

Developing English Listening Comprehension Materials Based on YouTube as a Medium for Second-Grade Students of SMAN 2 Teluk Dalam

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Abstract

One of the initial steps in learning a language is to get accustomed to listening to that language and understanding the meaning and intent of the spoken words. The next step is to follow along, practice, and apply it in everyday life. Listening and reading are considered receptive skills since they involve understanding language without the need to produce it. These skills entail accepting and comprehending language input. The word-guessing method is one of the techniques that can enhance students' speaking and listening skills. This method fosters interactive exchanges, which are highly suitable for improving speaking skills in the learning process. It enables students to enhance their speaking abilities through active participation and engagement. The objective of this research was to know how effective this method to improved student listening skills. This research was conducted at SMN2Teluk dalam,. The research took place from January to March 2024 during the odd semester of the 2023/2024 academic year. This demonstrated that the development of the listening skill learning material using the youtube by folklore story was highly effective as it significantly improved student achievement. Initially, only 4,76% of students passed this subject, but this increased to 95,23% of students meeting the passing criteria

Keywords: RnD, Youtube as Media, Listening

I. INTRODUCTION

Learning English is very important for students. Why is English important? The answer is obvious. English has become an international language. For this reason, English is taught in elementary schools in Indonesia so that students are familiar with it and can communicate well in English. English teaches her four skills: speaking, writing, reading, and listening. Listening is the first language skill a person acquires in life, and the one they use most often for the rest of their lives. Listening is the ability to recognize and understand what another person is saying. This includes understanding a speaker's accent and pronunciation, their grammar and vocabulary, and understanding meaning (Howatt, A., 1974). Listening begins at preschool age with an individual's effort to understand what is happening around us and the information of people. According to (Purdy, 1997), listening is "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings. Although listening was seen as a passive process, contrary to common assumption, now it is admitted as a dynamic process (Vandergrift, 2004) in which listeners are very active to comprehend a spoken message while listening (Vandergrift, Larry & Goh, 2002). A universe containing the development of knowledge, emotions, thoughts, and basic mental structures of that era (Acat et al., 2016) In listening lessons, there are various techniques to increase student motivation, pay attention, and improve student listening. One of them is to use YouTube videos as a medium in English classes to improve students' skills.

Burke et.all (2009) states that YouTube is a popular online video sharing website for scientific and non-scientific communication. This means that YouTube can be established as an educational tool or resource. This gives educators additional opportunities to visually engage students in the teaching-learning process. Students must listen to the audio material and fill in the blanks in the written version. Other things being equal, it is better for teachers to train students' listening skills in learning English when students listen to her YouTube videos and teachers write on students' answer sheets as listening tests. The information about sensory massage is available in written and fully audio versions. (Burke, S, Snyder, n.d.)

This technique is very useful for testing both reading and listening skills. This is difficult because students can gain more vocabulary by learning words in context. In this case, the researcher used YouTube videos as a medium to improve students' listening comprehension. The researcher chose SMAN 2 Teluk Dalam as the research location because the school house was

close to the researcher's house. And the researcher chose the title "Listening Comprehension" based on his personal experience when he used to teach at SMAN 2 Teluk Dalam several years ago. Researchers found that many students still had difficulty recognizing the sound, meaning and content of English words when listening to the audio version. This suggests that students' listening ability is still low.

Therefore, researchers started a study to improve students' listening comprehension using YouTube videos as a medium for teaching English. Researchers have recognized that using YouTube videos as a medium to teach English listening skills, it is

very important to know the initial listening skill level of students. Therefore, the researcher would like to carry out a study titled "Development of English listening comprehension materials using Youtube as a medium for second grade students in Sman2 Teluk Dalam".

II. METHODS

This chapter describes the research method used to study the listening comprehension strategies used by SMAN 2 Teluk Dalam students. This chapter describes the research design, study location and approach, population and sampling procedures, instruments, data collection procedures, validity and reliability, and data analysis techniques.

The applied method in this research was Pre-Experimental Design with one group pre-test and post-test design, it consist of single class. the researcher gave pre-test, a treatment and post-test.

The research design present in the following table:

01	X	02
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Where:

01 : Pre-test

X : The treatment by using listening comprehension.

02 : Post-test

Before giving the treatment to the students, the researcher gave listening test to know the prior level of the students' listening comprehension. It was applied at the first meeting.

The researcher gave treatment to the students for eight times. The reseracher taught by using listening comprehension. The technique was used to improve students listening comprehension. In the treatment, the researcher focused on the improvement of students listening comprehension in terms of accuracy of answer and general understanding in dialogue text.

The procedures of the treatment as follows:

- a. The researcher gave the students a task paper of listening task contains incomplete script of dialogue according the audio.
- b. Then, the researcher explain the material to the students.
- c. Next, the students listened to the audio, the audio was play three times with pauses between them.
- d. The first listening, students just listened to the audio without taking notes.
- e. And, the second and third listening, students started taking notes based on their understanding or what they hear from the audio.
- f. After all students finished to fill the blank on the unfinished dialogue script, the reseracher told to students to answer the question to know the students understanding about the text. after that check their answer.
- g. Finally, after all students finished to check their answer, the researcher and the students discussed the correct answer and match with the students answer, so the students can know the students' capability in listening test.

After giving the treatment, the researcher gave the listening test to determine the effectiveness of the method. The listening test was listened the audio to fill the blank on the dialogue script and answer the question to know students' understanding about the text. It applied at the last meeting.

The population of this research took from single class that is the Tenth Grade Students of SMAN 2 Teluk Dalam, where is the Second Grade consist with 21 students. In this reserach the researcher used total sampling technique. Thus, the total numbers of sample in this research are 21 students.

The variable of this research are dependent and independent. the dependent variable was students' listening comprehension and the independent variable was the implementation of listening comprehension. The indicator of listening comprehension focused on students accuracy of answer and general understanding in the history of local wisdom.

The instruments of this research was listening test. The test was fill the blank and answer the questions to test whether the students understood what they have listened or not. The researcher applied listening test by using listening comprehension in pre-test and post-test segment. The pre-test used to find out the students' prior level in listening comprehension, while the post-test was designed to find out the effectiveness and the significance of the treatment by using listening comprehension.

In collecting data, the researcher used some procedures as follows:

The pre-test was given to find out how the students listening comprehension was they were treated before doing the treatment, In this case, the researcher asked the students to answer the listening comprehension test. in this test, the students were asked to listen a narrative text about Confirming a Hotel Booking, played on the laptop. While listen, the students were required to fill some of blank dialogue script spoken on the laptop to complete the dialogue made by the speakers. after complete the blank in dialogue, the students answer the questions to test whether the students understood what they have listened or not. The test run for 50 minutes.

After the test, the researcher checked the students' answer on the fill the blank and the question's answer. whether or not they had filled the blank with the correct words, and only the correct words to be choosed by the students were calculated as the data of this research for pre-test.

After doing the pre-test, the students were given treatment by using listening comprehension. It tooks eight meeting in treatment and spent 2 hours in each meetings. In each meetings, the researcher used the different topic, the first meeting, the researcher gave topic to the students about Buying a Shirts, in second meeting the reseracher gave a topic about Invitation for Dinner. And the third, fourth, and fifth meeting a topic about Asking Direction, in the sixth meeting the researcher gave a topic about Go to the Library, for the seventh meeting, the reseracher gave a topic about Buying a Ticket, and the last meeting a topic about Looking for Convenience.

In each meetings, the reseracher used has the same procedure as follows:

- a. The researcher gave the students a task paper of listening task contains incomplete script of dialogue according the audio.
- b. Then, the researcher explain the material to the students.
- c. Next, the students listened to the audio, the audio was play three times with pauses between them.
- d. While listening to the dialogue from audio, the students wrote down words or phrases that they hear from the audio.
- e. The first listening, students just listened to the audio without taking notes.
- f. And, the second and third listening, students started taking notes based on their understanding or what they hear from the audio.
- g. After all students finished to fill the blank on the unfinished dialogue script, the reseracher told to students to answer the question to know the students understanding about the text. after that check their answer.
- h. Finally, after all students finished to check their answer, the researcher and the students discussed the correct asnwer and match with the students asnwer, so the students can know the students' capability in listening test.

As similar as pre-test, the researcher gave a post-test to find out the influence of treatment by comparing the result of the pre-test and post-test aimed to see the improvement of students' listening comprehension. , In this case, the researcher asked the students to answer the listening comprehension test. in this test, the students were asked to listen a dialogue about Tourist information, played on the laptop. While listen, the students were required to fill some of blank dialogue script spoken on the laptop to complete the dialogue made by the speakers. after complete the blank in dialogue, the students answer the questions to test whether the students understood what they have listened or not. The test run for 50 minutes.

After the test, the researcher checked the students' answer on the fill the blank and the question's answer. whether or not they had filled the blank with the correct words, and only the correct words to be choosed by the students were calculated as the data of this research for post-test.

A research design is a plan that guides researchers in collecting, analyzing, and interpreting the data collected. It also relates to what questions need to be investigated, what data is relevant, what data needs to be collected, and how the results need to be analyzed. When first deciding to conduct scientific research, it is important to have a clear understanding of what types of research methods will be used. Qualitative research was used in this study. This is done by collecting data obtained from natural situations without changing the situation.

According to (Yin, 2003), qualitative research is used to describe an intervention or phenomenon and the real-world context in which it occurs. (Gay, L. R., Mills, G. E., & Airasian, 2006) also states that qualitative research involves collecting data to answer questions about the context of a topic. For a more detailed definition of case study, (Sagadin, 1991) states, groups of people (such as school divisions, groups of special needs students, faculty, etc.), individual institutions or issues, or processes, phenomena, or events within a particular institution.

In detail. If we stay at the descriptive level in such an analysis, case studies are considered a form of descriptive method, but when we move up to the causal level, case studies move towards a causal experimental method. " (Starman, 2013). According to the above description, qualitative research is used in this study because the researcher wants to explain the process of developing English listening materials using his YouTube as a medium.

Based on (Creswell, 2012) "Population is a group of individuals who have the same characteristic." Population refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population (Tuckman, 1978). In other opinion, population is defined as all members of any well-defined class of people, event, or object (Singh, Parmjit, Chanyuan Fook, 2006). The population of the research was Second Grade Students at SMAN 2 Teluk Dalam. The number of Second Grade Students at SMAN 2 Teluk Dalam are 30 students. It consists of 10 male students 20 female students.

Participants have implications for data collection and the data available for analysis and help determine boundaries for generalizing findings. Researchers will take the second grade English teacher at SMAN 2 Teluk Dalam and 10 second grade students at SMAN 2 Teluk Dalam to be interviewed.

This chapter describes the research method used to study the listening comprehension strategies used by SMAN 2 Teluk Dalam students. This chapter describes the research design, study location and approach, population and sampling procedures, instruments, data collection procedures, validity and reliability, and data analysis techniques. 3.1 Research Design A research design is a plan that guides researchers in collecting, analyzing, and interpreting the data collected. It also relates to what questions need to be investigated, what data is relevant, what data needs to be collected, and how the results need to be analyzed. When first deciding to conduct scientific research, it is important to have a clear understanding of what types of research methods will be used. Qualitative research was used in this study. This is done by collecting data obtained from natural situations without changing

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This study used a different data collection technique. Structured interviews for interviews are a suitable means of gathering information and can deeply explore participants' perceptions of the topic being studied (Kao & Diller, 2024). Structured interviews are the most popular data among researchers. In the field of listening strategy research, some researchers (Chapman, 2006) used this data collection method in their studies to determine language learners' perceptions of strategies.

The reason for its popularity is that “due to its flexibility, semi- structured interviews are favored by many researchers, especially those in the interpretive research tradition” (Nunan, 1992). He also acknowledges that semi-structured interviews not only give flexibility to the interviewer, but also give the interviewee some authority and control over the interview process.

Additionally, interviews are considered a useful method of data collection because they can help “identify rich data about the beliefs, attitudes, and meanings underlying people's lives and actions” (Gray, 2009). In other words, the researchers hoped that this method would help them record facial expressions and understand participants' true intentions beyond their actual words. This can't be achieved through surveys alone.

Therefore, using this data collection technique in this study was useful as it provided a considerable amount of information to successfully answer all research questions. The interviews were designed based on predetermined questions. However, based on the respondents' answers, additional research was conducted to investigate in more detail the respondents' thoughts and attitudes about the causes of students' tactics for teaching and learning to get around this issue, including listening techniques in ELF classrooms.

Additionally, the interviews were conducted in Bahasa. This is to ensure that the interviewed participants feel comfortable and not nervous if they answer “wrong” and give all students the opportunity to express their thoughts regardless of their level of English, especially listening.

It's for a reason. interview data were collected from her 10 students at different times on the same day in December 2023. When I had time to do an interview. As the researcher stated, only 10 participants were selected for the interview. They had all levels of listening skills. They were selected based on their survey scores.

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data (Marshall, C., & Rossman, 1995). The analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what will tell others (Bogdan, R., & Biklen, 1998). In this study, the data were analyzed separately based on the type of data collecting techniques. The following section discusses the analysis of each data collection technique.

III. RESULTS AND DISCUSSION

A. Result of Research

Conceptually, the research and development approach includes 10 general steps, however, stage 1 and stage 2 of the design of development activities have already been carried out at the beginning of this research. it is evident that the average score for students' listening skill ability is only 51,23 points. This indicates that students' listening skill level is still at a “Fair” levels. Based on Table 4.1 above, it was observed that the average score for first indicator has score at 2,5 poin that mean student skill at content indicator only at “fair to poor levels”, at second indicator the average score showed at 2,4 that's mean student level at second indicator “good to average”, at third indicator i, the average score showed 2,4 also, that's mean student level at “fair to poor levels” level.

At fourth indicator , the average score showed at 2,6 point, that's mean, student skill at “Fair to poor level”, at the last indicator, the average score showed at 2,8 pont, that mean sutdent skill at “Fair to good” levels.

the last indicator, it was about mechanics, the average score showed at 2,95 pont, that mean sutdent skill at “Fair to good” levels.

In this stage, the researcher conducted planning based on the findings obtained from the previous observation activities. Based on the observations made, the researcher and collaborating teachers agreed that the previously used curriculum was not yet focused on achieving improvements in students' listening skill abilities. Therefore, in this stage, the researcher and collaborating teachers developed a more focused learning plan to improve the listening skill abilities of students at SMAN 2 TELUK DALAM

The developing product (Learning plans) by using YOUTUBE method. The detail of learning plans could saw at appendix

After the product development had been completed, the next step involved the implementation or execution of activities in the classroom. During this stage, the researcher and collaborating teachers collaborated on a plan for four meetings. At the conclusion of these meetings, the researcher administered a re-test to assess the students' listening skill abilities.

The average score for students' listening skill ability is only 69,9 points. This indicates that students' listening skill level is still at a "Fair" levels. Based on Table 4.2 above, it was observed that the average score for first indicator has score at 3,71 poin that mean student skill at content indicator only at "fair to poor levels", at second indicator the average score showed at 3,14 that's mean student level at second indicator "good to average", at third indicator , the average score showed 3,19 also, that's mean student level at "good to average level.

At fourth indicator , the average score showed at 4,04 point, that's mean, student skill at "good to average", at the last indicator, the average score showed at 3,9 pont, that mean sutdent skill at "Fair to good" levels.

Based on this finding, it can be seen that there has been an improvement in several indicators and also in the average score of students. It is known that there are already 2 indicators that have passed the minimum passing score, namely indicators 2 and 3. Therefore, in the next planning, the material related to indicators 2 and 3 can be reduced and more focused on other indicators.

Based on the assessment of the methods used by the relevant stakeholders, the average assessment score is 3.38, which indicates that the researcher's use of the methods is at the "fair to good" level.

The main points of revision for the use of the methods used based on the method assessment are the use of language, the alignment of the learning content with the learning targets to be achieved.

The notes given by the assessors (coperties) are "technically the use and mapping of problems in the fishbone is good and appropriate, only in the application in the lesson plan that is still lacking, therefore it is good that the activity planning is improved according to the assessment indicators given".

Based on the assessment and recommendations for improvement, the researcher together with the collaborative teacher will create a lesson plan that will then be implemented again in the next meeting.

It is known that based on the minimum passing score, there are 18 out of 21 students who have successfully passed, or in other words, 85% of students have passed in the listening skill material. It is evident that the average score for students' listening skill ability was at 84,25. This indicates that students' listening skill level is still at a "Good" levels. Based on Table 4.4 above, it was observed that the average score for first indicator has score a 4,43 poin that mean student skill at content indicator only at "good to average levels", but this point was increased than previous score ,at second indicator the average score showed at 3,66 that's mean student level at second indicator "good to average", at third indicator the average score showed 3,95, that's mean student vocabulary level at "good to average" level also.

At fourth indicator, , the average score showed at 4,61 point, that's mean, student skill at "very good", at the last indicator, , the average score showed at 3,5 pont, that mean sutdent skill at this indicator was at "good to average" levels.

Based on this finding, it can be seen that there has been an improvement in several indicators and also in the average score of students. It is known that there are already all of indicators that have passed the minimum passing score, Therefore, in the next planning, the material related to be more focused on the student that had'not pass the minimum score.

Based on the assessment of the methods used by the relevant stakeholders, the average assessment score is 4.09, which indicates that the researcher's use of the methods is at the "Good to Average" level.

The main points of revision for the use of the methods used based on the method assessment are the use of language and the consistency of the content material targets to be achieved.

The notes given by the assessors (coperties) are "The writing material should be prepare according to the student weakness, and base on the result of this research, the grand design must be created in total session of the lesson plan". Based on the assessment and recommendations for improvement, the researcher together with the collaborative teacher will create the final lesson plan that will then be implemented again in the next meeting.

It is known that based on the minimum passing score, there are 18 out of 21 students who have successfully passed, or in other words, 95,23% of students have passed in the listening skill material. It is evident that the average score for students' listening skill ability was at 88,76. This indicates that students' listening skill level is still at a "Very Good" levels. Based on Table 4.6 above, it was observed that the average score for first indicator has score a 4,5 poin that mean student skill at content indicator only at "Very good to Excellent" level, but this point was increased than previous score ,at second indicator the average score showed at 4,09 that's mean student level at second indicator "good to average", at third indicator the average score showed 4,28, that's mean student vocabulary level at "good to average" level also.

At fourth indicator, , the average score showed at 4,66 point, that's mean, student skill at "very good", at the last indicator, , the average score showed at 4,61 points, that mean sutdent skill at this indicator was at "good to average" levels.

Based on this finding, it can be seen that there has been an improvement in several indicators and also in the average score of students. It is known that there are already all of indicators that have passed the minimum passing score, Therefore, the student achievement socre shown at 95% that's mean this achievement was already pass. And according to this data, researcher could said that, the research developnet was finished.

B. Discussion

Based on the previous data presentation, it is known that by applying the youtube local folklore listening method, the evidenced by the increase in scores that occurs each time improvements are made. it was observed that there was a significant improvement in students' listening skill at each stage of the study.

- 1) During the observation phase, the average listening skill of students was 51.53% with a passing percentage of 4,76%%, or 1 students already demonstrating listening skill at a good level.

- 2) In the subsequent preliminary test phase, the average listening skill of students further improved to 72% with a passing percentage of 33,33%, or 7 students already exceeding the minimum passing score.
- 3) During the main test phase, the average listening skill of students again experienced an increase to 84.19% with a passing percentage of 85,71%, or 18 students already exceeding the minimum passing score.
- 4) In the final test phase, the average listening skill of students also showed an improvement to 88,76% with a passing percentage of 95,23%, or 20 students already exceeding the minimum passing score.

This demonstrated that the development of the listening skill learning material using the youtube by folklore story was highly effective as it significantly improved student achievement. Initially, only 4,76% of students passed this subject, but this increased to 95,23% of students meeting the passing criteria.

This success was attributed to the detailed mapping of student deficiencies using the youtube by folklore story, ensuring that problem-solving solutions were accurately implemented. Additionally, the lesson planning process was monitored and evaluated by relevant stakeholders, including koperties, who provided feedback and suggestions on the methods and activities employed. This enabled prompt correction and evaluation of any shortcomings or errors committed by the researcher in the field.

Many Researchers have discussed YouTube as a source for better listening comprehension content. There have been a number of previous investigations into this. "The Importance of Using YouTube as an Academic Tool to Improve Students' Listening Skills at Libyan Universities" was the topic of discussion by (Al Jawad & Mansour, 2021). According to this study, children are more motivated to become better at listening when they watch YouTube videos. Additionally, in a study entitled "The Impact of Using YouTube Videos on the Development of Listening Skills of Middle-Level Male and Female EFL Learners in Iran," (Mostajeran, R., & Tabatabaei, 2019) found that students who were taught using YouTube videos performed much better than students who were not

Based on the explanation of the data above and the support from previous research statements, the researcher can conclude that H1 in this study can be accepted.

IV. CONCLUSIONS

Based on the results research, the researcher concluded that Youtube by folklore story could improve student listening skill with 95,23% improvement. This study is limited only to students' listening comprehension. From the researcher's perspective, there are still many aspects of language mastery, especially in English, that can be improved through this method, such as reading skills, understanding syllables, and writing. Therefore, the researcher suggests that future researchers to explore this topic further regarding the benefits of implementing this method in efforts to improve students' language abilities

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