

**THE EFFECTIVENESS OF YOUTUBE SONG  
IN TEACHING LISTENING  
FOR SENIOR HIGH SCHOOL STUDENTS**

**THESIS**

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I hereby declare that the thesis and the work presented in it are my own and have been generated by me as result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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Demikian agar maklum dan atas kesediaan bapak kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang telah diberikan dalam sidiang munaqosah yang dilaksanakan pada tanggal 20 April 2021 kami dapat menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

**“Always In Process Because The Process Does Not Betray The Result”**

**( By M. Fatkur Rohman)**

## **DEDICATION**

Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me this amazing chance and experience, so I can get more knowledge.

To my lovely parents, My Mother, Ms. Raminah, the strong woman that never stops supporting me to keep studying. My Father, Mr. Dulloh, who always tells me that I have to be good person for my own life and to share all useful things that I have for other people.

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7. The writer realized that this thesis is far from perfect. The writer will receive any suggestion or critics that will help this research much better.

Kediri, 01 December 2020

**The Writer**

## ABSTRACT

**Rohman, M. F. 2020.** *“The effectiveness of YouTube song in teaching listening for senior high school students”*. Thesis Department of English Language education, Faculty of Tarbiyah State Islamic Institute (IAIN) of Kediri. Advisors: Dr. Sri Wahyuni, M.Pd. and Fitriatul Masitoh, M.Pd.

**Keywords:** listening skill, Teaching Listening, YouTube Song.

Listening skill is pivotal for successful communication which in turn promotes educational progress and career development. Listening is an active and creative process which requires mastery of skills. Researcher found that many students who learn English still have problem communicating with others because their listening skills have not been developed properly and supported by the learning process in the classroom which is not yet on target because the techniques used do not work optimally with the situation. The purpose of this study was to determine the effectiveness of YouTube song in teaching listening in the learning process of listening for second grade students of MA HASYIM ASY'ARI JOMBANG.

This research method was a quasi-experimental design with the treatment held in two meetings, 2 x 45 minutes for each class. This design used a pre-test posttest to determine students' listening skill before treatment and after treatment. The population of this research was the students of class XI IIPA MA HASYIM ASY'ARI JOMBANG. Samples were taken of two classes. One class was an experimental class was XI IPA 1 consisting of 36 students and the other class as a control class was XI IPA 2 consisting of 35 students. In collecting data, the researcher used instruments in pre-test and post-test. Test instruments fill in the blank of the lyric. After giving a post-test, the researcher then analyzed the data using SPSS 22.0.

Based on the ANCOVA result, it can be seen that the result of significant value 0.000 is smaller than .05 ( $.000 < .05$ ) and the result of F-obtained is 16.651 which is higher than F-table ( $16.651 > 4.01$ ). Moreover, according to the analysis, based on the table, the covariate affects the treatment (YouTube Media) significantly ( $p (.000) < .05$ ) in the amount of 40.9% (partial Eta squared= .409). it means that “pre-test” can be a starting point in doing this experimental research with the significant value is .045. Then, the use of YouTube Media contributes significantly ( $p (.000) < .05$ ) in the amount of 22.6% (partial Eta Squared= .226). It was enough evidence to accept the alternative hypothesis. Based on the above findings, the researcher concludes that YouTube media is an effective technique for improving students' listening skills.

## Table of Contents

DECLARATION OF AUTHENTICITY .....	ii
APPROVAL PAGE .....	iii
RATIFICATION SHEET .....	iv
NOTA KONSULTASI .....	v
NOTA BIMBINGAN .....	vi
MOTTO .....	vii
DEDICATION .....	viii
ACKNOWLEDGEMENTS .....	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
CHAPTER I INTRODUCTION .....	1
A. Background of Study .....	1
B. Research problem.....	4
C. Objective of the Study.....	4
D. Research Hypothesis .....	4
E. Significance of the Study .....	5
F. Scope and Limitation .....	5
G. Definition of Key Terms .....	6
CHAPTER II REVIEW OF RELATED LITERATURE .....	8
A. Listening .....	8
B. Elements of Listening .....	10
C. Teaching Listening.....	11
D. YouTube .....	12
E. Teaching Listening Using YouTube Media.....	14
G. Previous Studies.....	17
CHAPTER III RESEARCH METHOD .....	19
A. Research Design.....	19
B. Variables .....	19
C. Population and Sample.....	20

D. Research Instrument.....	20
E. Data Collection .....	22
F. Data Analysis .....	23
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	25
A. Research Finding .....	25
B. Discussion .....	37
CHAPTER V CONCLUSION AND SUGGESTIONS .....	41
A. Conclusion .....	41
B. Suggestions .....	42
REFERENCES .....	44
APPENDICES .....	46
Appendix I .....	47
Appendix II .....	49
Appendix III.....	53
Appendix IV.....	55
Appendix V .....	57
Appendix VI.....	58
Appendix VII. ....	64

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of study, research problem, objective of study, significance of the study, scope and limitation, and definition of key terms.

#### **A. Background of Study**

Listening is the first skill that the students have to master in learning a foreign language. Listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, what they hear is their main source of the language (Scott & Ytreberg, 2010:75). In learning language skills, listening is the main point of studying language before other skills.

Listening skill is pivotal for successful communication which in turn promotes educational progress and career development. Listening is an active and creative process which requires mastery of skills. Listening is the dominant means of sensory comprehension. It is because the listener plays a very active part in connecting the overall messages which are eventually exchanged between listener and speaker. It is obvious that listening needs thinking and memory. According to Field (2012), listening is a skill which impacts in specific ways upon the classroom context in general and upon individual learner in particular. Listening is assuming greater and greater importance in foreign language classrooms. Rostas (in Nunan, 2014) states that listening is vital in the language because it provides input for the learner.

The result of analysing students' difficulties toward listening comprehension shows that listening is very difficult skill for students who study foreign language. It is based on three factors influencing their listening. they are listening material, listener's factorials, and physical setting. Therefore, accents, pronunciation, speed of speech, insufficient listening skill, different accent of the speakers, lack of concentration, and bad quality of recording are the major problems encountered by students'. Understanding students' difficulties enables the lecturer to help the students developing the effective learning strategies and ultimately improve their listening. Solutions to overcome these problems are that: (1) the teacher should adapt and improve listening material; (2) activating students' ; (3) give the students variety of accent while practice listening in language laboratory; (4) improve their pronunciation by training from native speakers; (5) building students' knowledge about the topic; and (6) giving some strategy in listening, and always motivate students.

Today, new technologies such as cell phones, Internet, TV, computers, and video games are becoming inseparable part of students' life. This new generation is very much different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their lives living without it. They use it for studying as well as in socializing with others. This generation has been described by Prensky (2001) as "Digital natives". He states that students today have changed radically. They are no longer the people our educational system was designed to teach. Therefore, it becomes a

challenge for teachers to find and develop creative and effective ways to engage and educate the digital natives.

YouTube, as one of the digital natives, has risen its popularity among the masses within a short period of time. YouTube videos provide audio-visual inputs to the learners. Listening and watching these videos exposes learners to various accents, speech rate, wide range of listening skill, expressions and phrases. This exposure helps improve learners listening abilities. The students not only develop listening skills but also gain knowledge about topics which are trending on social media. It illustrates how YouTube can be used to teach listening skills to language learners. Infusing videos from YouTube in a language class makes it interesting and interactive, thus catering to the needs of the contemporary learners.

Many researchers have tried to shed light on the vital role of YouTube videos for teaching and learning in classrooms. To begin with, Berk (2009) emphasizes the key role of teaching language in the college classroom by using YouTube videos. He explains that there are more than 15 benefits regarding why videos should be used in teaching. Second, Seilstad (2012) investigates YouTube clips as a new method for teaching English language students in Morocco. The result points out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material.

Relying on a massive amount of YouTube content that can be implemented to teach listening skill, a research entitles **The Effectiveness of**

## **YouTube Song in Teaching Listening for Senior High School Students**

**AT MA HASYIM ASY'ARI JOMBANG** is demanding to conduct.

### **B. Research problem**

Base on the background of the research, the research problem formulates; “Do the students who were taught by using YouTube media have better listening skill than those who were taught by Sound System in teaching listening?”.

### **C. Objective of the Study**

In line with the statement of the problem, this research has aim to investigate the effectiveness of YouTube Media in teaching listening.

### **D. Research Hypothesis**

In Relation with the background of the study, the research problem and the objective of the study, the researcher can take the hypothesis

$H_a$  : there is significant difference on listening achievement between the student's taught by using YouTube media and the student's taught by using Sound System or tape recorder for senior high school students in MA HASYIM ASY 'ARI JOMBANG.

$H_0$  : there is not significant difference on listening achievement between the student's taught by using effect of using YouTube media and the student's taught by using Sound System or tape recorder for senior high school students in MA HASYIM ASY'ARI JOMBANG.



### **E. Significance of the Study**

The result of this study is expected to contribute the development in teaching English especially in teaching listening by using YouTube media.

#### **1. For English teachers**

The results of this study are expected to help and become one of the guidelines for English teachers. The teacher can apply several active learning strategies, especially listening by YouTube to control the class and make the class interesting and focus more on the ability of students to work in finding the point from YouTube videos.

#### **2. For Senior High School students**

The results of this study are expected to be able to make students understand that English is something important and should be studied further, especially in a modern era like this. This can also change their mind that learning English especially in the aspect of listening using YouTube Song is fun by working and exchanging experiences and thoughts with each other.

#### **3. For other researcher**

This research is expected to be a reference for other researchers who want to learn the YouTube media more intensively in teaching listening.

### **F. Scope and Limitation**

This research is focused on achieving listening skills of second grade students at MA HASYIM ASY'ARI JOMBANG, especially in the second

semester of the 2019/2020 academic year. The materials are based on the student workbook and YouTube Channel focusing on video clips song in YouTube.

## **G. Definition of Key Terms**

To avoid misunderstanding of the reader, it is important in this study to provide clarification about the terms used as follows.

### **1. YouTube**

YouTube is an alternative in the listening skill, because YouTube with the videos make students concentrate and the students focus in the classroom.

### **2. Listening**

Listening is an active and creative process which requires mastery of skills, listening is the dominant means of sensory comprehension, because in listening, the listener plays a very active part in connecting the overall messages which are eventually exchanged between listener and speaker.

### **3. Song**

song is a musical composition intended to be sung by the human voice. This is often done at distinct and fixed pitches using patterns of sound and silence. Songs contain various forms, such as those including the repetition of sections. Through semantic widening, a broader sense of the word "song" may refer to instrumentals.

#### **4. Sound System or Tape Recorder**

The Sound System or tape recorder is an alternative in listening skill, because Sound System allows Students to concentrate and more clearly listen to the materials given.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes review of related literature. It includes listening skill, teaching listening , and teaching listening using YouTube media.

#### **A. Listening**

##### **1. Definition**

Listening is the first skill that the students have to master before learning a foreign language. Listening is the skill that children acquire first especially if they have not yet learnt to read. When the pupils start to learn a foreign language, what they hear is their main source of the language (Scott & Ytreberg, 2010:75). In learning language skills, listening is the main point of studying language before other skills.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer

satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

## **2. Kinds of Listening**

According to Syque (2012:5), there are some different types of listening.

### **a. Discriminative listening**

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. We learn to discriminate sounds and phonemes of the language. And to discriminate between muscle and skeletal movements that signify different meaning.

### **b. Comprehensive listening**

In comprehensive listening, we try to make sense the meaning or to comprehend what others are really saying. Through understanding body language, voice, they help us to understand what other persons really mean.

### **c. Evaluative listening**

In evaluative listening, we make judgments about what other person is saying, whether something is good, bad, worthy, or unworthy. It is particularly pertinent when other person is trying to persuade us, to change our behavior or our culture.

### **d. Appreciative listening**

In appreciative listening, we seek certain information, which will meet our needs and goals. For example when we are listening to good music, poetry or stirring words of great leader.

e. Empathetic listening

In empathetic listening we seek to understand beliefs, models, emotions and goals of other people. This requires excellent discrimination and close attention to the nuances of emotional signals. We show the expose we get by demonstrating out empathy in our demeanor toward them.

f. Therapeutic listening

In therapeutic listening, we are not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

g. Dialogic listening

In dialogic listening, we learn through conversation and engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

## **B. Elements of Listening**

Listening involves students' ability to interpret, to assimilate, and to associate sounds so that they can get the main idea of the information and react properly to that information. There are two skills involved in listening as Hughes (2013:134) says:

1. Macro skill

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or direction.

## 2. Micro skill

In micro skill, to understand what someone says, a listener has to interpret intonation pattern (e.g. *recognize, stress, and rhythm*), recognition of function of structure (interrogatives as request, imperatives e.g. *sit down!*, cohesive devices e.g. *such as* and *which*, detect sentence constituents, e.g. *subject, verb, object, prepositions*), recognize discourse markers

## C. Teaching Listening

Listening skills help students develop their communication and critical thinking. These skills are essential in numerous avenues of daily life. Interactions take place at classrooms and at work place. Successful interaction depends on effective interactive skills (Thompson et al., 2004).

Interactive listening skills play a major role in the student's interpersonal skills which in turn leads to healthy conversations. Listening skills are considered to be of utmost importance for employment. Swain et al (2004) affirm that "an estimated 80 percent of what we know is acquired through listening." This demonstrates the significance of interactive listening skills.

According to Byrnes (1984), listening has sub skills too. They are, “the ability to follow the general trend of what is said, the ability to check a specific piece of pre-knowledge against what is said, the ability to understand the speaker’s intention and attitude”. Researchers have defined listening in various ways. Morley (2001) points out that listening comprises of six factors.

They include auditory discrimination, grammar, choosing the necessary information, remembering it, and making connections in the process between sound and form of meaning. Goss (1982) defines listening as a process of understanding and organizing what is heard into lexical elements to which meaning can be assigned. Listening is the process of upgrade listening skill, understand good listening, and responding to improve writing for they listen.

#### **D. YouTube**

YouTube is a Web 2.0 site that is primarily based around video sharing, commenting, and viewing. The viewers can upload their own videos, make comments, and create appropriate tags related to the uploaded videos. The author of the videos can add a title and a description to the videos. The viewers and authors of the videos can make criticisms on other videos and their own videos as well. There is an option for everyone to create their own video channel on specific issue and they can upload enormous number of videos in the channels. The creator of the channel can share the link of the channel in social media too for facilitating other viewers to watch the



uploaded videos in the channel. Even learners feel motivated when they learn through YouTube videos, and while they listen to YouTube videos their affective filter goes down and cognitive loads lessen, and, therefore, learning occurs faster (Dinh, 2018, & York, 2011). The educative value of YouTube videos is immense in the current context (Bakaret *al.*, 2019).

YouTube is an alternative media in the listening skill because YouTube with the videos make students concentration and the students focus on the classroom. YouTube has risen to popularity among the masses within a short period of time. This article illustrates how YouTube can be used to teach listening skills to language learners.

According to Brook (2011), YouTube enhances students' confidence and encourages student participation. Sherman (2003) opines that the use of videos is in trend these days and people prefer audio-visual materials rather than printed material. Videos stimulate students' interest as it holds the attention of both audio and visual senses at the same time. Including YouTube videos in the classroom help students comprehend the lessons better. (Khalid & Muhammad 2012) It is also a source of motivation when they come across real situations online. Dwyers (2014) investigation points out that student achievement develops when visual cues are integrated with precise instructions. YouTube is no longer a source of entertainment alone. It has been globally implemented as a basis for learning. University of California streams their lectures and events on YouTube making the

University one of its kind. This practice has slowly been adopted by other educational hubs too.

One of the characteristics of functional approach is teaching students using authentic materials (Richards, 2006). The use of authentic materials helps learners learn language in real way and permit them to obtain information beyond language itself. In this research, the authentic materials being discussed are videos taken from YouTube. YouTube is seen

A study by Kelsen (2009) reveal that students have perceptions that YouTube motivated them to learn listening. Besides, they thought that listening by using YouTube made the learning itself became interesting. This result study similar to Silviyanti's research (2014) who found that students are motivated and interested in learning listening after YouTube videos are applied in listening classroom.

In brave, YouTube videos have become a standard means of communication with important information that is available only in video and is not found in print form. Infusing videos from YouTube in a language class makes it interesting and interactive, thus catering to the needs of the contemporary learners.

#### **E. Teaching Listening Using YouTube Media**

When using video in classroom, there are some techniques that can be used by the teacher for its implementation. The following are some practical

techniques for video implementation in classroom as suggested by ÇAKIR (2006) and Rice (in Sari, 2012).

- a. Active viewing. It is necessary for students to take an active part on the video since this technique needs them to focus their attention on the main idea of the video. Before playing the video, the teacher should write some key questions on the board related to the video, so the students get an overview about the content of the video. The students may take a note during watching the video and after that they should answer the questions orally. For detail comprehension, the students can be given a cue sheet or viewing guide then let them watch and listen for specific information needed.
- b. Freeze Framing and Prediction. It means stopping the video at certain point so it shows certain picture on the screen by pressing pause button. Then the students are asked to predict about what action the character at the frozen picture on the screen will probably do, how is his/her feeling, and what will probably happen, or any other questions related to the picture. Freeze framing fires the imagination of the students by leading them predicting and deducing further information about the characters.
- c. Silent viewing. It means that the video is playing with the sound off and is only using the moving picture. One way of doing this technique is the students are asked to observe the behavior of the character and to use their deduction. Then pause the video at certain point to stop the moving picture on the screen and get students to guess what is

happening and what the characters might be saying or ask students what has happened up to that point. After that, the video segment is replayed with the sound on, so that the students can compare their deduction with what actually happens in the video.

- d. Sound on and vision off activity. This technique is used by removing the visual element of the video so that the students only can hear the dialogue but are unable to see the action. Then the students can be asked to guess the setting, action, characters, etc. from the soundtrack.
- e. Repetition and role-play. When there are some difficult language points in the video, repetition and roll play are needed. Because, the video sometimes also incomprehensible easily, and need role-play before gave the material to the student's. with role-play, students at least understand a bit about the material or the meaning of that is the video that will be used as a matter.

## **F. Tape Recorder**

Sound system or tape recorder is device to amplify the voice so that the sound rage can be heard by other parties within a certain distance or convey a voice information so that it can be heard by other within a certain rage and scope. in order for voice information to be heard by many people, a loudspeaker is needed in the form of a sound system.

The Sound System is an alternative in listening skill, because Sound System allows Students to concentrate and more clearly listen to the materials given.

### **G. Previous Studies**

Ayu (2016) conducts a research about how YouTube videos improve students' listening skill. The findings show that YouTube enables teachers to create activity attempting an improvement on students' listening ability as well as helping them identifying listening skill, contraction, speed, and tempo of speech Mayoral et al. Furthermore, YouTube provides both audio and visual to the learners which gave students an opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities done. This assists learners to get better description of the language being spoken. Based on the findings, teachers are suggested to provide YouTube videos to familiarize the materials to the language learners.

Wayan (2017) Using YouTube video is a promising solution to improve students' English listening skill. YouTube video is an interesting media which gives the students better exposure toward the aspects of listening skill. Moreover, some previous studies have proved that using YouTube videos can enhance students' listening skill in some aspects namely fluency, listening skill, pronunciation, and grammar

Silviyanti (2014) conduct a study. it main purpose of the study was to investigate students' interest to practice listening skills by using YouTube movie videos. The findings revealed that students agree that using YouTube in class is beneficial to their English, interesting, relevant to what was being studied in class, and motivated them in class, but less motivated to use it outside of class. Students were found to be more enthusiastic when they learnt listening skills by using the audio visual materials. Some reasons regarding this were obtained from their written answers such as using YouTube made the class interesting because they could see the native speakers talking, they were motivated to use the materials assigned in the classroom and they could practice the way the native speakers spoke.

## **CHAPTER III RESEARCH METHOD**

This chapter discusses the methods used in this study. The discussion in this chapter covers such as research design, research variables, sample population, location of research, treatment, research instruments, and data analysis. The following is a description of the method used.

### **A. Research Design**

This research used quasi-experimental design. Quasi-experiment is an empirical interventional study used to estimate the causal impact of an intervention on target population without random assignment. There are some steps in quasi-experimental design; pre-test, treatment and post-test. There are two groups in experimental research; experimental group and control group. In this research, an experimental group received new treatment by using YouTube song to teach listening while control class used audio speaker. Both experimental and control group are of eleventh grade of MA HASYIM ASY'ARI Jombang. post-test was given to both experimental and control class.

### **B. Variables**

In this study, there are three variables presented. the dependent variable, the independent variable, and extraneous variable. The dependent variable in

this study is the achievement of student listening skills after they get material learning by applying the YouTube videos, the independent variable in this study is using YouTube song as the strategy of teaching. However, the researcher must pay attention to the extraneous variable. Extraneous variables are the variables that you are not intentionally studying in your experiment or test.

### **C. Population and Sample**

Based on the research objective, the population of this research was Students' of second grade at MA. HASYIM ASY'ARI Senior High School Jombang in the academic year of 2019/2020, and the sample of this research is two classes, 30 students of XI-IPA 1 and 30 students of IPA 2 at MA HASYIM ASY'ARI Senior High School Jombang in the academic year 2019-2020. They where class XI-IPA 1 and XI-IPA 2.

### **D. Research Instrument**

Research instruments are tools that researchers used to measure students' score . This is used to get primary data and support data. In this research, the researcher used pre-test and post-test as instruments.

#### **1. Pre-test**

The first instrument to take the data was giving the pre-test to the experimental group. The aim of this test is to know the basic of



students' ability before the treatment. The test is listening to the music and fills the blank words such as song lyric or a text.

## 2. Post-test

After giving treatment next step was giving post-test to all students. The aims of post-test were to know the progression of students' listening skill after treatment and to know the result of treatment whether the treatment was effective or not. The researcher gave treatment to the experimental group by using YouTube media, and for the control group using Audio sound.

The question of the post-test where almost same with pre-test but different song. The students are listening to the music and fill the blank words such as song lyric or a text. The researcher provided several topics which different with the topic provided in pre-test.

## 3. Treatment procedure

**Table 3.1****The Treatment Procedure**

<b>Experimental Group</b>	<b>Control Group</b>
Opening	Opening
The teacher greeted the students, check attendance list and presentation about the material, gave simple question about meaning of some lyric of song.	The teacher greeted the students, check attendance list and presentation about the material, gave simple question about meaning of some lyric of song.
The teacher explained about the lyric in some song using YouTube Media.	The teacher explained about the lyric in some song using Sound System.
The teacher gave an example about meaning some lyric of song.	The teacher gave an example about meaning some lyric of song.
The teacher gave some example to the question with YouTube song.	The teacher gave some example to the question.
The students answered for the some example and explain for the answer in front of the class.	The students answered for the some example and explain for the answer
The teacher asked the students about the difficult of this method.	The teacher asked the students about the difficult of this method.
The teacher asks to the students about this activities.	The teacher asks to the students about this activities.
Teacher gave instruction to the student to tell about this activities	Teacher gave instruction to the student to tell about this activities
The teacher gave suggestion to the students to study again at home about the materials using YouTube.	The teacher gave suggestion to the students to study again at home about the materials.
Closing	Closing

**E. Data Collection**

The step in collecting data is by using test. Pre-test was given to the experimental and control group with same test. The test aims to know the students' ability in listening before having treatment. After getting the results the researcher was analysing the results where are the students' score.

By knowing the score from the first data, the researcher conducted the treatment about 3 times with the different topic each treatment. The second data is the score of post-test. The test was held after both of group getting treatment for knowing any significance difference the mean score of students taught by using YouTube media. in scoring listening test, the researcher used person product moment formula, SPSS 22.0.

#### **F. Data Analysis**

Data analysis is an important part of research. In data analysis, the researcher must analyze the entire data that comes out to describe, illustrate, and evaluate data. The researcher collected the data by collecting score from the result of pre-test and post-test from the experimental and control group. Based on the research design, researcher used ANCOVA (Analysis of Covariance) to analyze the data in this study. The researcher used ANCOVA because the sample of the research was not taking randomly. In this data analysis, the researcher used SPSS 22.0 to analyze the data.

**Table 3.2**  
**The schedule of the research**

Date	Day	Experimental Group		information	Control Group		information
		Meeting	XI-IPA 1		meeting	XI-IPA 2	
07-03-2020	Saturday	1	08:30-10:00	Pre-test	-		
08-03-2020	Sunday	2	07:30-08:30	Treatment	1	13:05-14:36	Pre-test
11-03-2020	Wednesday	-	-		2	07:30-08:30	Treatment
14-03-2020	Saturday	3	08:30-10:00	Treatment	-		
15-03-2020	Sunday	4	07:30-08:30	Post-test	3	13:05-14:36	Treatment
18-03-2020	wednesday	-			4	07:30-08:30	Post-test