IMPROVING STUDENTS' LISTENING COMPREHENSION IN PROCEDURE TEXT THROUGH YOUTUBE

(Undergraduate Thesis)

By

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ABSTRACT

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This quantitative research was conducted to investigate the students' listening comprehension in procedure text after the implementation of youtube as media. This research was also intended to investigate students problem related to listening comprehension in procedure text through youtube. A total of 28 ninth graders of SMP Negeri 2 Bumiratu Nuban in academic year 2020/2021 took part in the current study. The instruments used in this research were listening test (pre- and post-test) and questionnaire.

The result of this research showed that students' average score in the pre-test was 62,25 and in the post-test was 74,75 in which the gain score was 12,50. The result of the Paired Sample t-test confirmed the hypothesis proposed by the researcher that there was significant differences in students' listening comprehension in procedure text that the value of significant 2-tailed is 0.000 which can be inferred that it is lower than 0.05. The results of the questionnaire for the second research question also showed that the problems related to the listening comprehension in procedure text through youtube are lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noise, inability to apply listening strategy, bad quality of the recording. Finally, it can be inferred that H_1 is accepted and H_0 is rejected and there were some problems related to the use of youtube in teaching listening especially in procedure text.

Keywords: listening, youtube, video, procedure text, problems in listening comprehension.

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By
IDHAR FISABILHAQ

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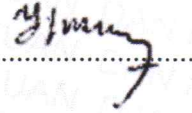NIP 19600719 198511 1 001   NIK231804870916201

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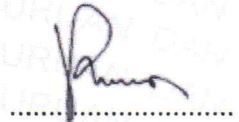NIP 19640106 198803 1 001

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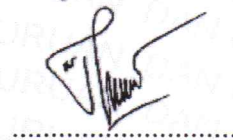1. Examination Committee

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                  text through YouTube

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 30 Juli 2021
Penulis

Idhar Fisabilhaq

CURRICULUM VITAE

Idhar Fisabilhaq is the complete name of the writer. He was born in Gunung Sugih on July 19th 1999 as the first child of three from a loving and attentive couple, Jumariyanto, M.Pd and Muslimah, S.Pd. He has one younger brother named Ramadhani Fisabilhaq and one younger sister named Qonita Adzakiya Fisabilhaq.

He started his study at TK Tunas Harapan Sidowaras. Then, he continued his elementary study at SD Negeri Sidowaras and graduated in 2011. In the same year, he enrolled in SMP Negeri 2 Kotagajah. Then in 2014, he registered in SMA Negeri 1 Metro and graduated in 2017. In the same year, he was accepted as the student of English Education Study Program at University of Lampung through SMMPTN program.

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MOTTO

"Regretting fate will not change the situation. Keep working and working is what makes us valuable"

(K.H. Abdurrahman Wahid)

DEDICATION

Greatest praise and gratitude to Allah SWT for his endless blessings and guidance to me, this work is proudly dedicated to:

My beloved parents, Jumariyanto and Muslimah.

My beloved siblings, Ramadhani Fisabilhaq and Qonita Adzakiya Fisabilhaq

All awesome teachers who give their motivation and encouragement for my educational life.

My beloved family, friends, and fraternity English Department batch 17.

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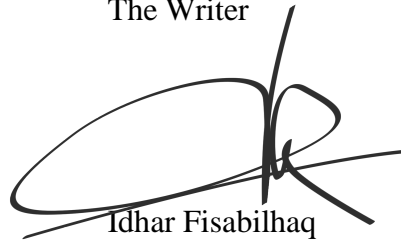
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All in all, the writer believes that his writing is still far from being perfect, there might be weakness in this research. Thus critics, comments, and suggestions are always welcome for better research. Somehow, the writer expects that this work can give positive contribution to the readers, and those who want to conduct the similar research as him in the future.

Bandar Lampung, July 29th 2021

The Writer

Idhar Fisabilhaq

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I. INTRODUCTION

This chapter discussed about background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

English learning process in junior high schools was aimed at developing student's competence in English like, spoken, and written, to achieve the level of functional literacy (Fadilah, 2017). Besides, it was also aimed at raising the student awareness of the nature and importance of English that can improve his/her nation's competitiveness in the global society. To reach the target, the junior high school students have to master the four skills of English (Santoso, 2014).

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who was talking. According to Brown as cited in Lestary (2019) who stated that, listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.

In the same way, listening has become one of the most difficult processes in learning English. Besides, the low motivation of students since they feel listening

skills were difficult to be mastered. While listening, students' were required to actively respond to and interpret the information being listened to. Wipf, J.A. (1984) says that listening was a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we creative significance. The listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

Not only the listening material but also the role of the teachers is very important, the teachers must be able to play a role as a guide and designer of learning that was follow the abilities of their students. Teachers were also required to be able to use appropriate strategies in teaching listening skills. To resolve boredom in the class, it can used movies, news, etc. Video is devices present unit of knowledge through auditory of visual stimuli both with a view to help learning (Lopez, 2020).

Nowadays, technology is life in our environment. Everybody uses technology in their daily life and YouTube was considered to be a source of online videos. In order to serve the authentic listening materials, the researcher considers using YouTube as an audiovisual media in teaching listening. Students prefered using YouTube to auditory material because YouTube give different experiences when they learn English in the classroom (Jackman, 2020).

The first previous research was conducted by Saputra (2018). From the research, he finds that the use of TED and YouTube changed the atmosphere of teaching and learning extensive listening significantly. The contents of TED and YouTube

provide much information, new vocabularies, dialects, and varieties of English from various speakers both non-and native speakers that were able to improve their listening proficiencies.

Similarly, the second previous research was conducted by Nasution (2019) finds that video was useful in improving student listening ability. Affective reasons for the use of video was argued from the standpoint that there was a good possibility that was students' were familiar with YouTube, which could have a positive influence on their motivation. YouTube can be great media while teaching, such as giving them motivation, reference to learning something and many more

Furthermore, Namaziandost (2019) explored the impacts of audio-visual aids among Iranian preintermediate EFL learners on teaching listening. He finds that the learners of the EG instructed using genuine video obtained greater listening outcomes than those taught by an audio compact disk (CD). His study indicates that by using audio-visual aids can help EFL students' grow their understanding of listening.

According to the results of the previous researches, the researcher focused on improving the students' listening comprehension in procedure text through youtube because, from several previous research, no one has discussed procedure text. Based on the English syllabus for Grade IX Junior High School students', the procedure text was one of the genres in speaking that must be well-mastered by the students. Widayanti (2019) founds that students' said writing procedure text was no difficult but students' should learn more about writing procedure text especially about vocabulary that related to procedure text.

The researcher considers that it was possible to apply more interesting listening teaching using youtube to make students' can understand the material provided easily. Therefore, the researcher focused on improving students' listening comprehension in procedure text through audiovisual technique by conducting a research entitled " Improving Students' Listening Comprehension in Procedure Text through YouTube."

1.2.   Research Questions

Based on the background of the study above, the problems of the study were formulated as follows:

1)   Is there any significant difference in students' listening comprehension after being taught using the youtube application?

2)   What are students' problems related to teaching listening in procedure text through the youtube application?

1.3.   Objectives of the Research

With reference to the background above, the objectives of the research were:

1)   To find out whether there was any significant difference of students' listening comprehension after being taught using the youtube application.

2)   To find students' problems related to teaching listening in procedure text through youtube application.

1.4.   Uses of the Research

1) Theoretically

Theoretically, the results of the research were expected to be beneficial as the information which can be used to verify the previous theories dealing with the use of Youtube as on listening comprehension achievement.

2) Practically

Practically, the result of this research may be useful for English teachers as consideration to apply youtube as a teaching media to improve students' listening comprehension and to motivate the students in learning listening by using youtube as media especially in procedure text.

1.5.   Scope of the Research

This study was conducted at SMPN 2 Bumiratu Nuban. The researcher specifically focused on procedure text was related to K13 (Kurikulum 2013) curriculum. In line with that, the third-year students' of junior high school have to learn a procedure text. The research was focused on the use of youtube videos for teaching listening. The material of the teaching-learning was procedure text and taken from the student's textbook and internet.

This research was aimed at finding the difference in students' listening comprehension after being taught by YouTube in procedure text. Procedure text was a text that explains or helps us how to make or use something. The social function was to describe how something was completely done through a sequence of series. The communicative purpose of this text was to describe how something

was made through a sequence of actions or steps. The increase of students' listening comprehension was measured by a set of pre-test and post-test in the form of multiple-choice tests.

1.6.   Limitation of the Research

The writer was intended to find out the effectiveness of using youtube as a media in improving the students' listening comprehension in procedure text. The result of the research showed that youtube can promote students motivation in learning English, and the use of youtube can enhance students' listening comprehesion. This research was conducted in SMP N 2 Bumiratu Nuban. The participant was the students in the third grade in the second semester of the school year 2020/2021.

1.7.   Definition of Terms

To avoid misunderstanding in this research, the researcher needs to defined the following terms which help in defining the key terms used in this study:

a. **Listening**: receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences.

b. **Listening Comprehension**: the ability to comprehend spoken language at the discourse level – including conversations, stories (i.e., narratives), and informational oral texts – that involves the processes of extracting and constructing meaning.

c. **Media:** a thing bringing information from the source to the receiver. Media can be classified into visual media, audio media, and audio visual media.

d. **Audiovisual:** involving the use of recorded pictures and sound, or the equipment that produces them.

e. **Youtube:** was a video sharing service where users can create their profile, upload videos, watch, like, and comment on other videos.

f. **Procedure text:** was a text that explains or helps us how to make or use something. Its social function was to describe how something was completely done through a sequence of series.

II. THEORETICAL REVIEW

This chapter explained the review of the previous study, the concept of listening, teaching listening, the concept of media, video, the concept of procedure text, using video in teaching listening, the advantages and disadvantages of video in teaching listening, theoretical assumption, and hypotheses.

2.1 Review of the Previous Study

The previous study was needed as a guideline and to avoid replication of this research. There were several studies proved that the intensive reading technique was effective in increasing the students' listening comprehension. Firstly, the study conducted by Saputra (2018) explored how extensive listening can utilize internet based-media, namely TED and YouTube. The study also examines the researcher‟s reflection on his teaching practice by adopting the participatory action research framework. Participating in this study were EFL freshmen of a state university in Indonesia during the Extensive Listening course. He finds that the use of YouTube and TED can be designed to be effective instructional media for Extensive Listening tasks

Therefore, Ardiansyah (2018 employed a true experimental research method with two groups, an experimental group (EG) and a control group (CG). The

EG was taught by using authentic video, while the CG used audio Compact Disc (CD) as the teaching aid most often used by ESL teachers in teaching listening. The result showed that EG students' taught by using authentic video achieved higher results in listening than the CG ones taught by audio compact disc (CD). As a result, the alternative hypothesis was accepted and the null hypothesis was rejected which meant that there was a significant improvement in terms of listening achievements after the use of authentic video treatment. From the test score, using authentic video as an audio visual media was a successful method for improving the teaching of listening

Another study was already done by Hakim (2018) that conducted on the eighth-grade students' of MTs Assalafi Susukan in the Academic Year of 2018/2019. He finds that there was an improvement in students' listening skills using audiovisual media. Based on the data, he concludes that using audiovisual can improve the students' listening skills.

The fourth study was conducted by Nasution (2019) his study attempts to make some practical suggestions for EFL students' to pay great attention to use YouTube as their learning media to have a good effect on their learning media that improve their skill, not only in writing area but also in conversation, listening, and others that can help students' understand about English. He finds that video was useful in reducing cognitive load on learners and appeals to multiple learning styles. Affective reasons for the use of video was argued from the standpoint that there was a good possibility that was

students' were familiar with YouTube, which could have a positive influence on their motivation.

Moreover, the study conducted by Namaziandost (2019) that investigated 40 learners who were looked over classes at an English language foundation. They took a situation test and their capability was resolved as pre-middle of the road level through Oxford Quick Placement Test (OQPT). The post-test findings and the EG's independent t-test were greater at a very fundamental point than the CG's, suggesting that the use of real video affected the listening skills of the understudies vehemently. From the EG's data review of the pretest and posttest, it generally be seen that tuning in for unambiguous information was the most updated listening sub-mastery after using credible video as a broad media help.

The next study was conducted by Yasin (2019). He researched finds how much video win over audio in listening instruction for EFL learners. The research used a pre-test and post-test control group design. The sample, selected by cluster random sampling resulted in the selection of 32 second-year high school students for each group. The instruments used were listening tests and observation sheets. Based on the results, can be stated that using video materials was more effective in terms of both the output and the process. Therefore, teachers were recommended to use video materials instead of their audio counterparts for teaching listening skills.

Pinto (2020) conducted a research to know the use of contextual video to improve students' listening ability and improvement before and after the use

of contextual video in grades eleven. The subject of the study was the grade eleven students' of Ensino Secundário Público 4 de Setembro Viqueque, Timor Leste. The result showed that students' listening ability improved treatment. It discovers through observation and pretest and post-test mean scores. The average score was 5.3, increasing to 7.7 in the final post-test. The conclusion was using the contextual video improves the students' listening ability and level of listening.

The last study was conducted by Lokanita (2020). She finds that video as a teaching media can improve students listening skills and influences students' motivation during the listening class. She also finds the roles of video as a teaching media to improve students' listening skills, they are; 1) Video made the students' became active in the teaching and learning process, 2) Video made the students' became enthusiastic to join the listening class, 3) Video made the learning process became more fun, 4) Video could grab students' attention, and 5) Video could motivate the students' to join the listening class.

From the last eight conducted studies, the researcher stated that using video in teaching listening can improves student listening comprehension in procedure text.

2.2   Concept of Listening

Listening was active, purposeful processing of making sense of what we hear (Helgsen, as cited in Khan, 2019). Umam (2017) claims that more than 45% of communicating time was spent listening, which clearly shows how important this skill was in overall language ability. Traditionally, listening

skills have been taught in isolation or they were sometimes combined with speaking tasks. However, the nature of the integration of the four skills and for different modes of language practice. It accounts for half of the verbal activity and plays a vital role in educational, professional, social, and personal situations. It was also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination, and empathy (transformative orientation). Listening, then, was a complex, active process of interpretation in which the listeners match what they hear with what they have already known.

Nunan (2003:24) "Listening was an active, purposeful process of making sense of what we hear." It means that we should interpret the meaning from what we hear, therefore listening was an active skill.

In addition, Richards (2008: 3) said that listening and listening comprehension were the same in the meaning. There were listening as comprehension and listening as acquisition. 'listening as comprehension: use of the materials as discussed in the preceding section. listening as acquisition: the listening texts used were now used as the basis for speaking activities, making use of noticing activities and restructuring activities."

(Richards. 2008:I7). To be a good the listener, the students' have to be an active the listener. Also, Richards (2008: 3) said that the view of listening was based on the assumption that the main function of listening in second language learning was to facilitate understanding of spoken discourse.

The importance of listening was acknowledged by Brown (2001:247) who stated that "Listening was the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means, listening was the important thing in daily activities, through listening we can interpret the meaning.

According to Mendelson in Hakim (2018:25) "Of the total time spent on communicating, listening take up 40-50%; speaking 25-30%; reading 11-16%; writing about 9%". Listening was a process of receiving information that the speaker says, catching the speaker's idea, and listening consist of the speaker, the listener, and sound. According to Nation and Newton (in Ekaterina, 2013:16), it has been "the least understood and the most overlooked of the four skills (listening, speaking, reading, writing) until very recently"

Moreover, with the development of high technology, we more and more rely on our ears to get information. There was no doubt that the speed of getting information was faster through listening than reading. Thus, it was crucial to improving the level of listening comprehension of the students' (Ayundini, 2019).

In brief, it can be stated that listening was a complex, active process of interpretation in which the listeners match what they have heard with what they have already known. It was a process to start mind. We must pay attention first to the listening, then we can easily study the other skills.

2.3 Teaching listening

Teaching cannot be defined apart from learning. Teaching was guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Fitratun, 2018:21).

According to Brown as cited in Nisa (2018:21), Teaching was showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Listening was the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. when this knowledge was built up, the learner can begin to speak. The listening-only period was a time of observation and learning which provides the basis for the other language skills. Learning was very much seen as under the control of the teacher (Yasin, 2018).

Concisely, teaching listening was guiding and facilitating the student in listening. The teacher should find authentic material to make the student acquire the listening skills.

2.4   Stages of Listening

Many factors can interfere with listening, so you need to be able to manage many mental tasks at the same time to be a successful listener. Petty and Jensen (1981: 181) propose four steps of the listening process as follows:

a.) Hearing   : the listeners hear a series of sounds, the actual words and sentences.

b.) Understanding   : the listeners understand the meanings of these words and sentences in the context in which they have heard them.

c.) Evaluating   : the listeners evaluate the meanings and accept or reject the total communication.

d.) Responding   : The listeners respond to what they have heard.

In addition, Joseph DeVito has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding. DeVito, J. A. (2000).

a.) Receiving

The first stage was receiving. The listener filter out the other source so that the message can be delivered well. At this stage, the listener only hears the message.

b.) Understanding

The second stage was understanding. In this stage, the listener tries to learn the meaning of the message. Even when the listener can get the

meaning, he/she can be confused if there was no background and experience that support the system.

c.) Remembering

The next was remembering stages. The listener has to remember the message effectively. Some messages were more difficult than others to understand and remember. Highly complex messages that were filled with detail call for highly developed listening skills. Moreover, if something distracts your attention even for a moment, you could miss out on information that explains other new concepts you hear when you begin to listen fully again.

d.) Evaluating

Evaluating was the fourth stage. Sometimes this stage was called the judging stage because the listener has to judge the value of the message. Every listener maybe has a different value because everyone embodies biases and perspectives learned from widely diverse sets of life experiences, evaluations of the same message can vary widely from one listener to another.

e.) Responding

The last process was responding. At this final stage, the listener gives feedback from what they have heard. It can be positive or negative based on the speaker's background and experience. There was no

limitation in the responding stage, everything can be interpreted as feedback.

In short, there were several theories that described the process of listening. Petty and Jensen (1981) explained the stages of listening were hearing, understanding, evaluating, and responding. DeVito (2000) described five stages of listening which increase with each stage. The five stages were receiving, understanding, remembering, evaluating, and responding.

2.5   Concept of Media

Nowadays, media has become one of the most important part in teaching English. Not only to help students understand the material easily but to give stimulus to the student so that they improve their skill in learning English.

According to Yoestara (2018), media was an effective tool to enhance the Indonesian students' speaking and listening skills since it can provide access to authentic materials, support self-regulated learning, increase language confidence as well as create active learning.

Sola in Hakim (2018) suggests three types of media in teaching English, they were as follows:

a.) Visual media

They were media that can be seen. Visual media such as pictures, photographs, flashcards, posters, charts, comic strips, and picture-book can be useful in different ways to serve vocabulary mastery. Their use

attracts learners and increases their curiosity. Visuals prove their effectiveness in creating a relaxed classroom environment and revealed that learners' vocabulary levels, especially beginners, have shown development through the integration of these materials.

b.) Audio media

They were media that has sound to listen to. Audio media such as tape recorder, music, and songs uses sound and voice to transfer message. These acoustic aids can help teachers introduce new term and define them. Listening to stories, songs, plays can clarify more the meaning of the new items since they were presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation.

c.) Audiovisual media

It provides audio and visuals in one media. Audiovisual such as video, television, computer, and projector were more reliable since they serve two important senses: auditory and visual. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase learners' interest and motivation, and help them to memorize new words easily.

In teaching listening, the teacher has to consider the benefits of teaching media. Based on the explanation above, audiovisual was the media which contained auditory and visual that was believed can increase learners' interest.

2.6 Video

The video was one of the media that was believed to be suitable in teaching listening. According to Hakim (2018), video helps students in listening comprehension. According to the "Good" Dictionary of Education as cited in Selwyn, N. (2016), audio-visual aids was "anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight." It means the teacher can teach listening in enjoyable ways. The student can use both their ears and eyes.

Therefore, there was a wide range of reasons for using video in teaching. Depending on the teaching approach adopted by the teacher. So, there was also a wide range of advantages to be gained. Smaldino, Russel, Heinich & Molenda (2008:288) argue that the advantages of using video in teaching were as follows:

a.) Motion

Moving images have an obvious advantage over still visuals in portraying concepts in which motion was essential to mastery (such as psychomotor skills).

b.) Processes

Operations, such as assembly line steps or science experiments, in which sequential movement was critical can be shown more effectively.

c.) Risk-free observation

Video allows learners to observe phenomena that might be dangerous to view directly.

d.) Dramatization

Dramatic recreations can bring historical events and personalities to life. They allow students to observe and analyze human interactions.

e.) Skill learning

Research indicates that mastery of physical skills requires repeated observation and practice. Through video students' can view performance over and over again for emulation. They can observe a video of their performance for feedback and improvement.

f.) Affective learning

Because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.

g.) Problem-solving

Open-ended dramatizations were frequently used to present unresolved situations, leaving it to the viewers to discuss various ways of dealing with the problem.

h.) Cultural understanding

We can develop a deep appreciation for other cultures by seeing depictions of everyday life in other societies. The whole genre of ethnographic video can serve this purpose.

i.) Establishing commonality

By viewing video programs together, a disparate group of people can built up a common base of experience to discuss an issue effectively.

While, the limitations of using video in teaching were as follows:

a.) Fixed pace

Although video can be stoped for discussion, this was not usually done in group showings. Because the program runs at a fixed pace. Some viewers may fall behind while others were waiting impatiently for the next point.

b.) Talking head

Many videos, especially in-house productions, consist mostly of close-ups of people talking. The video was not a great oral medium, it was a visual medium. Use audiotapes for verbal messages.

c.) Still phenomena

Although the video was advantageous for the concept that involves motion, it may be unsuitable for other topics where a detailed study of a single visual was involved (e.g., a map, a wiring diagram, or an organization chart).

d.) Misinterpretation

Documentaries and dramatizations often present a complex or sophisticated treatment of an issue. A scene intended as satire might be taken literally by a young or naive viewer. The thoughts of the main character may be interpreted as the attitudes and values of the producer.

e.) Abstract, nonvisual instruction

Video was poor at presenting abstract, non-visual information. He preferred medium for words alone was text.

f.) Logistics

In schools, video tends to be stored in the media center rather than in the classroom. Consequently, the appropriate video and the equipment must be ordered in advance.

Alpert (2018) conducted research to know the current video use in lectures, or on student perceptions of and preferences for videos. He finds about 87% of lecture classes included one or more videos. This paper reports on instructor practices develop a video typology, and reports on students' preferred frequency, type of video, video source, video length, and existing vs preferred video integration methods. Also supported by Sakkir (2020). His research showed that the student prefers to use YouTube than other teaching media.

In short, not only the student get the advantages but the also teacher. Besides all of the advantages, there were some limitations that should be solved by the teacher and school.

2.7   The use of YouTube in Teaching Listening

2.7.1. Definition of YouTube

According to Jennifer Brook Youtube (http://www.youtube.com) was a Web 2.0 site that was primarily based on video sharing, commenting, and viewing. On the website, users can post selfcreated videos,create appropriate tags related to the video's content (taxonomy) write a title and description for the video's content,comment on his or her own or other users' videos, create or join other users' video channels on various topics of interest, search for video based on title or keyword, create video responses to others' videos, etc.

Nuraini (2020) defines that Youtube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own and Youtube was considered to be a Web 2.0 site and not

merely a collection of information because members of the website share their work and participate in peer feedback through asynchronous interaction with other users.

2.7.2. Advantages and disadvantages of using YouTube in Teaching Listening

Nuraini (2020) described the advantages and disadvantages of using youtube in teaching listening. The advantages are:

a.) In education YouTube help in term of providing the video of teaching and learning for the students to get the knowledge from the professors in another part of the world.

b.) The students' were able to access the sources of learning anytime anywhere they want without any payment.

c.) Provide the chance for all the learner to study with the high professional teacher especially for those who have no chance to go university.

d.) There were many skilled people who upload their video and we can learn from their skill.

e.) YouTube was a very wide classroom for teaching and learning which we can save our time and budget.

f.) It was the biggest source of study which easiest to understand by the video such as video on how to make up, video on how to cook, video on how …etc.

g.) YouTube was a place that we can get all the kind of entertainment such as music, movies, game show and many more which we can release our stress and enjoy.

h.) It was a big digital library which has both image and sound.

i.) YouTube was a site with we can playback all the video which help people to not miss the interesting video.

Then, there were several disadvantages of using youtube in teaching listening.

a.) YouTube was a free site which can influence the young generation with bad example from the video.

b.) There were many pirated movie and song spread on YouTube which affect the copyright issue.

c.) There were many uncensored or sexual harassment clip which were not suitable for the young age user.

d.) There were many videos which spread the wrong believes that were dangerous to follow such as eating Mentos with a carbonated drink.

e.) Because of the freedom of uploading the video, there were many videos were uploaded by other people and its effect the whole life of the owner.

In brief, YouTube was like the two-edged swords which one side was good and another side was bad but it depends on the purpose of the user if

they use in the wrong ways there get back the bad feedback and if they use it in a good way they earn the good feedback as well.

2.8 Concept of Procedure Text

Andersoon in Afandi (2020) states that the procedure text was a place where the text gives us interactions to do something . The purpose of this type of precedure text was to explain how something can be done. This text consists of a sequence of steps or procedures, which must be followed by the reader to achieve the purpose of the text. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instruction sofa tool, science experiment.

According to Ameliah (2019) Procedure text was a text designed to describe how something was accomplished through a sequence of actions or steps. Here, the procedure text was not only a text learned at school but also the one found in the daily life. Students' can find procedure texts in game rules, cooking recipes, using ATM machines.

By the description above, procedure text was text that described the way to make or use a thing in detailed steps. However, the procedural texts that were used in this research were cooking recipes and manual steps of doing something.

2.9   Advantages and Disadvantages of Video in Teaching Listening

The use of video has plenty of advantages such as stimulating students' in understanding the materials. Therefore, they have to improve their background knowledge to get the point of the learning material.

Gallacher as cited in Manaurung (2016) mentions some advantages of teaching English using video for young learners, as follows:

a.) Children enjoy language learning through video

b.) One of the aims of teaching English to young learners was to instill in them the idea that language learning was a happy experience, and video creates an attractive enjoyable learning environment.

c.) Video was an effective way of studying body language

d.) Younger language learners were still learning about the world around them.

e.) Children gain confidence through repetition

f.) Young children love to hear stories again and again and the same goes for video. By watching the video several times children can learn by absorption and imitation.

g.) Video communicates meaning better than other media

h.) Video presents language in context in ways that a cassette can't. Learners can see who was (or what is)speaking, where the speakers are, what they were doing, etc. All these visual clues can help comprehension.

i.) Video represents a positive exploitation of technology.

j.) Young learners, in particular, have a positive attitude towards television and video. It was seen as 'modern' compared to books

Manaurung (2016) states that despite of the advantages, the main disadvantages of using video are

a.) Uncontrolled content

In youtube, everyone can upload their videos. This one makes student feel free to access any videos that they want. The role of parents was very important in this case to control their children when accessing YouTube.

b.) Unstable the signal

The signal becomes the most important aspect because YouTube not run appropriately if there were no the signal.

c.) The cost of internet quota

Some parents still wants to use ordinary ways to teach their children, that student should learn from their teacher. Some internet provider put a high price on the package, this one become a problem for the parents.

d.) Unavailable content

The teacher can choose the authentic video material from YouTube, but not all of the material available on YouTube.

In summary, the teacher should consider the use of video which contains, any of advantages. Nevertheless, the materials should suitable for the students. After finding the appropriate video to be used, the teacher should

also consider the video activities in teaching listening that were in line with the video chosen and able to make students' interest in the listening process.

2.10 Theoretical Assumption

The media video was an interesting way to enhance students' listening comprehension in form, meaning, and use. Teachers should provide an interactive and interesting teaching listening technique to enhance students' listening comprehension and makes students' engaged actively in the class. In teaching listening, there was a media that can be used by teacher to reach the objective of teaching listening which was video.

Based on the literature review above, video was a media that can be used to improve students' listening comprehension in procedure text and make student engage positively towards learning process because of the following points:

1. Video can attract students' to enjoy learning English by its moving picture and the sound and leads to result students' engage positively in the teaching learning process.

2. In the implementation of video, students' be taught interactively by watching the video that integrates picture clues to know the meaning of words by the act in the video and also sound to learn how to pronounce it.

The researcher stated using video as a media, students' were facilitated to comprehend and memorize the materials well. Finally, it was assumed that the implementation of video was an effective teaching technique that leads to the success of students' listening comprehension in procedure text.

2.11 Hypothesis

Theories and assumption above propose two hypotheses in this research:

1. There is significant improvement of students' listening comprehension in procedure texts after the implementation of youtube video as media.

III. METHOD

This chapter provides an overview of research design, subjects of the research, data collecting technique, procedure of data collecting technique, and data analysis.

3.1. Research Design

This research was a quantitative study. It was conducted to find out how was the difference of student listening comprehension during the implementation of YouTube in teaching listening at junior high school. One group pre-test and post-test design was used in this research. According to Dimitrov in Andini (2019), the pretest-posttest design is a measurement of the learning received during the class as a result comparing what the students' know before in a pre-test and after the class experience in a post-test. The tests indicate how was the difference of the student listening comprehension after being taught by YouTube. This research was aimed at finding out whether there were any significant difference on students' listening comprehension after the taught by youtube videos in procedure text and to investigate which students' problems related to teaching listening on procedure text through YouTube.

The research design was presented as follows:

$$T1 \; X \; T2$$

T1 : pre-test

X : YouTube videos

T2 : post-test

(Hatch and Farhady as cited in (Setiyadi, (2006:132)

The second research question is analyzing students' problems related to teaching listening in procedure text through the youtube application.

Descriptive method is a research model that used to know deeply about one object. It was intended to investigate the circumstances, conditions, or other things which have been mentioned, the results are presented in the form of research reports. As Sugiyono (2013) mentioned descriptive research is a research which is describe the phenomenon, symptom, condition which use qualitative or quantitative. According to Arikunto (2013) researchers only photographed what happens to an object or region under study, then, describes what happens in the form of a research report in a straight forward, as it is.

To know the problems related to teaching listening in procedure text through youtube, the researcher used questionnaire. The questionnaire was analized by using the SPSS 21.0. The data were analized by using analitical descriptive method. To know the category the researcher used the scoring rubric.

To know the Respondent achievement level from the analitical descriptive data, the research design is presented as follow:

$$A = \frac{M}{N} x\ 100\%$$

A : Respondent achievement level

M : Mean

N : Maximum score

Riduwan (2006:88)

Table 3.1 Scale of Respondent Achievement Level

No	Percentage	Information
1	0-20 %	Very Weak
2	21-40 %	Weak
3	41-60 %	Neutral
4	61-80 %	Strong
5	81-100 %	Very Strong

Adapted from Riduwan (2006:88)

The first activity was making the instrument more valid by administering tryout. The researcher administered pre-test to measure the input of the students' before they get the treatment. Then the researcher conduct the treatment by using youtube videos to stimulate and improve the students' listening comprehension . The next step was administering the post-test to know the result of the treatment. The last activity was administering the questionnaire to the student to know the student problems related to listening comprehension in procedure text through youtube.

3.2. Research Variable

The variable in this research depends on other factors that were measured. These variables were expected to change as a result of an experimental manipulation of the independent variable or variables. It was the presumed effect (Cramer, Duncan and Dennis Howitt, 2004). There are two kinds of variable, those ara called as independent variable (X) and dependent variable (Y). Yet in this research, there was ony one variable that was used, that was the students' listening comprehension as a dependent variable (Y). Moreover, the dependent variable was measured to see the effect of usage of youtube in improving students' listening comprehension especially in procedure text.

3.3. Population and Sample

The population of this research was the ninth-grade students' of SMP N 2 Bumiratu Nuban in third class 2020/2021 academic year. There were three classes of ninth-grade. For the sample of this research, the researcher took ninth-grade A for try-out class and ninth-grade B for experimental class that consisted of 32 students' as the experimental class which based on the recommendation from the teacher. In this research, the researcher gave the pre-test, treatments, and post-test to the sample of the students'. There was only one class which was use in this research.

3.4. Research Instrument

The instrument of this research was a listening test . The listening test was conducted to find out how far the researcher measures students' listening

comprehension through youtube video in procedure text. The test was given in a form of multiple-choice (a, b, c, and d). The number of test items was 25 questions. Both pretest and post test basically were same. The students' were given a chance to answer the questions for about 45 minutes in both tests. The multiple-choice test was used since its marking was rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975: 151). The materials were taken based on the educational unit level curriculum of English for Junior High School. It was focused on procedure text.

The researcher also use questionnaire to collect students' problems related to teaching listening in procedure text through youtube.

1) Pre-test

   The pre-test was conducted before treatments. It be used to determine how far the students' have mastered the listening comprehension and to listen the audio before the treatments were given. The pre-test items use by the researcher were in the form of procedure text and the students' should listen the audio to answer the multiple choices. The number of items was 25 items and each items has four options of answer (A, B, C, and D). One was the correct answer and the rests were the distracters. The time allocation was 45 minutes. The result of pre-test be compared with the posttest in order to find out their achievement.

2) Post-test

   The post-test was conducted after the researcher has conducted the treatments. It be used to determine how far the students' have mastered the

listening comprehension after being taught by using youtube video. Similar to the pre-test, the researcher has used a listening test in the form of multiple choices. The questions were the same level of difficulties as the pre-test. The post-test consisted of 25 items with four options. One was the correct answer and the rests were the distracters.

3) Questionnaire

The questionnaire was a form of technique or tool in data collection carried out on research methods without the need or obligation to directly present the source of the data (Sukardi, 1983).

The questionnaire was adapted from Darti (2017). It was translated and answered into Indonesian in order to facilitate the learners in understanding the questionnaire. Questionnaire was used to collect problems related to teaching listening in procedure text through youtube application. The questionnaire was conducted on the last meeting of teaching process. The researcher used Sympton questionnaire. According to Kellner (1987) Sympton questionnaire is a yes/no questionnaire with brief and simple items.

3.5. Quality of Research Instrument

3.5.1. Validity

Validity was a matter of relevance. A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250).

a. Construct Validity

According to Hughes (1989:42), a test, part of the test or a testing technique was said to have construct validity. It can be demonstrated that it measures just the ability which it was supposed to measure. In this research, the researcher measured the students' listening comprehension by using multiple-choice tests. In that test, the students' were asked to answer the questions related to the purpose and the language features of procedure text. The item of the test were also based on procedure text theory. The language features of procedure text were temporal conjunction, command, adverbs, and action verbs. The researcher also add the purpose of procedure text in test instrument.

Here was the classification table of the construct validity of the test.

3.2 Table Specification of the Test

No	Listening Skills	Item Number	Total	Percentage Of Item
1	Identifying main idea	1 3 9 13 18 21 23	7	32,5%
2	Specific information	2 4 7 8 20 22 25	7	32,5%
3	Determining inference	6 10 12 16 17	5	20%
4	Understanding vocabulary	5 1114 15 19 24	6	25 %
Total		**25 Items**		**100%**

Adopted from Hidayati (2018)

b. Content Validity

Heaton (1988:100) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research use procedure text material which

were supposed to be mastered by the ninth-grade students' of junior high school.

The test was considered as valid in content validity since the test of listening comprehension constituted a representative sample of the listening skills and also the material that be used were chosen based on 2013 English Curriculum for ninth-grade students' of junior high school.

3.5.2. Reliability

Reliability refers to the extent to which the test was consistent in its score and gives us an indication of how accurate the test score was (Hatch and Farhady, 1982: 224). In other words, how far it can measure the subject at a separated time, but it shows the same result relatively (Setiyadi, 2006: 113). Reliability was defined as the extent to which a test produces consistent results when administered under similar condition (Hatch and Farhady, 1982: 244).

Cronbach's alpha described as 'one of the most important and pervasive statistics in research involving test construction and use' (Cortina, 1993, p. 98) to the extent that its use in research with multiple-item measurements was considered routine (Schmitt, 1996, p. 350). Alpha was commonly reported for the development of scales intended to measure attitudes and other affective constructs. The instrument was reliable if the Cronbach

Alpha value was >0,60. Meanwhile if the value <0,60 the instrument was declared unreliable.

3.5.3. Level of Difficulty

Level of difficulty relates to how easy or difficult the item be in the form of the point of view of the students' who took the test. It was important since test items which be too easy (that all students' get right) can tell us nothing about differences within the test population (Shohamy,1985:79).

Level of difficulty was calculated by using the following formula:

$$LD = \frac{R}{N}$$

The design can further be described as follows.

LD   : relate to level difficulty.

R   : concerned with a number of students' who answers it right.

N   : refer to the total number of students'.

The criteria were as follows:

<0.30   indicates that level of difficulty was difficult

0.30-0.70   points out that level of difficulty was average

>0.70   denotes that level of difficulty was easy.

(Shohamy, 1985:70)

3.5.4. Discrimination Power

Discrimination power refers to the extent to which the item differentiates between high and low-level students' on that test. A good item which was

according to this criterion was one in which good students' did well, and bad students' failed (Heaton, 1975:160).

$$DP= \frac{U-L}{\frac{1}{2}N}$$

The design can further be described as follows.

DP : concerned with discrimination power.

U : refer to a number of upper group students' who answer correctly.

L : denote the number of lower group students' who answer correctly.

N : designate a total number of students'.

The criteria of discrimination power are:

0.00-0.20 indicates that the item of the test was poor

0.21-0.40 points out that the item of the test satisfactory

0.41-0.70 denotes that the item of the test was good

0.71-1.00 indicates that the item of the test was excellent

- (Negative) points out that the item of the test was bad, and it should be omitted.

(Heaton, 1975:160)

3.5.5. Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 100. The ideal higher scores of pre-tests and post tests were calculated by using the formula by Arikunto (1997) which was employed:

$$S= \frac{R}{N} \; x \; 100$$

The design can further be described as follows.

- S denotes as score of the test

- R relates to number of right answers

- N relates to total number of items on the test

3.6. Procedures of Data Collecting Technique

The procedure of data collecting technique consisted of the following steps:

1) Determining the sample of the research

   The sample of the research was selected by the English teacher of SMP N 2 Bumiratu Nuban. The researcher took classes of ninth-grade students' at SMP N 2 Bumiratu Nuban as the research sample. The sample class consisted of 32 students'. The sample of the research followed pre-test treatment and post-test.

2) Designing a research instrument

   In this research, there was one pre-test that was proper to the third-grade students' of SMP N 2 Bumiratu Nuban. The materials focus in listening comprehension and be taken based on the educational unit level curriculum of English for Junior High School.

3) Conducting try-out of the research instrument

   The try out was conducted in ninth-grade A. The try out was conducted to measured the reliability of the tests. It was administrate for 25 items in 45 minutes. The aim of the try out was to determined the quality of

the test that was used as the instrument of the research and determined which items should be revised for the pre-test and post-test.

4) Conducting the pre-test

The pretest was conducted in ninth-grade B class to determine the students' present listening comprehension before the treatment. The students' were given multiple choices about the listening and ask them to answered it as much as they can. The researcher was focused on the purpose and the language features of procedure text.

5) Conducting the treatment

The treatment of youtube videos was conducted in the class for three meetings in which 2 x 45 minutes were distributed for each meeting. The researcher give the treatment in three meetings by assumed that the researcher reached the target. The treatment was administered according to the use of YouTube material based on the lesson plan which have been prepared.

6) Administering post-test

In order to see the improvement of students' listening ability, the post test was conducted in the class on the next day after having the treatments. It was conducted for 25 items in 45 minutes.

7) Administering questionnaire

In the last meeting, the researcher gave questionnaire to know the student problems related to the use of YouTube in Listening comprehension.

8) Testing The Normality of The Test

After conducting the pre-test and post-test, the researcher used the normality test to found out whether the data were normally distributed or not. More operationally, the data were tested by One-sample Kolmogorov-Smirnov Formula (THE SPSS 21.0 for Windows).

9) Analyzing the test result

After conducting pre-test and post-test, the researcher analyzed the data by using Paired Sample T-test. It was used to know whether youtube videos can be used to increase students' listening comprehension significantly. The data be computed through the Statistical Package for Social Sciences (SPSS).

10) Reporting the result

In reporting the data, the researcher arranged systematically based on the pre-test and post-test to see whether there was different result of students' listening comprehension after being taught by youtube videos in procedure text.

3.7. Data Analysis

After conducting pre-test and post-test, the researcher analyze the score of the students'. The researcher examine the students' score by using the following steps:

1) In scoring the result of students' test, the researcher used Percentage Correct (Lyman, as citied in ferizka, 2020). The percentage correct scoreis used in reporting the result of classroom achievement tests. The researcher calculate the average of the pre-test and post-test by using this formula:

$$X \%c = 100\frac{R}{T}$$

(Lyman, as citied in ferizka, 2020)

The above formula can further be illustrated as follows:

X%c : denotes as percentage of correct score.

R : relates to number of right answers.

T : refers to total number of items on test.

2) Finding the mean of the pre-test and post-test using a formula. The researcher computed the mean score using formula which was designed by Arikunto (2006), as follows:

$$X = \frac{\sum X}{N}$$

The design can further be described as follows.

X : refer to the mean score

$\sum$x: denote the total students' score.

N : refer to the number of students. (Arikunto, 2006:272)

The students' problems data was analyzed by using qualitative procedures using questionnaires to find the students' opinions toward the used of YouTube in listening comprehension classroom. After the questionnaires collected from the participants, the first step of data analysis was grouping responses into

categories. Then, all the data were coded to find the students' preference. Later, all data obtained were analyzed qualitatively. The closed – ended answers from the students' were counted to find the frequencies and percentages scores of the data questionnaires. The use form of Yes-No Question was only to help the researcher in categorizing the data. The result of the data explained descriptively, and some supporting theories used in the analysis.

3.8. Data Treatments

To find out the difference of the students' listening comprehension achievement, the researcher analyzed the data using the Paired Sample T-test using THE SPSS 21.0. The requirements for the Paired T-Test were the differences between the two groups of normally distributed data. Then it must be done first with a normality test on the differences between the two groups. The researcher used Kolmogorov Smirnov to know the data normally distributed.

To know the students' preference in listening comprehension, the reseacher used questionnaire. The answers counted and the researcher described the total result of the data.

3.9. Hypothesis Testing

After collecting the data in form of scores, the researcher determine whether the hypothesis was accepted or refused. The data was analyzed by the researcher in order to find out whether there was an difference of students' listening comprehension after being taught by youtube videos. Questionnaire be used to know the student preference in listening comprehension. In this

study, the researcher use the significant level of 0.05 in which the probability of error in the hypothesis was only about 5%.

The hypotheses of this research were as follows:

H0 : indicates that there was no significant improvement of students' listening comprehension in procedure texts after the implementation of youtube video as media..

H1 : means that there is significant improvement of students' listening comprehension in procedure texts after the implementation of youtube video as media.

(Hatch & Farhady, 1982)

The criteria for accepting the hypothesis were as follows:

H0 : was accepted if the alpha level was higher than 0.05 ($\alpha>0.05$).

H1 : was accepted if the alpha level was lower than 0.05 ($\alpha<0.05$).

To summarize, the researcher describe about the research design, including population and sample, data collecting technique, and instrument. And then there were several steps of procedure to conduct this research starting from selecting the material, conducting pre-test, giving treatments, conducting post-test, and how to analyse the data.

V.   CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers' further research.

5.1   Conclusions

The objectives of this research were to investigate whether the use of youtube can improve students' listening comprehension or not and to find out students' problems related to the use of youtube in listening comprehension. Based on the result and discussion, it can be concluded:

1) The first, after observing the students improvement in listening comprehension, it is concluded that youtube is considered an interesting and attractive medium for the students in learning listening. Additionally, youtube videos have succesfully attracted the students' attention in improving their listening comprehension skill, especially in procedure text. Besides, to investigate whether there was a significant difference in students' ability in listening comprehension after the use of youtube videos, the researcher had tested the significant level of pre-test and post-test. While the treatment on the use of youtube videos, the improvement on students' listening ability improved, the students' understand the listening material because they

can see the movement, gesture, and the process of speaking. So, youtube was useful for the students' listening comprehension since the students' in this research were helped in listening comprehension through youtube.

2) The second, by analyzing students quistionnaire, the researcher found that most of the students were unable to comprehend listening well. Vocabulary was a big obstacle for the students' in listening comprehension. Many students' has lack of grammar understanding. Listening long spoken text made the students tired because they tried to understand the unfamiliar sounds, lexis, and syntax for long periods. The learners might miss the text also when there was a lapse in concentration. The result shows that the students need to improve their learning about reduced form to make them easy to answer the question in listening comprehension. The students panic when they fail to understand the spoken text because they fear getting a lower score in listening. Another problem connected with listening was the poor quality of the tapes. It was proven that there were some problems related to the use of youtube in teaching listening especially in procedure text.

5.2 **Suggestions**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

1. Suggestions for English Teachers

    a. It is suggested that English teachers to apply youtube as one of the alternative ways to increase the students' listening comprehension, especially in procedure text. Use various videos in teaching listening through youtube while the treatments, such as cooking, constructing, or using something. This is because youtube can help the students' who still have problems in interpreting the spoken text and ideas related to the listening material. Besides, the activities in the class can be more fun.

    b. English teacher needs to be aware about students' psychology. Both anxieties and boredom will interrupt in their learning and it indicates as a barrier in their listening comprehension test. The teacher also should become more aware of the problems encountered by their students in academic to find a good strategy to teach in order to make the students become a better listener.

2. Suggestions for Further Researchers

    a. This study was conducted at a junior high school level. Therefore, the further researchers can try to find out the use of youtube in different levels of schools.

    b. Futher reseacher should find a better way or method with less problem to teaching listening.

c. This study was focused on students' listening skills especially in procedure text. Therefore, the further researcher can try to find out how far the use of youtube in other language skills or other topics.

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