

The Use of YouTube in Improving Listening Skill of 9th Grade Students of SMP N 2 Labuhan Batu Utara

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ABSTRACT

This research aims to discover the use of YouTube to improve students' listening skills. The researcher chose the qualitative method of collecting data, consisting of observation and interviews. Researchers chose SMP N 2 Labuhan Batu Utara as the location to do research with as many as 32 students as participants to collect research data. Based on research findings on observation and interviews, researchers discovered that both students and teachers got benefits by using YouTube in learning English, especially listening skills. According to the observation results, most students enjoyed the learning process. Then according to the interview results, students were more interested in following the learning process, whereas, for the teacher, YouTube was a great medium to help her teach the students. Thus, YouTube is a suitable media that can be used to teach listening to students.

Keywords: *YouTube; Listening; Skill; Students*

INTRODUCTION

Language is a crucial tool for communicating in daily life. The function of language chronologically is as a tool of self-expression, a communication tool for social integration and adaptation, and as a tool of social control. There are many types of languages in this world, and one of them is English, which is the most widely spoken language in the world.

English is a world language that is often used to communicate. Richards & Rodger (1986) states that many human beings in numerous international locations use English as a method of communicate in diverse critical global conferences. English mastery could be very important due to many worldwide resources use this language. In Indonesia, English is extensively seemed as an overseas language. It is a compulsory subject in schools and was also evaluated in exams. The main factor that makes English a major foreign language in Indonesia is the teaching and learning of the language in schools run by professional educational organizations (mainly formal education). One manner to master English is by creating generation who are able to compete in global market. Thus, Indonesian education chose English as crucial object to be studied.

In general, English education in Indonesia has not yet reached the desired target. Based on the facts that exist, Indonesian education is generally still oriented towards results as measured by good grades. This makes the situation worse because the process of learning activities will automatically not pay attention to the purpose of learning itself, It is essential to make students be able to comprehend English with the four existing skills, including listening, reading, speaking and writing.

Listening is one of capabilities possessed by human beings. This is a result of three different capabilities, reading, writing, and speaking. In early stages of life, a child learns to understand the local language by hearing it from family members who live nearby, such as aunts, uncles, or other household helpers. Saragih et al (2022) states “listening skill is a person’s ability to understand something when listening, with giving attention and focus”. In addition, Listiyaningsih (2017) states “listening is a skill that is the basis for studying speaking and writing”. Therefore, if students has no ability to listen, they will face problem in writing and speaking.

Slamet (2009) said listening is a receptive language activity in a conversation activity with a listening medium (audial) as well as a viewing medium (visual). Listening means paying close attention to what people say or read (Moeliono in Slamet, 2009). Listening skills are activities that pay attention to sounds, explanations, or actions. When listening, one hears what others are saying and tries to understand what they mean and respond appropriately.

Listening is key in receiving meaning. It is an aggregate of hearing others’ utterances and physical relation with the speaker. It requires a preference to recognize others’ thought, a mindset of appreciate, and willingness to open mind to observe things from others’ point of view. All of these need high concentration and attention.

Listening is an activity that begins in the language process and occurs more in communication. Listening skills are very important to be taught in junior high schools, especially to introduce English orally. During learning English at school, teachers need to pay attention to the function of English itself, which can be in the form of using language for social purposes, conveying information, or ordinary activities in class, so that students will feel familiar and have no difficulty knowing the meaning of the English sentences they hear. Whereas habituation can be done in simple ways, for example, the teacher teaches giving orders or instructions in the classroom using English without directly telling the meaning of the instructions or orders so that students understand the meaning by themselves and then carry it out correctly.

In addition to giving orders, teachers can also accustoms students to listening to something fun that will make them interested and motivated to understand English (if students listen to something fun, they will be interested and get a lot of benefits from the listening experience). If something catches the attention of students, they will like it, they listen carefully, understand it, and benefit greatly from the experience of developing listening skills. In accordance with the statement above, the topic given by the teacher should be heard and then demonstrated by students, so that students are

able to gain understanding and meaning through body movement activities or demonstrations that are carried out. Listening activities for understanding simple instructions within the scope of the class or school environment are typically included in the materials for junior high school students in class XI. Through instructions without direct translation from the teacher and demonstrations in class, it is hoped that students will understand the meaning of English on their own.

In this case the role of the teacher is very important to guide and help students become good listeners. In listening learning activities, students must remember utterances in the form of sentences or words by listening while continuing to listen to other parts. This activity is carried out regularly and continuously through teachers and direct learning media so that students are more trained and accustomed to hearing instructions, stories, songs and conversations in English. It can be concluded that learning listening skills in junior high school is a listening activity that has been designed to be as attractive and creative as possible with a wide selection of strategies and teaching materials, as well as through various appropriate learning media.

Some of the factors that cause difficulties when students listen to English are including explanation that is too fast so that students do not remember what have been heard, and lack of vocabulary so that they don't know meaning of English words.

Therefore, listening skill cannot be obtained only through theory, lecture methods, or reading and writing; it require repeated and continuous practice carried out by students themselves assisted by teacher. One way that teachers can use to improve students' listening skills is by selecting appropriate learning media.

Azhar (2011) states "learning media are tools in the learning process both inside and outside the classroom". Learning media are additives of studying resources or physical centers that incorporate coaching substances in learners' environment that could stimulate them to study. Thus, it is a device for teaching process, specifically the whole thing that can be used to stimulate learners' mind, feelings, interest, and capabilities or competencies so that it is able to encourage them. Essentially, characteristic of media is to make clear a material so that it isn't boring and can be understood without problems. Media also ought to be able to overcome the limitations of the senses, area, and time in order that learning process are more conducive.

Learning media is one way used in learning that is achieved to stimulate gaining knowledge of patterns to support the achievement of teaching and learning procedure and so that learning activities may be effective in attaining preferred desires. Media can be used as a learning tool to arouse students' enthusiasm for learning in class and reduce boredom.

Sianipar (2013) states "YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information. It has a function to search for video information or view videos directly". In addition, Miller (2009) says "YouTube is a video sharing community, which means YouTube users can upload and view various video clips online, using any web browser". YouTube is the maximum famous online video-sharing media website. It presently has the biggest users in the global, with customers ranging in age from kids to adults. Indeed, not all

videos on YouTube can be used for educational purposes; therefore, it's necessary to have good plans in order that the videos are appropriate as most reliable helping tool in accomplishing studying targets. Thru mastering media along with YouTube, students can recognize fast a lesson than gaining it thru textbooks because media is more exciting.

YouTube can be used as a learning tool in the classroom to make learning more interesting and less boring. The rapid development of information and technology also affects education and learning media. With YouTube, educators can display interactive, interesting and fun learning videos. Through YouTube, students can also develop their own creativity and become a medium for expression. And by using YouTube, students can more easily understand to what they heard. Thus, YouTube is an appropriate media that can be utilized by teachers to teach English to students.

Refers to these descriptions, researchers decided to make an qualitative research about the use of YouTube as a media in learn English, especially in listening. Therefore, researchers conducted a research entitled "The Use of YouTube in Improving Listening Skill of 9th Grade Students of SMP N 2 Labuhan Batu Utara".

METHOD

This is a type of research that uses qualitative methods, specifically describing and examining data regarding the use of YouTube media in English language learning to improve skills naturally and thoroughly for grade 9 students at SMP N 2 Labuhan Batu Utara. Qualitative research is research in which researchers document the responses and behaviors of subjects using observation, documentation, interviews, content analysis, and other data collection methods. "In qualitative research, explaining the data is not enough; providing an in-depth explanation or assessment of each case and following the development of the case according to the issues raised are more important for estimating the research" (Sandelowski cited in Pratama et al, 2020).

The participants of research were students of SMP N 2 Labuhan Batu Utara, which consisted of 32 students and one teacher of English Subject of SMP N 2 Labuhan Batu Utara. Researchers utilized cluster sampling to select participants. Kothari (2004) mentions "cluster sampling focuses more on involving group as a whole than identifying each individual in the selected group".

To collect data, researchers conducted observation and interview. In observation, researcher observed students' abilities, activities, cooperations, courages, and fluencies in following teaching-learning process, also teacher's way to use YouTube in English language learning. Then, in interview, researchers asked questions orally to English teacher at SMP N 2 Labuhan Batu Utara.

FINDINGS AND DISCUSSION

The use of YouTube here aims to help teachers teach in class by providing examples of videos on YouTube to watch as exercises for students to practice their listening skills. This can make progress in the lesson and also provide convenience for students to access videos wherever and whenever they want.

Research findings will be listed on these following tables. The findings are divided into several parts. Below is the observation results of research.

Table 1. Observation Result.

No.	Indicators	Total of students	%
1	Students' seriousness towards English learning	32	100%
2	Learners' involvement in listening to the teacher's explanation	30	93,75%
3	Students' enthusiasm in listening	25	78%
4	The presence of learners' courage to speak in answering every question asked	15	98%
5.	Students who do negative activities during the learning process (joking, making noise)	5	15%

The table above shows that YouTube is a good media to attract them in learning English, especially for listening section. YouTube is a fun media that consist of visual scenes that can help the teacher to gather students' attentions. Most of students followed the learning process well based on researchers observation.

The next part is interview results that were collected from 32 students of 9th graders of SMP N 2 Labuhan Batu Utara. The summaries of interview are :

1. 25 students like English and 7 students don't like it.
2. 32 students are interested in using YouTube media to learn English.
3. 32 students are happy with the English teaching video that the teacher has pinned on YouTube.
4. 25 students watched while studying and doing homework, and 7 other students watched but did not do homework.
5. 32 students pointed out that English videos on YouTube are very useful because they can access or watch these videos wherever and whenever they need the videos, and they can see what they don't understand in class while watching YouTube videos.

Additionally, for the teacher's interview results are as follow :

1. The application of fun learning system is often applied in teaching-learning process, such as silent way, audio-linguistic and total physical response method.
2. Using YouTube as a media still considered as difficult, because the teacher needs to develop the materials based on the curriculum.
3. Students are active in learning after applying YouTube as a media in learning listening skill.
4. YouTube can increase students' vocabulary and help both teacher and students to memorize lots of English utterances.

CONCLUSION

Based on the analysis and discussion of the data in the previous chapter, the researchers would like to conclude that most students of class XI SMP N 2 Labuhan Batu Utara like English lessons, and they were interested in watching YouTube to learn English. The use of YouTube media can improve listening skill in English. The students usually watch videos while study and do assignments at home; there are even students who watch YouTube during holiday. English learning videos are very helpful because they can be accessed anywhere and anytime by 9th graders of SMP N 2 Labuhan Batu Utara.

The researchers have several suggestions, they are the students can increase their knowledge and it can facilitate the process of learning English By using the YouTube method and students are expected to be able to make the best use of YouTube media, especially in learning.

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