



## The effect of youtube video in students' listening comprehension of the tenth-grade students of MAN 2 Kota Madiun

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**Abstract:** This study aims to analyse the effect of listening skills on tenth-grade students by using YouTube video media. The method used in this study is quantitative using a quasi-experimental design. This research was conducted at MAN 2 Kota Madiun using the tenth grade sample as the object of research and 68 students from both classes. The Researcher used a listening test to collect data. In analysing the data, the technique used is independent t-test to determine the effect of media use. The results showed that there was a significant effect on listening comprehension in the experimental class between the control class. Students who are taught by YouTube video teaching media have higher scores than students who are taught using conventional teaching. The results obtained that the significance value of equal variances is assumed to be 0.000, so it can be concluded that this significant value is less than 0.05 ( $0.000 < 0.05$ ). This means that YouTube video provide many benefits for students in their listening skills.

**Keywords:** YouTube video, Listening comprehension, Media

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## INTRODUCTION

In the teaching and learning process, listening comprehension has a very important role in language skills. Listening means that someone understands and takes what is captured around them. The ability to hear is not just hearing, but more than that. Listening begins with cosmic information, including the individual's efforts to understand what is happening around him in the preschool year, the knowledge, emotions, thoughts, and development of basic mental structures at that time (Arıcı, 2008; Sever, 2004 in Acat et al., 2016). An understanding of listening skills does not start at the school or in the educational sphere, but starts from where the person lives, the family. In a family there is communication between parents and children who practice their abilities, one of which is the ability to listen. A child tries to pick up on everything he hears. That is where the ability to listen begins. Listening is a passive skill, but learners must play an active role in interpreting information from auditory and visual cues (Kim, 2015). It is not easy to improve listening comprehension in a second language because learners need to process both content and linguistic knowledge at the same time when listening.

Listening is the main skill that must be mastered by everyone before they master reading, speaking and writing skills. In the learning process in the classroom, listening skills are needed to start producing language and communication, so that they can move on to the next stage, reading and writing. In classroom learning, in fact, the teacher only gives listening test, not teaching about listening, so that students learn about listening, not learning about listening comprehension (Ferdiat et al. 2021). In mastering a foreign language, listening skills are needed more than enough. One must understand every sound, word, and speech pattern in order to understand and be able to begin speaking. Listening skills are a major aspect of the language learning process.

In the process of listening, the use of video media gives its own impression. Technology plays a vital role in societies and it can be used for many aspects of daily life (Almurashi, 2016). For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. In an advanced era like today, technology can play a role in the learning process, one of which is using video media. By using video as a learning media, the language used can vary, depending on the desired needs. Along with the use of video media, the use of print media can decrease. Video can change the way we communicate with each other. Technology provides various benefits for the world of education, so no doubt, with the development of technology; the use of video media can enter the world of education. In today's era, with video, classes can connect with each other. This can be useful for teachers and students with video media as classroom learning.

The use of video in learning is one way for a teacher to deliver subject matter with new concepts. The use of audio-visual can help students in learning so that the learning received by students can be understood well (Mathew & Alidmat, 2013). This allows students to be more actively involved in the educational learning process of listening comprehension. Video is an audio-visual media that not only displays colour and sound, but is more than that. Images presented by video media can make the atmosphere more pronounced. With the use of video, students' understanding in learning is helped. The video conveys how someone who is speaking in the video with the right intonation, clear voice; the language used is arranged in an orderly manner. Students can listen to and arrange the flow of the video and retell the contents of the video. Video can also develop students' listening skills by stimulating students through audio-visual elements such as: (1) the use of appropriate words to lead to its purpose and function; (2) the video flow is arranged in a coherent and clear manner so that students can think, argue and

make logic well; (3) the speakers in the video can speak fluently and use appropriate language structures; (4) the use of sentences with correct grammatical attention; (5) the speaker uses correct sentences or words and punctuation.

The problem faced by teachers in delivering subject matter on listening comprehension skills is listening with audio media only. This makes students feel bored and uninterested so that they do not experience an increase in listening comprehension. Most students experience problems learning to listen in class, especially in learning to listen through audio. Students feel they do not understand the content or content discussed in the audio. In EFL student learning, the pronunciation of native speakers gives a different sound and cannot be captured optimally. The right learning media makes students more stimulated and motivated in listening learning. The use of media is something that is vital to the teaching learning process. It is not impossible if learning is not done without using a media. Even though in reality many teachers are reluctant to use media in learning, it will be better if the learning is applied with the use of media that supports students' abilities. If the use of media is not interesting, students feel less enthusiastic. And if the use of media is too complicated, it takes a lot of time in its application. Therefore, the use of media that is still very much needed by teachers in the technical learning process.

One of the media that is widely used in the teaching-learning process is video. Video has a major role in the learning process carried out by teachers to students to better understand the material being taught. Film or video can be used as the main focus of a lesson sequence or as parts of another language sequence (Kamilah, 2013). Although the use of video has a major influence on learning, there are still many teachers who do not use video as a media in students' listening comprehension. This is because the use of audio media is easier. With this, teachers need to accept and apply the use of video media in teaching listening comprehension, especially the benefits of using the video compared to the use of audio recordings.

The advantage of video over sound recording is that it provides a lively atmosphere in which it contains interesting pictures and sounds. Compared to audio recording, the use of video is less tiring and can be tolerated by students for a longer time. Just entering the keywords on the YouTube page, the desired video will appear (Silviyanti, 2014). Apart from being only for personal use, videos can be used for learning purposes. Creative teachers will direct students to meaningful activities by using video as a media for developing language skills. As a media in classroom learning, the use of video provides many benefits to support and improve the quality of student learning. The use of video media in education can provide strong motivation to students. The power that exists in video media comes from proper and effective use; therefore the power of video media is not solely attached to itself. Therefore, videos are used to achieve learning targets and objectives.

From the description above, the author conclude that the use YouTube video as a media in learning listening comprehension on YouTube video. Video can be used as a media to present language that students rarely know through listening comprehension. This is very useful for students who are more interested in learning using visual media. By using video, students' understanding of listening skills will make students more interested so that the teaching and learning process becomes more active. Students seem to be part of the actors in the video being played. Students can also express the ideas, their emotional feelings through video. Through this video, students can improve their listening skills.

In this study, researcher adapted from similar previous study by using listening skills and using YouTube video media. Hariyati (2019) who uses YouTube video as a research media conducts similar research. The purpose of this study was to measure the effect of using

YouTube video on students' listening skills. The similarity between previous research and this research lies in the use of YouTube video media and listening skills. The difference lies in the type of YouTube video used, in previous studies researchers used presentation video, while this study used narrative legend video. In previous study, researcher suggested developing students' listening skills by using YouTube video, especially in narrative and descriptive learning. From this explanation, researcher is interested in conducting research using a similar media entitled "The Effect of YouTube Video in Students' Listening Comprehension of the Tenth-Grade Students of MAN 2 Kota Madiun".

## RESEARCH METHOD

This study uses quantitative methods and applies Quasi-Experimental by using Pre-test & Post-test Design. An experimental design is used in which attitudes are assessed both before and after an experimental treatment (Creswell, 2009). This research design used 2 groups which were divided into experimental group and control group. The research flow is pre-test, treatment (for experimental group) and post-test. Before being given treatment, both classes were given a pre-test and after being given treatment, they were given a post-test. The research design can be described in the table as follows:

**TABLE 1.** *Research design*

Experimental Group	Pre-Test	YouTube Video	Post-Test
Control Group	Pre-Test	Conventional Teaching	Post-Test

Variables in this study are divided into two, independent variable which is YouTube video and dependent variable is listening comprehension. The total numbers of populations at MAN 2 Kota Madiun are 453 students, which are divided into fourteen classes. Every class includes 34 students, but there are also those consisting of 20 students depending on the type of regular class or model class. In determining sample, the researcher applied random sampling technique and assigned two group class as experimental class and control class. Thus, the sample of this research was tenth-grade students; those are X MIPA 4 and X MIPA 2.

The procedure of collecting data is divided into three steps; they are pre-test, treatment, and post-test. The technique of data analysis used was homogeneity, normality and hypothesis testing analysis by using IBM SPSS statistics version 25.

## RESULTS & DISCUSSION

After conducting the research, the researcher got the results of the pre-test and post-test from both classes. Data were obtained from class X MIPA 4 as the experimental class and class X MIPA 2 as the control class. The results of the pre-test data showed differences in the scores of the two classes.

The pretest data were analyzed using the homogeneity technique to find out whether the two pre-test data had different variants. Homogeneity test was analyzed using IBM SPSS 25 version. The results of the descriptive statistics of pre-test data can be seen in the following table;

**TABLE 2.** *Descriptive statistics of pre-test score*

Descriptive Statistics							
N	Minimum	Maximum	Mean	Std. Error of Mean	Std. Deviation		

Pre-Test						
Experimental	34	40	80	66.47	1.770	10.320
Pre-Test Control	34	38	79	62.24	1.761	10.269

Table 3.1 shows the results of the pre-test score using descriptive statistical analysis. From the table, it can be seen that each number of students is 34 students. In the experimental class, the minimum score is 40, while the control class is 38. At the maximum value, the experimental class gets a score of 80 while the control class gets a score of 79. From the total score for each class, the mean value in the experimental class is 66.47 and the control class is 62.24. . From the results of this pre-test, it can be seen that the students in the experimental class scored higher than the control class. After the data were analyzed by descriptive statistics, the pre-test data were also analyzed by homogeneity test. Homogeneity test is used to determine whether the data has different variants. Homogeneity test was analyzed by independent t-test. The results of the independent t-test of homogeneity test can be seen in the following table:

**TABLE 3.** *Independent samples test of pre-test data*

<b>Independent Samples Test</b>									
Levene's Test for Equality of Variances t-test for Equality of Means									
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Listening Score	.068	.795	1.69666		.095	4.235	2.497	-.750	9.220
Equal variances assumed									
Equal variances not assumed			1.69665	998	.095	4.235	2.497	-.750	9.220

Table 3.2 above shows the results of the independent test from the pre-test data from the two classes, the experimental class and the control class. From the table shows that the significant value of equal of variances is 0.795. This shows that the significant value of the homogeneity test is more than 0.05. It can be concluded that the pre-test data is homogeneous because the value is significantly greater than the value of the basic decision of homogeneity test ( $0.795 > 0.05$ ).

**TABLE 4.** *Descriptive statistic of post-test data*

<b>Descriptive Statistics</b>							
	N	Minimum	Maximum	Mean	Std. Error of Mean	Std. Deviation	
Post-Test							
Experimental	34	80	93	85.71	0.631	3.681	
Post-Test Control	34	68	90	79.32	1.264	7.368	

The table 3.3 above presents the descriptive statistics of post-test data. The total amount of each class (N) is 34 students. The result of the table above presents the lowest score in experimental class is 80 and the highest score is 93. In the control class, the lowest score is 68 and the highest score is 90. The mean score of experimental class is 85.71, while the control class is 79.32. From the mean score of both classes, it indicates that the experimental class has the higher mean score than the control class. Standard error of mean of experimental class is 0.631 and control class is 1.264. And the last is standard deviation in experimental class is 3.681 and control class is 7.368. Based on the post-test data result, it can be seen that the score of minimum, maximum, mean, standard deviation of experimental class are also higher than score of the control class.

**TABLE 5.** Normality test of pre-test and post-test data

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.104	34	.200*	.939	34	.059
Pre-test Control	.128	34	.171	.939	34	.059
Post-test Experimental	.151	34	.047	.942	34	.071
Post-test Control	.091	34	.200*	.958	34	.208

a. Lilliefors Significance Correction

In the table 4.5 shows the results of the normality test from the pre-test and post-test data of the two classes. The significant value of pre-test data of both classes is 0.059. The significant value of post-test experimental class is 0.071 and the significant value of post-test control class is 0.208. The basic decision of normality test is 0.05. If the significant value of normality tests more than 0.05, the data is normally distributed. But if the significant value of normality tests less than 0.05, the data is not normally distributed. The significant values of both classes are more than 0.05, so the data is normally distributed. However, the significant value of normality above shows that the control class is higher than the experimental class.

Hypothesis testing is carried out to determine the increase in students' listening skills using YouTube video media which is carried out by the experimental group and the control group who did not use YouTube video media. To find out the significant difference between the experimental group and the control group must be accepted or rejected, the researcher conducted an independent t-test. The first step that must be done is to state the hypothesis and set the alpha level at a value of 0.05. In this study, the hypothesis used by the researcher is null hypothesis ( $H_0$ ) which states "There is no significant effect of using listening strategies on the ability to listen to video in class X MAN 2 Kota Madiun" and an alternative hypothesis ( $H_1$ ) which states, "There is a significant effect on the use of listening strategies using video media in class X MAN 2 Kota Madiun" The results of the increase in students' abilities can be seen from the pre-test and post-test scores carried out by the two class groups, the experimental group and the control group. To find out the significant effect of using Youtube video media on the experimental class and the control class, it can be seen from the independent t-test as follows:

**TABLE 6. Independent samples test**

		Levene's Test for Equality of Variances		Test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	(2-Mean Difference)	Std. Error Difference	Lower	Upper
Listening Score	Equal variances assumed	10.818	.002	4.519	66	.000	6.382	1.412	3.562	9.202
	Equal variances not assumed			4.519	48.505	.000	6.382	1.412	3.543	9.222

Table 3.5 above shows the results of the independent sample t-test analysis of the post-test data from the experimental class taught using YouTube video and the control class taught using conventional learning. It can be seen from the significant (2-tailed) results which show the Equal variances assumed value is 0.000. It can be seen that the value of 0.000 is smaller than the basic decision value of 0.05. Based on the two existing hypothesis testing formulas, if applied to this significant (2-tailed) analysis, then the applicable formula is H1, accepted, which states that there is a significant effect on students' listening skills using YouTube video. From this explanation, it can be concluded that students who are taught by using YouTube video, have a significant effect on the learning of students' listening skills compared to students who are taught using conventional learning.

The results show that students' listening skills are better because students catch the material presented. With the use of YouTube video, experimental class students got a significant effect. Students who are taught to use YouTube video can have a positive influence where they are able to develop listening skills accompanied by moving pictures so enthusiasm in receiving learning can run well. Listening learning which was originally only focused on audio media, with the YouTube video media students can be interested in learning and be able to understand the topic being discussed. Meanwhile, in learning in the control class that uses conventional learning, students are also able to capture what material is conveyed, so their listening ability also increases. From the explanation above, the researcher concludes that the use of YouTube video media is an effective method in learning the listening skills of tenth-grade students of MAN 2 Kota Madiun.

From the data analysis that has been done previously, researchers have found that the use of YouTube video in teaching listening to 10th grade students of MAN 2 Kota Madiun gets effective results. The pre-test data analysis in the previous section showed that the two classes, experimental and control got different results. In the experimental class, the total score obtained was 2260 with an average score of 66.47, while in the control class the total score was 2116 with an average score of 62.24. The total score and the average score of the experimental class were higher than the control class. The Levene analysis yielded a significant value of 0.795. From this significant value, it can be said that the data is homogeneous because the significant value is greater than 0.05 ( $0.795 > 0.05$ ). In the pre-test data normality test, the data of both classes were normally distributed and had the same significant value, where the experimental class and the control class had a significant value of 0.059 ( $0.059 > 0.05$ ).

From the results of the research that has been done, the researcher conclude the benefits of using YouTube video for learning. By using YouTube video as a learning media, students can understand the new vocabulary spoken by the speaker and it becomes an opportunity for students to master vocabulary that they did not know before. In addition, YouTube video also has a significant influence on understanding the topics in the material being taught. The use of YouTube video had a significant effect on making students easier to understand the content or opportunities about the material being studied by students (Pratama et al., 2020). With YouTube video as a learning media, students are helped by their difficulties in understanding the material presented. Other researchers also stated that the use of YouTube video had an effect on students' listening skills. The use of YouTube video have a significant effect on students' listening comprehension learning (Shafwati et al., 2021).

Another advantage gained from using YouTube video as a learning media is through learning media using YouTube, students can understand a material faster than studying through textbooks, because usually learning media are made interesting, so students will not feel bored. This is allegedly able to increase student interest and motivation to learn. In learning to use YouTube video, students feel high enthusiasm and have an interest in listening learning. This is because the YouTube video shows interesting pictures, explain vocabulary they don't know, and have interesting topics and plots. Therefore, YouTube can be used as a teaching material that can help lecturers to develop the teaching process and students to get a clear understanding of the topic of discussion with interest in learning (Rizkan et al., 2019). YouTube video help students learn English language in and out the classroom; they can explore different English cultures with different accents (Alqahtani, 2014).

From the result, it can be concluded that the use of YouTube video as learning to improve listening skills of experimental class students is stated to have a significant effect compared to control class students who are taught by conventional learning. YouTube video media has several advantages, one of which is that students can understand the new vocabulary spoken by the speaker and add new vocabulary to their memory. Therefore, YouTube video has a positive influence on students' listening learning.

## **CONCLUSION**

In conclusion, the researcher concludes that the use of YouTube video has been effective in learning to listen to students. This is evidenced by the post-test results of the experimental class students were higher than the control class where the post-test average score of the experimental class was 85.71, while the control class was 79.32. The t-test shows the number 0.000 which is lower than 0.05. It can be interpreted that this research hypothesis is accepted, which means that the use of YouTube video media has increased significantly.

Based on the results of the study, the researcher gave several suggestions. First, to the teacher. In the teaching process, teachers must be able to take advantage of new teaching methods. In teaching listening, teachers can apply the use of YouTube video media to students. So that students can have interest and understand learning perfectly.

Second, to students. As learning subjects, students should understand with their own abilities. They are prioritized to be more active and creative in the teaching and learning process. They should not have the view that only the teacher is the only source of learning. Students must have a desire to learn independently by seeking relevant resources to support their listening skills. These sources can be in the form of songs, watching English films and can



even directly interact with native speakers. If students are more active in understanding their listening skills, they will get the best way to master listening skills well.

Third, to other researchers. The researcher hopes that the results of this study can be a reference for future researchers in the context of the same skill problem but using different media or methods. The next researcher can also use this YouTube media as a media for learning in LAN skills such as speaking, reading and writing. Therefore, it is highly recommended for teachers or further researchers to use YouTube video as learning media.

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