THE USE OF YOUTUBE LEARNING MEDIA AS STUDENTS' EXTENSIVE LISTENING TO IMPROVE STUDENTS' LISTENING SKILLS AT FIRST YEAR STUDENTS AT SMA N 7 BANDAR LAMPUNG

(Undergraduate Thesis)

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ABSTRACT

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This study was carried out to determine whether extensive listening activities have any effect. This is a quantitative study that employs one-group pretest-posttest design. The subjects of this study were 35 students from SMAN 7 Bandar Lampung in grade X.1. The instrument of the research was a listening test that assessed five aspects of listening skills. The data was collected using SPSS 26.0 for Windows to conduct the *paired sample t-test*. The findings revealed that after extensive listening treatment using YouTube videos, students' listening skills improved significantly. According to the results, the pre-test average score for students was 72.17, and the post-test average score was 94.06. Based on the result, it can be concluded that extended listening has a positive impact and is a useful strategy for enhancing students' listening skills.

Keywords:Extensive Listening, Listening Skills, YouTube Video

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                  Extensive Listening to Improve Students' Listening Skills
                  at First Year Students at SMA N 7 Bandar Lampung

Menyatakan bahwa skripsi ini adalah 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, 7 Agustus 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

The author's name is Anastasya Lousie Talia Sianpar. She.was born in Bandar Lampung, on January 2nd 2002. She is the first child in the family of (Alm) T.M Sianipar and Marliana Sigalingging. She has one brother named David Gilbert Hosea Sianipar and one sister, named Shakira Naomi Filipi Sianipar.

She started her study for the first time at TK Sejahtera 1. Then, she continued her study at SD Sejahtera 1, Bandar Lampung. After she graduated from elementary school in 2013, she continued her study at SMP Negeri 2 Bandar Lampung and graduated in 2016. Then, she continued her study at SMA Negeri 3 Bandar Lampung and graduated in 2019.

In the same year, she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. During her study, she joined SEEDS (Society of English Education Students) and Rakanila (Radio Kampus Unila). In June 2022 she took part in the *Kuliah Kerja Nyata* (KKN) program at Tanggamus Regency. To improve her teaching skills, she took part in *Pengenalan Lingkungan Persekolahan* (PLP) program at SMA S Life Skills Natar. To complete her study, she undertook research related to " The Use of Youtube Learning Media as Students' Extensive Listening ti Improve Students' Listening Skills At First Year Students At Sma N 7 Bandar Lampung"

MOTTO

" But he said to me, "My grace is sufficient for you, for my power is made perfect in weakness." Therefore, I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me."

(2 Corinthians 12:9)

"For my thoughts are not your thoughts, neither are your ways my ways, declares the Lord. For as the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts."

(Isaiah 55:8-9)

DEDICATION

This script is fully dedicated to;

Jesus Christ

My dearest parents, (Alm) T.M Sianipar and Marliana Galingging

My beloved siblings, David and Shakira

My honorable lecturers of English Education Study Program

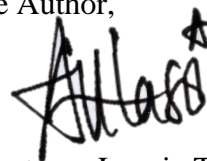My Almamater, University of Lampung

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Bandar Lampung, 7th August 2023

The Author,

Anastasya Lousie Talia Sianpar

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CHAPTER I

INTRODUCTION

This chapter discusses a number of topics to provide an overview of the study, including the background, research questions, objectives of the research, uses of the research, and scope of the research, along with definitions of key terms.

1.1.   Background of the research

In improving English skills, listening has an important role. Listening is considered a receptive skill. According to Bozorgain (2012), listening comprehension is a critical skill in language learning. Furthermore, listening skills are important for learning English because people must first listen in order to learn a language.

In line with Nunan (1997), "Listening is the basic skill needed in processing a language. It helps the learners communicate effectively" (p. 38). Effective communication requires good listening skills. We can also improve other skills by mastering listening. Listening introduced students to pronunciation and specific topics in another language (Harmer, 2007).

Based on the writer's experience, while doing PLP at SMA Life Skills Kesuma Bangsa, the majority of the students lacked listening skills. Students did not understand what the speaker was saying, despite the fact that listening is now taught and included in the learning process. The reasons for this are students' continued lack of vocabulary or prior knowledge, their infrequent practice, and their negative perception of listening activities.

For the current generation, the usage of technology is nothing unfamiliar. The internet has become an integral part of their lives. Technology has rapidly become a necessity in people's lives. Compared to the past, technology has transformed our lives drastically. In Education, the demand has increased, including the quantity of information we need to access for each course and the speed at which it can be obtained. The educational process has to have technological processes that can be used for the students.

Simonson et al., (2014: 200) stated that students today must adapt in both consuming and producing a wide range of media, including text, music, images, video, real objects, and/or models. By using a range of media can help to make the lessons more realistic and engaging for the students. As a result, amid the countless types of learning media, it generates some shifting, particularly in the traditional method of teaching.

Several platforms have been developed to aid learning in the face of constraints, such as Google Classroom, Schoology, and many more (Abidah et al., 2020). In that case, distance learning can be more productive for students by seizing social media as a learning media. The Internet enables the students to collaborate, communicate and share their works with the rest of the world

YouTube is one of the Social Media that is widely used by people. According to Pixel (2013), every month, over 6 billion hours of video are watched on YouTube, which is about an hour for every person on the planet and is 50% more than the previous year. Also, the platform itself is very user-friendly and free for everyone.

YouTube provides access to video learning, which has become an extremely useful source of listening materials since it provides learners with both audio and visual input. Furthermore, not only the image integrated into the music, but also captions [typically found on YouTube videos] can be included to enhance the listening experience (Nguyen, 2020). The teacher, on the other hand, must assure the dependability of the video materials as a learning tool. This audio-visual learning tool is one of the first that has been implemented in Indonesia and enables

users to learn through the incorporation of audio and visual means. Likewise, on nowadays situation, teachers must boost students' awareness when surfing in order for them to discover extensive material on their own.

Furthermore, listening skills are essential for learning English because learning a language requires people to first listen. In line with this, YouTube offers video learning that students can use as a comprehensive listening resource to improve their listening skills. YouTube has become a valuable source of listening materials for students because it provides both audio and visual input.

1.2. Research Question

In line with the background stated earlier, the researcher formulates the following research questions

1. Can the use of YouTube videos as students' extensive listening materials improve their listening skills significantly?
2. What aspects have the most improvement?

1.3. Objectives of the Research

According to the researcher's background and research question, the goal of the study is to determine whether there is a significant improvement in the usage of YouTube videos as extensive listening for students listening skills. Moreover, this research also aims to find which aspects have the most improvement after the treatment.

1.4. The Uses the Research

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically
   The result of this research may support the previous theories and contribute useful information for future research regarding the implementation of extensive listening to improve students' listening skills.

2. Practically

The result of this research hopefully can be used as a reference for teachers and/or students in improving listening comprehension using extensive listening as the media.

1.5.   Scope of the Research

This research will be conducted at SMA N 7 Bandar Lampung. This research will be investigated and elaborated in detail significant improvement of the usage YouTube videos as extensive listening outside the class and the improvement of listening skills at First Year Students on SMA N 7 Bandar Lampung. The YouTube videos are taken from "OverSimpilfied" Channel and "Global Health Media Project" Channel.

1.6. Definition of Key Terms

In this research, the writer would provide the definitions of the four terms that would be used throughout the research.

1. Listening Skills

Listening is one of the four skills involved in the language communication process.

2. Extensive Listening

Extensive listening refers to all listening activities that students engage in both inside and outside of the classroom that must be enjoyable and meaningful.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related literature, including previous research, the concept of learning media, types of learning media, online learning media, the concept of extensive listening, and theoretical assumptions.

2.1. Previous Study

There is some research that has been done by other researchers like Day (2018), Nugroho (2020), and Hidayat (2021) it can be used as references for the researcher to finish this research.

Day (2018) has done her research on motivation and listening comprehension. She used ex post facto as the research design of her research in the title "Improving Students' Listening Skill by Using the Modified Extensive Listening Approach." This research aimed to know how the modified extensive listening approach can improve students' listening skills. The result of this research is that there was a significant improvement in students' listening skills through learning using the extensive listening approach.

Another researcher is Nugroho (2020). He has done his research under the title "EAP Students' Perceptions of Extensive Listening". This research aimed to know what students' perceptions about the extensive listening for their listening skill or other skills. The finding of the research was the students' general perceptions of the extensive listening activities they did and the students' perceptions of the benefits they gained after they did extensive listening.

In addition, Hidayat (2021) has conducted a study about extensive listening. The research title is "Maximizing Extensive Listening for Assisting Students' Speaking Ability." The purpose of this study was to determine how effective the use of maximizing extensive listening is in assisting students' speaking abilities.

It can be evidenced by the test that was conducted by the researcher that the score after extensive listening by each student is higher than before. Students will practice their speaking in real life according to the content they have chosen from the songs and videos.

Yuyus (2020) has done his research on students' perception of extensive listening and YouTube media. The title of his research is "Changing Students' Perception on Learning Extensive Listening Through YouTube". This research is aimed to know the impacts of YouTube online applied in teaching extensive listening. For the result, the researcher found out that YouTube has many aspects that can improve class activities. The contents of YouTube provide much information, new vocabularies and dialects from various speakers both non and native speakers that definitely are able to improve their listening proficiencies.

2.2. Listening

According to Lukong (1988:19), listening is an active process in which the listener actively participates in the construction of the overall message that is eventually exchanged between listener and speaker. Simultaneously, there is a process of comprehending the first speaker's message. It indicates that the listener should carefully digest the speaker's message in order to obtain information from the speaker.

2.2.1. Listening Skills

According to Nunan (2003, p. 11), listening is like Cinderella in second language learning, with her elder sisters ignoring her statements (Nunan, 2003, p. 11). It means that listening is a primary skill that plays a significant role in communication, and that communication cannot be done effectively without listening skills.

Furthermore, Brown (2007) provides a condensed list of micro- and macro-skills. The listener must interpret intonation patterns (e.g., recognize stress and rhythm) in microskills, according to Browns' (2007) (in Meliasari, 2011) listening comprehension micro-skills: 1. Retain language chunks of varying lengths in short-term memory. 2. Distinguish between the various English sounds. 3. Recognize English stress patterns, stressed and unstressed words, rhythmic structure,

intonation contours, and their role in information signaling. 4. Recognize word reductions. 5. Recognize word boundaries, identify a core of words, and interpret word order patterns and their meaning. 6. Handle pauses, errors, corrections, and other performance variables in speech. 7. Process speech at various delivery rates.

Furthermore, there are also some aspects of listening skills. According to Tyagi (2013) there are four aspects

1. Hearing, involves the physical process of receiving sound waves through the ears. Hearing is a passive process and does not require any effort from the listener. However, it is an essential aspect of listening because without hearing, there can be no listening.

2. Understanding: This aspect of listening skills involves the ability to comprehend the meaning of the spoken language. Understanding requires active engagement from the listener, and it involves both bottom-up and top-down processing. Bottom-up processing involves understanding the meaning of individual words and phrases, while top-down processing involves using background knowledge and context to understand the meaning of the spoken language.

3. Remembering: This aspect of listening skills involves the ability to retain and recall information that has been heard. Remembering is important because it enables the listener to use the information later. Effective remembering requires the listener to actively engage with the material and use strategies such as note-taking and summarizing.

4. Evaluation: This aspect of listening skills involves the ability to critically analyze and evaluate the information that has been heard. Evaluation requires the listener to use their critical thinking skills to assess the accuracy and relevance of the information. Effective evaluation involves asking questions, making connections, and drawing conclusions based on the information that has been heard.

In conclusion, listening skills involve more than just hearing what is being said. Effective listening requires active engagement from the listener and involves understanding, remembering, and evaluating the information that has been heard.

2.2.2. Listening Fluency

Listening fluency is the ability to process aural input effortlessly and automatically, restructure what is already known, and perform satisfactorily. (2018) (Chang et al.)

Chang et al. (2018), citing Nation and Newton (2009), define three fluency characteristics that pertain to fluent speech comprehension:

a. Learners demonstrate fluency when they engage in meaning-focused activity quickly and easily without interfering with the flow of conversation.

b. Learners do not need to pay close attention or exert much effort when processing the language.

c. Learners can make the most of what they already know and restructure their knowledge to perform at a higher level

2.2.3. Teaching Listening

There are types of teaching listening in English Learning. Based on Smith (2009), (in Meliasari, 2011) listening activities in class can be grouped into these steps;

1. A pre-listening task, it purposed to checks student's prior knowledge before started the class or topics.

2. Extensive listening, that purposed for students to picture the general idea of the listening material

3. A second listening, it purposed for students so that they can answer more detailed questions or a more detailed task. This activity involves teacher repeats the listening passage and asks series of questions for detail information from the text.

4. Review of task or questions. Teacher gives review of the task done (answering questions) or asks students to make the review.

Besides that, in accordance to Renandya, et.al (2023) there are several methods that can be conducted in Listening activities;

1. **Dictation**, is a common EFL activity that can be incorporated into the curriculum to practice listening in various language lessons. It helps students improve listening skills, increase confidence, and master English pronunciation. Teachers can also use dictation in class, such as teacher-directed

dictations and read-alouds, to enhance comprehension. Dictogloss, a form-focused dictation activity, involves students listening, taking notes, and collaborating to create a reconstructed text. This technique can be used in both classroom and online settings.

2. **Doubling or tripling the amount of input in the listening lesson.** Students' listening competence is low due to limited classroom listening time. Teachers should increase listening by doubling or tripling the number of listening materials. Teachers can use extensive listening activities to provide students with more listening materials before and after class. Techniques like narrow listening, and viewing, and watching series can improve comprehension, vocabulary acquisition, and broaden EFL listening activities. This method expands students to do extensive listening activities by allowing repeated viewing of short films, movies or vidoes with subtitles, reading subtitles in target languages, or watching without subtitles. These repetitive viewing sessions can last weeks.

3. **Speech Shadowing/Overlapping** language learning techniques improve fluency, pronunciation, and recognition of spoken words. These techniques can be performed silently or vocally, and can be repeated multiple times. Technology-enhanced listening activities, such as listening-while-reading, watching-while-listening, and simultaneous watching, can enhance comprehension of aural texts. These techniques can be used in the language classroom to enhance students' listening and speaking skills.

These steps of listening activities are usually applied into listening class on EFL students these days.

2.2.4. Extensive Listening

Extensive listening and extensive reading are similar in that both help students learn the phonological systems - pronunciation, sounds, stress, intonation, and linking - according to Harmer (2001). Both of these abilities are required in communication, a process that involves both the speaker and the listener. As a result, extensive listening broadens and validates the listening experience. Because it provides input from multiple modes and sounds, it improves learners' comprehension of spoken language. Taking an EL can help students improve their

listening skills. Extensive listening is described as a personalized listening activity that includes a considerable amount of target language information tailored to the interests and levels of the learners. The importance of EL is found in boosting the automaticity with which words are recognized in their spoken form, which leads to better oral fluency. EL can be used to encourage learning outside of the classroom and for teachers and students who want to take use of new technologies. (Yeh, 2014, citing Susser and Robb, 1990).

However, there are some aspects that differentiate listening from reading, which is what distinguishes EL from ER, that is commonly known by the public. There are significant differences between the two, including fast, varied listening with blurred word boundaries that must be processed in real-time. Learners must acquire automaticity and fluency in order to listen comfortably in L2. (Ivone & Renandya, 2019).

2.3.   Learning Media

According to Smaldino (2014), "media" refers to communication or anything that conveys information to people. The media will aid in the communication or acquisition process. Media can make the learning process more interesting and clearer. Learning media is a method of attracting students' attention while they are learning. (Rahmatika et al., 2021).

According to Smaldino (2014, p. 14), there are six types of media that are widely used in the learning process, including:

a) Text, such as book, poster, whiteboard, etc.
b) Audio is any source that you can hear live or recorded, such as music, sounds, or person's voice.
c) Visuals, such as diagrams, drawings, picture, and graphics.
d) Video is the combination of visual and audio in motion that can be stored or streamed, such as animation.
e) Manipulatives (objects); these are three-dimensional objects that can be touched and handled, such as toys.
f) People, such as teachers or subject-matter experts.

2.3.1. Online Learning Media

As the era goes on, Web 2.0 tools are widely used as a learning medium. According to Ally (2008, p.17) Online Learning Media can be describe as the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

Online Learning Media gives students the opportunity to access information and share their knowledge. (Smaldino, 2014). And according to Neal (2012), social media and Web 2.0 are related to each other; they both connect people online and give information. There are many kinds of social media, such as YouTube, Facebook, and Twitter. Among them, YouTube is the one that is often used as a learning resource. (Smaldino, 2014).

2.3.2. YouTube as a Learning Media

According to Atmojo (2021), YouTube is an online video repository that allows for the free storage and display of digital recordings. It is a website that serves as a platform for online video sharing. When accessed via an internet connection, YouTube can be used to teach a variety of foreign language skills such as listening, pronunciation, and conversation. It can also be used as a media to help students embed cultural understanding and acquire true listening proficiency.

YouTube users are allowed to upload videos, share videos, browse videos, watch videos, and discuss or ask questions related to videos (Fakhruddin et al., 2020, as cited in Atmojo, 2021).

2.3.3. The Roles of Learning Media

Media, according to Harmer (2001), play important roles in the teaching and learning process. The following is a brief explanation of the media's roles:

a) To serve as an important motivator in the language teaching process.
b) To provide content, meaning, and guidance to students.
c) To add authenticity to the classroom environment.
d) To provide a method for the teacher to address the needs of both visual and auditory learners

2.4. **Procedures Teaching of Listening**

In this study, the procedure of teaching using YouTube videos was adapted from the lesson structure from Richard (2008). The following are the stages in learning listening skills that were carried out in this study:

1) Pre-listening

At this stage teachers are supposed to makes students ready to start the learning activity (Pre-Activity). There are many example of the pre-listening activities such as previewing new words, predicting and speculating. The teachers can prepare some starting questions related the material that will be given next.

2) While-listening

After giving the starting question, the teacher give the learning material to students then explaining the learning stages that willl be carried out during the learning process. Futher more, after the core activites conducted, teacher gave the students YouTube videos and worksheet related to the videos as their extensive listening material outside the class. This activity is included on while listening activities because the students are asked to taking notes, finds unfamiliar words in order to expand the ability to obtain information from the speaker. Students filled the worksheet on their home, then they presented their result on the next meeting.

3) Post-listening.

This stage is carried out to measure students comprehension. At this stage the teacher asks several questions to students to check understanding during the while listening activities.

2.5. **YouTube as an Extensive Listening Media in EFL Class**

According to Chien et al. (2020), the audio-visual group outperformed the audio-only group on the post-test of the listening comprehension test, as demonstrated by a study conducted by Hamidi and colleagues (2002). It can be deduced that audiovisual materials, such as videos, can improve our listening comprehension. Aligned with that, YouTube enables quick and fun access to language and culture-based videos and training from all over the world. YouTube

may also be thought of as a window that allows individuals to see the world from a different viewpoint and widen their perspectives.

"Repetitive practice enables the learner to go from slow, controlled processing of language pieces to faster, more automated processing of these elements." (Renandya, 2021) This could imply that YouTube can help each student feel at ease when using it as an Extensive Listening learning resource. Students who are slow learners can repeat the course as many times as they need until they comprehend it, while students who are already at a higher level can move on to more advanced material. It is possible for this to occur without disrupting each level of learner. Also, YouTube's simplicity and adaptability make it a great tool that normally provides freely available content to anyone with an Internet connection. (Chien et al., 2020).

2.6.   Theoretical Assumption

Listening is one of the language strands and it is the most important component of language as a communication tool. The ability to listen is the ability to understand what the other person is saying and the ability to respond appropriately. Listening is a skill that can be learned and practiced. It is a primary skill that should be mastered by learners before they acquire other language skills such as speaking, reading, and writing. Learning a language can only be started when we can grasp the ideas of other people. To achieve listening fluency, people need to practice, and it can be more effective if they are given adequate exposure. Nevertheless, it will take a long time to make the students master the listening skills because each student has different problems. By using extensive listening, students can grasp the same exposure as the natives and, furthermore, they can communicate or speak like a native.

Referring to the literature review, extensive listening can be a solution for students to achieve listening fluency. It is assumed that if the students have had extensive exposure to EL, they will master their listening skills. Because when the students have had extensive exposure, they will have self-confidence and motivation to improve their listening skills.

2.7. Hypothesis

Alternative Hypothesis (H_a): There is a significant improvement in students' listening skills after they used YouTube learning media for extensive listening.

Alternative Hypothesis (H_a): Sig. <0.05

Researchers used the paired sample t-test which was calculated using SPSS 26.0 for Windows to test the hypothesis.

CHAPTER III

METHODOLOGY

This chapter focuses the methods of the research that uses in this study such as the research design, population and sampling technique, variables, data collecting technique, data collecting procedures, instruments, scoring system, data treatment, data analysis and hypothesis testing.

3.1   Research Design

This research aimed to find out whether there was a significant improvement in the use of YouTube videos as extended listening material for students' listening skills. In this research, one class was chosen as the experimental group. The subjects in this group underwent a treatment or experiment where they were provided with materials from YouTube.

The researcher distributed sets of listening tests to the students at the beginning of the course (pre-test) and at the end of the course (post-test). Subsequently, the researcher collected data from the tests and analyzed it to determine if there were any differences between students who utilized YouTube videos for extensive listening and those who did not.

The researcher employed a quantitative method to analyze the research results. The research used a one-group pretest-posttest design. According to Setiyadi (2018), the research design was as follows:

T1 X T2

Where:

T1   = Pre-test

T2   = Post-test

X   = Treatment (Applied the YouTube Learning Videos)

3.2 Population and Sample

Population is most often a theoretical group of all possible scores with the same trait or traits (Coolidge, 2000). It means that the population is the most important thing in research.

In this research, the population consisted of the first-year students of SMA 7 Bandar Lampung in the academic year 2022/2023. The total number of students for the first year was 300 students.

3.3 Sampling Technique

Sample was a smaller group of scores selected from a population of scores (Coolidge, 2000). The researcher used purposive sampling in determining the sample. Purposive sampling was used with the aim that an individual or selected case could represent a case that could answer the research problem (Setiyadi, 2018). The research selected 35 students (one class) from class X.1 as the sample of this research.

3.4 Instruments of the Research

The researcher used an instrument to determine whether the objective of the research had been achieved or not. In this research, the researcher conducted listening tests. The data was obtained by using a pre-test and post-test. The tests were aimed to assess the effects of the treatment on students' listening skills after YouTube Learning Media was used as their Extensive Listening Learning.

3.5 Data Collecting

In this research, the researcher used the test as a data collection method and also gave treatments to the students. The test was used to collect the needed data by implementing several techniques as follows:

3.5.1. Pre-Test

After deciding on the sample of the population, the research distributed the listening test. The pretest was held before the treatment and after the treatment. The researcher distributed a listening test to determine the students' listening

mastery. The listening test was used to assess the students' listening proficiency. It consisted of 25 items, including matching questions, sentence completion, and true-false questions. The questions were sourced from the British Council website and had also been try out on different class to ensure the validity and reliability of comprehension. The test was appropriate for their grade and the English content they had in their English Class.

3.5.2. Treatment

Treatment is an activity carried out by students after the pre-test. In this treatment, students learn about a historical recount text, and the language features of historical recount text, and carry out extensive listening material for 1 week. After they have listened and watch the YouTube video then filled the homework sheets that the researcher gave. Then the researcher discuss the listening material that they have listened and the work have worked on. The time that the researchers did this treatment was around 90 minutes in each treatment.

3.5.3. Post Test

The test was administered after conducting the treatment for the students. The aim of this test was to determine whether there was any significant improvement in students' listening skills after three cycles of treatments. The post-test was carried out in the same manner as the pre-test. It consisted of 25 questions in the form of matching questions, sentence completion, and true-false questions.

Table 1. Steps Of Activity

No	Activity Description	Date
1	In the first meeting, the researcher asked permission from the school to conduct research	14 February 2023
2	The second meeting, the researcher gave the Try-Out test to class X.3	24 February 2023
3	The third meeting, the researcher gave	2 March 2023

	the Pre-Test to class X. 1	
4	The fourth meeting, the researcher gave the first treatment to class X.1	9 March 2023
5	The fifth meeting, the researcher gave the second treatment to class X.1	16 March 2023
6	The sixth meeting, the researcher gave the third treatment to class X.1	30 March 2023
7	At the last meeting, the researcher gave the Post-Test to the class X.1	6 April 2023

Based on the table above, the researcher took several steps. First, the researchers met with the school principal, curriculum staff, and English teacher to ask permission to conduct research for 6 weeks. Second, the researcher conducted a trial in class X.3 before conducting the research in class X.1. Third, the researcher conducted a pre-test in class X.1 to obtain data related to reading knowledge. Fourth, the researcher does the treatment and it was completed in three meetings. After the treatment was completed, the researcher conducted a post-test on students.

3.6   Research Procedures

There were several procedures in this research that researchers do to gain the data in order to answer the research question. The procedure that researchers used was as follows:

3.6.1. Selecting and determining the population and sample

The researcher chose one of several classes in the selected school of the first-year students as the research sample. The chosen class will be selected as an experimental class

3.6.2. Giving Try-Out Test

The researcher gives a try-out test before conducting the pretest and applies the method to determine the validity and reliability of the test.

3.6.3. Analyzing Try-Out Test

The researcher dropped and changed some questions that were not good for students. Based on the results of the try-out, 5 questions had to be dropped from the try-out test, and 25 questions were valid and reliable. Then, the researcher used 25 questions for the pretest and post-test.

3.6.4. Giving a Pre-Test

The pre-test was given to find out how the students listening skills was they were treated before doing the treatment. In this case, the researcher asked the students to answer the listening comprehension test.

3.6.5. Treatment and arranging the teaching material.

The selecting process was considered the materials that have been taught to the students and level of the students the selecting material for listening test, the researcher chose the test that was relevant to their study. After doing the pre-test, the students were given treatment by giving them Extensive Listening Materials. It took 3 cycles in treatment and spent 2 hours in each cycle. In each meeting, the researcher will use topic based on the textbook that the school use.

3.6.6. Giving a Post Test

The researcher distributed the listening test after the treatment. Post test are used as an evaluation and to determine the purpose of the post test is to determine the effect of implementing extensive reading on reading comprehension. The form of question tested was 25 same as the Pre-Test but shuffled.

3.6.7. Analyzing the data

After the Pre-Test and Post Test conducted, the reaesrcher used Paired Sample T-Test for analyzing the data. Therefore, the researcher reported the result as a script.

3.7   Validity of The Test

Generally, the validity of a test shows how far the test measured what it was supposed to measure (Setiyadi, 2018). Validity was defined as the degree to which the test actually measured what it was intended to measure. It referred to the extent to which the test measured what was intended. The quality of the test could be considered valid if it was measured properly. There were four types of validity, namely face validity, content validity, construct validity, predictive validity, and concurrent validity. In order to measure whether the instruments had good validity, this research used two types of validity as follows:

3.7.1. Content Validity

If the test was sufficiently comprehensive and representative for the test, that was what content validity was concerned with. Content validity, according to Setiyadi (2006), referred to the indicators of the subject matter that accurately reflected the entirety of the material to be evaluated. Content validity is the degree to which the test measures the intended content area. The test in this study fulfilled content validity because the researcher developed the test based on the learning objectives in the syllabus of the first graders of SMA N 7 Bandar Lampung. The researcher use

Table 2. Basic Competence

Basic Competence	
3.7. Distinguish social functions, text structures, and linguistic elements of several spoken and written recount texts by giving and asking for information related to historical events according to the context of their use	4.7. . Recount text – historical events 4.7.1 Understand the meaning contextually related to social functions, text structures, and linguistic elements of spoken and written recount texts related to historical events.

		4.7.2 Compose oral and written recount texts, short and simple, related to historical events, taking into account social functions, text structure, and linguistic elements, correctly and in context

Test validation was performed by two english teachers from SMA N 7 Bandar Lampung and then calculated using index validity from Aiken V resulting with a mean of **0.66** that indicates the test score validity is **moderate** for testing (Aiken, 1980; 1985; Kumaidi, 2014). see the calculation in **Error! Reference source not found.**

3.7.2. Construct Validity.

Construct validity examined whether the test was actually in line with the theory of what it meant to know. A test could be considered valid in its construction if the test item measured every aspect that was suitable with the specific objective of the instruction. In this case, the test was designed based on the nature of the concept of listening skills

Table 3. Distribution Item Test (TryOut)

Skills	Stage	Item Number	Stage of Percentage	Total
Listening	Hearing	11,12,13,14,15,16	20%	6
	Understanding	17,18,20,21,24,25,26	23%	7
	Remembering	19,22,23,27,28,29,30	23%	7
	Evaluation	1,2,3,4,5,6,7,8,9,10	34%	10

Table 4. Distribution Item Test (Pre-Test)

Skills	Stage	Item Number	Stage of Percentage	Total
Listening	Hearing	9,10,11,12,13,14	24%	6
	Understanding	15,16,18,19,22,23,24	28%	7
	Remembering	17,20,21,25	16%	4
	Evaluation	1,2,3,4,5,6,7,8	32%	8

Table 5. Distribution Item Test (Post Test)

Skills	Stage	Item Number	Stage of Percentage	Total
Listening	Hearing	1,2,3,4,5,6	24%	6
	Understanding	7,8,10,11,14,15,16	28%	7
	Remembering	9,12,13,17	16%	4
	Evaluation	18,19,20,21,22,23,24,25	32%	8

3.8 Reliability of The Test

The term "reliability" refers to the measurement of the accuracy, consistency, dependability, or fairness of test results. According to Setiyadi (2018), reliability is the consistency of a measurement, or the extent to which a measurement can be taken of a similar subject at a different time and produce the same outcome. The instruments consisted of 25 items. Then, in order to measure the consistency of items in the tryout test, the researcher used Cronbach Alpha Coefficient since it is the most used one. To measure Cronbach Alpha Coefficient, uses the formula as follows Sugiyono (2014):

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\Sigma si^2}{st^2}\right]$$

Notes:

r_{11} = Instrument reliability

k = Number of valid items

Σsi^2 = Total variance of item scores

st^2 = Variance of total score

Cronbach's alpha is a function of the average intercorrelations of items and the number of items in the scale Kimberlin and Westerstein (2008). The alpha ranges between 0 and 1. The higher the alpha, the more reliable the test item is. And for knowing the classification of reliability, the researcher will use the following scale:

Table 6. Result of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.858	25

Between 0.800 to 1.00   = very high reliability
Between 0.600 to 0.800   = high reliability
Between 0.400 to 0.600   = moderate reliability
Between 0.200 to 0.400   = low reliability
Between 0.000 to 0.200   = very low reliability

(Arinkunto, 2006)

The calculation showed that the reliability coefficient of the test is 0.858. Based on the Cronbach's Alpha value, it indicates that the instrument is reliable with **very high criteria**. The researcher also calculate the data using Microsoft Excel (see **Error! Reference source not found.**). After calculating the reliability, the researcher determines the level of difficulty (LD) and power of discrimination (DP) on the questions. The level of difficulty and differentiating power can be seen in **Error! Reference source not found.** and **Error! Reference source not found.**

Based on the LD and DP table, a total of 5 questions had to be disqualified because of their poor discriminatory quality and could not be used. The researcher only used 25 questions from the try-out to measure students' listening skills. This test was conducted to measure the LD and the DP to determine the reliability and validity of the test. The test results are used to measure the quality of the test as a research instrument. The score of the tryout test can be seen in **Error! Reference**

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3.9 Level Of Dificulty

The level of difficulty is used to classify test questions into easy or difficult question. To see the difficulty level of the research test questions, use the following formula (Shohamy, 1985):

$$LD = \frac{U + L}{N}$$

Where:

LD   : Level of difficulty

U   : The proportion of upper group students

L   : Refers to the proportion of lower group students

N   : The total number of the students following the test

This research determines the ability of students on students who have more knowledge and students who have less knowledge about listening. This aims to balance the number of students even though some of the top students do not pass the standard criteria.

Table 7. Level Of Difficulty Criteria

No.	Computation	Criteria	Total Items
1	<0.30	Difficult	4
2	0.30 – 0.70	Average	10
3	>0.70	Easy	16

The criteria are (Shohamy, 1985):

<0.30   : Belongs to difficult question

0.30-0.70   : Refers to average question

>0.70   : Mean that is an easy question

Based on the test results, it can be concluded that there are sixteen questions with a value of more than 0.70, which means that the questions are included in the easy category. There are four questions with a score of less than 0.30 which means

that the question is included in the difficult category. While ten questions with an average score, which means the question is included in the average category. The resulting details are shown in **Error! Reference source not found.**

3.10   Discrimination Power

Discriminating power (DP) refers to the degree to which items discriminate between students who have high and low levels of knowledge on a test. To determine the discriminating power of the test, the researcher uses the following formula (Shohamy, 1985):

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

Where:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of student

Table 8. Discrimination Power Criteria

No.	Computation	Criteria	Total Items
1	Negative	Bad	2
2	0.00 – 0.20	Poor	2
3	0.21 – 0.40	Satisfactory	15
4	0.41 – 0.70	Good	11
5	0.71 – 1.00	Excellent	0

The criteria are (Shohamy, 1985):

DP : 0.00-0.20 = Poor items

DP : 0.21-0.40 = Satisfactory items

DP : 0.4-0.70 = Good items

DP : 0.71-1.00 = Excellent items

DP : (Negative) = Bad items (should be removed)

Based on the calculation of discriminating power, the results of the listening

test show that there is two negative question on the try-out test which means the item is bad and must be dropped. There are also two items that are less able to discriminate, which means the items cannot enter the standard of discriminating power because these items have a discriminating power below 0.21, meaning that these items need to be dropped There are fifteen questions into satisfactory, meaning that these items need to be dropped or can be used. There are eleven good discriminations where all items are at 0.40 - 0.70 which means the questions can be used. The conclusion is there are 25 question items that can be used as a reference for the pre-test and post-test. The details of the results are shown in **Error! Reference source not found.**.

3.11 Data Analysis

The data for this study will be analyze by using Paired Sample T-Test method. This method usually conducted Pre-Test and Post Test to collect the data. Paired Sample T-Test is used to analyze the significance of a measuring instrument. The formula of this method is:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d^2)}{n-1}}}$$

Where:

$\sum$d: the sum of the differences

n: number of samples

The steps for conducting a repeated-measures t-test in SPSS

1. Data is entered inside the subject.
2. Click Analyze.
3. Drag the cursor over the Compare Means drop-down menu.
4. Click Paired Sample T Test.
5. Click the result of the First Observation (Pre-Test).
6. Click the arrow to move the Pre-Test Result into the Paired Variables table, on the Pairs rows, and below the Variable 1 column.
7. Click the result of the Second Observation (Post Test).

8. Click the arrow to move the Post Test Result into the Paired Variables table, on the Pairs rows, and below the Variable 2 column.
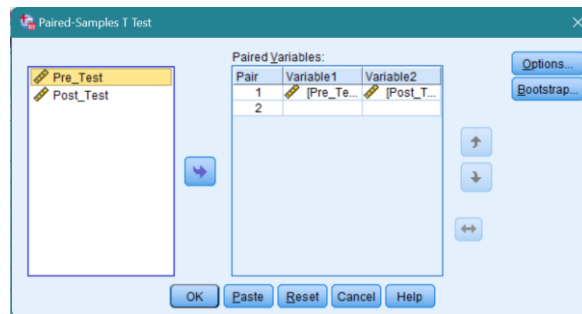
9. Click OK to see the result of the Paired Sample T-Test

The steps for interpreting the SPSS output for the Paired Sample t-test

1. In the Paired Samples Statistics table, there are several important pieces of information about each observation of the continuous outcome including the size of each observation (N) and their respective means (Mean) and standard deviations (Std. Deviation). Disregard the Std. Error Mean values for practical purposes.

2. In the Paired Samples Test table, look at the p-value associated with Sig. (2-tailed) column. This is the p-value that is interpreted.

3. If it is **LESS THAN .05**, then researchers have evidence of a statistically significant difference in the continuous outcome across time or within-subjects.

4. If the *p*-value is **MORE THAN .05**, then researchers have evidence that there is **NOT** a statistically significant difference in the continuous outcome across time or within-subjects

3.12   Hypothesis Test

After collecting the data, the researcher analyzed the data using the results of the pre-test and post-test that had been done to see if there were significance effects between extensive listening and srudents listening skilss. The research hypothesis is:

Alternative Hypothesis (H_a): There is a significant improvement in students' listening skills after they used YouTube learning media for extensive listening.

Alternative Hypothesis (H_a) = Sig. <0.05

Researchers used the paired sample t-test which was calculated using SPSS 26.0 for Windows to test the hypothesis.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestion.

5.1. Conclusions

Based on the research, data analysis, and discussion in Chapter 4, the researcher concluded that:

The researcher comes to the conclusion that there is a significant improvement in students' listening skills when given extensive listening instruction. It is shown that extensive listening can be used as a method for teachers to teach listening besides intensive listening. Extensive Listening can also improve listening by giving the students an environment for listening outside of the classroom.

Based on the outcome, the Paired T-Test result shows an improvement, whereas the sig (2-tailed) is 0.000, which is less than 0.05. The statistical outcome also indicates that the null hypothesis is rejected and the alternative analysis is accepted. The significance is also evident in the rise in the student's scores between the pre-test and post-tests, where the pre-test average was 72.17 and the post-test average was 94.06. It can be concluded that using YouTube videos as extensive listening material is effective for improving students' listening skills.

Additionally, the Paired T-Test results for each aspect showed an improvement in each. However, the result of sig (2-tailed) that is 0.000 in all aspects (Hearing, Remembering, Understanding, and Evaluating) has shown that all aspects have been significantly improved.

5.2.   Suggestions

Based on the reseacher experience, the researcher proposes some suggestions as follow;

1.   **:For Teachers**

The researcher suggests that English teachers learn more about extensive listening in order to provide students with a more effective learning experience and enjoyment. Considering the challenges faced by researchers, it is imperative for teachers to give heightened attention to the learning process, particularly when students engage with videos outside the classroom. Prior to distributing the worksheet, teachers should verify that students have comprehended the YouTube video provided during the previous session. Teachers also must consider the various factors that may influence students' listening skills, such as age, language proficiency, and cultural background

2.   **For Future Researcher**

This study concentrated on the student's listening abilities and extensive listening. As a result, future researchers can use the findings of this study as a reference. The limitation of the study revolves around the limited time frame allocated to carry out the intended action. In order to increase the validity and significance of the results, it is suggested for the next researcher studying the same subject matter to consider implementing the proposed measures in extended duration. This prolonged timeframe is likely to result in pronounced results and more discernible improvements.

In addition, it is very important for future researchers to carefully address the validity and reliability factors of the test when making assessments. Ensuring that the tests used have a high degree of accuracy and consistency strengthens the overall robustness of the research findings. By carefully paying attention to these aspects, future investigations may contribute to a more comprehensive and reliable understanding of the existing subject matter.

3.   **For Students**

Students may continue to practice extensive listening to improve their listening abilities. Students must also encourage themselves to listen more, learn more vocabulary, and practice English pronunciation. Students can also benefit from technology by listening to other YouTube videos, podcasts, or audio books in English during their daily commutes or while doing other activities. Students can improve their comprehension skills and become more confident communicators in English by incorporating a variety of listening strategies into their language learning routine.

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