



Youtube Media in the Listening Ability of English Education Students

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ABSTRAK

Penelitian ini dilatarbelakangi oleh pembelajaran mendengarkan Bahasa Inggris siswa UHKBNP pada masa pandemi Covid-19 yang belum terlaksana dengan baik karena pemahaman siswa terhadap keterampilan mendengarkan masih kurang. Proses belajar mengajar di masa pandemi semakin sulit dialami oleh siswa sehingga mengakibatkan terganggunya proses belajar mengajar. Hal ini juga mengurangi keaktifan siswa dalam mengikuti pembelajaran listening. Media pembelajaran yang digunakan juga kurang efektif, apalagi teknik pembelajaran yang digunakan masih kurang bervariasi. Tujuan penelitian ini adalah untuk menganalisis seberapa efektif penggunaan media YouTube terhadap keterampilan mendengarkan mahasiswa UHKBNPP Bahasa Inggris pada masa pandemi Covid-19. Metode penelitian yang digunakan adalah eksperimen semu tanpa kelas kontrol. Langkah-langkah yang akan dilakukan dalam penelitian ini adalah; 1) Lakukan tes awal; 2) Melakukan pengobatan dengan menggunakan media Youtube; 3) Melakukan post test, kemudian menyimpulkan. Berdasarkan hasil uji t terdapat perbedaan yang signifikan antara kelompok kontrol dan kelompok eksperimen dalam kemampuan mendengarkan. Kelas eksperimen yang menggunakan media YouTube menunjukkan peningkatan yang signifikan dibandingkan dengan kelompok kontrol. Kesimpulan dari penelitian ini adalah terdapat efektivitas media YouTube dalam meningkatkan keterampilan mendengarkan siswa di masa pandemi Covid-19 saat ini.

ABSTRACT

This research was motivated by the learning to listen to English UHKBNP students during the Covid-19 pandemic which had not been carried out properly because students' understanding of listening skills was still lacking. The teaching and learning process during the pandemic was increasingly difficult for students to experience, resulting in disruption of the teaching and learning process. This also reduces the activeness of students in participating in listening lessons. The learning media used are also less effective, moreover the learning techniques used are still less varied. The purpose of this study was to analyze how effective the use of YouTube media was on the listening skills of UHKBNPP English students during the Covid-19 pandemic. The research method used was quasi-experimental without a control class. The steps to be carried out in this research are; 1) Do a pre test; 2) Doing treatment using Youtube media; 3) Do a post test, then conclude. Based on the t test results, there was a significant difference between the control group and the experimental group in listening ability. The experimental class that used YouTube media showed significant improvement compared to the control group. The conclusion from this study is that there is effectiveness of YouTube media in improving students' listening skills during the current Covid-19 pandemic.

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1. INTRODUCTION

One of the most important things to think about today is online learning. Online interaction between teachers and students without face-to-face interaction is a prevalent practice in online learning. The majority of EFL instructors who do online instruction use Google Classroom, Google Meets, Edmodo, and Zoom (Hamid, 2020; Mulyani et al., 2021). In other terms, online learning refers to activities carried out in virtual classrooms. The circumstance led to this learning modification. The Covid-19 epidemic forces students to complete schoolwork at home. In this scenario, instruction and learning take place at home. It aims to reduce the covid-19 pandemic's spread. One of the learning challenges is it. In this case, learning must proceed. The substitute In this case, learning is being done using an online method (Korkmaz & Toraman, 2020; Octaberlina & Muslimin, 2020). This circumstance demonstrates to us how learning can vary depending on the circumstance. It indicates that educational activities are no longer constrained by the limitations of traditional schools and classrooms (Alawamleh et al., 2022; Hebebcı et al., 2020). Students who participate in online learning use a variety of internet-connected devices, such as computers, smartphones, and other gadgets, to support the teaching-learning process (Dhawan, 2020; Fathurrohman et al., 2021). In other words, online learning refers to a situation in which technology assisted by internet connectivity is used to maintain learning.

The Covid-19 pandemic has greatly impacted various aspects of national and state life, including the world of education. Face-to-face learning in the classroom has to be changed to distance learning (online) through various online media (Muhali, 2019; Sukmawati et al., 2022). This also has an impact on the listening learning of UHKBPNP English students. As a first language skill, Listening makes no small contribution to improving other language skills. Therefore, listening learning is carried out in an integrated manner and gets the same attention as other language skills. However, due to the current pandemic, UHKBPNP English students are still very difficult to follow and understand listening lessons that are conducted online. This problem is also fundamental because students' understanding of Listening skills is still lacking. This also reduces the activeness of students in participating in Listening learning.

Another factor is the low listening ability of students is also caused by the use of learning resources and media used by lecturers during the listening learning process. The learning media used are also still less effective, especially the learning techniques used are still less varied (Abdurrahmansyah et al., 2022; Alawamleh et al., 2022). Lecturers who teach listening still use audio media as a source of learning, so students still get less stimulus and are less motivated to improve their listening abilities. The lack of innovation in the use of media in the learning process also causes students to feel bored and bored. Learning media is a tool used in the delivery of the learning process. Learning media has many benefits to be used during the process of teaching and learning activities. The benefit of using media in learning activities and processes is to increase students' understanding of a material, so that students have many choices according to their characteristics or needs (Fidyati, 2017; Suprianti, 2020). Listening skill is the initial language skill possessed by humans.

This skill forms the basis of the other three language skills, namely speaking, reading and writing argues listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Hashim et al., 2018; Jeong, 2017). Listening is a process of receiving and its purpose is to give meaning to a conversation so that the focus of listening is more on understanding so that the content of the message can be conveyed more effectively. Listening is one of the language skills. Listening requires a desire to understand others, an attitude of respect and acceptance, and a desire to open one's mind to see things from another point of view. Listening demands higher concentration. Listening learning objectives include: (1) hearing instructions or orders to do something; (2) obtain the required information or answers; (3) obtain messages, news and stories that are delivered orally (Mizbani & Chalak, 2017; Sadiku, 2015). In addition to listening to a clue, Listening can also be used to convey orders to do something. This learning is also intended to obtain information, messages, news, and stories that have been conveyed.

Therefore, audio-visual learning content based on YouTube is one of the resources that can be utilised. You can use YouTube whenever and wherever you like. YouTube can therefore be utilized as a substitute in the online learning process during the Covid-19 epidemic (Alkathiri, 2019; Suryani & Drajadi, 2021; Zaini et al., 2021). The effects of YouTube media on boosting student motivation. According to previous study YouTube is a website and an application that can be accessed directly from a smartphone in the form of parallel videos and, over time, can be used as a source of learning, media for engaging and creative learning, and can be used to help students learn be reached at any time and from any location (Albahiri & Alhaj, 2020; Alobaid, 2020). According to the description above, employing YouTube-based audiovisual is one way to solve the issue of learning to listen to students' English.

Conduct the initial study 2017 This study focuses on the best ways to incorporate YouTube into learning and how students view its use. The findings of this study demonstrate that students had favorable impressions of YouTube videos (Alkhalaf et al., 2017). Also conducted the second study (2018) the use of YouTube in teaching and its advantages in the educational activities are the main topics of this study. As a result, using YouTube in educational activities has three key advantages: informational, engagemental, and communicative (Moghavvemi et al., 2018). The researcher behind the third study (2020) this study investigates the kinds of YouTube videos that students in English language education frequently view to improve their English proficiency (Alobaid, 2020). According to the research's findings, there were three types of popular YouTube categories for students, including social sciences, vlogs, and the humanities and arts (Wang & Chen, 2020).

Youtube is an alternative timely learning resource related to health videos for educators and students. Youtube can be used to upload videos, search for videos, view videos, discuss various things through videos and can share video clips of songs using Youtube. The purpose of using Youtube as a learning media is to create an atmosphere of teaching and learning activities that generate interest in students to follow the learning process from beginning to end, be fun and there is also good communication and interaction (Kumar & Nanda, 2019; Lampropoulos et al., 2019). Youtube can be used any time without limit. Therefore, in this study, researchers chose Youtube media to improve English students' listening skills (UHKBPNP) and it is hoped that with the use of Youtube media, students are able to see and hear voices well and clearly so as to improve students' listening skills. This study aims to analyze how active and significant YouTube is in academic procedures and how YouTube plays an important role for language teachers to improve students' listening skills in learning English. The urgency of this research is to improve listening ability of English students by using Youtube media.

2. METHOD

The research method used is quasi-experimental research (Quasi Experimental Design). Quasi experimental design method or quasi-experimental is research without a comparison class or control class (Gopalan et al., 2020; Siedlecki, 2020). The quasi-experimental method is used to obtain information that is an estimate for the researcher that can be obtained through actual experimentation in circumstances where it is not possible to control or manipulate all relevant variables (Anazifa & Djukri, 2017). The experimental design used is one group pre-test post-test. This one group pre-test post-test was measured using a pre-test which was conducted before treatment and a post-test which was conducted after being given treatment. This research was conducted in only one class and saw how the effectiveness of Youtube media on the listening ability of UHKBPNP English students. This research will be carried out in stages and carried out at the University of HKBP Nommensen Pematangsiantar to students of the English Education Study Program. The research sample consisted of 60 English education students from two different classes. The control class (n=30) received conventional teaching without the use of YouTube. The experimental class (n=30) received teaching involving YouTube media in each session. The data collection technique used is a test. The test is used to measure the listening ability of UHKBPNP English students. Analysis of the requirements test was carried out by using the normality test using the Lilliefors test, while the homogeneity test used the T test (Phillippi & Lauderdale, 2018). The research flow is show in Figure 1.

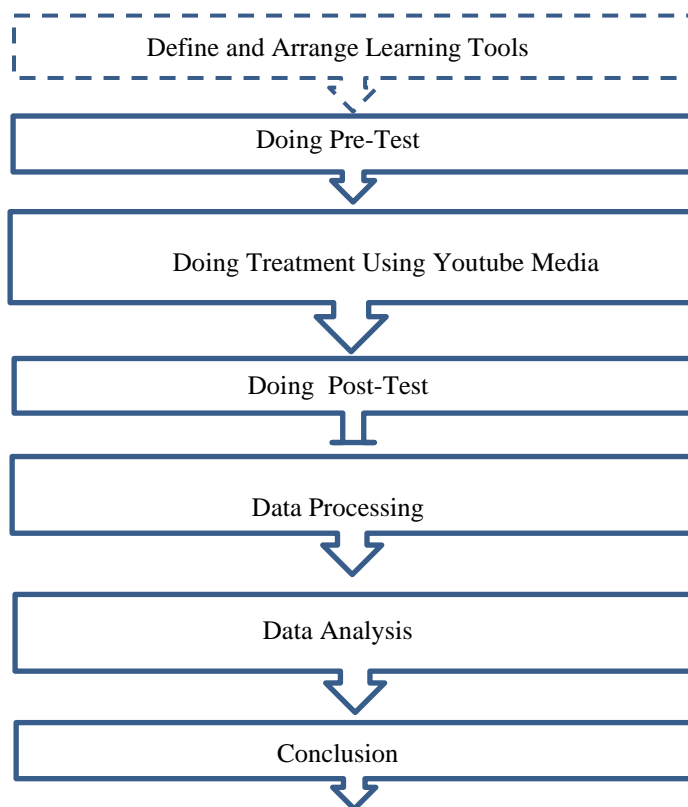


Figure 1. Research Flow

Base on Figure 1 that has been carried out is still in determining and compiling learning tools. Later, a pre-test will be carried out, treatment using Youtube media, post-test, data analysis, and making conclusions. This research is inseparable from the role of members who assist the lead researcher in conducting research which is described as show in Table 1.

Table 1. Division of Duties

No.	Activity	Chairman	Member
1.	Data collection	Ensure that the data collected is appropriate	Retrieve data from test results
2.	Data processing	Verify data completeness	Ensure complete data
3.	Data analysis	Ensuring accuracy of analysis	Data analysis
4.	Final report	Completing the final report	Assist the final report in the results achieved

No.	Activity	Chairman	Member
5.	Compulsory outcomes and additional outcomes	Ensure the achievement of mandatory and additional outputs	Making mandatory and additional outputs Making mandatory and additional outputs

3. RESULT AND DISCUSSION

Result

This study was oriented to determine student perceptions of the use of YouTube as a learning medium in online learning during the Covid-19 pandemic. The results showed that the majority of English education students in Group A in gave positive results in the scores they got from their previous grades after using Youtube learning media to improve their listening skills. Before conducted t-test the data have to must be fulfill the perquisite test, there are normality test and homogeneous test. The result of normality test is show in [Table 2](#).

Table 2. Normality Test

Statistics	Value
Significance level (α)	0.05
Statistics test	0.07
P value	0.128

Based on [Table 2](#), the p value = 0.128 ($p > 0.05$) means that the data distribution is considered normal at the specified level of significance. Then the results of student data acquisition using the homogeneity test is show in [Table 3](#).

Table 3. Test of Homogeneity of Variances

Levene Statistic	Score		
	Df1	Df2	Sig.
1.223	1	37	0.276

Based on [Table 3](#) on the basis of decision making: If the significance value is > 0.05 then the data distribution is homogeneous. If the significant value is < 0.05 then the data distribution is not homogeneous. $P = 0.276$ this indicates that the P value > 0.005 . Thus it can be concluded that the variance of the data is Homogeneous. Thus it can be concluded that the variance of the data is Homogeneous. After the data is declared to meet the requirements, it can be continued with the t-test. The t-test results are shown in [Table 4](#).

Table 4. The Result of t-test

	Control class	Experiment class
Pretest average	60	58
Posttest average	65	75
t- value	-	3.42
P value	-	0.001

Based on [Table 4](#), it is known that the significance value (p) = 0.001 ($p < 0.05$). Based on the t-test results, there was a significant difference between the control group and the experimental group in listening ability. The experimental class that used YouTube media showed significant improvement compared to the control group.

Discussion

YouTube videos as innovative educational resources It takes a lot of work and additional time to become a successful listener. One of the things that students tend to avoid the most is mental blocks. When a student suddenly realizes that he or she doesn't comprehend what is being said in a discussion or from information they overhear, they always make an effort to translate particular words or sentences. They are left disappointed by this time-wasting conduct. Previous researched use films effectively and provided suggestions, guidelines, and methods for maximizing educational benefits ([Ampera et al., 2021](#)). Other study focuses on the part YouTube videos play in language instruction in college classes ([Sulaksana et al., 2021](#)). He suggests 15 methods for utilizing

videos in educational settings. YouTube videos are examined by other study as a novel approach for teaching English Moroccan education claims that using YouTube videos is only a quick and easy technique to make the lesson material specific and related (Ning & Ban, 2022). The outcomes demonstrate the effectiveness of employing YouTube videos on students' academic performance and individual reflection on their learning development. YouTube can be used in educational settings for teaching, but some authors are concerned about the reliability and security of internet videos (Khairani & Rajagukguk, 2019; Ntobuo et al., 2018). According to previous study videos influence students' behavior, reading and study habits, management of the learning process, and positive attitudes (Woodcock & Johnson, 2019).

According to previous study there are some general methods for using videos in the classroom (Huwaiddi et al., 2021). The movie serves as the basis for the discussion, with the teacher assigning examples of real-world applications and the students offering critiques of the concept and performance. The students participate in an unforgettable educational experience, which has a variety of qualities and numerous advantages for the educational process. Positive message films on YouTube ought to motivate and inspire kids. A little video clip could make a significant difference in their attitudes, motivation, and moods, and it relieves the stress they encounter. If students become restless for whatever reason, the teacher might employ films as commercial breaks. These breaks revitalize students' energies and draw their focus back to the information being presented.

This study demonstrated that the four factors of attractiveness, efficacy, relevance, and motivation are what students think about utilizing YouTube for English online learning during the Covid-19 pandemic. EFL teachers have demonstrated that using YouTube videos effectively helps students learn and develop their language skills (Alkathiri, 2019; Putri & Sari, 2020). Different videos made by EFL instructors are uploaded to YouTube channels. Students pick up a lot of information about enhancing their language skills from the channels. The learning activities are carried out through online learning, and the current study focuses on students' perceptions on the use of YouTube videos. The three works are cited in this study's four dimensions of perception. Issues with appeal, efficacy, relevance, and motivation are among the aspects (Saed et al., 2021; Sakkir et al., 2020; Yang & Yeh, 2021). Based on students' online learning experiences during the COVID-19 pandemic, these topics are looked into. When it comes to issues of beauty, using YouTube videos in online EFL instruction might enhance student participation since they get practice mimicking the speakers from the videos (Al-Jarf, 2022; Syafiq et al., 2021).

Additionally, it is consistent with previous study claim that YouTube videos give students experience imitating how English words are pronounced (Hamad et al., 2019). Additionally, YouTube videos help students analyze basic English structures, and they can use it in actual communication (Nursafira, 2020; Purwanti et al., 2022). EFL can provide clear YouTube videos for teachers can help pupils improve their language abilities, including their speaking and listening abilities. The similarities between this study and other earlier studies can be noticed in the analysis of the data, which revealed that in this study, students responded positively to each component when asked about their opinions of utilizing YouTube as an English online learning resource during the Covid-19 pandemic. Previous study discovered that from the two investigated factors, it demonstrated the students' good impressions of using YouTube material (Novawan et al., 2021). Other study which was more focused on the two perspectives, likewise revealed that the students had a favorable reaction (Ampera et al., 2021). The most recent study also found favorable attitudes of YouTube usage (Suryani & Drajadi, 2021). YouTube is perceived as a successful English online learning resource, particularly in terms of its appeal, effectiveness, and motivational factors. It can be stated that using YouTube as an English online learning resource was appealing, efficient, relevant to the course material, and might help inspire students to learn the language amid the Covid-19 outbreak (Albahiri & Alhaj, 2020; Sindiani et al., 2020). Evidence from data that have been examined by researchers has demonstrated that this is accurate. Given the present Covid-19 pandemic, the availability of YouTube media is a very good example of an online learning infrastructure.

This research can contribute to the development of English teaching methods using YouTube media. English teachers and educators can integrate more materials from YouTube into their curriculum to improve students' listening skills. Positive implications can encourage innovation in the development of learning media. Educators can create more creative and interesting educational content on the YouTube platform or use this research model as a basis for other learning media experiments. However, this research may have limitations in terms of generalizability because it focuses on English language education students. The results of this study may not be directly applicable to the general population or students with different language skill levels. In addition, limitations may arise because the research did not consider individual differences among students, such as different learning styles, motivation levels, or previous experience in using YouTube media for English language learning.

4. CONCLUSION

Based on the results and discussion it can be seen that students may find it easier to learn and improve their language skills, such as speaking, listening, grammar, pronunciation, and vocabulary development, by using

YouTube as a learning tool in EFL online learning, with 39 students participating in this study and were asked to complete the pretest before treatment and posttest after treatment. To show that two or more groups of sample data are collected from populations with the same variance, a statistical test procedure known as a homogeneity test is used to quantify the data. As a final assessment, it can be said that using YouTube as an online English learning tool is fun, efficient, and possibly subject related, which encourages students to learn English. Especially during the Covid-19 outbreak in online education. The data that has been analyzed and drawn conclusions from the research findings is enough to show that. Researchers can focus their future research on how YouTube videos help EFL students improve their language proficiency.

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