

THE INFLUENCE OF YOUTUBE VIDEOS ON LISTENING ACHIEVEMENT OF THE SECOND-GRADE STUDENTS AT MA GUPPI

Indah Fadhilah Rahman

Universitas Islam Negeri Alauddin Makassar
indah.fadhilah@uin-alauddin.ac.id

Kamsinah

Universitas Islam Negeri Alauddin Makassar
kamsinah@uin-alauddin.ac.id

Meldayanti

Universitas Islam Negeri Alauddin Makassar
meldayanti.one@gmail.com

ABSTRACT

Listening skills have a significant part in learning English because receiving language input is a major skill that is important when learning a language. In addition, using YouTube videos are remarkable for enhancing the students' listening achievements in the classroom. This research aimed at finding out the students' listening achievements and the effect of YouTube videos for enhancing the students' listening achievements in the classroom. The design of the research was quantitative research which is pre-experimental research with one group pre-test and post-test design. The population was 50 students and the sample was chosen 25 students from XI B as the purposively. Tests were used as the instrument. All the collected data were analysed using the SPSS application showing all the students at MA Guppi Samata Gowa gained a 46.92 mean score, which convened as low classification in pre-test their first listening test. After some treatments, the mean score was increased 68.44 which classified as a reasonable classification. The degree of freedom (df) 24 pointed the students' listening achievement with t-test value (12.036) which turned out higher than the t-table value (2.064). This result analysis presented that this research's impact on the students effectively increased their scores and comprehension and expected that this technique will be inspired the school and the teacher by using media.

Keywords: Listening skills, YouTube Video, Students' Score, Teaching English Subject

INTRODUCTION

Listening skills have a significant part in learning English because receiving language input is a major skill that is important when learning a language. Mukarrama et al. (2015) stated that listening as a receptive skill is very important to develop students' language competence and

performance. The basis of mastery of language is when someone listens to something; aural input will enable the learner to communicate in spoken language.

Samawiyah & Saifuddin (2016) stated that considering how vital Listening in communication, the students must work hard to master the course because recognizing every word from the audio not an easy way is for the students who are not an English native speaker. Golchi in Yulisa (2018) revealed that poor Listening could have resulted from some issues, such as ineffectual learning strategies, especially in listening, unformed teaching methodologies, and the students' knowledge.

Javed et al. (2013) performed a study to consider the students' performance in Listening based on gender, male and female. They also emphasized to study the different of the students' competency from the private sector and the public in learning Listening at Secondary School. There are three main parts of content areas that they concentrated on researching as Listening stories, paragraph listening, listening comprehension. The students got an excellent score in both story listening and paragraph listening. The students also got fair and adequate in filling in the blank and devising the suitable title respectively. In short, this study presented that both male students and female students have the same competency in listening comprehension.

Abdullah & Rahman (2017) used a movie to improve students' listening skills. They concluded that watching a movie was adequate to use as a medium in learning to listen. Edgar R. Eslit (2018) found that both speaking and listening are associated with a high correlation. This study presented that the students' communicative competence was affected by the gender differences and the students' scores from their previous year. In short, a good listener is also a good speaker.

Saiful (2019) found that the decision makings of EFL teachers to use YouTube Vlog in teaching English vocabularies and expressions and genre-based text in the classroom were affected by the mental lives of the EFL teachers. These were the beliefs towards the implication of YouTube video in language learning and teaching, the pedagogical content knowledge and the knowledge of students' characteristics and learning style, and the thinking towards the nature of learning using YouTube Vlog.

YouTube platform is one of audio-visual aids that can help the learners in improving their auditory (speech) and synchronizing the word (visual). Gerbier (2017) stated that reading a text while listening can encourage the students' interest in focusing to the course materials. Furthermore, learning language will be easy to understand if the teacher uses the correct tools. In short, a good explanation with the suitable instruments will help the teacher and student to be closer and focus on the material, primarily in listening task.

From some literatures above, the researcher concluded that using YouTube videos were remarkable for enhancing the students' listening achievements in the classroom. This encourages the researcher to research listening and using YouTube videos. The researcher expects this technique will be inspired the school and the teacher by using media.

METHOD

The researcher used a Quantitative and the design of this research was pre-experimental research. Mills and Gay (2016) stated that pre-experimental research is one of the single-variable designs. The researcher used pre-experiment one group pre-test and post-test design that involve one group that pre-tested, then treated in some ways and then tested again. So the critical thing in this research is the difference between pre-test and post-test.

The instruments used in this research were pre-test and post-test. In addition, the pre-test intends to gain the students' prior knowledge in listening test and how they answer the questions. The content in pre-test and post-test was same but different in level of difficulty. The researcher adopted the listening test in pre-test from national examination 2014 and listening test in post-test from national examination 2015 (Itapuih, 2017). These two listening tests were listed in appendix III and IV. Besides, these listening tests have consisted of 15 multiple choices questions in each. Four parts provided different questions and dialogue. Part I was about questions number 1 to 4, which provided questions that should be answered after the dialogues were spoken. Part II was about questions number 5 to 7, which provided the incomplete dialogue spoken in English. Part III was about questions number 8 to 11, which consisted of some dialogues that talk about five pictures. Part IV was about questions number 12 to 15, which provided several monologues. The fundamental questions from all parts were repeated twice.

According to Arikunto (2013), sample is the part of population that has a characteristic to represent the overall object of the research. Then, Mills and Gay (2016) explained that purposive sampling is the procedure of choosing a sample based on the researcher's information of the group using some guided criteria, which this type is also referred to as judgment sampling. The sample is then selected using teacher's reference. There were 25 students from each class. Therefore, the researcher took a sample in one class as one group with 25 students.

The researcher held this research at Madrasah Aliyah (MA) Boarding School GUPPI Samata-Gowa. This School was established by Pendidikan GUPPI Foundation and has one major namely IPA, also six classrooms, one field football court, and a mosque. The school

location is in Jl. H.M. Yasin Limpo No.42, Romang Polong, Somba Opu District, Gowa Regency, and South Sulawesi or near Alauddin State Islamic University of Makassar.

The researcher defined the procedures in collection data by conducting Pre-test, treatment and post-test. The researcher held the pre-test (first listening test) without helping the students with the strategy. This activity aimed to measure the students' listening achievement before treatment. This activity took 50 minutes with detailed such as the researcher introduced herself and explained her research then describe the listening test that would be given to students so in the end, the researcher requested the students to take a listening test.

The researcher conducted treatments after the pre-test. In addition, the researcher used the Listening's lesson plan based on the syllabus K13. In this session, the researcher taught four meetings, consisting of 4 times in using projector.

The researcher conducted the last stage that was post-test, which purposeful and tailored to measure the students' comprehension after all the above treatments. Besides, the post-test has a different level of difficulty from the item in the pre-test. The researcher firstly explained the last meeting of learning listening lesson. Then, the researcher described what the students should do after the audio started for 5 minutes. In the end, the students started to finish the test individually for 30 minutes.

The researcher studied the data by using SPSS or Statistical Package for the Social Sciences is software which used for analysing data management and statistic (Frey, 2017). The data were processed based on the type of its category. The researcher found these data by using SPSS Starting from the distribution of students listening scores following with its frequency and percentage, mean score, standard deviation, variance, the minimum and maximum values of the data, and histogram which according to Pearson in Suwandi (2019) described a Histogram as a display of tabulated frequencies which are depicted with graphic bars as a manifestation of data binning. Every appearance of the bars indicates the proportion of frequencies in each row of categories side by side (adjacent) with intervals. The use of histogram has been applied widely in the science of statistics. Thus, the researcher identified the normality of the test and examined the hypothesis based on a t-test and t-table.

FINDINGS AND DISCUSSION

The Students Listening Test before Learning Listening Using YouTube Videos

The Students' Pre-Test Scores Classification

There were just four students (on the scale of 80-61) who got a good score, three students (on the scale of 60-41) got fair score, 17 students who got poor score (on the scale of 40-21),

and one student (in scale 21-0). These showed that primarily the students' listening was considered as poor. It is because the students never got the listening lesson. The researcher concluded that most students were not having a good comprehension in listening. The following explanation would describe how the students' scores and comprehension change as the result of the treatments.

Textbook as the only Learning Tool

The researcher found out the students' listening achievement at the first time was categorically low where the total scores was 1173. This because the students were just taught used a textbook or students' paper. The teacher did not take teaching material from others sources. Therefore, the students got low score at the first listening test (pre-test).

The Students Listening Test after Learning Listening Using YouTube Videos

The Students' Post-Test Scores Classification

There were scales of frequencies for every category which should be considered to classify the students' scores, they are 1) 100 - 80 was categorized as Very Good, 2) 80 - 61 was categorized as Good, 3) 60 - 41 was categorized as Fair, 4) 40 - 21 was categorized as poor, 5) 20 - 0 was categorized Very Poor. The post-test' result showed that the students' scores average in post-test was higher than in pre-test. This because the students' listening achievement in post-test' result increase after got some listening experiences.

The Students' Listening Comprehension

The, the researcher conducted the treatment through some activities to enhance the students' listening achievement by the steps in teaching listening course in the classroom such as Listening to the dialogue where the students listen to the video conversation that provide on the slide (Power Point/Projector), fill in the blank where the students work a task about 5 questions related to the material, drilling where the video is repeated twice, and confirm the information where the researcher leads the student to discuss the right answer of the task. This kind of teaching-learning process was excellent to give the student a best experience in learning listening skill. It found that the use of YouTube can play a vital role in helping the students improving their performance and competence for learning English language. In short, such learning video from YouTube platform can be used as the content of the English courses in classroom.

In short, the progress of students' achievements before and after treatment using YouTube can be seen in the table below.

Table 1. The Mean Score and Standard Deviation

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	20.00	80.00	46.9200	15.09669
Post-test	25	40.00	93.00	68.4400	13.65369
Valid N (listwise)	25				

The

Differentiations in Influence of the Students' Score before and after Learning Listening Using YouTube Videos.

Statistical Explanation

The researcher found out the students' listening achievement at the first time was categorically low where the total scores was 1173. This because the students were just taught used a textbook or students' paper. The teacher did not take teaching material from others sources. Therefore, the students got low score at the first listening test (pre-test). The different significant from pre-test to post-test were analysed by using paired sample test (independent t-test). Since, the result of data showed the score average in post-test was higher than in pre-test. Then, at level significance (α) 0.05 and degree of freedom (df) 24, the t-test value was (12.036) higher than t-table value (2.064).

Table 2. Paired Sample Test (T-test value)

Pair		Paired Differences				T	df
		Mean	Std. Deviation	95% Confidence Interval of the Difference			
				Lower	Upper		
1	pretest - posttest	-21.5200	8.94017	-25.21032	-17.82968	-12.036	24

Using Videos from YouTube was effective to increase the students' listening achievement. It was revealed by measuring the relative efficiency (R), where if the R score is lower than 1 ($R < 1$), relatively θ_1 (post-test) was efficient than θ_2 (pre-test). Then the result $R = 0.904$ was lower than 1 ($R < 1$). Therefore, the result was significant in transformation from post-test, which was treated using YouTube on listening course, otherwise in pre-test, was treated without any listening treatment.

$$R(\theta_2, \theta_1) = \frac{\text{Var } \theta_1}{\text{Var } \theta_2}$$

$$R(\theta_2, \theta_1) = \frac{13.653}{15.096}$$

$$R(\theta_2, \theta_1) = 0.904$$

Figure 1. The Effectiveness Test of the Pre-test and Post-test Using Relative Efficiency (R)

The Difference Influence

After described the statistical data analysis, then the following explanation would describe the difference influence before and after using YouTube on listening achievement about the theory that the researcher took as reference. They are:

Firstly, using audio-visual aids, which is YouTube videos, could enhance the students understanding of the material because they were not just listening but also there was a visualization which can make them pay attention whenever they get stuck as Alivi & Suharyono (2016) stated that the visualization of the videos offered the students to more affluence to get better context and decrease the boredom. With videos, the students tried to be more focused on what the audio says and encouraged them to give feedback or ask a question instead of being bored to participate in the class.

Secondly, using YouTube videos encourages the students in increasing their perception and attention, especially in learning listening; as Anuradha & Kamakshi (2010) stated that audio-visual material provided a better-off basis for learning where the material permitted many senses to perceived and absorbed by the mind. It also assisted the process of integration of perception because all the internal and external stimulations retain the stream of awareness flowing.

Thirdly, some students are not familiar with listening activities, so with the Videos, the students would enjoy the learning process as Liubiniené (2009) stated that audio-visual is provided with some devices which could gain the students to pay attention to the course. Furthermore, it was also supported by the effectiveness test, which As Wazeema and Kareema (2017) concluded, using media such as audio-visual aids in language learning is essential in increasing comprehension, knowledge and proficiency.

Finally, Saiful (2019) stated that teachers' knowledge was the most dominant mental construct to affect the decision of the teacher to use YouTube videos in teaching English.

Furthermore, the multimodal text in YouTube can play an important role in helping the students understanding the lesson. It found that the use of YouTube can play a vital role in helping the students improving their performance and competence for learning English language. In short, such learning video from YouTube platform can be used as the content of the English courses in classroom.

The researcher revealed the influence of using YouTube videos was applicable to increase the student comprehension in listening. This can be seen that mostly students were categorized as poor in pre-test at first. Then, the researcher found that H1 was acknowledged and the null hypothesis (H0) was excluded. While research hypothesis, the researcher found that YouTube video was adequate for use in the classroom as media.

Teachers' creativity and school facilitation were the main factors of how the teaching-learning process went effectively. Teaching listening using videos offer better comprehension rather than just using auditory materials. In addition, the images and real-life contexts could support the students' comprehension to interpret the information and situation from the video content. This technique can make the students more active to show their interest and opinion about the material that being learnt. Therefore, teacher must be able to integrate the media which can help increasing the students' comprehension especially for listening section.

CONCLUSION

The students' listening achievement was categorically low because the students were just taught used a textbook or students' paper. Therefore, the students got low score at the first listening test (pre-test).

The post-test' result showed that the students' scores average in post-test was higher than in pre-test. This because the students' listening achievement in post-test' result increase after got some listening experiences.

There was a significant difference result from pre-test to post-test. It was proved by the statistical analysis where t-test value was 12.036 higher than t-table value 2.064. Furthermore, the researcher defined that using YouTube videos were efficient to use as instruction tool to develop the student's listening achievement. This encouraged the students to increase their perception and attention, especially in learning listening. This research's impact on the students effectively increased the students' scores and comprehension. To sum up, the researcher concluded that Alternative Hypothesis (H1) was acknowledged and the Null Hypothesis (H0) was excluded. While research hypothesis, the researcher found that there was a significant difference of influence after using YouTube videos on students' listening achievement.

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