
UTILIZING YOUTUBE APPLICATION IN ENHANCING LISTENING SKILLS FOR STUDENTS OF JUNIOR HIGH SCHOOL LEVEL

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

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ABSTRACT

This research article explains how to use the You Tube application to enhance listening skills in junior high school students. The pre-test post-test experimental and pre-test post-test control methods are used in this research. A total of 120 Junior High School students in Kemayoran, Jakarta were included in the study, with a research sample of 25 students composed of 12 students from class VII A (the control class) and 13 students from class VII B (the experimental class). A random sampling technique is used to choose samples. A multiple choice test was used in this study to collect data in the form of student scores. The data was then examined using descriptive statistics and paired simple t-test statistical analysis in SPSS (t-test). The average pre-test experimental group listening skills score was 66.54, while the average post-test experimental group listening skills score was 83.08. The average pre-test listening skills score for the control group was 39.17, while the average post-test listening skills score was 56.25. The hypothesis was then tested using the t-test, specifically the paired simple t-test, which showed that the significant value (2-tailed) is 0.000 0.05, indicating a significant change. According to the findings of the study, there is a significant difference in listening skills between students who use YouTube media in class and students who do not use media in class.

Keywords: Listening skills, Media, YouTube Application

INTRODUCTION

English language is an international language that is used all over the world. Every countries have difference language, every people use it for communication with people from difference country. English is also a combination of several local languages that are often used by the community. Currently, English has become the main communication medium for people in various parts of the world. English is considered the official language for use in the international world.

According to in Rizkan, (2018:287), states listening is the capacity to recognize and get what others are saying. Listening assumes a significant part in correspondence as it is said that, of the absolute time spent on conveying, listening takes up 40-half as opposed to different abilities¹. By and by, numerous understudies get baffled in listening understanding.

Rizkan, (2018:287), said that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a

¹ Rizkan, Abang Muhammad, Mukhaiyar Mukhaiyar, and Refnaldi Refnaldi. "The Effect of Using Youtube as a Teaching Media on the Students' Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP- PGRI Pontianak)." *Seventh International Conference on Languages and Arts (ICLA 2018)*. Atlantis Press, 2019.

deeper understanding of the foreign language².

For this reason, researchers try to develop a research idea regarding the use of the YouTube application if the existing content can be used as a learning resource. The YouTube application has lots of concrete videos to support students that can be used as material for English lessons. For this reason, the researcher developed a research idea regarding the use of the YouTube application if the existing content can be used as a learning resource. The YouTube application has a lot of concrete videos to support students that can be used as material for English lessons but even though learning to listen to students using the YouTube application researchers can find problem that is always found in the school environment is that not all student have the skills to learn listening skills, both problems from students and facilities from schools such as problems: a). Students' lack of concentration in listening to English. b). Lack of school facilities such as InFocus and sound system. c). many students need repetition in listening when learning listening is started. d). Many students have difficulty in listening. d). lack of student response when learning begins to the media used.

Researchers conducted the first research conducted Pre-Test. A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell, in Hartanta, 2012)³. The step is to do a pre-test the researcher came to the class and asked the students attention, the researcher explained the self introduction of the research, the researcher explained the self introduction of the test that has been given to the students, the researcher asked the students to learn listening, Pre-test gave toward the students before they got a treatment, The pre-test was test to know the students' prior knowledge of listening, students needed to finish the pre-test around 35 minutes for 20 Question. The second do the treatment researcher will treat the students using listening. The researcher will give an example of a good listening method, and then it will be followed by the students. After conducting a pre-test, the researcher gave four treatment to students. It took for three meetings and spent 35 minutes in each meeting. Some steps of treatment are:

- a. The researcher gave some motivation and explained how important to learn english before starting the material.
- b. The researcher gave some explanation about the learning process
- c. The researcher asked the students to introduce themselves
- d. The researcher asked students to open the Youtube's application to show the video about self introduction that predetermined.
- e. After showing the video to the students, the researcher provided feedback toward the students and gave opportunities to ask question about what the students just saw, so there was more interaction about material through asking and answer questions
- f. The researcher asked the students to discuss with their friends to make simple conversation about self introduction then each pair work and perform in front of class

² Rizkan, Abang Muhammad, Mukhaiyar Mukhaiyar, and Refnaldi Refnaldi. "The Effect of Using Youtube as a Teaching Media on the Students' Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP- PGRI Pontianak)." *Seventh International Conference on Languages and Arts (ICLA 2018)*. Atlantis Press, 2019.

³ Hartanta, K. C. (2012). The Effect Of Using Autentich Matherial On Teaching Simple Present and Simple Past Tensis.

- g. When a pair work performing, other students wrote information that they got from the other pair work appear
- h. The researcher gave feedback that they heard during the conversation process.

The tired do the post-test. The final way of data collection was to perform a post-test. A post-test is a measurement of some trait or characteristic that is taken after treatment for participants in an experiment (Creswell, in Hartanta, 2012)⁴.

The test given after giving treatment in experimental research. The post-test has given toward the students after they taught by using YouTube video in listening learning. The form of post-test was multiple choices. Steps in giving a posttest are :

- a. The researcher explained the of the test that has given toward the students.
- b. The researcher asked the students to mark X for the correct answer

In relation to the formulation of the problems, the objective of this research is to investigate whether there is the effect of YouTube application towards students listening skills.

Several kinds of research have been conducted to find out which aids improve students' listening skills. Furthermore, there are three previous related studies that will be described.

The first previous related study was conducted by Afifah Nur Amalia (2019), and entitled *The Effect of Using Audio Visual Aids on Students Listening Skill; A Quasi-Experimental Study at the Tenth Grade of MAN 2 Kota Bogor*. The instrument of this research was pre-test and post-test. T-test was used in order to analyze the data collected in this research. It was used to know the significance level of the result. The data from the pre-test showed that both classes had a slight difference in the mean score, where experimental class got 67.00 and the control class got 69.00. However, the post-test score showed that the experimental class got a higher mean score 80.16 than the control class 72.00. Moreover, the result of the post-test score revealed that the score of experimental class was higher than the controlled class⁵.

The second previous related study was conducted by Astari Maylani (2019), the entitled *The Effect of Using Animation Video in English Teaching on Student Listening Skills at MTs N 2 Kota Jambi*. The data were collected, the researcher used t-test analysis with significant level $\alpha = 0.05$ to see the significant differences between two variables. The result of post-test mean score 84.7 for experimental class and 83.65 for control class⁶.

The tired previous related study was conducted by M WISRA SAPUTRA (2017) the entitled is *Improving Students' Listening Comprehension Using Cloze Dictation Technique (A Pre-Experimental Research at the Tenth Grade of SMA Nurkarya Tidung*. The findings showed that Cloze Dictation Technique in terms of accuracy of answer was effective to improve students listening comprehension. It was supported by the students' mean score in pre-test was 5.88 and it was improved to be 7.88 in post-test and the value of t-test was bigger rather than the value of table ($4.85 > 1.711$). And in terms of general understanding,

⁴ Hartanta, K. C. (2012). *The Effect Of Using Autentich Matherial On Teaching Simple Present and Simple Past Tensis*.

⁵ Amalia, A. N. (2019). *The Effect of Using Audio Visual Aids on Students' Listening Skill* (Bachelor'

⁶ Astari Maylani, T., Monalisa, M., & Abadi, A. (2019). *THE EFFECT OF USING ANIMATION VIDEO IN ENGLISH TEACHING ON STUDENTS' LISTENING SKILL AT MTSN 2 KOTA JAMBI* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

also effective to improve students listening comprehension. It was supported by the students mean score in pre-test was 6.43 and it was improved into 7.98 in the post test. And the value of t-test was bigger rather than the value of t-table ($4.72 > 1.711$). Based on the result analysis, the researcher concluded that Cloze Dictation Technique improved students' listening comprehension⁷.

METHOD

This study uses the Quantitative approach method. According to (Creswell, 2014), Quantitative approach Post positivist world view, experimental design, and pretest and posttest measures of attitudes in this scenario, the researcher tests a by specifying narrow hypotheses and the collection of data to support or refute the hypotheses⁸.

This research was implemented at seventh grade students of MTs AN- NUR in academic year 2021-2022 at Central Jakarta. The school is located at Jl. Kepu Dalam VII No.114 Kemayoran, Central Jakarta Telp/Fax (021) 4248464. The population of this study is the students of class VII MTs AN-NUR Kemayoran Central Jakarta with a total population of 120 students, carried out in June - October in the odd semester of the 2021/2022 academic year.

This research sample was used by the seventh grade students of MTs AN- NUR as the sample. The researcher took two classes to examine this research. Researchers took two classes because they used the experimental group and the control group in this study.

The population of this study is 120 students, while the sample of this study was only class VII, namely 25 students.

According to Ary, D. et al. (2009:225), validity is the most important consideration in developing and evaluating measuring instruments⁹.

Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.

Table 1.1
The result of Validity test

No Test	R count	R Table 5%	Status
1	0.408	0.3246	Valid
2	0.524	0.3246	Valid
3	0.595	0.3246	Valid
4	0.376	0.3246	Valid
5	0.471	0.3246	Valid
6	0.441	0.3246	Valid
7	0.374	0.3246	Valid
8	0.492	0.3246	Valid
9	0.574	0.3246	Valid

⁷ Saputra, M. W. (2018). Improving Students' Listening Comprehension Using Cloze Dictation Technique. *FKIP Muhammadiyah University of Makassar*.

⁸ Creswell, John W. Research design: qualitative, quantitative, and mixed Methods approaches John W Creswell. – 4th ed (2014).

⁹ Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh, Christine K. Sorensen Introduction to Research in Education, 8th Edition –Wadsworth Publishing. (2009).pdf

10	0.754	0.3246	Valid
11	0.475	0.3246	Valid
12	0.419	0.3246	Valid
13	0.452	0.3246	Valid
14	0.503	0.3246	Valid
15	0.346	0.3246	Valid
16	0.459	0.3246	Valid
17	0.350	0.3246	Valid
18	0.423	0.3246	Valid
19	0.480	0.3246	Valid
20	0.695	0.3246	Valid

a. Reliability

After the researcher conducted the validity test, the researcher conducted reliability. According to (Ary, D. et al. 2009:225), Reliability is used to determine the consistency of the measuring instrument, whether the measurement tool used is reliable and remains consistent if the measurement is repeated¹⁰.

Peneliti melakukan uji reabilitas dengan menggunakan SPSS V.26
Dibawah ini menunjukkan hasil rabilitas.

Table 1.2
The result of Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.834	20

The normality test used is the Kolmogorov-Smirnov Shapiro-Wilk, this test is used to determine whether the data obtained in the study are normally distributed or not.

- Enter data in the variable data column that is displayed on the SPSS screen
- Click data view to provide the name and label in the variable data column
- If the data has been named and labeled, then click Analyze > Descriptive Statistics > Explore.
- Enter the data to be tested in the column Enter the variable to be tested into the dependent list column. We can also add variables to the factor list to perform tests based on certain criteria, such as the normality test of data that is differentiated by gender.
- Click Plots > Explore > Normaitas with test > Continue.

The homogeneity test aims to determine whether a variance data diversity. To test the homogeneity with SPSS there are several stages, namely:

- The data input stage to the SPSS program then click variable view.
- If you have clicked on data view, then the control class posttest data and experimental data posttest. The 1st posttest experimental data

¹⁰ Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh, Christine K. Sorensen
Introduction to Research in Education, 8th Edition -Wadsworth Publishing. (2009).pdf

- and 2nd posttest dick class data.
- Data analysis stage from the SPSS Analysis menu - Descriptive Statistics – Explore.
 - The "Explore" dialog box appears, enter the student learning outcomes variable into the Dependent List box then the class variable enters the Factor List box in the display section, select both and then click plots.
 - A dialog box appears then in the “Spread vs Level with Levene Test” section select Power Estimation – Continue – Ok
 - Data results appear in the SPSS output.

In testing the hypothesis, the researcher used the T test with the help of the SPSS v.26 program. The T test is part of the parametric statistical analysis used to test whether there is a difference in the average value of the two groups at once to answer the hypothesis.

Below is how to test the hypothesis using the help of SPSS V25.

- Click Analyze > Compare Means > Paired-Samples T Test
- Entering variables from paired samples after we perform the above steps, the Paired Samples T Test window will open. Enter the variables from the paired sample in the Paired Variable box. In the Variable 1
- After clicking OK, the analysis results are displayed in the output window.

FINDINGS AND DISCUSSION

Findings

Researchers conducted research and obtained complete data from all research instruments including tests. To achieve the research objectives, the researchers analyzed the data systematically and accurate.

1. Test Normality of Control Class and Experiment Class

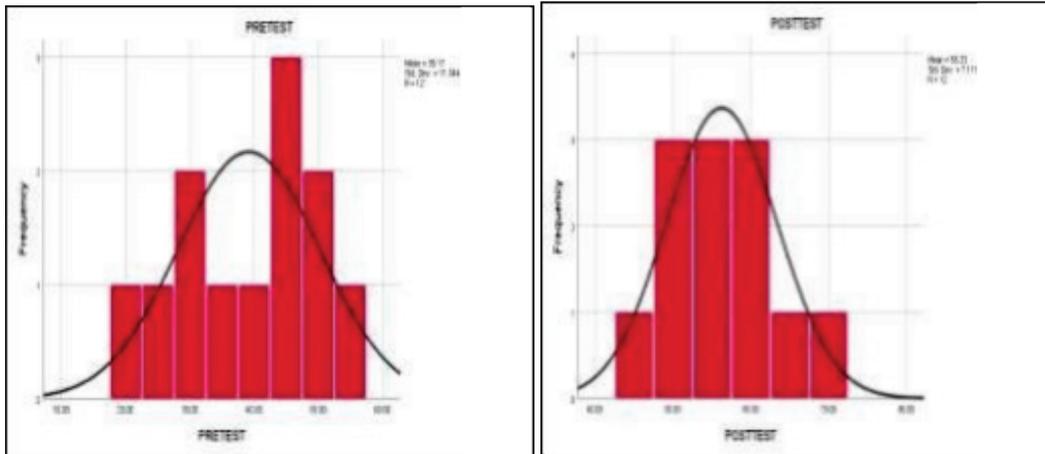
Normality test to find out whether the data is normally distributed or not. The normality test is also part of the statistical analysis requirements test or basic test analysis. The basic test is a condition that must be met before the data is tested.

Table 3.1
Test of Normality of Data Control Class

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.201	12	.193	.946	12	.578
POSTTEST	.153	12	.200*	.957	12	.738

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



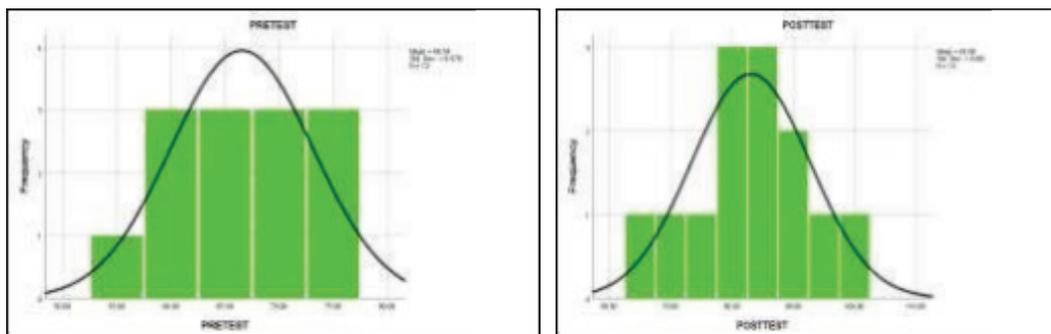
Based on the output results, it is said that the significant value of Kolmogorov-Smirnov and Shapiro - Wilk for the pretest and posttest variables for the control class (0.193, 0.578, 0.200, 0.738) are more than 0.05, it can be concluded that the variables are normally distributed. So the researchers concluded that the results of the normal test of control class data were more than 0.05, so the data were normally distributed.

Table 3.2
Test of Normality of Data Experiment Class

Tests of Normality	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.162	13	.200*	.919	13	.246
POSTTEST	.145	13	.200*	.979	13	.973

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Based on the output results, it is said that the significant value of Kolmogorov-Smirnov and Shapiro - Wilk for the pretest and posttest variables for the experimental class (0.200, 0.246, 0.200, 0.973) are more than 0.05, it can be concluded that the variables are normally distributed. So the researchers concluded that the results of the normal test of experimental class data were more than 0.05, so the data were normally distributed.

2. Homogeneity Test

After knowing the results of the normality test data, the researcher then carried out homogeneity test. Homogeneity test is to determine the level of variance between the two classes, namely the experimental class and the control class for the homogeneity test can be done with the help of the SPSS program. In calculating the homogeneous test, the data taken are experimental post-test and control class post-test.

Table 3.3
Test Homogeneity of variance Experiment Class and Control Class

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result of Study	Based on Mean	.828	1	23	.372
	Based on Median	.729	1	23	.402
	Based on Median and with adjusted df	.729	1	20.824	.403
	Based on trimmed mean	.838	1	23	.369

From the results of the homogeneity test, the researchers showed that the data were homogeneously distributed. From this homogeneity test, it is more focused on the significant value > 0.05 and the value based on the mean, the significant value of the homogeneity of the two data variants is based on mean 0.372, based on median 0.402, based on median and with adjusted df 0.403, and based on trimmed mean 0.369.

3. Hypothesis Test

After the data is known to be homogeneous, the researcher will test the hypothesis, namely by using the independent simple t test. T test to test the truth of the hypothesis. Before the researcher continues the simple t test, the researcher will test the descriptive statistic and test the normality of the data from two different classes, namely the experimental class and the control class.

Table 3.4 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	13	55.00	75.00	66.5385	6.57794
Post-test Experimental Class	13	65.00	100.00	83.0769	9.69073
Pre-test Control	12	20.00	55.00	39.1667	11.04399
Post-test Control	12	45.00	70.00	56.2500	7.11113
Valid N (listwise)	12				

From the descriptive statistics, the minimum results for the pre-test control were 20.00, the maximum was 55.00, the mean was 39.1667 and Std. Deviation 11.04399. Post-test control minimum value 45.00, maximum 70.00, mean 56.2500, and Std. Deviation 7.11113, For the pre-Test experiment with the minimum value of 55.00 the maximum value of 75.00, the mean 66.5385, and for Std. Deviation 6.57794. For the post-test experimental value, the minimum score was 65.00, the maximum value was 100.00, the mean value was 83.0769, and the Std value. Deviation 9.69073. If you already know the results of descriptive statistics, the researcher will test the hypothesis.

The researcher shows a diagram of student learning outcomes so that it is easy to read and easy to understand. Below is the student learning outcomes between the pre-test post-test control class and pre-test post-test experimental.

Diagram 4.1
Result Learning Students Control Class

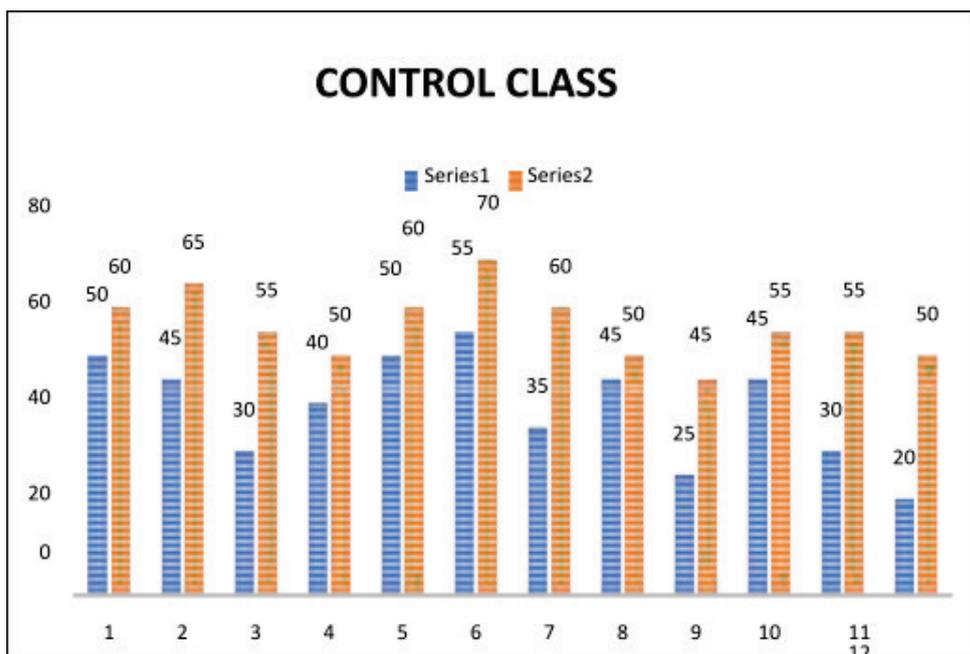


Diagram 4.2
Result Learning Students Experimental Class

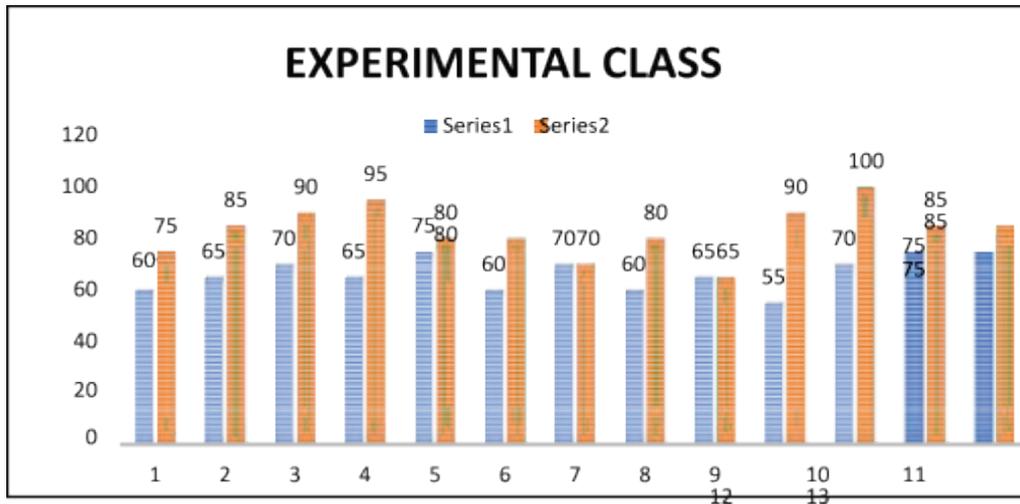


Table 4.5
Result Hypothesis Test

Paired Samples Test		Paired Differences				t	df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	95% Confidence Interval of the Difference				
				Lower	Upper			
1	Pre-test - Experimental	-	11.2517	3.12068	-23.33784	-9.73908	12.000	5.300
	Post-test Experimental	6						
		16.5384	8					
2	Pre-test - Control	-	8.10677	2.34022	-22.23413	-	11.000	11.932547.300
	Post-test Control	17.0833						
		3						

For decision results on paired samples T-Test

In the pair 1 results obtained a sig (2-Tailed) value of $0.000 < 0.05$, it can be concluded that there are a difference in the average student learning outcomes in the experimental pre-test with the experimental post-

using YouTube media and in the pair 2 results obtained the sig value (2-Tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes in the pre-test control and post-test control using audio-visual media.

Discussion

In this study, the researcher discusses the data analysis of the data taken from both the experimental class and control class. After analyzing and calculated the data, the researcher also makes conclusions from the data. In the research process, the researcher took two classes of samples and gave them both the same two tests are the same but the control class does not use YouTube media and while the Experiment class uses YouTube media. First test or the pre-test contains 20 numbered questions and the second test or another name, the post-test contains with the same questions as the pre-test.

The role of this research is, after giving a pre-test to both classes of samples. Researchers also provide treatment. The results of the post-test scores of the researchers made the basis for knowing students' learning abilities after treatment in the experimental class and treatment in the control class. Treatment is given during English lesson hours. The sample of this study is class VII A as the control class and class VII B as the experimental class to determine learning outcomes.

Based on data presentation and data analysis related to current research, the results show that the data are normally distributed and homogeneous. Furthermore, the data were analyzed using the t-test. Based on the t-test calculation the results show that there is a significant difference. By looking at the basis of the T test decision.

In the pair 1 results obtained a sig (2-Tailed) value of $0.000 < 0.05$, it can be concluded that there are a difference in the average student learning outcomes in the experimental pre-test with the experimental post-test using YouTube media and in the pair 2 results obtained the sig value (2-Tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes in the pre-test control and post-test control using audio-visual media.

So it can be concluded that there is a significant effect on the English listening learning outcomes of MTs AN-NUR students using YouTube media. This shows that the learning outcomes of student participants using YouTube media are quite satisfactory when compared to the learning outcomes of students who do not use the media. This is also evidenced by the average value obtained at the end of the treatment, which is 83.0769 for the experimental class using YouTube media and 56.2500 for the control class that does not use the media, because the learning outcomes and the average value of the experimental class using YouTube media are higher than control class that does not use media, then listening learning with YouTube media can be used as an alternative to improve student learning outcomes.

CONCLUSION

Based on the findings of Chapter IV, it shows that the listening skills of students in class VII MTs AN-NUR can be improved through YouTube media with English learning content. This can be seen from the increase in the average value of students. The mean value of the

pre-test in the experimental class was 66.5385, while the average value of the post-test experimental was 83.0769. There was a significant increase in the mean score from pre-test through post-test. It can be said that English-language YouTube media can improve students' listening skills.

The test can also be proven by the paired simple t test with the results of the pre-test and post-test experimental with a significant value (2-tailed) $0.000 < 0.05$, meaning that there is a significant change in value using YouTube media. In addition, there was a significant increase in the average score of each test. This is also shown by teaching listening skills through YouTube. English can be improved because students learn English in a fun and easy way.

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