C. How do you do. D. Nice to meet you.</p> <p><b>4.</b> Miranda : Mom, I'm so sleepy. I want to go to bed, _____. Mom : Good night. Have a nice dream.</p> <p>A. Good morning. B. Good evening. C. Good night. D. Good afternoon.</p> <p><b>5.</b> Teacher : I think that's all for today, any question? Students : No Miss. Teacher : Alright, then <u>see you tomorrow class!</u></p> <p><b>The underlined words express .....</b></p> <p>A. Congratulation. B. Apologizing. C. Leave-taking. 👍 D. Greeting</p>	√												
--	--	---	---	--	--	--	--	--	--	--	--	--	--	--	--

		<p><b>Now, try this one.</b>  <b>Write your answer in the comment box of this video.</b>  <b>Good luck.</b></p> <p>Clara : "Hello, Dina. Are you coming to the English club this afternoon?"  Dina : "Yes, of course."  Clara : "OK, then. See you there. Bye."  DINO : "_____."</p> <p>A. OK.  B. Bye.  C. Hello.  D. Good morning.</p> <p>Nah, untuk soal yang satu ini silahkan temukan jawabannya ya, tulis jawaban kalian dikolom komentar pada video ini. Selamat mencoba</p> <p>Well, thank you so much for watching  Assalamualaikum warahmatullahi wabarakatuh</p>														
--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Note:**

**CODE**

**GR1** :Video from Yola Merina Media channel entitle Bahasa Inggris Kelas 7 II Greeting II Chapter 1 II How is it going?



**GR2** :Video from VK's Project channel entitle Materi Greeting And Leave Taking – Kelas 7



**GR3** :Video from Erista channel entitle 7 SMP-Greeting and Leave Taking Part1 – Chapter 1- Bahasa Inggris Kelas 7



**GR4** :Video from Eticherpedia channel entitle Materi Greeting Kelas 7 I Materi Bahasa Inggris Kelas 7 Semester 1



**GR5** :Video from Mrs.Ikfi channel entitle Materi Kelas 7: Greeting and Responses (Salam Perkenalan)



**GR6** :Video from Oreb Santoso channel entitle Greeting, Leave Taking, Thanking, Apologizing IMateri Bahasa Inggris Kelas 7 Semester 1



**GR7** :Video from Aang Kurniawan channel entitle Materi Bahasa Inggris SMP Kelas 7 Semester 1 tentang Greeting



**GR8** :Video from Arsan San channel entitle Greeting And Leave-Taking-(Bahasa Inggris SMP Kelas 7)







## Appedix 2



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umstu.ac.id> E-mail : [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khairrizka Angelia  
NPM : 1702050068  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 136 SKS

IPK = 3.54

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
<i>5/04-2021</i>	The Effectiveness of Using Facebook to Improve Students Vocabulary	
	An Analysis of English Learning Video on Youtube	
	The Effectiveness of Instagram to Improve Students Writing Skill Descriptive Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 06 April 2021  
Hormat Pemohon,

(Khairrizka Angelia)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

## Appendix 3



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Indonesia  
 FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khairrizka Angelia  
 NPM : 1702050068  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

An Analysis of English Learning Video on Youtube

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, S.S., M.A. Acc 19/04-2021

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 06 April 2021  
 Hormat Pemohon,

(Khairrizka Angelia)

Keterangan:

Dibuat rangkap 3

- Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

## Appendix 4

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

Jl. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2143/II.3-AU/UMSU-02/F/2021  
 Lamp : ---  
 Hal : Pengesahan Proyek Proposal  
 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Khairizka Angelia  
 NPM : 1702050068  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis of English Learning Video on Youtube  
 Pembimbing : Rini Ekayati, SS, MA

Dengan Demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman keada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 September 2022

Wassalamu'alaikum Warahmatullahi Wabarakatuh



Dikeluarkan pada Tanggal :  
 Medan, 06 Shafar 1443 H  
 14 September 2021 M

Dekan

**Prof. Dr. H. Elfrianto Nst. M.Pd**  
 NIDN 0115057302

**\*\*Penting!!\*\***

## Appendix 5



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Khairrizka Angelia  
NPM : 1702050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of English Learning Video on YouTube

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh,  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, S.S., M.A.

## Appendix 6



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

5/11

## SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Khairrizka Angelia  
NPM : 1702050068  
Program Studi : Pendidikan Bahasa Inggris

Adalah benartelah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa  
Tanggal : 28 September 2021  
Dengan Judul Proposal : An Analysis of English Learning Video on YouTube

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya  
Dikeluarkan di : Medan  
Pada Tanggal : 28 September 2021

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

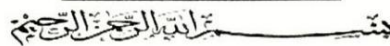
## Appendix 7



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Lelip (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

6/11

**SURAT PERNYATAAN**

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama : Khairrizka Angelia  
N P M : 1702050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of English Learning Video on YouTube

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 28 September 2021

Hormat saya  
membuat pernyataan

(Khairrizka Angelia)

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

## Appendix 8



**UMSU**  
Unggul Cerdas Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

---

Nomor : 2328 /IL3-AU/UMSU-02/F/2021

Lamp : ---

Hal : **Permohonan Izin Riset**

Medan, 28 Shafar 1443 H

05 Oktober 2021 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa	: Khairrizka Angelia
NPM	: 1702050068
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: An Analysis of English Learning Video on YouTube

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.  
Wassalamu'alaikum Wr. Wb






Dekan  
**Prof. Dr. H. Elfrianto Nst, M.Pd**  
NIDN 0115057302

\*\*Pertinggal\*\*



## Appendix 9

8/11



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

**UPT PERPUSTAKAAN**

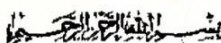
Alamat : Jalan Kapten Mukhtar Basri No 3 Telp 6624567 -Ext 113 Medan 20238  
 Website <http://perpustakaan.umsu.ac.id> Email [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id)

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

---

**SURAT KETERANGAN**

Nomor : 2671 /KET/II.3-AU/UMSU-P/M/2021




Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Khairrizka Angelia  
**NIM** : 1702050068  
**Univ./Fakultas** : UMSU/Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*“An Analysis of English Learning Video on YouTube”*


Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya



Unggul | Cerdas

Medan, 18 Rabiul Akhir 1443 H.  
22 November 2021 M

**Kepala UPT Perpustakaan**



**Muhammad Arifin, S.Pd, M.Pd**

## Appendix 9

9/11



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238  
 Website : <http://perpustakaan.umsu.ac.id> Email : [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id)

Bila menjabah surat ini, agar disebutkan nomor dan tanggalnya.

**SURAT KETERANGAN**  
 Nomor :2198/KET/IL.3-AU/UMSU-P/M/2021

*Handwritten signature*

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Khairrizka Angelia  
**NPM** : 1702050068  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.


Medan, 27 Shafar 1443 H.  
 04 Oktober 2021 M

**Kepala UPT Perpustakaan**




**Muhammad Arifin, S.Pd, M.Pd**

## Appendix 10










**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)


---

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Khairrizka Angelia  
 NPM : 1702050068  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis of English Learning Video on YouTube


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
01-09-2021	Chapter I : Background of study, Identification	
06-09-2021	Chapter I : Lanjutan .	
07-09-2021	Chapter II : Theoretical framework	
13-09-2021	Chapter II : Conceptual framework	
14-09-2021	Chapter III : Source of Data, Technique of Analysis Data .	
15-09-2021	Chapter III : Lanjutan .	
17-09-2021	ACC	

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris




Mandra Saragih, S.Pd., M.Hum.

Medan, 17 September 2021  
Dosen Pembimbing



Rini Ekayati, S.S., M.A

## Appendix 11








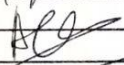
**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**  
Website: <http://www.fkip.ummu.ac.id> E-mail: [kip@ummu.ac.id](mailto:kip@ummu.ac.id)

11/11


بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Khairrizka Angelia  
 NPM : 1702050068  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis of English Learning Video on YouTube

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
1/11/2021	- Abstract - Acknowledgement - Table of Content	
5/11/2021	Parab I : Revise your objectives of study Parab II : Check your reference Parab III : Check your method of research	
22/11/2021	Chapter IV : Revise your <del>app</del> entry display Chapter V : Relate your result to the objects	
24/11/2021	Chapter III : State clearly your source of Data Chapter VII : Revise your Discussion	
25/11/2021	Check all of the important items of your research	
27/11/2021		

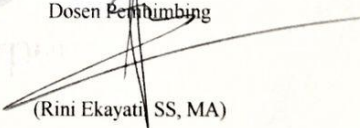
Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum)

Medan, 27 November 2021

Dosen Pembimbing



(Rini Ekayati SS, MA)

## **CURRICULUM VITAE**

### **DATA PERSONAL**

Name :KHAIRRIZKA ANGELIA  
Register Number :1702050068  
Place/ Date of Birth : Tebingtinggi, 20 October 1999  
Sex :Female  
Religion :Moslem  
Nationality :Indonesia  
Father's name : Denny Budianto  
Mother's name :Marhamah Sanjaya  
Address : Jalan. Intan Lk.II Kel. Pabatu Kec. Padang Hulu Kota Tebing Tinggi  
Mobile Phone :0812-6440-2112  
E-mail : khairrizkaa@gmail.com

### **EDUCATION**

1. Elementary School at SD Negeri 165732 Tebingtinggi, from 2005-2011
2. Junior High School at SMP Negeri 6 Tebingtinngi, from 2011-2014
3. Senior High School at SMK Negeri 4Tebingtinggi, from 2014-2017
4. Student of English Education Program of Faculty of Teacher's Training and Education, UMSU 2017 until reaching the degree of Sarjana Pendidikan

Medan, November 2021

Khairrizka Angelia