

THE EFFECT OF USING YOUTUBE VIDEOS ON STUDENTS' LISTENING SKILL AT SMK ABDURRAB PEKANBARU

Elmiza Aprilia¹, Nuardi^{2*}

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

elmizaaprilial7@gmail.com¹, nuardi@uin-suska.ac.id²

ABSTRACT

This research aims to test whether there is a significant difference before and after use of YouTube videos on students' listening skills at SMK Abdurrab Pekanbaru. This research use quantitative approach with a pre-experimental design, the research focuses on one group pre-test and post-test design. The population comprised 165 eleventh-grade students, with a purposive sampling technique selecting 25 students from class 11 TLM 3. Data were gathered using pre-tests and post-tests administered through Google Forms, with treatment delivered using YouTube videos over four sessions. The data were analyzed using SPSS 23, employing a Paired Sample T-test. The findings indicate a significant improvement in students' listening skills. The mean pre-test score was 42.2, while the mean post-test score increased to 79.8. The study used Paired Sample T-test as the data analysis a significance value of 0.000 (<0.05), demonstrating a statistically significant difference between pre-test and post-test scores. In conclusion, the use of YouTube videos effectively enhances students' listening skills, as evidenced by the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a).

KEYWORDS: Youtube videos, listening skill

1 INTRODUCTION

Listening is one of the most important skills in learning English. It's the first and basic skill beginners need to learn when starting a new language. Just like when we were babies, the first thing we did to learn to talk was listen. By listening, we can take in the language and then try to speak it. Rivers in Hasyuni (2006) says that listening is a creative skill. This means we hear sounds and words and then use those sounds to make meaning. When we listen, we don't just hear words; we also understand and interpret them. For example, when listening to someone speak in English, we recognize the sounds, understand the words and sentences, and then understand what is being said. This process helps us learn new vocabulary, improve our pronunciation, and get better at understanding spoken English. So, practicing listening regularly is very important for anyone who wants to master English.

Based on the phenomena that occur on students' listening, especially in learning English, which can make it hard for them to master other English skills because they don't understand what they hear. Some observations at school show that students often struggle during learning. This is because of the lack of learning materials, so when they face

*Correspondence: nuardi@uin-suska.ac.id

English listening questions, most of them find it difficult due to limited access to technology. Nowadays, technology is advancing, and students can easily learn from various sources, making it easier for them to learn English, especially listening skills. Teachers today don't just use traditional tools like whiteboards, pictures, or posters. With technology, they can use audio-visual media such as smartphones, computers, televisions, films, and more to aid learning. Audio-visual media is believed to capture students' attention.

In this study, the researcher used YouTube, which is a widely known learning tool. YouTube is a cool social media platform (Bonk, 2009) where you can find lots of videos about entertainment, education, politics, medicine, and history from all over the world. Recent stats from 2018 show that there are 1 billion YouTube users. Every minute, people upload 100 hours of videos! It's available in 61 countries and 61 languages, with 82 million subscribers. YouTube is mainly used for fun stuff online, but it's also a great place to find helpful materials for learning English.

One more interesting media to develop listening skills, Dhillon (2015) in Ramadhani et al. said that this media was chosen to help students improve their listening skills by letting them hear English conversations spoken by native speakers. This means students can listen to how native speakers naturally talk, helping them understand accents, pronunciation, and the flow of real conversations. It makes learning and practicing listening skills easier for students.

Based on the preliminary study of eleventh grade students at SMK Abdurrab Pekanbaru, the researcher interviewed the English teacher and found out that they used the Merdeka Curriculum as their guide in the teaching learning process. Passing Grade of English lesson is 75. Based on the interview with the English teacher at SMK Abdurrab it was found that teachers at SMK Abdurrab still use power point by using the leaturing method and have not implemented listening learning using YouTube videos. And english teaching focuses more on reading and speaking skills rather than listening skills. This is evident from the students' low scores in listening compared to the target scores. The teacher explained that students face difficulties in listening because they have trouble learning, there is a lack of communication between teachers and students, English is rarely used in daily life, and the teaching is too teacher-centered. As a result, students feel bored with learning English because they don't understand what they hear.

In addition, the researcher also found differences in students' listening skills with learning material on YouTube, most students not only learned through learning material, but there were also some students who improved listening skills by listening to songs on YouTube and some watching movies to improve listening skills. There are many researcher related to the use of YouTube videos in learning English as a foreign language, one of which by Tengku Maya Silviyanti (2014) found that Seeing the Perceptions of EFL Students in Listening by Using English Film Videos on YouTube. Then Chia-ci et.al (2020) found that the use of YouTube in EFL classes increased listening comprehension and retention of EFL students. Furthermore, Syafiq et.al (2021) found that Youtube videos as english learning materials improved students' speaking skills in during online Learning.

Based on some of the previous studies mentioned above, it can be assumed that most of the previous research aimed to find out students' listening comprehension on YouTube and there was one that discussed speaking skills with mastery of vocabulary, grammar on YouTube videos. However, there is a difference between listening skills and listening comprehension. According to Rost (2002) stated listening skills mean being able to understand what someone is saying in different situations. Listening comprehension means understanding and figuring out the meaning of what someone is saying. According to Lundsteen (1979), listening comprehension is emphasized as part of broader listening skills, encompassing the ability to analyze and interpret the heard information. Therefore, there is a dependent variable gap that is intended to be filled by this research by conducting a research in the field of listening skills. From the explanation above, it is clear that only a few studies investigate the use YouTube videos to train students' listening skills and some are interested in speaking. Therefore, the researcher formulates the problems in the research as follows:

1. How is students' listening skill before being taught using YouTube videos on students' at SMK Abdurrab Pekanbaru?
2. How is students' listening skill after being taught using YouTube videos on students' at SMK Abdurrab Pekanbaru?
3. Is there any significant differences of listening skill between students' before and after by using YouTube videos at SMK Abdurrab Pekanbaru?

a. The Advantages Youtube in Education

Brandon Gaille (2017) mentioned that YouTube offers various instructional videos, allowing users to learn skills like car repair, baking, and mathematics. Educational institutions, from kindergarten to college, have started incorporating these videos into their teaching. Let's look at the advantages and disadvantages of using YouTube in education.

1. Free to Watch, YouTube has lots of free educational videos. You can learn without paying anything.
2. Easy to Use, You can watch YouTube videos on your phone or computer wherever you want. Learning is more flexible this way.
3. More Learning Stuff, YouTube has extra stuff to help you learn better, like videos with pictures and examples.
4. Learn Anytime, You can watch educational videos even after school. This helps you understand topics better at your own speed.
5. Lots of Topics, YouTube has videos about many different subjects. You can find something that matches how you like to learn.
6. Teacher Collaboration, Teachers share their videos with other teachers on YouTube. They help each other out.
7. Replayability, If you don't understand something, you can watch the video again. This helps you learn better.

b. The Procedures of Teaching Listening Through YouTube Video

According to Gallacher (2004), there are three steps to teaching listening through videos youtube with audio lingual method : pre-viewing, while-viewing, and post-viewing.

1. Pre-viewing

Pre-viewing helps students get ready to understand the video. It involves activities that set the context, spark interest, and connect to what students already know about the topic.

- a. The teacher start the teaching listening process, explain the learning objective and teaching material.
- b. Introduction to the Video: The teacher informs the students about what material will be covered in the youtube video. This helps students know what they will be learning.
- c. The teacher opens Class discussion: teacher opens discussion of the youtube video topic with the class. This will activate students' background knowledge and prepare them for the material they are about to learn.
- d. The teacher makes a Topic Quiz: Give a quiz on the material in the youtube video. This will engage students and check their initial understanding.
- e. The teacher provides Vocabulary Brainstorming: Let students think of words that relate to the material in the YouTube video. This will build their vocabulary and practise their listening skills.
- f. The teacher tells students to listen to the material in the YouTube video again: This will make students familiar with the English words they hear so that they will understand what is conveyed in the material in the YouTube video.

2. While-viewing

While-viewing activities help students engage with the youtube video, check their predictions, and understand the content better.

- a. The teacher shows the YouTube video repeatedly: After playing the YouTube video three times. On the first playback, the students just listen and watch the video completely.
- b. After they were listening and watching the videos, play the video and pause in every sentence or important part to make students more easily to pay attention.
- c. The teacher gives several questions: Students answer questions about the material in the YouTube video. This checks their understanding and keeps them focused.
- d. The teacher predict Continuation: The teacher pauses the youtube video and asks students to guess what happens next. This encourages active thinking and engagement.
- e. The teacher asks students to take notes: Students make notes about important points in the material on YouTube videos. This helps them remember and process information.
- f. The teacher asks students to Learn Vocabulary: Students learn new words from sentences in YouTube videos. This expands their vocabulary and helps students become more accustomed to hearing new vocabulary they have never heard before.
- g. The teacher asks students to listen to grammar: Students pay attention to the grammatical structures used in the material on YouTube videos. This helps them learn and recognize the correct use of grammar.

3. Post-viewing

Post-viewing activities check how well students understood the youtube video and allow them to explore the topic further.

- a. The teacher asks students to discuss: after the material on the YouTube video is shown, students are asked to discuss in groups or in pairs to review any sentences or vocabulary that they have not heard or do not understand and they share their opinions about sentences that they do not understand in the material on the YouTube video.
- b. The teacher provides opportunities for students to discuss with other students, Students use the internet to find more information about sentences that they rarely hear and that they do not understand in the YouTube video material. This will broaden their learning and satisfy their curiosity.
- c. The teacher provides exercises: Students work on exercises related to the YouTube video material. This can include making presentations, writing summaries, or other creative tasks that can deepen listening skills.

These activities help students strengthen their listening skills by using YouTube videos, applying what they have learnt, and exploring topics in greater depth.

2 METHODOLOGY

This research uses quantitative methods, because quantitative research is suitable to be carried out. Based on Ary et al. (2010, p.2) quantitative research uses objective measurements to collect numerical data that are used to answer questions or tests predetermined hypothesis. In other words, this study was to analyze students listening skills assessed from tests and hypotheses.

In this study, the researcher used a pre-experimental. Creswell (2017) stated the type of pre-experimental design is use one group pretest and posttest design. In this design, a single group of subjects is measured before and after the treatment is given. The comparison between the pretest and posttest results provides information about changes that might be caused by the treatment then the results were in the form of a test. In addition, Creswell (2014) stated quantitative methods include a focus on assumptions and data collection to analyze ideas, support or reject the assumption.

The population of this research is eleventh grade of SMK Abdurrah Pekanbaru, which The sample was selected from the population using the purposive sampling technique in one class. According to Sugiyono (2011), Purposive Sampling is a data collection technique that takes specific factors into account. As a result, the researcher choose the 11 TLM 3 because the phenomena of this class are relevant to the topic of this research and provide a good sample for this study.

In this study, the researcher utilized a test to evaluate students listening skills. The assessment was divided into two parts: a pre-test and a post-test. To gather the necessary data for the study, the researcher employed Pre Test – Treatment – Post test.

3 RESULT AND DISCUSSION

A. Result

1. *Students' Listening Skill Before Being Taught by Using Youtube Video at SMK Abdurrab Pekanbaru*

The students' Listening Skill before being taught by Using Youtube Video was collected from the eleventh-grade pre-test at SMK Abdurrab Pekanbaru. It can see bellows:

Table 1.
The Score Classification of Students' Listening Skill Before Being Taught by Using Youtube Video

No	The Level score	Category	Frequency	Percentage
1	81-100	Very Good	-	-
2	61-80	Good	-	-
3	41-60	Moderate	14	56%
4	21-40	Low	11	44%
5	0-20	Very Low	-	-
		Total	25	100%

Based on Table IV.5, it can be concluded that in the pre-test, no students were in the **“Very Good”** group, and none were in the **“Good”** group. 14 students as **“Moderate”** with a percentage of 56% based on their score between 41-60, and 11 students as **“Low”** with a percentage of 44% based on their score between 21-40. It is clear that before using youtube video to teach listening, students average listening skill scores were into the **“Moderate”** category.

2. *Students' Listening Skill After Being Taught by Using Youtube Video at SMK Abdurrab Pekanbaru*

The students' Listening Skill After being taught by Using Youtube Video was collected from the eleventh-grade post-test at SMK Abdurrab Pekanbaru. It can see bellows:

Table 2.
The Score Classification of Students' Listening Skill After Being Taught by Using Youtube Video

No	The Level score	Category	Frequency	Percentage
1	81-100	Very Good	10	40%
2	61-80	Good	15	60%
3	41-60	Moderate	-	-
4	21-40	Low	-	-
5	0-20	Very Low	-	-
		Total	25	100%

Based on Table IV.9, it can be concluded that in the post-test, none of the students fell into the **“Very low, Low, and Moderate”** categories. 10 student was classified as **“Very Good”** with a percentage of 40% based on their score between 81-100, and 15 students as **“Good”** with a percentage of 60% based on their score

between 61-80. It is clear that after using Youtube Video to teach listening, students average listening skill scores were into the “**Good**” category.

3. *The Significant Differences of Using Youtube Videos on Students’ Listening Skill at SMK Abdurrah Pekanbaru*

The class's post-test and pretest scores, which were determined using SPSS, provided the information needed to demonstrate the statistically significant differences in listening skill between before and after Using Youtube Videos. To be able to determine whether the data applied parametric or non-parametric analysis, the researcher previously required to do the normality analysis using the Shapiro-Wilk method in SPSS 23. Below is an explanation of this method.

Table 3.
The Normality Test of Pre-Test and Post-Test Class

Shapiro-Wilk			
	Statistic	Df	Sig.
Pre-Test	.938	25	.130
Post-Test	.950	25	.250

a. Lilliefors Significance Correction

Based on Table IV.10, the distribution of the data is determined to be normal if the significance result from the normality test is greater than 0.05. Conversely, if the significance value is less than 0.05, the data distribution is considered not normal. Based on the table, shows that the pre-test score has a significance value of 0.130, while the post-test score has a significance value of 0.250. Since both significance values are greater than 0.05, it can be concluded that the distribution of the pre-test and post-test data meets the assumption of normality. This indicates that the data from both tests are suitable for parametric statistical analysis, which requires the assumption of normality. To find out the significant differences of Using Youtube Videos on Students’ Listening Skill, The analysis conducted as follows:

Table 4.
Paired Sample T-Test

95% Confidence Interval of the Difference						
		Lower	Upper	T	Df	Sig.(2-tailed)
Pair	Pre-Test	-4.46478	-34.73522	-27.088	24	.000
1	Post-Test					

The significant value of the Paired Samples T-Test is indicated by the result of SPSS above.

H_0 : Variance Population identical
 H_a : Variance Population not identical
 If Sig. Value > 0.05 , H_0 is accepted
 If Sig. Value < 0.05 , H_a is accepted

Table IV.11 above shows that the Paired Samples Test's Sig. (2-tailed) value was 0.000. It is clear that the hypothesis (H_a) that $0.000 < 0.05$ is accepted. It indicates the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). It indicates that there was a significant differences on the listening knowledge of eleventh grade students at SMK Abdurrah Pekanbaru when Youtube Videos were used to teach the material.

B. Discussion

Based on the research findings, among the 25 students who participated in this study, the pre-test results revealed that 56% of students were categorized as moderate, while 44% were categorized as low. None of the students fell into the good or very good categories. After implementing the YouTube video treatment, the post-test results showed significant improvement. The data indicated that 76% of students were categorized as good, while 24% were categorized as very good. No students remained in the moderate or low categories. These results indicate a substantial improvement in students' listening skills after being taught using YouTube videos.

The findings align with previous research. For instance, Setiawan et al. (2022) identified a positive effect of using YouTube videos on students' listening comprehension at MAN 2 Kota Madiun, where students taught using YouTube outperformed those taught using conventional methods. Similarly, Qomariyah et al. (2021) demonstrated that YouTube videos significantly enhance students' listening comprehension performance, fostering greater motivation and engagement in the learning process.

This study also utilized a Paired Sample T-test to analyze the data, revealing a significant difference between the pre-test and post-test scores, with a significance value of 0.000 (<0.05). The mean pre-test score was 42.2, while the mean post-test score increased to 79.8, indicating an average improvement of 37.6 points. This confirms the effectiveness of YouTube videos as a teaching medium for improving listening skills.

The data suggest that the use of YouTube videos contributed to 53.8% of the improvement in students' listening skills. Other factors, such as students' background knowledge, motivation, and exposure to English outside the classroom, likely played a role in the remaining percentage of improvement. Previous studies also support these findings. Tengku Maya Silviyanti (2014) found that EFL students' use of English film videos on YouTube positively influenced their listening comprehension. Additionally, Chia-Chi Chien et al. (2020) highlighted that integrating YouTube as supplementary material in EFL classrooms significantly enhanced students' listening comprehension.

From the results, it can be seen that YouTube videos serve as an effective tool for teaching listening skills. The combination of audio and visual stimuli in YouTube videos allows students to engage with authentic language use, improve their pronunciation, and understand different accents. Furthermore, consistent exposure to YouTube videos can enhance students' listening habits, helping them become more proficient in understanding spoken English.

4 CONCLUSION

This study was conducted to determine students' listening skills before and after being taught by using YouTube videos as learning media to improve their listening skills. As discussed in Chapter IV, the use of YouTube videos has a significant impact on students' listening skills. After analysing the data, the researchers were able to answer the following research questions:

1. The researcher concluded that the eleventh-grade students at SMK Abdurrab Pekanbaru achieved the highest percentage of 79.80 and are classified as having "Good" listening skills after using YouTube videos as a medium for teaching.
2. Furthermore, the eleventh-grade students at SMK Abdurrab Pekanbaru had a "Moderate" level of listening skills before using YouTube videos as a learning medium, with a maximum percentage of 42.20, based on the data analysis described in Chapter IV.
3. There was significant differences of students' listening skill before and after being taught by using youtube videos at eleventh grade students' at SMK Abdurrab Pekanbaru. The paired sample T-test clearly shows that sig(-2 tailed) value was 0.000 it is possible to state hypothesis (ha) $0.000 < 0.05$ is accepted. It shows the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho).

REFERENCES

- Al Jawad, A. S. H., & Mansour, A. A. (2021). The significance of using YouTube as an academic tool to improve students' listening skill in Libyan universities. *International Journal of Linguistics Studies*, 1(1), 58-70.
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to research in education*, 8th edition. Canada: Wadsworth, Cengage Learning.
- Bonk, C. (2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco: Jossey-Bass.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. In *Paper Knowledge . Toward a Media History of Documents*. Longman.
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Gallacher, K. (2004). *Teaching listening through videos: An audio-lingual approach*. Pearson Education.

- Galuh P Ramadhani and Yogi S Samsi. (2024). Efl Junior High School Students' Perception Towards Using Youtube In Learning Process Of English Listening Skills. *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi Vol. 11(1)*.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement.
- Hamouda, D. A. (2013). An Investigation of Listening skills Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Study in Progressive Education and Development, 2*, 113-155.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Education Limited.
- Harmer, J. (2008). How to teach English. *ELT Journal, 62(3)*, 313–316.
- Hasyuni (2006). *The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP. Bengkulu University Academic Year 2005/2006)*.
- Helgesen, Marc and Brown, Steven. (2007). *Practical English Language Teaching: Listening*. New York: The McGraw-Hill Companies.
- Herbert J. Walberg. (2004). Teaching speaking, listening and writing (IAE Educational Practices Series), 14.
- Mohamed Farag Mohamed Aboudahr, S. (2020). The effect of using Youtube to increase the level of listening skills among non-native students of Arabic speakers in Malaysian universities. *Education Quarterly Reviews, 3(2)*.
- Ningtiyas, W. A., Suryati, N., & Ariani, N. (2021). Students' Intensity in Watching English Videos on YouTube and Their Listening Skill. *J-ELLiT (Journal of English Language, Literature, and Teaching), 4(2)*.
- Rahman, I. A., & Mustofa, M. (2022). YouTube music as an innovative teaching media to improve students' listening mastery. *Jurnal Paedagogy, 9(1)*, 8-16.
- Sugiyono. (2011). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies, 3(1)*, 50-55.
- Tengku M. Silviyanti (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Siele journal Vol.1, No.1*.
- Yuyun, I., & Simamora, F. Y. (2021). The Use of Youtube to Support Efl Students' Listening Skills. *English Linguistics and Language Teaching Research Journal, 2(2)*, 1-12.