



TEACHING ENGLISH THROUGH YOUTUBE VIDEOS TO IMPROVE STUDENTS' LISTENING COMPREHENSION FORTENTH GRADE OF SMK NEGERI 8 BANDAR LAMPUNG

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Abstract

This research focused on whether teaching using YouTube Videos would improve students' listening comprehension. The method used in this research was quantitative. This research used one group pre-test and post-test design. The researcher conducted this research at SMK Negeri 8 Bandar Lampung, and carried out this research for tenth grade, especially in class X AKL 2. The researcher measured the normality and reliability of the test to ensure the data was valid. To find out the final results in this study using the IBM SPSS 22 application to determine whether the hypothesis is accepted or not. Following that, the students pre-test mean score was calculated 73,03. In the post-test, the mean score was 81,51. This study's significance value (2-tailed) was 0.000 ($p < 0.05$). As a result, H_0 is rejected, but H_a is accepted. In other words, there was a significant increase in students' listening comprehension between the pre test and the post test as a result of using the YouTube platform to teach listening to students' in the tenth grade at SMK Negeri 8 Bandar Lampung.

Keywords: *Listening Comprehension, YouTube*

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INTRODUCTION

English language is one of the most important languages in the world for its role as an international language. Considering the importance of language, in the Indonesian education system, English becomes one of the subjects that must be learned by the students in junior high school and senior high school. According to Brown (2000, p.5), language is a system that consists of conventionalized vocal, written or gestural symbols used to communicate with one another. There are four comprehensions that people should master in learning English such as listening, speaking, reading and writing. The comprehension which is being highlighted is listening. It is a skill that must be mastered as well by the students.

Ozcelik, Van den Branden, & Van Steendam (2019) explore that students mostly faced identical problems on listening; process, listeners, the factor effects, and input and information. Then those problems are followed by social and task problems (Danial, 2022). Listening is one of the language comprehension that plays an important role in the teaching and learning process. Brown (1996, p.234) argues that the importance of listening in language learning cannot be overemphasized. Over time, teachers will need to improve their media to facilitate the learning process. As you know, at this time there are many streaming media that can be used as learning media, especially listening. Researchers use these media to make students interested.

Nowadays, the phenomenon of relying on technology as a way of life for students has both positive and negative effects. Technology allows them to access a wide variety of information and interact with anyone, anywhere, anytime. On the other hand, this technology may take several hours while using "chat" or other applications. This allows you to divert time that should be used for other, more useful activities such as studying. The researcher chose YouTube Video as a medium for learning material in English to increase the capacity of listening to students because of making students more interested to learn English. As known, in Indonesia English is not a mother tongue. And not a few students or even people feel difficulty even reluctant to learn and understand English. But, because in this increasingly advanced era English is a language that is needed to communicate with a wider community, it should be that students master English. Therefore researchers use

YouTube application media to improve students' desires and interests to improve the comprehension of listening with use YouTube videos.

The selection of SMK Negeri 8 Bandar Lampung schools as the application of this research, the reason the researcher chose this school was also because the researcher had conducted interviews with the deputy of curriculum and the English teacher at the school. And also, because this school is the same as vocational based where children will be directed directly to work after graduating from vocational schools. Therefore the researcher wants to do this research at the SMK Negeri 8 Bandar Lampung school. On YouTube, there are lots of interesting videos about lessons or for entertainment, it is common for students to use this application, so they won't be unfamiliar with the application. therefore, the researcher wants to use the media that is often used by these students to make it easier and see how much the effectiveness of this media is to increase students' hearing power when learning foreign languages, especially English. The researcher has summarized several studies that are relevant to the relationship in this study.

Based on the explanation above, quoted from Setiawan, Styati & Vendityaningtyas (2022) the students' listening comprehension is better because students can catch the material presented with used YouTube as a medium. And from Chien, Huang & Huang (2020) stated that using YouTube Videos as a media to improve students' listening comprehension was successfully validated. Following that Cahyana (2020) also stated that YouTube as a learning media was showed positive impact on students' to learning english and also it is very helpful for the teachers to delivering the topic. The conclude from the experts above was shown that YouTube Videos gave good impacts to improving students' listening comprehension. Listening is one of the essential comprehension in language learning. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive their input effective listening, their two output comprehension of writing and speaking become more difficult, so their performance declines. Listening is important because it helps students build a foundation in speaking and writing. Quoted by Saputra (2018, cited Shockingawful 2017), in listening comprehension has four elements, such as: Ability to Focus, General Understanding, Listening for Details and Accuracy for Answer (Vocabulary).

RESEARCH METHOD

In this research, the researcher using quantitative method, the researcher can get definite results and find out which one is more effective for improving their listening comprehension in learning foreign languages, especially English. Using quantitative methods, later the data that has been obtained will be processed using IBM SPSS 22 application to see the effectiveness of the methods that will be used by the researcher to improve students' listening comprehension.

The researcher used tenth grade students because their still lack of listening comprehension, and because their just graduated from the junior highschool so their lack of the listening comprehension. Also, tenth grade students is a suitable grade in this research because the students can improve their listening comprehension so while their in the future the students will not get a difficult things when learn English lesson and listen someone who speaks in English language. The subject of the research choose randomly, because it chosen by the Deputy of curriculum. The selected class is X AKL 2 with a total of students are 33.

Data collection Techniques are the way to collect data used in this research. In collecting data, the researcher used pre-test and post-test. The methods are used to find out is the media can give significant results in improving students' listening comprehension when using English videos as learning methods in the classroom. After students completed the test, the researcher will calculated the total score of the listening test results. The questions were multiple choices and have total 20 questions.

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses several aspects of the research findings. The result quantitatively stated the projected final effect at the outset of the research. The t-test was employed to compare the pre-test and post-test scores. That scores were used to make comparisons. In the Pre-test, it was observed that the maximum score was 90 achieved by three students, the lowest score was 40 achieved by one student, and the mean score was calculated 73,03. As know the mean score was still lower than the minimum criteria score. The minimum criteria score in English lesson is 75.

Table 1. Results of Students' Listening Score in Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40.00	1	3.0	3.0	3.0
65.00	3	9.1	9.1	12.1
70.00	8	24.2	24.2	36.4
75.00	10	30.3	30.3	66.7
80.00	4	12.1	12.1	78.8
85.00	4	12.1	12.1	90.9
90.00	3	9.1	9.1	100.0
Total	33	100.0	100.0	

With the table of data score in pre-test shown that the lowest score in pre-test is 40 by one student and the highest score is 90 by three students.

Following the pre-test, the students were introduced to learning listening by watching YouTube videos. Based on that, the researcher conducted the post-test to the students in order to determine the students' progress in learning listening.

Table 2. Results of Students' Listening Score in Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75.00	2	6.1	6.1	6.1
80.00	12	36.4	36.4	42.4
85.00	3	9.1	9.1	51.5
90.00	2	6.1	6.1	57.6
95.00	12	36.4	36.4	93.9
100.00	2	6.1	6.1	100.0
Total	33	100.0	100.0	

According to the table above the data shown that the lowest score in post-test different with pre-test score. The lowest score in post-test is 75 by two students and the highest score is 100 by two students. Based on the table shown, the researcher can conclude that this method can be used to improving students' listening comprehension while learnig english in the class using YouTube Videos as a media.

After that the test provided a wide range of results, which were compared using t-test to check if the score increased. The analysis was finished with sig. t-count > t-table at a 5% level of significance and a p-value of < 0.05.

Table 3. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Samples 1: Pre-Test – Post-Test	-8.48485	4.91885	.85626	-10.22900	-6.74070	-9.90909	32	.000

According to the preceding data, the score t was -9.909, with a significant score of 0.000. this study’s significant value (2-tailed) was 0.000 (p < 0.05). It indicates that the findings of the initial and final test significant difference. According to descriptive statistics, the final test surpassed the previous test. It indicates that teaching listening using YouTube Video as supporting platform is efficient.

The findings in this study suggest that using YouTube videos to teach listening in English classes was significantly can improve students’ listening comprehension. According to Qomariah (2021) YouTube is a rich source of authentic materials especially in English lessons which could give motivate students to interact in an educational capacity through English language videos. YouTube, an important offshoot of digitalization, is leading the charge as the most multipurpose medium for content transactions in the classroom and outside the classroom.

Based on the score in pre-test and post-test the students’ score was significantly improve. Using YouTube as a learning media in the classroom has various advantages, such as improving student enthusiasm in learning in class, having videos that are varied and refreshing for students to understand can also make students understand more about the things being discussed using logic as well as hearing when they watch videos using the YouTube platform. Qomaryah (2021) said that Learning English through applying YouTube with relevant videos has become one of the alternatives or main sources of learning within the improvement of English students’ listening comprehension performance. The English learning videos provided by YouTube present illustrative images in which the students can learn the materials through visual and audio aids.

The findings provide an important contribution to listening comprehension in English study by using YouTube as a platform in teaching and learning activities. The findings of this study are supported by Qomariyah (2021), said that YouTube videos made the students feel easier and fun to learn listening comprehension in the classroom. Even though teaching with YouTube videos uses gave positive, some students still found difficulty in learning some listening materials. The reason why some of the students felt difficulty due to listening skill was undeniably difficult than other skills.

CONCLUSION

The researcher has presented a new method of teaching approaches at SMK Negeri 8 Bandar Lampung by presenting the researcher’s thoughts in this study, which improves the understanding of listening comprehension in English class. The researcher has taught by utilizing YouTube as a medium for developing English listening comprehension and narrative text materials for tenth-grade students.

The use of the YouTube platform in teaching listening to students’ listening comprehension, this study covers a medium that can make students more enthusiastic, feel entertained as well as new things in class learning

by using video when learning English. From this all students' pre-test average score is 73.03. And in the post-test the average value of students is 81.51.

This study also has a significant (2-tailed) value of 0.000 ($p < 0.05$). The result of this study is H_0 is rejected and H_a is accepted. It means that this YouTube platform gives significant results to improve students' listening comprehension in terms of pre-test and post-test scores from using YouTube videos as a media for teaching listening comprehension in tenth grade student at SMK Negeri 8 Bandar Lampung.

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