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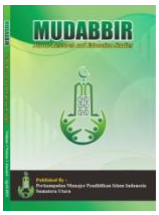

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A Descriptive Study of Matriculation Program: Students' Responses of Youtube Video as Supplementary Material

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ABSTRAK

Program matrikulasi merupakan program yang diperuntukkan bagi mahasiswa tahun pertama. Pada kondisi normal, program ini memberikan pembelajaran tatap muka dan materi agar mahasiswa memiliki pengenalan yang baik tentang bahasa Inggris untuk kehidupan sehari-hari dan dalam komunikasi lisan, namun di masa pandemi program ini harus dilakukan secara daring dan fokusnya berubah menjadi mempersiapkan mahasiswa untuk mengikuti tes *TOEFL*. Dalam program ini, pusat bahasa tidak hanya menyediakan instruktur untuk menyampaikan materi kepada siswa, tetapi mereka juga menyediakan video di *Youtube* sebagai materi tambahan. Penelitian ini merupakan penelitian deskriptif dimana peneliti menjelaskan hasil penelitian secara deskriptif. Sampel dari penelitian ini adalah mahasiswa program matrikulasi. Tujuan dari penelitian ini adalah: 1) Untuk mendeskripsikan proses pelaksanaan program matrikulasi, 2) Untuk mengetahui tanggapan mahasiswa mengenai penggunaan video di *Youtube* sebagai materi tambahan dalam program matrikulasi. Wawancara dan dokumentasi merupakan teknik pengumpulan data dalam penelitian ini. Hasil dari penelitian ini adalah: 1) Program matrikulasi dilaksanakan dengan menggunakan *Zoom* atau *Google meet* selama empat belas kali pertemuan dengan durasi enam puluh menit di setiap pertemuan. 2) Siswa berpendapat bahwa video *Youtube* yang diunggah oleh pusat bahasa membantu mereka untuk mengingatkan materi yang disampaikan oleh instruktur, 3) Siswa menyarankan agar video tersebut lebih kreatif, menambahkan bahasa Indonesia dan penjelasan yang lebih detail.

Kata Kunci: *Program Matrikulasi, Tanggapan Mahasiswa, Video Youtube.*

ABSTRACT

Matriculation program is a program for first year students. In normal condition, it provides face to face learning and material for students to have good introduction about English for daily life and in oral communication, but after pandemic era the program had to be done via online and

the focus was changed to be preparing students to have TOEFL Test. In this program, the language center did not only provide instructor to deliver material to the students, but they also provided video on Youtube as supplementary material. This is a descriptive study where the researchers explain the result in descriptive way. The sample of this study are matriculation program students. The aims of this study are: 1) To describe the process of matriculation program, 2) To obtain students' responses about the use of video in Youtube as supplementary material in matriculation program. Interview and documentation were the data collection techniques of this study. The results of this study are: 1) Matriculation program was run using Zoom or Google meet for fourteen meetings and sixty minutes in each meeting. 2) Students thought that the Youtube videos uploaded by language center helped them to remind the material delivered by the instructor, 3) Students suggested that the video should be more creative, add Bahasa Indonesia and more detail explanation.
Keywords: *Matriculation Program, Student Feedback, Youtube Videos.*

INTRODUCTION

Matriculation program is a compulsary program for the first year students. In the end of this program, they will get a certicate that is as a requirement to register their undregraduate thesis exam. They were grouped by their major to be one class to make easier in delivering material because of their background similarity.In this program, in normal condition, the students had face to face learning. Face to face learning or offline learning is traditional professional learning approach that provides an interaction and intimacy among teacher and learners (Sankar & S. Sankar, 2010)

The students obtained a handbook containing materials that learned with the instructor. The instructor taught each class for two hours in each meeting for seven times. The material was basic English that focused on students' speaking performance. In learning process, students could meet and communicate to other students and instructor directly so that they were more active. Because the students practiced their speaking performance, the classrooms were usually noisy.

Pandemic era brought many effects for all fields in the world. It also affected educational sytem in delivering material to students in Indonesia. Almost all educational institution provided online learning to their students.This also influenced the process of matriculation program. This program was changed from offline to online learning or e-learning. E-learning is a learning concept which uses a web that is connected using the internet or intranet that links teachers and students (Abou El-Seoud et all, 2014). The students and instuctor had communication using internet. In addition, Nguyen (2015) said that if the education was using the internet network, both

web-based concepts or face to face meetings, by utilizing existing technology then it can be said as online learning. The program utilized certain application or platform to support learning process.

Learning resources are all sources of various information used to help and facilitate students in increasing their understanding and optimizing learning outcomes (Sanjaya, 2010). In addition, Abdullah (2012) stated that learning resources are instruments used to overcome problems in learning process that optimizes learning outcomes, so learning resources becomes crucial matter to be developed and managed systemically in terms of its functions and quality. Based on the definition above it can be concluded that learning sources are all informations and instruments to facilitate students to achieve learning targets and optimize learning outcomes. The accessibility of learning resources is very important for students' learning process to master the knowledge being learned. One of learning sources can be form video on Youtube.

Youtube, powerful learning media, can be accessed by viewers all over the world and becomes a source of learning videos that has diverse collection (Wirahyuni, 2019). It contains various kinds and fields of videos. Youtube has become one of the most-famous websites in the world (Alexa, 2011 in Al Murashi) Not only contains entertainment, but this platform also provides educational information needed by the students. Seilstad (2012) showed that using YouTube videos in teaching becomes simple strategy to provide specific and relevant material. Beside that Bonk (2009) stated YouTube is believed as an fascinating social medium that contributes to global education. The use of YouTube to teach English increased significantly (Duffy 2008). The fun and fast access of instruction, culture-based videos, and languages from all over the world are offered by it (Terantino 2011). In other words, Youtube videos as learning resources can be beneficial for instructor in delivering material.

The different way of learning from offline to online resulted different policy by language center. This program changed the learning resources. The handbook arranged by language center focusing on basic English and coversation changed to be TOEFL book by Longman. This is because learning TOEFL is also beneficial for students to prepare them to have test. Besides that, language center also provided learning video explaining material on Youtube. The students had to access the video before joining the meeting. The videos vary based on the different topics. They became crucial things in

learning process because they connected students' knowledge to the material that would be given by the instructor in learning process. Because of its necessity, the researcher assumed that it is important to investigate students' responses to those videos. After understanding students' thoughts about the videos, language center can improve the creativity and quality of video to be better. Moreover, the results of this study can be a consideration for the creators of TOEFL videos.

METHOD

This is a descriptive study that collecting the data through observation and interviews to selected students. The research needs sample to be studied. The sample is something that is used as a representation of a study and as a form of generalizing a research result (Flick, 2009) The sample of this study are fifty students of the first year college students of a university in Lampung. The researcher interviewed the sample about Youtube videos implemented as learning sources. Furthermore, the data were collected and analyzed descriptively.

FINDINGS AND DISCUSSION

Learning resources are instruments used to overcome problems in learning process that optimizes learning outcomes; consequently, learning resources becomes crucial matter to be developed and managed systemically in terms of its functions and quality (Abdullah, 2012). In online learning, the language center selected TOEFL book by Longman as a learning resources. The topic materials were selected and arranged to be taught for two semesters. They asked the instructors to prepare and modify material to be delivered to the students. They also provided learning videos on Youtube to support instructor's explanation. The students had to watch the learning video first before joining the learning process. After watching video uploaded on Youtube, the students got general description about material would be given. This background knowledge linked to the information transferred by the instructor. It can be signed by students' activeness in answering instructors's questions as brainstorming activities.

Online learning of matriculation program held through Zoom or Google Meet. The instructor and students could choose between them as learning application. In one semester they had fourteen meetings for an hour in each session. The learning activities usually were opened by the instructor by linking the previous topic to the current material. They explained the material while the students listened the explanation. In the end of explanation, it would be given the sample of question of each topic, and they discussed the tips and tricks to answer the questions. The students also were allowed to show their comprehension of the topic by answering the questions.

Youtube as a well-known medium is often watched by students. They can access entertainment or look for the information that they need on it. Based on the interview result, the students seldom access Youtube video in English. They tend to choose video in Bahasa or use subtittle in Bahasa. After joining matriculation program, they had to access and watch English videos talking about TOEFL on Youtube.

The students admitted that the content of matriculation videos were quite interesting. They also said that the content of videos was able to be understood, although they sometimes found difficulties in acquiring the meaning. To solve this problem, they usualy asked to the instructor in learning process.

The presence of videos helped them in understanding material and they can watch them when they missed the information given by the instructor. This aspect can decrease students' missunderstanding about the topic so that students agree that Youtube video should be provided to help students in learning.

In answering the question about the weaknesses of matriculation videos in Youtube, they admitted that actually the videos helped them to understand the material although the explanation is too fast, so they found difficuties in listening and comprehending the meaning.

When the students were asked about the suggestions for the videos, they thought that the videos should be mixed in English and Bahasa Indonesia to make them easier in understanding the material given because not only English department students were the audiences but also other department students. Moreover, they felt that the explanation in the videos is too fast. They hoped that after explanation, the videos provides example of questions and the way to answer and analyze the questions. Additionally, they proposed that the video can be added by more creative animation to

grab students' attention. Finally, they hoped that the videos will be more interesting and better than before by improving the creativity in producing videos and adding sample questions and Bahasa Indonesia in the explanation.

This study investigates how students respond toward the utilization of Youtube videos as supplementary materials in matriculation program. After analyzing the result of interviews, Youtube can be beneficial as learning source. It deals with Almurashi (2016) who states that Youtube in English classes can have important role. Youtube videos can help students in learning. It can improve students understanding and comprehension and elicit information (Almurashi, 2016). Students can memorize lessons and make it easier for them by watching Youtube videos (Syafiq et all, 2021). It also provides interesting way to deliver material. Moghavvemi, Sulaiman, Jafaar and Kasem (2018) similarly argue that YouTube offers plenty of attractive learning resources to students. Because of that the students are able to improve their comprehension through meaningful and fun activities.

CONCLUSION

To sum up, this study found that the videos on Youtube can help students in mastering material given by the instructor. Students can access the video to remind their missed knowledge. Because of its benefits, teachers and instructors can create creative Youtube videos and utilize them as learning resources. This way hopefully can cause students more interested in learning process. This study only focus on students' responses toward the use of Youtube videos as supplementary material without analyzing other aspects such as students' autonomy in online learning. The further study hopefully is challenged to investigate broader area with larger sample size.

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