

EFFECT OF USING YOUTUBE AS A TEACHING MEDIA ON THE STUDENTS' LISTENING SKILLS

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Abstract

The study aimed to assess the impact of YouTube on eighth-grade students' listening skills at SMP Negeri 58 Batam. Conducted as an experimental research, the study included 114 students from the 2022/2023 academic year. The experimental group utilized YouTube videos for listening practice, while the control group relied on audio alone. A pre-test was administered to all students, followed by treatment using YouTube videos and a post-test. Quantitative analysis revealed a significant improvement in the experimental group, as indicated by paired scores with a p-value of 0.000 (<0.05). Conversely, the control group showed no significant difference, with a p-value of 0.429 (>0.05), leading to the rejection of the null hypothesis. The findings suggest that YouTube videos effectively enhance students' listening abilities, highlighting the platform's potential as an educational tool for language acquisition in the eighth-grade classroom at SMP Negeri 58 Batam.

Key Words: Youtube, listening skills

INTRODUCTION

Language is one of the important aspects of communication. Through the use of language, we can communicate with different people, express our ideas, convey what we teach, review concepts, and share our thoughts. Besides languages spoken all over the world, there are numerous languages globally. One prominent language is English, often regarded as the global language. As we acknowledge, there are four essential English skills: listening, speaking, reading, and writing. However, this research focuses specifically on listening skills.

Listening, as one of the crucial English skills, is significant for students to master. It is the means by which students can understand or comprehend the speaker's intended meaning. Before speaking, individuals typically listen to native speakers and then emulate the way they pronounce words. Listening in any language demands focus and attention, and it is a skill that some people may need to work on more than others. To become fluent in English, students must develop strong listening skills. Listening not only aids in understanding what people are saying but also contributes to speaking clearly to others. It helps in learning how to pronounce words correctly, use intonation effectively, and determine where to place stress in words and sentences. People who struggle with concentration are often poor listeners.

The aim of teaching and learning English at SMP/MTs is to enable learners to achieve a functional level of communication, both orally and in writing. To attain this goal, junior high school students must master the four essential English skills. According to various researchers, listening is a crucial skill that should be mastered because it facilitates improvement in other English skills. In daily life, people tend to listen more than they read, speak, or write. Junior high school students need to master listening skills so that they can comprehend instructions from their English teacher and respond effectively during the teaching and learning process.

Several issues were identified at SMP Negeri 58 Batam in the context of English teaching and learning, particularly in listening skills, especially in grade VIII. For instance, some students face difficulties due to a lack of interest in learning English, and listening classes are infrequently conducted. This lack of exposure makes students unfamiliar with listening and native English speakers. Additionally, students encounter problems in spelling words, struggling to accurately transcribe what they hear. Another issue is that the listening input provided by teachers is not optimal, and the school lacks comprehensive programs for listening practice.

At times, teachers solely rely on student worksheets during the listening section, and they encounter challenges in finding suitable native speaker recordings for students. Consequently, teachers sometimes resort to dictating listening materials to students, leading to boredom and disinterest in listening lessons, as they become repetitive with the same audio material. SMP Negeri 58 Batam is one of 3 junior high schools in Piayu that already has a language laboratory. Which is equipped with an infocus screen that can display images, headphones and speakers. Which can be used by teachers, to make teaching easier, especially English. Special listening lessons will be more interesting if supported by facilities and innovative learning models from the teacher. Using YouTube videos, it is hoped that students will be more enthusiastic in participating in learning. But unfortunately the laboratory, which is complete and comfortable to use, turns out to be less than optimal in operation and is rarely used, there by reducing students' interest in learning listening.

Jalaluddin (2006, p. 65), YouTube is a website that hosts various types of videos, including video clips, TV clips, music videos, movie trailers, as well as other content such as video blogs, short original videos, and educational videos. In the context of education, YouTube provides easily accessible video content, particularly related to English-language material.

In the present day, YouTube is experiencing rapid growth. Not only adults and teenagers, but even children have access to YouTube videos to enhance their knowledge and language skills. This is particularly relevant in lessons focusing on listening skills, where students often limit themselves to listening to audio or sound. YouTube offers a plethora of materials for improving listening skills, with the hope that students can better comprehend the material and respond to questions more easily. These videos present opportunities for students to learn effective communication in foreign languages by immersing themselves in real communication scenarios used by native speakers (Rogers & Madley, 1988).

RESEARCH METHODOLOGY

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The researchers used Pre-Experimental design. The design of this study was experimental research because the researchers wanted to measure the effect of the video technology in the teaching video presentation on Youtube. According to Arikunto (2014), Experimental study is a study which aimed to know there is or not the effect of the variable studied. Experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study. The researcher use one-group pretest-posttest design usually involves three steps:

1. Administering a pretest measuring the depend variable.
2. Applying the experimental treatment X to the subjects.
3. Administering a posttest, again measuring the dependent variable.

Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post test score. In conducted the research, the researchers take action in the form of learning process as follows:

1. Pre-test

The researcher give the test as a pretest (01) to measure prior knowledge on the students before gave treatment and to know the problems that the students have.

2. Treatment

After giving a pre-test, the researcher give treatment by using video on Youtube. During the treatment, the student is given some material by used video presentation on Youtube.

3. Post-test

The researchers used post-test (02) for the students after the treatment. The researchers had the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the pre-test.

The research was carried out at SMPN 58 Batam in Raya Kampung Bagan Sei Daun street, Tanjung Piayu, Kec. Sei Beduk, Kota Batam, Provinsi Kepulauan Riau. Based on the academic schedule at the school, the research was carried out from June 2022 - July 2023.

Variables is an attribute or the nature or people value, objects, or activities that have a certain variation defined by the researchers to be learned and drawn the conclusion (Sugiyono, 2012, p. 60).

Validity Test

Riduan and Sunarto (2012, p. 348) state that validity is a measurement that indicate the valid level of the instrument.

1) Content validity

According to Sugiyono (2014:129), for testing a test as the instrument, it can be done by correlation the content of the instrument with the lesson material that has been learned. The test content constitutes a representative sample of the language skill, structure, etc, and reflects the syllabus or instructional program on which it is basic.

2) Construct Validity

Brown (2004, p. 25) states that construct validity is one of kind evidence that can support validity, but it does not play a large role for classroom teacher. Construct validity is concerned with the level of accuracy a construct within a test is believed to measure. The test can be demonstrated that it measure just the ability which it is supposed to measure. It meant that the test measures all of affective aspects on learning.

The validity of an item can be known by doing item analysis. In this research, the researchers counted validity by using product moment correlation formula:

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

- r_{XY} : Correlation coefficient between X variable and Y variable
- ΣX : The sum of score in X distribution
- ΣY : The sum of score in Y distribution
- ΣXY : The sum of score in XY distribution
- ΣX^2 : The sum of square score in X distribution
- ΣY^2 : The sum of square score in Y distribution
- N : The sum of the item

To measure the validity of instrument, the researchers used the coefficient interpretation in relation of r_{value} in Riduan and Sunarto (2012, p. 81) as follow.

$0.80 < r_{xy} < 1.00$	Very Strong Validity
$0.60 < r_{xy} < 0.799$	Strong Validity
$0.40 < r_{xy} < 0.599$	Enough Validity
$0.20 < r_{xy} < 0.399$	Low Validity
$0.00 < r_{xy} < 0.199$	Very Low Validity

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If $r_{xy} \geq r_{\text{table}}$, the item question is valid.

Reliability Test

This research the researchers used Kuder Richardson 21 (KR-21) formula (Arikunto, 2009, p. 103) to reliability test of the instrument formula is as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{n \cdot S^2} \right)$$

Where:

- r_{11} : The instrument reliability
- n : The total item of question
- 1 : Constant number
- M : Total of mean
- S^2 : Total of variant

RESEARCH FINDINGS

The researchers conducted the research at SMPN 58 Batam. The eighth-grade students in classes VIII-2 and VIII-3 were chosen to be participants in this research, the writer did an analysis of quantitative data. After conducting the research, the writer got the data of research finding that is obtained by using questionnaires and tests in experiment class and control class after conducting different treatments of the learning process in both classes.

Based on the data paired above, in the experiment class, the researchers found sig(2-tailed) of pre-test and post-test scores paired were smaller than alfa ($0.000 < 0.05$), which means any significant differences between before and after treatment in the experiment class, and in the control class the researcher found that no significant differences in their score result paired, due to researcher didn't give the treatment to this class and the paired result shown the sig (2-tailed) of pre-test and post-test of control class were bigger than alfa ($0.429 > 0.05$).

Class	Test	Sig (2-tailed)	Alpha 5%	Conclusion
Experiment	Pre-Test	0.000	0.05	Significant differences
	Post-Test			
Control	Pre-test	0.429	0.05	No Significant differences

DISCUSSION

This research was conducted by the researchers to find out the effectiveness of teaching strategy, especially strategy for teaching listening skills. It has been discussed that YouTube video media was one of the effective media which can be applied in the teaching-learning process. The discussion of this research discussed that the use of YouTube videos was effective for teaching listening skills.

Related to the computation data in Figure 4.14, the difference significant between students who were taught by using YouTube videos and students not taught by using YouTube videos was $0.000 < 0.05$. The result was used to find out whether there were significant differences or not. They found significant value on paired test was smaller than 0.05. It proved that there was significant effectiveness in using YouTube videos as teaching media for eighth grade at SMPN 58 Batam. In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012, p. 2). Furthermore, YouTube implementation in classrooms will provide students with a better comprehension of the lesson (Khalid & Muhammad, 2012, p. 527).

The results of the research show that there was a significant difference in the listening ability between the students who were taught by video and those who were taught by using

the textbook-based technique. The data analysis above showed that not all of the students who became as the samples in this research indicated have a significant improvement in their score, but researcher find that students who have a good score in their listening test were the result of giving them a treatment using video on youtube, due to the hypothesis in this research being accepted.

CONCLUSION

After conducting research on the use of YouTube as a teaching medium to improve students' listening skills, the researchers can conclude based on the findings discussed in the previous chapter that:

The results of the research conducted in the experimental and control classes, the average pre-test score was 68.9 and the post-test average was 82.5. The researchers analyzed that the students' listening skills improved. After using Youtube media, students' listening skills improved.

This is evidenced by the results of the test in the experimental class, the researchers found the paired sig(2-tailed) pre-test and post-test scores were smaller than alpha ($0.000 < 0.05$), which means there was a significant difference between before and after the treatment in the experimental class, and in the control class the researcher found that there was no significant difference in the results of their paired scores, because the researchers did not give treatment to this class and the paired results showed sig (2-tailed) of the pre-test and post-test of the control class more greater than alpha ($0.429 > 0.05$) means that H_a is accepted and H_o is rejected.

Based on the results above, there is a significant effect of using Youtube videos on the listening skills of class VIII students of SMPN 58 Batam.

SUGGESTION

In this research, the researchers would like to offer some suggestions for English teachers, students and further researchers to get better results, as follows.

1. For Teacher

- a. The use of Youtube can be an alternative to teach listening skills. Teaching listening by using Youtube video media is a good innovation. This can stimulate students'

listening skills not only to audio, but also to be able to see videos and easily understand the meaning of the question which will then be reconstructed in their own language.

- b. Before the teaching and learning process, the teacher must prepare media and teaching materials that are in accordance with the material

2. For Students

- a. It will be very useful for students to better understand the material in listening lessons with Youtube media. Watching videos on YouTube can also attract students' interest and make students more active in listening lessons.
- b. Students should pay attention to the teacher when he is giving English lessons.

3. For the next researcher

Further researchers can use this research as a reference to conduct other research in the same field. The author hopes that future researchers can prepare everything as well as possible in conducting research and can follow up on the research.

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