

YOUTUBE VIDEOS IN TEACHING BASIC LISTENING**Rinny Rorimpandey****Abstract**

This study aims to determine the effectiveness of the use of Youtube videos on listening understanding for Basic Listening subject at 1st semester of English Department. YouTube can be a learning tool and media that can meet the demands of student needs. There are many types of videos with various kinds of topics that are unique, interesting and fun to enjoy and which can be used in class lessons. This type of research is a quasi experiment with experimental research design Pre-test and Post-test Control group. This research was conducted at the English Department of FBS Unima Tondano. The study population was all 1st semester totaling 250 students. Sampling uses random sampling. From the results of the calculation shows the average value of the experimental class of 69.032 then to 80.403. This means that in the experimental class there was an increase of 11.37. For the control group at pretest it was 69.141 and at the post-test it was 73.828. It means an increase of 4.69. Although both classes both experienced an increase in average, but the increase in the average post-test in the experimental class was greater than the control class post-test and the weight of effectiveness was 9.5%. The conclusion is that the value of listening comprehension in Basic Listening subjects is higher than those who use YouTube videos compared to using conventional media. So that it can be said that there is a significant difference in listening comprehension of English Educator Teaching students between those taught with video media and those taught using conventional media.

Keywords: *Youtube Videos, Teaching, Basic Listening***Introduction**

Currently English has been used as a media of communication between nations and English serves as an international language. There are even some nations / countries that have used this language as their second language. English also plays an important role in the fields of communication, trade, economics, politics, tourism, education, knowledge, etc.

Even though in Indonesia, English has not been established as a second language but English is already one of the foreign languages available. Currently English is a target language that must be taught and included in the curriculum at every level of education in Indonesia. Ranging from elementary school to college level, you must learn English.

The importance of English, requires students to be able to improve their ability to speak English. To improve students' mastery of English, teachers should be able to strive so that students can master and understand English. That's why teachers must have a variety of knowledge about interesting approaches, methods, techniques and media to use for teaching.

Teachers can provide methods, techniques or media that are interesting, because by using interesting media it can support teaching and learning activities and will attract students to be able to more learn easily, understand and even enjoy English.

Learning English is very complex because in this language have four basic abilities, namely listening, speaking, reading and writing and with three additional abilities, namely vocabulary, grammar, and pronunciation. All these aspects are important and must be learned to well mastering English.

But there are still many students who have not been able to understand words or sentences in English verbally by their interlocutors. This shows that listening is still lacking due to the vocabulary mastery. That's what makes many English language students not interested in Basic Listening subject, they feel bored because what they heard is not in accordance with the written ones, especially to retell what they have heard. Whereas listening competence in English is a very important competency.

Listening has an important role in language teaching, through listening we can improve other language skills such as speaking and writing. Therefore learning listening needs to get an extra attention from the teacher in providing suitable media and produce more appropriate training. Media that can be used in teaching listening must be adapted to the planning, methods and strategies of the instructor itself in the teaching-learning process, because the purpose of using media is that learning becomes easier for students to understand so that an efficient and effective learning process occurs, and learning objectives can be achieved.

With the advancement of technology, globalization offers many media to be used in the learning process. One of the more modern and effective ways to improve listening skills in English is through YouTube videos. YouTube has lots of videos that can be used as material for English language lessons which can be used as effective learning tools to develop student listening skills.

In the implementation of basic listening course conducted in English education department still cannot stimulate students to be actively participated in basic listening subject where usually lecturer will play recordings using a tape recorder, this way causes students to feel bored easily and they will not understand with what they hear or what they learn. For that we need an appropriate learning media so that basic listening learning objectives can be achieved.

Therefore, based on the description above, the author is interested in conducting research entitled YouTube Videos in Teaching Basic Listening at first semester students of English Education Department, UNIMA.

The Formulation Of Problem

This study presents the problem "Are there any differences in student achievement between those who use YouTube videos and those who don't. And whether the use of YouTube videos is more effective or not in Basic Listening learning.

Research Objectives

This study aims to find out YouTube videos used in teaching first semester students listening. Specifically this study aims:

- To find out the effectiveness of using YouTube videos for listening comprehension in Basic Listening subject.
- To find out the significant differences of 1st semester students who use YouTube videos and who don't in Basic Listening learning achievement.

Instructional Media

Azhar (2011) stated that learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. And according to Rayanda Asyar (2012: 8) stated that learning media can be understood as everything that can convey or distribute messages from sources in a planned manner, so that a conducive learning environment occurs where recipients can carry out the learning process efficiently and effectively. So learning media is a tool for teaching and learning, namely everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process in students. Basically the function of the media is to clarify the presentation of material so that it is not boring and can be easily to understand. The media must also be able to overcome the limitations of sensory power and the space of time so that learning activities are more conducive. The media also has a function to attract students' attention and give rise to passion and enthusiasm for learning by students. With the use of media, it is expected that children can learn according to their interests and abilities.

Media can be in the form of books, tapes, films, etc. The use of media must be well chosen so that it can support the atmosphere and teaching and learning activities. Choosing learning media for learning activities should not be careless. Because the media must meet specific criteria so that it can be used as a tool to stimulate students' thinking and curiosity in learning. Media criteria for learning can support the content of the subject matter, easy to understand, the teacher can apply it and in accordance with students' thinking abilities.

Djamarah (2002) classify the media into several types, namely:

1. Audio media is media that only relies on sound capabilities, such as a tape recorder.
2. Visual media, namely media that only rely on the senses of vision in a visual form.
3. Audiovisual media, namely media with sound elements and moving images, such as movies, video cassettes and VCDs.

Audiovisual media is also called video media. Video is a nowadays favored media by many people. According to Anderson Ronald (1994: 99) video media is a series of electronic images accompanied by sound and image elements.

YouTube Videos as Learning Media

Along with the development of science and technology the use of educational media is an urgent demand. Video is a series of motion pictures accompanied by sound that form a unit that is arranged into a plot, with messages in it to achieve the learning objectives stored in the storage and disk process (Arsyad, 2020: 36). So video is an image accompanied by a sound that contains a message for learning purposes.

YouTube is the largest and most popular online video sharing media website on the internet. Currently YouTube users are spread throughout the world from various ages, from children to adults. YouTube is a website that provides a variety of videos ranging from video clips to films, as well as videos made by YouTube users themselves. YouTube is the largest and most popular online video sharing media website in the internet today. YouTube users can upload videos, search videos, watch videos as learning media.

YouTube videos contain recorded moving images that are accompanied by sounds that are selected to be used as learning media. Indeed, not all videos on YouTube can be used for learning purposes, therefore there needs to be good planning, so that videos taken from YouTube are the right as an optimal support tool in achieving learning goals. So that YouTube videos can be a learning tool and learning media that can meet the demands of the digital generation needs. There are many types of videos with various kinds of topics that are unique, interesting and fun to enjoy and which can be used in class lessons.

There are various topics discussed in Basic Listening class, 1st semester, English Education Department including, numbers (times and dates), names, recipes, furniture, rooms, etc. then the lecturer must find and prepare videos according to the topic, and videos obtained from YouTube are used as learning resources. There are several videos that are displayed during the lesson that are suitable to the topics discussed each week. At the beginning of the semester students get a syllabus complete with a mandatory reference book. Videos that have been taken and selected from YouTube will be watched in the class according to the planned material. Students are assigned to read mandatory reference books, listen and watch YouTube videos played in class as additional information, case examples, and data sources.

YouTube videos can be used as learning resources and learning media that are able to meet the demands of the digital generation, and also can increase learning interest and styles. YouTube provides a variety of topics that can be used in class learning, and YouTube can be used as a free video library for students to learn independently. The purpose of learning by using youtube videos is to create interesting, fun and interactive learning conditions and atmosphere.

Using YouTube videos in learning English can make the learning process more fun, learning how to pronounce correctly the words in English language, YouTube videos can make material understanding easier and it is easy to access videos on various topics.

Listening in Learning English

Listening is a process of listening to verbal symbols with attention, understanding, appreciation for obtaining information, capturing content or messages and understanding the meaning of communication that has been conveyed by the speaker through or spoken language (Tarigan 1999). The purpose of listening according to Lagon (Tarigan 2008), among others, is first, listening to study, some people doing listening activities in order to obtain knowledge from the speaker's speech material. Second, listening to evaluate: is the purpose of listening to assess what is listened to. The assessment is good, beautiful - not beautiful, right - wrong, logical - illogical, etc. Three, listen to appreciation; one of the purposes of listening is to enjoy and appreciate something that has been listened to. The purpose of listening to this kind of listening is listening to appreciate the material of speech. Fourth, listen to communicating his own ideas. Some people listen with the intention that they can communicate ideas, and feelings to others in a smooth and precise manner. It is an important ingredient as a support in conveying his own ideas. Fifth is to distinguish sound, the aim is to be able to distinguish the sound correctly, to know the sound that distinguishes meaning and sound that does not distinguish meaning. The sixth is to solve the problem, it means that

listeners can solve problems creatively and analytically, because from listening activities can be obtained a lot of valuable and useful information.

There are two types of listening namely interactive and non-interactive listening. Listen interactively is what happens in face-to-face or telephone conversations. While non-inter-active occurs when listening to radio, TV, videos, sermons, etc.

Listening is a basic skill for developing other skills. Because of the importance of listening, the Department of English Education, FBS, UNIMA makes it a tiered course, where this course is given at three semesters. First semester is Basic listening, the second semester is Intermediate Listening and in the third semester is Advanced Listening. And for Basic Listening the material provided is basic, such as numbers, times.

The Use of YouTube Videos in Basic Listening Learning

The use of YouTube videos as a media for learning English especially listening certainly aims to make students familiar with English. On this site the teacher can search various types of learning materials with audio visual to be able to improve student Listening skills.

Activities carried out in Basic Listenig learning using YouTube videos:

Before playing the YouTube Videos the teacher explains the topic, as well as the purpose of the topic. In the screening of the YouTube Video, the instructor / lecturer is only accompanying students, and act more as a facilitator. In addition to providing videos, that must be equipped with material, the learning video is also equipped with evaluation questions, answer keys, etc according to the creativity that makes it.

After the YouTube videos, the material and facilities needed are available, the teacher plays the YouTube video twice according to the topic of the discussion, and encourage them to understand of what they see and hear. Once again play the video but do not show the image from the video so only voice that will be heard. Then the instructor / lecturer can pause the video for a brief discussion or questions about the contents of the video. Students are given the task to record the information points contained in YouTube video shows.

Furthermore, students practice exchanging information with their friends by paying attention to the speed of intonation, pronunciation clarity, fluency of speech, suitability of information content, choice of words, grammar and reasonableness of expression. Then students one by one practice delivering or retelling what they watch and hear.

Research Method

Design Research

This research is a quantitative research using the quasi experiment or pseudo-experiment method. In this study, two classes were examined, the experimental classes that were given the learning treatment using animated video media and control classes using conventional media. The research design used is a Pre-test, Post-Test Control Group Design. According to Sukardi (2003:186), research design can be described as follows.

Design Research

Group	Pretest	Treatment	Posttest
Eksperimental	Y1	X	Y2
Control	Y1	X	Y2

Description:

Y1 : Pre-test

Y2 : Post-test

X : Animation Video Media Treatment

Variable Research

In this study there were two variables used, namely bound variable and free variable. A bound variable is about understanding in English Listening by 1st semester student at English Education Department FBS Unima. A free variable is the use of YouTube video in Basic Listening.

Research Subject

1. Research populations

The population is all of the data that is our concern in the scope and time we set (Margono, 2010:18). The population in this study was 1st Semester students of English Education Department FBS UNIMA. The total number was 150 students, consisting of 5 classes, A, B, C, D, E 2018/2019

2. Research samples

Samples is as part of the population, for example (learners) taken using certain means (Margono, 2010:121). The sampling techniques in this study use simple random sampling technique, which is a simple, randomized sample that is performed by voting for all members of the population who have the opportunity to become research samples (Sukardi, 2003:58). Sampling techniques can be done through sweepstakes, ordinal, or using random number tables. The sampling techniques in this study used sweepstakes. This technique was used to take classes that were made to sample research from the whole class that was populated. The sampling steps are as follows. (1) Determine the population to be researched. (2) Place the classes that are population into the squares that have been given holes on them. (3) Shuffle the box. (4) The first outgoing paper is used as the experimental class, while the second exit paper is used as the control class. Based on the results of sampling, the class A (31 students) was obtained as an experimental class and Class D 2 (32 students as the control class.

Data Collection Techniques

Data collection techniques are the most major step in research, since the main purpose of the research is getting data. Without knowing the data collection techniques, the researcher will not get data that meets the specified data standard (Sugiyono, 2012:308). The technique of data retrieval techniques used in this research are preliminary tests (pre-Test) and the final Test (post-Test) comprehension listening in basic listening

subject. Preliminary tests were conducted to determine the ability of students' listening comprehension before they were given treatment. The final test is to understand the ability to of students' listening comprehension in Basic Listening subject after the treatment are given.

Research Instrument

The type of research instrument in this study is a Listening test in the form of a multiple choice consisting of option A, B, C, and D. Next form is the Yes or No question (Ya or Tidak). The listening questions are in the form of verbal discourse and are heard through laptops and active speakers. The test instrument was created by the scholars based on the syllabus used as guidelines for basic Listening Learning at the English language Education Department, UNIMA. In the syllabus mentioned that in learning basic Listening students are expected to obtain general information, certain information, as well as in detail with the main subject matter from "Listen Carefully" Book that has contain lessons about numbers, names, meeting people, recipes. For test assessments are done by scoring one (1) for the correct answer and zero (0) for the wrong Answer (Nurgiyantoro 2010).

Results Of Research And Discussion

Research Result

This research aims to determine the significant difference in understanding listening for students in English language education in the 2nd semester between those taught using YouTube videos and those taught using conventional media. It also aims to determine the effectiveness of YouTube video usage in Basic Listening courses.

1. Description of experimental class Pre-Test Data and control class

A. Experimental class Pre-Test Data

From the calculation of the percentage of listening comprehension in Basic Listening courses in experimental class students at the time of pre-test obtained the lowest value 60.00 and the highest value 80. Furthermore, with the help of SPSS 17, it is known that the mean is 69.03, the mode of 60.00, and the standard deviation is 6.44.

B. Control class Pre-Test Data

From the calculation of the percentage of listening comprehension in the Basic Listening courses in control class students at the time of pre-test obtained the lowest value of 50 and the highest value of 80. Furthermore, with the help of SPSS 17, it is known that the mean is 69.03, the mode of 72.50, and the standard deviation of 7.741.

2. Description of experimental and control class Post-Test Data

A. Experimental class Post-Test Data

Score of listening comprehension in basic listening of experimental class students at the time of post-test obtained the lowest value of 67.5 and the highest value 90.2. Furthermore, with the help of SPSS 17 can be noted that the mean of 80.4, Median of 80.00, and the standard deviation of 6.7.

B. Control class Post-Test Data

Listening comprehension in Basic Listening subject of control class students who are taught with video media at the time the post-test got the most intervals of 86.5 – 90.2 and 78.9-82.6 with a common value is 77.50

2. The discussion

There are significant differences in the Listening Comprehension of Basic Listening courses of 1st Semester students at English language Education department between those taught using YouTube videos and those taught using conventional media.

The purpose of this research is to learn about the differences in Listening Comprehension to Basic Listening courses of 1st semester students at English Education Department, between those taught using YouTube videos and those taught using media Conventional. In addition, this research aims to determine the effectiveness of YouTube video usage in learning Basic Listening of 1st semester students at English Education Department.

Evidence of the pre-test results and the post-test of the control class and the experimental class that there is a significant difference in comprehension listening in basic Listening courses between those taught using YouTube videos and those taught using Conventional media.

The YouTube Video used in the experimental class is very functional, challenging memory, concentration, and most importantly students can understand and capture the material delivered. The use of YouTube videos in basic Listening is very interesting in the attention of students, as they show a piece of events or events in chronological and direct order so that students not only imagine or guest. Then of course the use of YouTube videos can attract student responses. With the various benefits of YouTube videos, YouTube video successfully is indispensable in Basic Listening learning so that students do not feel saturated and learning is not monotonous. It in line with the benefits of YouTube video submitted by Arsyad (2010:49-50) is that it can focus and maintain attention, can follow direction, train the analysis power, determine the meaning of context, can sort information Relevant ideas and irrelevant information, and may encapsulate, resubmit, or recall information. Thus YouTube videos are indispensable in the learning process.

A YouTube Video involving two senses is the sense of hearing and vision simultaneously helping students in digesting, and processing information, and imagining their minds. In addition to the use of YouTube videos that can make students feel challenged, respond more positively, and be more passionate. Unlike the learners who use conventional media, they tend to do other things, do not get excited, and less respond to the material even complained because they do not understand what is delivered. Therefore YouTube videos can help teachers in the learning process, which is how to convey information through the senses of sight and hearing. Then learning will walk not monotonous.

After the final data retrieval of the experiment class, the calculation result shows the average value of the experimental class of 69.032 then to 80.403. This means that in experimental classes there was an elevation of 11.37. The control group at the pre -test of 69.141 and at the post-test of 73.828 means got an increase of 4.69. Although both

classes are experiencing an average hike, the average post-test increase in the class of an experiment is larger than the control class post-Test. The conclusion is that the value of listening comprehension in Basic Listening is higher with the use of YouTube videos compared to using conventional media. So it can be said that there is a significant difference in understanding listening for 1st students of the English Language Department between those taught with video media and those taught using conventional media.

The use of YouTube videos in the learning Basic Listening of 1st students at the English Education Department is more effective than using conventional media. Because Basic Listening learning needs to be rehearsed repeatedly, this course requires listening, thinking, concentrating on obtaining information, to familiarize yourself with the sounds or foreign terms, understood and Forming new information for students. By using YouTube students can learn and hear the native direct speakers speak in English, the more often they hear native speakers speak then the more they get used to those sayings. YouTube is an interesting media that can help students in the learning process of Basic Listening so that the learning process is not boring and can eliminate students' assumption that Basic Listening and language courses English is not interesting and difficult, also YouTube videos can help teachers in delivering learning materials.

Another thing that is needed to support listening comprehension skills in basic Listening courses include motivation, interest and talent, learning environment, lecture/school facilities, and teachers as facilitators and motivators In the classroom. It relates to each other then the success of learning can be achieved. Thus, the results of this study can support and prove theories about YouTube videos as previously outlined.

Closing

Conclusion

Based on research data analysis, it can be concluded:

1. There is a significant difference in listening comprehension in basic listening of 1st semester students at English Education Department, FBS UNIMA between those taught using YouTube videos and those taught using media Conventional. This is evidenced by the calculate of 5.606 greater than this of 2.000 with $DF = 58$ and $\alpha = 0.05$. So the count value is greater than the table (count = 5.606 > table = 2.000) which means there is a significant difference listening comprehension by using video.

2. The use of video media in learning basic listening of 1st semester students at English Education Department FBS UNIMA for Listening comprehension is more effective than using conventional media. It is evidenced by its effectiveness of 9.5%.

Advice

1. Teachers should use appropriate media and their use is tailored to the learning materials to be taught to students.
2. Teachers must be more selective, varied and creative in the selection and use of learning media so that students are not quickly saturated and learning is not monotonous.

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