

THE EFFECT OF YOUTUBE EDUCATIONAL CHANNEL ON STUDENTS' LISTENING COMPREHENSION AT SMAN 8 LUWU TIMUR

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Abstract

The objective of this study was to determine the effect of YouTube educational channel on students' listening comprehension. This research method was Pre-experimental design. The population of this research was the eleventh grade students of SMAN 8 Luwu Timur in the academic year 2022/2023 through a random sampling technique. The sample of this research is 30 students from XI MIPA 1. The instrument of this research was listening test, which delivered as the pretest and the post-test. The research findings showed that using YouTube educational channel in learning listening was significant to improve students' listening comprehension. It was proved that the mean score of students' pretest was 64.17 and the mean score of students' posttest was 85.17. From that data, it could be concluded that the use of YouTube educational channel could improve students' listening comprehension.

Keywords— YouTube Educational Channel, Listening Comprehension

INTRODUCTION

Listening ability is one of the critical competencies in getting to know English. Listening is a essential comprehension to teach English. Listening ability is the comprehension to appropriately receive, interpret, and apprehend the messages withinside the communicate manner. Listening itself is the important thing to all powerful communicate. Without the comprehension to concentrate effectively, the messages that the audio system is making an attempt to supply will without difficulty misunderstood. As a end result of it, the communicate will spoil down and the sender or the speaker of the rub down will without difficulty end up

While listening, college students are required to actively reply to and interpret the statistics being listened. In different word, listening is an active interest that includes now no longer handiest precise listening comprehension however additionally the comprehension to type and

interpret statistics received from this interest (Ulum: 2015). In coaching listening, the instructor position is likewise very ought to be capable of play a position as a manual and fashion dressmaker of getting to know this is according with the talents of their college students. Teachers also are required so as to use appropriate techniques in coaching listening competencies. In this case, listening to make the manner run powerful and thrilling.

YouTube is a unfastened social networking web website online that permits the member to proportion the motion pictures worldwide. The member can add any kinds of video such as day by day activity, tutorials, humorous video, and academic video. YouTube is the world's 2d biggest seek engine and 2d maximum visited web website online after goggle (Brandwatch, 2020). Therefore, YouTube may be an thrilling studying media for coaching and studying process.

Based on the reason and statement above, the researcher become quite thrilling to set up the studies, the namely the effect of YouTube instructional channel on students' listening comprehension at SMAN 8 Luwu Timur. Additionally, this studies become unique from the preceding take a look at due to the fact in this studies, the researcher inspect the have an effect on of particular YouTube channel in studying English which targeted at the Listening talent specially in second grade students' of SMAN 8 Luwu Timur.

LITERATURE REVIEW

Definition of Listening

Bacon (1989) stated that listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world all interact with each other.

Helgesen (2003) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something.

Importance of Listening

Rost (1994) explains the importance of listening in language classroom as follows:

- a. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
- b. Spoken language provides a means of interaction for the learners. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
- c. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- d. Listening exercises provide teachers with a means for drawing learners' attention to new forms in the language.

Process of Listening

In the related literature, top-down and bottom-up are two common processes that are usually mentioned related to the process of listening.

Listening Comprehension

There are three types of listening comprehension. They are as follows:

a. Literal Listening (Listening to learn)

Literal listening or informational listening is a part of listening comprehension that focused only to the context of the message and ignoring the relationship level of meaning within the communication. It aims at comprehending simple to medium oral discourses.

b. Interpretive Listening (Listening to understand feeling and emotion)

Interpretive listening is the act of interpreting another person's behavior, words, or concealed expressions. It involves attempting to understand the feeling and emotion of the speaker. In interpretive listening, the students will be able to understand and interpret the information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

c. Critical listening (Listening to evaluate and analyze)

Critical listening is a process for understanding what is the speaker said, evaluating, judging, and forming an opinion on what you hear. The students assess the strengths and weaknesses of the content, agree or disagree with the information, and analyzes the materials.

Teaching Media

Definition of Teaching Media

Jacobs et.al (2002) states that a teaching media can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. It is not only apparatus or pictures, but includes many other types of learning experience.

According to Heinich, et al in Nurrochim (2013) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Types of Teaching Media

Based on Patel and Jain (2008) teaching media are classified into five categories. They are audio media, visual media, audiovisual media, language laboratory, and computer assisted learning. In this research, the researcher will focused in audio-visual media.

Definition of Audio-Visual Media

Audiovisual media itself is a combination of audio and visual or can be called the view and hearing media (Hamdani, 2011). It is a medium involving

the sense of hearing and sight in one process. Raharja (2000) suggests that audiovisual media are modern instructional medium fits with the era development (science progress, and technology include visible and audible media).

There are many types of audio-visual media. They are as follows:

- a. News Bulletins
- b. Chat shows
- c. Movies
- d. Documentaries
- e. Videos

There are a lot of video that can be watch by the students via online in various website. The educational video is very helpful for the teacher and student to find effective materials and to gain some information. There are a lot of free website or application that can be accessed by the student. One of the most popular application in this era is YouTube.

YouTube as Learning Media

YouTube can be an interesting learning media for teaching and learning process. The use of YouTube in the teaching and learning process can be new strategies for the teacher to refresh the mood of the class. The learning can be so much fun, because the students can improve their imagination about the learning materials. The teacher can use the YouTube video to make some game, or any other way.

In addition, YouTube can simplify the teacher when building the materials. It can be a good source for gain more information to build perfect materials. In conclusion, YouTube is one of the interesting media that can be used in teaching and learning process

METHODS

Research Design

The researcher used the pretest and posttest to saw the result of the test. Sugiyono (2014:109) said that "Pre-experimental design is a design that includes only one group or class that is given pre and post-test". This one group pretest and posttest design carry out on one group without a control or comparison group. The aim of this was to find out whether if there is any significant development of students' comprehension earlier than and after the use of the media that the researcher already used on this studies which became YouTube instructional channel. The studies layout became:

O_1 X O_2

O1:
Pretest

In the pre-test, the researcher gave the test before treatment. X: Treatment

In the treatment, the researcher taught the students with YouTube Video.

O2: Post-test

In the posttest, the researcher gave the test after the treatment had given to know about the development of students' listening comprehension. (Gay and Airasian, 2000)

Research Variables

A research variable (also called a study variable) is an informal term that means any variable which used in research that has some kind of cause and effect relationship. In this research, there are two variables. The dependent variable was the effect of YouTube educational channel and the independent variable was listening comprehension.

Time and Location of Research

In this research, the researcher conducted this research in the first semester academic year 2022-2023 on August 2022. This research took place at SMAN 8 Luwu Timur, Jl. Trans Sulawesi, Luwu Timur, South Sulawesi.

Population and Sample

The population of this research was students from the second grade of Senior High School Number 8 Luwu Timur (SMAN 8 Luwu Timur), with a total of 240 students.

In this research, the researcher used random sampling. The sample of this research was the eleventh grade students of Senior High School 8 Luwu Timur which consisted of 8 classes, but the researcher chose XI MIPA 1 to be the sample of this research, consisted of 30 students.

Research Instrument

The instrument of this research was listening test. In this research, the researcher used the YouTube video in the listening test. The test used the paper base test. There was two times test, namely pre-test and posttest. The test consisted 20 items of multiple choice test. The result of the test scored with 10 till 100 points scale.

Technique of Data Collection

a. Pretest

This step was given in the first meeting on the class. The pre-test itself used to measure the students' listening comprehension before used the audio-visual media aids that was YouTube educational media. As already stated above, the test used in this study was listening test. This test has been given in both class. The score in this test was scaled from 10 till 100.

b. Treatment

In this step, the teacher gave the students a treatment during the listening study.

Treatment itself was given to the students in order to found out about the students' ability before and after they learning using the media by the researcher. The researcher as a teacher gave the students lesson about narrative text applied with YouTube as the learning media. In this research, the treatment was given after the pretest and the treatment was given for the 4 meetings.

First Meeting

In first meeting, the researcher first of all gave the students an explanation about the activities that they will do in the next three meetings. After that, researcher asked the students to fill the attendance list while asking about how they felt in the English class before. Next, the researcher introduced the media that they used in the learning process.

Second Meeting

The researcher showed the students a narrative story and explain to students about what the narrative story exactly is. After that, the researcher showed the students the materials using YouTube video.

Third Meeting

In this meeting, the researcher asked the students about their interest while studying with YouTube video in the English class. After that, the researcher showed 5-10 example of question based on the video that they already watch.

Fourth Meeting

This was the last meeting of the treatment, the teacher gave the students some trial exercises about the narrative story with another video. In this part, the researcher still helped the students by giving students some hints to solve the trial exercise before the next week the students did the posttest.

Posttest

After the treatment, the next step was posttest. This posttest gave to students on the last meeting after the students receive the treatment. The aim of posttest itself was to saw and to measured students listening skill after teaching and learning process. In this stage, the test was the same question with the test that given in the pretest.

Technique of Data Analysis

In analyzing the test score, the researcher used a statistical technique to find out the Mean score of the students. To measure the students' improvement of pre-test and post-test which already doing before, the researcher conducted the quantitative data.

To scoring the test result. Researcher used this formula:

$$Score = \frac{\text{students correct answer}}{\text{total number of item}}$$

(Kemendikbud: 2014)

After collecting the data, the researcher analyzed the data by using quantitative analysis and descriptive statistics. The KKM or Minimum Completeness Criteria for the school where the research carried out for English subject is 75. Therefore, the data of the test result was analyzed by use the scores of the students' listening skill in the table below. The classification of students' score was in the following scale:

1) Students' Score Classification

No	Number of Correct Answer	Score
1.	1	5
2.	2	10
3.	3	15
4.	4	20
5.	5	25
6.	6	30
7.	7	35
8.	8	40
9.	9	45
10.	10	50
11.	11	55
12.	12	60
13.	13	65
14.	14	70
15.	15	75
16.	16	80
17.	17	85
18.	18	90
19.	19	95
20.	20	100

2) Classifying The Score of The Students into Four Levels as follows:

No	Mastery Level	Category
1.	93-100	Very Good
2.	84-92	Good
3.	75-83	Fair
4.	<75	Poor

(Kemendikbud: 2017)

- 3) Calculating the mean score of treatment of the students' listening skill. The researcher used SPSS program.
- 4) 4). Finding out the standard deviation is significantly by the value of the test. The researcher used SPSS program.
- 5) 5). Finding out the significant difference between mean score of pre-test and the mean score of post-test by calculating the value of t-test. The researcher used SPSS program.

FINDINGS AND DISCUSSION

FINDINGS

The development of students' listening comprehension at SMAN 8 Luwu Timur, especially in class XI MIPA 1, was found through the results of listening test which given to the students. In this research, YouTube educational channel had positive effect on students' listening comprehension proven by this following table:

NO	RANGE SCORE	CRITERIA	PRETEST		POSTTEST	
			F	P	F	P
1.	93-100	Very Good	0	0	7	23.3%
2.	84-92	Good	0	0	11	36.7%
3.	75-83	Fair	4	13.3%	9	30%
4	<75	Poor	26	86.7%	3	10%
TOTAL			30	100%	30	100%

Based on the table above shows that there are an improvement of students' listening comprehension using YouTube educational channel. In pretest, 4 students from 30 students with percentage of 13.3% got fair score, and 26 students from 30 students with percentage of 86.7% got poor score. While in the posttest, 7 students from 30 students with percentage of 23.3% got very good score, 11 students from 30 students with percentage of 36.7% got good score, 9 students from 30 students with percentages of 30% got fair score, and 3 students from 30 students with percentage of 10% got poor score. From the data, it means that the students' posttest score and the percentage score is higher than the students' pretest score and the percentage score. It indicates that the posttest score is better than the pretest score.

The results shows that the YouTube educational channel effected positively on students' listening comprehension indicated by the mean score of pretest and posttest that can be show in the following table:

Mean Score and Standard Deviation				
	Mean	N	Std. Deviation	Std. Error Mean
Pretest	64.17	30	7.552	1.379
Pair 1 Posttest	85.17	30	8.355	1.525

Based on the table Mean score and standard deviation of students pretest and posttest, it showed that the mean score of students' pretest was 64.17 and the standard deviation of the students' pretest was 7.552. While the mean score of the students' posttest was 85.17 and standard deviation of students' posttest 8.355. The data shows that the mean score and standard deviation of students' pretest lowest than the mean score and standard deviation of students' posttest.

After calculated the students' mean score, the researcher calculated the value of T-test, to determine the hypothesis of the research. It showed on the table below:

Paired Samples Test								
Paired Differences								
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
			n	Mean	Lower	Upper		
Pair 1	Pretest	-	8.346	1.524	-	-17.884	-	29
	Posttest	21.000			24.116		13.782	.000

DISCUSSION

In the pretest section, the researcher gave a listening test using YouTube educational channel. At the first, students seem not interested at all with the materials, but at the same time, they were also curious about the video. In the pretest, the researcher showed the video with YouTube educational channel, which named The Lazy Girl from English Fairy Tale Channel. The result of this pretest was low. There were just four students from 30 students got score above 75. The next step was treatment. The researcher did the treatment in four meetings. In first meeting, the students had difficulty to understand what they heard. In this meeting, the researcher introduced the media that they would use in the next three meetings. Students seems to be interested with the media because in their daily learning listening they usually use basic media. After that the researcher asked the students in what part which they feel difficult when they doing the test. The researcher gave students some materials using YouTube educational channel. The channel named "GIA Academy". The materials were about narrative story. The video was about some explanation about narrative text. The researcher also gave a little bit explanation about the materials to make the students' clearly understand about the materials.

The second meeting, the researcher gave tips and trick about how to answer the question from the story that they heard. After that, the researcher gave students some of multiple-choice question, which would be discussed together in the class. The multiple-choice test was come together with the video which title was Ande-Ande Lumut from Dongeng Kita Channel. The result of students' work at this meeting, the students have begun to show their progress. They helped each other to finish the assignment. After done with the test, the researcher together with students discusses the answer in the class. The result of students' work at this meeting, the students have begun to show their progress.

The third meeting, the researcher also gave another listening test to students. This time the researcher used the video which title was The fox and The Bird from Bibi Sugiaswati Channel. The students seem to be more and more exited to do the assignment and discuss it with their friends.

The activity on the last meeting was the same with the meeting before. In this meeting, the title of the video was about Romeo and Juliet from My Pingu English Channel. The aim of that was to train students to get the better score in the posttest later.

After the treatment was already given, the researcher gave students the posttest. The students seem confident to do the posttest. The result of the posttest was better than pretest. It proven with the result of the posttest. Almost all of students got score above 75 score.

Based on the data analysis, it showed that the use of YouTube educational channel had

a significant effect on the improving students' listening comprehension. It is indicated from the result of the students' pretest, posttest, which is the mean score of students' pretest, is 64.17, and the mean score of students' posttest is 85.17. From that data, it concluded that there was a positive effect in the result of students' listening comprehension in the class.

Audiovisual media especially YouTube educational video provides opportunities for effective communication between teacher and students in learning process. Hamdani (2011) stated that audio-visual media is a combination of audio and visual or can be called the view and hearing media. It is a medium involving the sense of hearing and sight in one process. The use of audiovisual media makes the students to remember the concept for longer period of time because they use the sense of hearing and sight at the same time, so the students can receive the information clearly. The researcher believed that, using an audio-visual media especially YouTube educational channel effective to made an improvement of students' listening comprehension.

From that, all of the data that already collected and analyzed on this research, the researcher concluded that, YouTube educational channel made a positive effect on students' listening comprehension.

CONCLUSION

Based on the previous chapter, which is findings and discussion, it can be concluded that after analyzing the data, the researcher found out that there were an improvement of students listening comprehension using YouTube educational video. The mean score of student's pretest was 64.17 and the mean score of students' posttest was 85.27. From that data, there were an improvement of students' listening test score in pretest and posttest. Meanwhile, in this research there was a significant difference because the value of Sig.(2- tailed) is 0.000 which is < from 0,05, so it can be concluded that the use of YouTube educational channel can improve students' listening comprehension at SMAN 8 Luwu Timur.

ACKNOWLEDGEMENTS

The researcher would like to say her deepest appreciation to the people involved in completing this research especially her supervisors, examiners, her beloved family and best friends.

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