

YOUTUBE-SOURCED VIDEOS AS TEACHING MEDIA FOR LISTENING COMPREHENSION: AN OPTIMIZING OF AUTHENTIC-UPDATED LEARNING SOURCE

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ABSTRACT

The development of Information and Communication Technology (ICT) is globally unavoidable since it becomes a booster for all life aspects, including but not limited to teaching and learning. Internet provides limitless resources teaching and learning media, one of those are videos in YouTube. The objective of this study is to know, whether or not YouTube media can improve students' listening skill in English teaching. The subject of the study was eleventh grader (11) SMK Negeri 2 Majene. The total population is 65 students from two classes, as the sample is consisted of 30 students. In this study, researcher used quantitative method on pre-Experimental research, with one group pre-test and post-test. The pre-test result was compared to the post-test result to determine whether or not the trajectory is successful. This research uses quantitative research. Result from pre-test to post-test students can hear English well. Thus, using YouTube media in learning process is effective to improve students' listening ability. This is proved by the mean score of pre-tests which is 17 and post-test obtained score of 30.1. That means the ability to listen to students increase 13.1 points. T-test value is 6,89 and T-table is 1,699 with degree of freedom (df) 29 and significant level at 5% is 1,699. Based on the analysis data, alternative hypothesis (H1) in this research is accepted because the result of T-value is higher than T-table ($6.89 > 1.699$). It indicates that YouTube media can be effectively applied in learning English for the 11th students in SMK Negeri 2 Majene.

Keywords: YouTube, Improve, Listening Skill

INTRODUCTION

The process of learning listening skill is mostly difficult for students, as Yagang (2011) states that understanding in spoken texts is harder than deal with written expression, because oral text is accepted shortly, so that the contents of the messages delivered, accepted or interpreted differently by the listener, then disappear from hearing when the written text could be read over and over as desired readers. Further, based on pre-observation conducted by the researchers it was found that listening problems that still experienced by the students are speaker speak too fast, listener listen to the word by word, and speaker uses too many unfamiliar words. Conclude all of these problems, (Ozcelik, Van den Branden, & Van Steendam, 2019) explore that students mostly faced the identic problems on listening; process, listeners, the factor affects, and input and information. Then those problems followed by social and task problems.

The application of media is needed in the teaching process in schools so that teachers are helped in the process of delivering messages therefore media has been being teachers' need. For some reasons, although teachers assumed that traditional ways of teaching is much better for them but the existence of teaching media also has the unavoidable role (Thod, 2003). The media used in the school according to the researcher's experienced while still a student gets only human-operated media, printed-based media, visual-based media, and audio-based media. The application of media that still follow the traditional paradigm, the single-media, bring the consequence of students engagement on learning. The development of multimedia on teaching empirically gave better result for the teachers, moreover, the interactivity on media (Hartsell, Hartsell, & Yuen, 2006; Ozdemir, Izmirli, & Sahin-Izmirli, 2016).

Using YouTube videos as media to teach in language lessons engender enlightened learning circumstances since this video channel has been widely familiar for students. Approximately two billion active users every month and 500 hours video uploaded every minute in YouTube ("YouTube Revenue and Usage Statistics (2020) - Business of Apps," n.d.). The availability of various videos in YouTube become such gifts for the teacher and students in case of providing authentic material for English learning which is a requirement to experience the students with the real context language (Akbari & Razavi, 2015; Mestari & Malabar, 2016). There are stories to follow and observe. This will make the learning process more interesting and fun for teachers and students. Associated with the use of YouTube, subtitle/text is one factor that must be observed by a teacher. Any subtitle/text in various languages is a wonderful tool that lets people watch YouTube from other different cultures and countries, but for subtitle language learners it may even tend to make students have better motivation on learning. (Atac & Köprülü, 2018; Judickaitė-Pašvenskienė, 2013; Mitterer & McQueen, 2009). Further, The National Innovative Technology Center and Technology Implementation Center in Education (2010) assert that for students who are learning English (or a foreign language), YouTube with subtitle can have advantages. The use of YouTube with subtitles has proven to be effective to improve overall hearing comprehension than using movies. Students using YouTube who are the subtitle to learn a foreign language that shown improvements in reading and listening comprehension, vocabulary building up, skills to decode, motivating students and mastering vocabulary.

This study is motivated by the rapid growing of watching YouTube videos among students of Vocational Schools. Empowering familiar social media as teaching media, theoretically and empirically, gave positive impression among teachers. Using interactive videos like youtube into the learning process can improve students' understanding and mastery of skill (Burneet, Melisa 2008). YouTube media or video clips that have the expressed actors and actresses in YouTube is expected that students will be able to identify how the expression and pronunciation of English text directly from the Native speaker and the music in the video Clips so that the learning process is

expected to students can get used to hearing the phrase conversation in English and able to give feedback in the learning process. With the process, students can further increase in their listening capabilities.

Considering the facts, this study aims to find out the effectiveness of applying YouTube as an English teaching media to improve students' performance in listening skills. At the end of this study, researchers have explained whether or not YouTube media can improve students' listening comprehension.

METHOD

The method implemented on this research was quantitative research method with *pre-experimental* research design with one group pre-test and post-test design. There was not control group as the comparator then a group of class became the single research subject and data source. The population of the research was the eleven-grade students of SMK Negeri 2 Majene. The total number of students in eleventh grade of TKJ (Teknik Komputer Dan Jaringan) are 67 students. Out of 67 students, researchers determined the strategy of selecting the sample by applying cluster sampling with one available class. In this case, the situation and permission made the researcher to resolve this kind of sampling. However, the sample provided useful information for answering questions and hypotheses. This research empowered 30 students as the object of this study due to the availability of the objects and permissions from the site. Besides, undertaking study toward 30 students provide an effective and controllable class for the researcher.

This study was started by administering a pre-test to class in which to explore the early capacity of the students. Pre-test was given to all students as the object of this study before applying the treatment. Researchers shared printed test with 20 items to give opportunity for the students to response listening source. Researchers then analyzed the result of this pre-test as the basic data for the researchers. Having analyzing the data, the further step was conducting the treatment in which students were mostly exposed to various videos loaded by *YouTube* on some channels. The researcher begun by showing the videos the students were asked to observe the videos by their own then followed by explanation on videos overview. The researcher asked the student to pronoun and writes the words. The researcher along with the student answered the exercise in the activity. Technically, the researcher managed the students by drilling their pronunciation on some words then wrote them down. The practices were carried out at the end of every meeting. Having undertaken six times treatment by the planning, the researcher then administered a post-test to measure students' progress during the classes. Intending to know the effectiveness of the treatment, the test came with high quality following the specifications developing based on standardized rubrics.

The data obtained from pre-test and post-test analyzed in inferential statistics with manual protocol as follows:

- a. To find out the frequency distribution of scores of students' ability in listening, the researcher applied the following formula:

$$X = \frac{\sum fx}{N}$$

Where:

- X : Mean score
- f : The frequency with which the score occurs
- x : Score of students
- $\sum fx$: The total or the sum of students' score frequency
- N : The number of the tester / The number of students

(Jabu, 2005)

- b. To find out the differences between the score of pre-test and the post-test by using t-test formula as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notice: $D = \frac{\sum D}{N}$

Where:

- t : Test of significant
- D : The difference of the mean score
- $\sum D$: The sum of the difference
- N : Total number of samples

(Sukardi, 2003)

Inferential analysis was employed to examine the effect of using YouTube to increase the level of listening skill, as it was a meaningful transforming statistical data into a linear combination of constructs (Hair et al., 2014) However, before analyzed the holistic data, researcher collected the students' paper after the students have answered the questions both pre-test and post-test. Grouping the right answer of the students was the next step which the researcher carefully corrected and scored students' works; separate the correct and wrong answers. At the end of those steps, the scores were classified based on the rating score of students into the score convention table. This 2-months study ended with the scores that showed the effectiveness of YouTube source video as English teaching media. The result of this study implied the effectiveness of this media after 4 times-watching videos treatment.

FINDINGS AND DISCUSSION

Findings

In the pre-test, the student fills the blank on the paper test based on the video clip. The result of the pre-test that analyzed using frequency distribution test can be seen on the following table:

Table 1. Classification of Students' Pre-test Scores

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	5	0	0
Good	70-85	4	0	0
Fair	56-69	3	0	0
Poor	36-55	2	0	0
Very Poor	00-35	1	30	100%
Total			N = 30	100%

Based on the above table, there are 30 students in this research before given treatment. Based on the result, 30 students (100%) get very poor score. None of the students showed good perform on pre-test that means that they have low capacity on listening skill.

In post-test, the student's fill the blank on the paper test based on the video clip. The result of post-test can be seen on the following table:

Table 2. Classification of the Student's Post-test Scores

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	5	0	0
Good	70-85	4	0	0
Fair	56-69	3	0	0
Poor	36-55	2	6	20%
Very Poor	0-35	1	24	80%
Total			N = 30	100 %

Based on the table, there were 30 students who were tested after being given treatment. The result showed that there were 6 students (20%) who experienced a score increase from very poor to poor score, while 24 other students still got the same score of the very poor score (80%). The detail of the student's score on the post-test as presented in table 4. Test Data of Post-Test. The vocabulary was one aspect of listening. In the listening test, the researcher made the possible states that the students would be stated by the students.

Interpretation of Data Analysis (Pre-test and Post-test)

Calculating the result of the students' pre-test and post-test score, the mean score and standard deviation of the students' writing ability in pre-test and post-test, the result are described in the following table:

Table 3. The Mean Score and Standard Deviation of Pre-test and Post-test

Type of Test	Mean Score	Standard Deviation
Pre-test (T ₀)	17	10,29
Post-test (T ₁)	30,1	8,01

The table above indicated that the mean score of pre-test was (17) and the result of mean score of post-test (30,1). The standard deviation of students' pre-test was (10,29) and standard deviation of students' post-test was (8,01). It was proved by the mean score of post-tests was higher than the mean score of pre-tests. It means after giving treatment, the students' listening skill was improved by using YouTube media. The improvement of students listening skill was 13,1 points. It is found from the total number of mean scores in post-test minus the total number of pre-test (30,1-17=13,1).

Data about the students' listening ability which was taken from the listening test proved that the use of YouTube media in improve the listening ability of the SMKN 2 Majene. It could be seen from the data of classification of students' Listening ability in pre-test and post-test. The data showed a difference in students' listening ability in pre-test and post-test, it indicates that there was improvement after using YouTube media.

Having the data on average difference of pre-test and post-test, the paired sample t-test calculation was conducted to confirm that there is improvement as the effect of using YouTube media in English teaching. From the calculation it could be drawn that the result of the t-test higher than the result of the t –table (6,89 > 1,699). After the whole data analysis, the Null Hypothesis (Ho) proposed by researcher that the use of YouTube media does not improve students' listening ability is rejected and the alternative Hypothesis (H₁) the use of YouTube media is effective to improve students' listening ability is accepted.

Discussion

The description for the data collection through listening test as explained and showed in the previous section shows that the students' listening ability is improved. It is supported by the researcher's experience when the researcher gave the listening test to the students. Enthusiasm was the first impression that can be described for the classroom situation. Though this study is not for that aim, however the application of YouTube-sourced videos was looked better for the learning process in case of students' motivation. (Judickaitė-Pašvenskienė, 2013; Ozdemir et al., 2016).

The alter on students' motivation in learning is actually a better wind for the teachers then the raise of students' achievement also would be in line with this. In most cases, good motivation will lead the prosperity on students' achievement. (Cai & Lynch, 2017; Lasagabaster, 2011). This phenomenon happened empirically in this study in which students were looked motivated on YouTube-sourced videos compared to the previous situation.

Further, based on the finding of this study it was found that pre-test scores achieved by the students relatively similar one each other. Unfortunately, all students are classified as very poor. This phenomenon is very interesting in which the empirical problems that the researcher found as the background of this study seemed like proven. The scores achieved by the students in pre-test showed that there were problems on students' learning, both process and results. There are many

factors that obviously be the motives. The other and further researchers are expected to explore this thing. The result obtained on the post-test shows the effect of treatment applied by the researcher to the object of this research.

In order to achieve the objective of the study, the researcher conducted a pre-experimental in pre-test and post-test design. The research procedures were conducted during teaching and learning process were divided into three steps. First step was the researcher conducted to know the students' listening ability by administrating pre-test. Students' listening ability during pre-test was very low because almost all students still had difficulties in received the words. The researcher sometime gave some clues about the topic given because some students were seemed confused and unable received the word. The second step was giving the treatment to the students. The treatment here was teaching listening by using YouTube media which conducted four times. The last step was giving post-test. In the post-test, the researcher was given a test to know their listening ability after they were treating by using YouTube media.

CONCLUSION

Based on the findings and discussion of the research in the previous explain, the researcher presents the conclusion as based on the result of test of significant, it indicated the result of the t-test is higher than the value of the t-table thus null hypothesis was rejected. Therefore, there is influence as improvement on the result of the pre-test and post-test to the student' ability after giving treatments, it can be seen the use of YouTube media improved the students' listening skill at the eleventh-grade students of SMKN 2 Majene.

The use of YouTube media can improve students' listening ability. It is shown by the classification of the students' listening ability in pre-test and post-test by comparing t-value and t-table result ($6.89 > 1.699$), there is an improvement in students' classification in post-test from Very poor to Poor.

By looking at the students' positive reaction to the strategy by use YouTube media, it will be better if the teacher used the same strategy to stimulate students' to participate themselves during the teaching learning process especially in teaching English learning. but that need to be considered also in cases that exist in SMKN 2 MAJENE almost all students do not have a lot of vocabulary, so students are hampered in learning English, although to add the vocabulary it is self-awareness but from the teacher must emphasize back to his students to continue altering his vocabulary.

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