

**IMPLEMENTATION OF YOUTUBE VIDEO MEDIA
IN TEACHING LISTENING COMPREHENSION
AT SMP NURUL JADID**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION LANGUAGE PROGRAM
2023**

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Presented to State Islamic University Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements of Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Study Program



By:

Nadia Firdaus Bani Hasfita
NIM: T20186147

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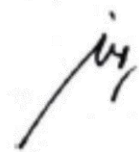
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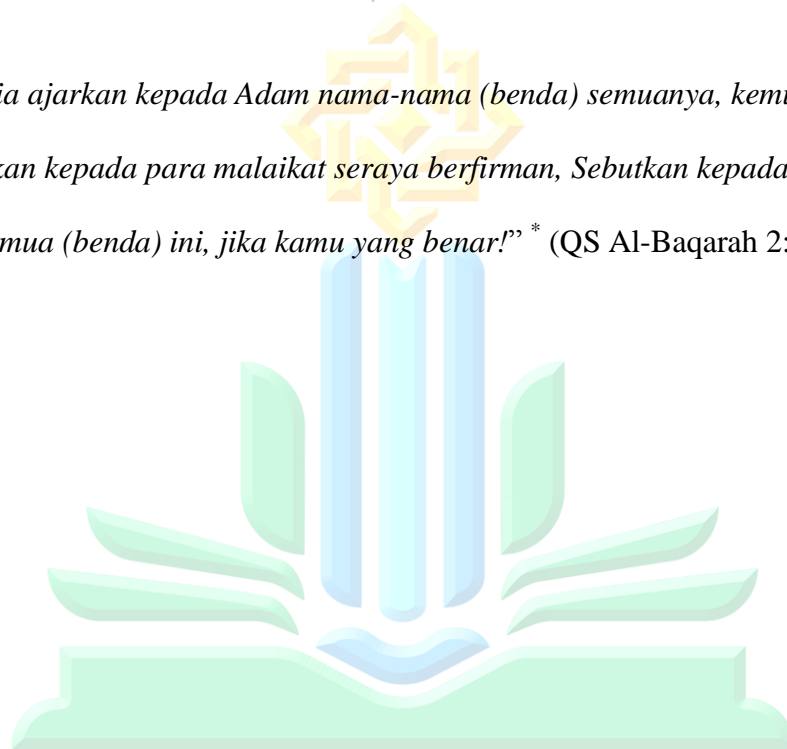
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“Dan Dia ajarkan kepada Adam nama-nama (benda) semuanya, kemudian Dia perlihatkan kepada para malaikat seraya berfirman, Sebutkan kepada-Ku nama semua (benda) ini, jika kamu yang benar!” * (QS Al-Baqarah 2:31)



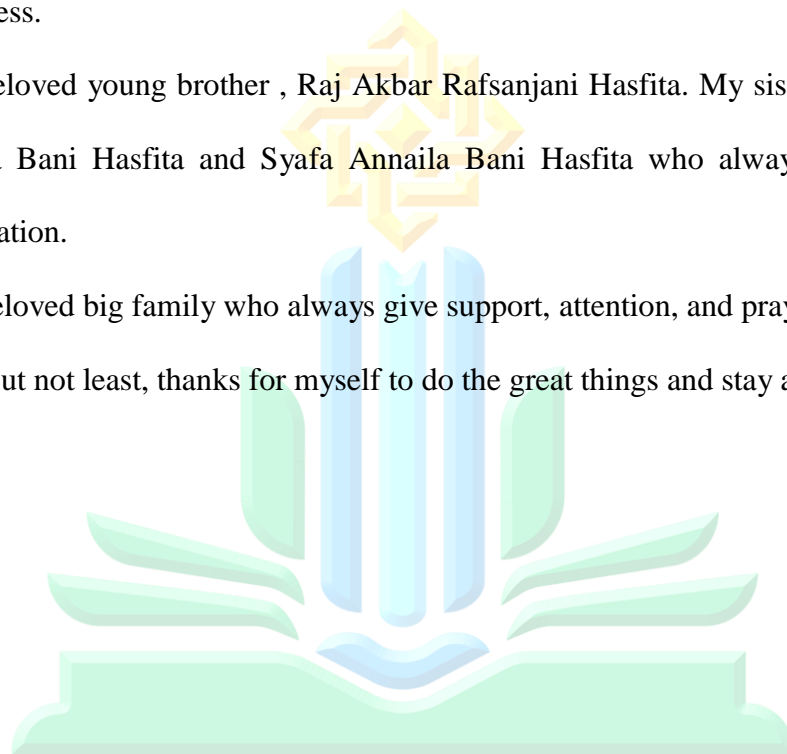
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* Department Agama RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Sygma. 2005)

DEDICATION

As a researcher, I dedicate this thesis to:

1. My beloved parents, Mr. Pudji Hasfito and Mrs. Eni Firdausiyah who have supported me. Thank you for a countless things, may Allah reward all your kindness.
2. My beloved young brother , Raj Akbar Rafsanjani Hasfita. My sisters, Ainun Nafila Bani Hasfita and Syafa Annaila Bani Hasfita who always give me motivation.
3. My beloved big family who always give support, attention, and prayer for me.
4. Last but not least, thanks for myself to do the great things and stay alive.



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All the thanksgiving of the writer was conveyed to Allah, because of His mercies and graces, the planning, process, and completion this thesis can be carried out well. The writer also can get this success because of the support of many parties. Therefore, the writer realizes and expresses his deepest gratitude to:

1. Prof. Dr. H. Hepni, S. Ag, M.M, as a rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Dr. Abdul Mu'is, S. Ag, M.Si, as the dean of the faculty of education and teacher training of Islamic State University of Kiai Haji Achmad Siddiq Jember who has facilitated me to study in this faculty.
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8. My beloved friends who always help me and give support each other

May Allah SWT reward all the kindness of the people who helped me to finish this thesis.

Jember, 28 November 2023

Nadia Firdaus Bani Hasfita

ABSTRACT

Nadia Firdaus Bani Hasfita, 2023: *Implementation of YouTube Video Media in Teaching Listening Comprehension.*

Keywords: YouTube video, ELT, Listening Comprehension.

This research was about implementation Youtube video media in Teaching Listening Comprehension at SMP Nurul Jadid. In determining the learning method is closely related to the selection of the most effective and efficient teaching and learning strategies. This school uses Youtube Video as a learning medium in teaching and learning process, especially in teaching Listening comprehension.

The question of this research is: 1) How is Implementation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid? 2) How is Evaluation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid?. And the objective of this research is to describe the implementation of YouTube video in English language learning to improve students' comprehension at SMP Nurul Jadid and to describe the evaluation of YouTube video in English language learning to improve students' comprehension at SMP Nurul Jadid.

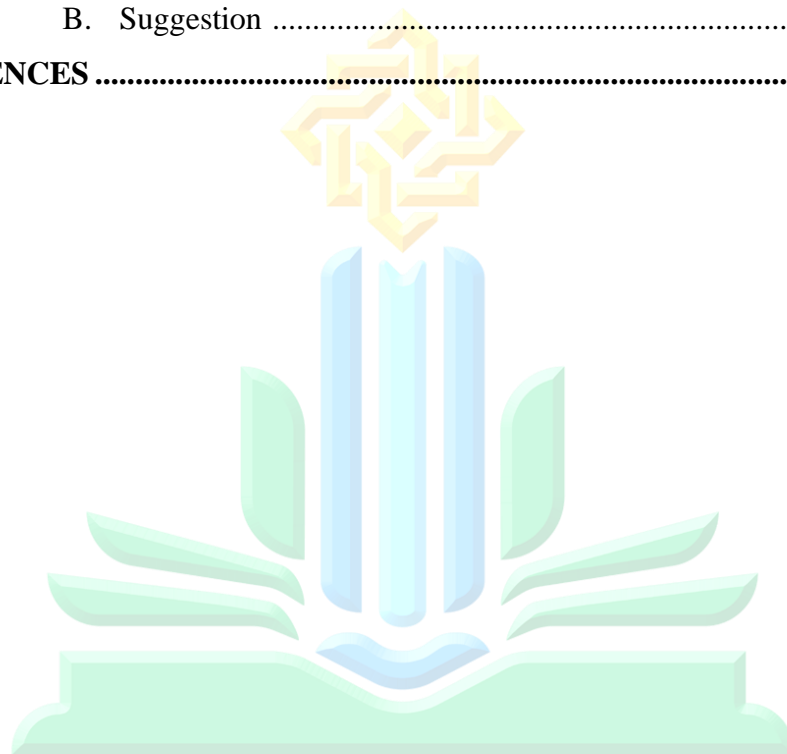
The study used qualitative research method and the design was field research. Data collecting technique in this study were interview, observation, and documentation. The data in this research was interactive analysis according Miles, Huberman. For the validity data the researcher used source triangulation and technical triangulation.

The results of the research was the implementation of youtube video media used some steps, it started with the teacher provided a stimulus by asking question about previous material question. Then, the teacher introduced the material, such as video song, textbook, and Bruno Mars song text. Before playing the song, the teacher gave the text of the song to the students. The song played three times, and the teacher had students' practice their own listening skills by answering questions based on the video and gave the fifty minutes to do the task. Then, students' read out the result of their work one by one, then they made correction. The evaluation of the implementation of YouTube video media was done by the teacher was the formative assessment by giving feedback and correction to the students. The benefits for the students was easier identifying the communicative purpose in the material.

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CHAPTER I

INTRODUCTION

A. Research Context

English is mainly used to communicate between countries in the world. It is used to carries some information, opinion, or argument to other people in many important aspects. In this case the role of English is needed both in mastering communication technology and interacting directly as a means of global communication, English has an important role toward global interaction in line with the progress and competition of globalization, which becomes a foreign language. Besides that, English is a foreign language, it is still very rare for the population to use English in their daily life and English is only taught in schools or in other educational institutions such as English courses. In English teaching, it has to master the four skills, which are: listening, speaking, reading, and writing. All those skills are very crucial for those who want to master English.¹

Listening is the ability to identify and understand what others are saying.

Listening as an active process which require the skills of predicting, hypothesizing, checking, revising, and generalizing.² Allah state in Qur'an surah An-Nahl, no 125:

¹ Harmer, J. (2011, p. 133) The practise of English language teaching. London, England: Pearson Longman ELT (2007).

² Rost, M. 2002. Teaching and Researching Listening. London: Longman

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْ لَهُم بِالَّتِي
 هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
 بِالْمُهْتَدِينَ

Meaning : Invite all to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord alone knows best who has strayed from His Way and who is 'rightly' guided.³

Toha Yahya Umar stated that "hikmah" refers to putting something in its place by thinking and trying to arrange it well based on the era which doesn't contradict Allah's rules.⁴ From the opinion above, the authors conclude that the Hikmah method is a method that includes all emotional, intellectual, and spiritual intelligence, and its application in education.

Listening is a basic skill for different learning processes. It is an active behavior in contrast with reading which its just a receiving of sound waves. There are three basic steps listening involves: hearing, understanding and judging. Listening has two major intentions, which are to maintain the communicational relation (interactional function) and to impart information (transactional function). The most important factors in listening is composed the knowledge of linguistic structures, the numbers

³ Qur'an Kemenag. Online version. <https://qur'an.kemenag.go.id> (accessed on 21st march 2023, 18.01 am)

⁴ Munzier Suparta dan Harjani Hefni, Metode Dakwah, (Jakarta: Rahmat Semesta, 2006), cet. Ke-2, h. 9

of vowel and consonant phonemes (liaison, elision), rhythm (syllable-timed or stress-timed), intonation, prior knowledge, attention and the short- and long-term memory.⁵ There are three different stages of teaching listening: pre-listening, while-listening and post-listening. Pre-listening means that the teacher makes the students aware of a situation and activates their prior knowledge. While-listening means that the teacher gives the students visual support or guiding questions beforehand. Post-listening is the stage where the students become active and work with what they had heard. Listening needs to be taught with interest, variation and motivation.

There are many various teaching media as alternatives for teaching such as google classroom, moodle, blog, e-learning, i-tune, vimo, YouTube, etc. Among these alternative teaching media, YouTube is one of the most popular and attractive media to attract the learners' interest in learning. YouTube is a video-sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. YouTube content can be educational, entertaining, political, historical, medical, and personal videos. YouTube is a rich source of authentic materials especially in English lessons which could give motivate students to interact in an educational capacity through English language videos. YouTube, an important offshoot of digitalization, is leading the charge as the most multipurpose medium for content

⁵ Saraswaty, D. R. (2018). LEARNERS' DIFFICULTIES & STRATEGIES IN LISTENING COMPREHENSION. *English Community Journal*, 2(1), 139-152.

transactions in the classroom and outside the classroom. It not only provides digital entertainment but also provides a great environment for learning.

The previous research showed the effectiveness of YouTube in learning, using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled.⁶ Other findings indicate that the application of YouTube based videos in teaching listening can improve students' listening skills and motivation.⁷

YouTube videos also could help students develop their learning autonomy levels as it encourages them to watch and explore English language videos continuously inside and outside classroom themes. YouTube videos are authentic in nature since it presents various interesting videos created by people from around the world which are not only designed for fun purposes but also for educational purposes. These videos could give students an opportunity to learn in communicating effectively in the foreign language by experiencing the language as it is used for real communication by native speakers. YouTube videos can offer many features as a teaching tool. As a free teaching resource, it can save an educational budget. It will also help students learn the English language

⁶ Lui, H. J. (2008). A Study of Interrelationship between Listening Strategy Use, Listening Proficiency Levels, and Listening Style. *ARECLS*, 5, 84-204.

⁷ Kessler G (2018) Technology and the future of language teaching. *Foreign Language Annals* 51(1): 205–18.

in and out of the classroom; they can explore different English cultures with different accents. However, the two main advantages of using YouTube are authenticity and students' motivation. These two concepts could possibly be incorporated and enhanced by using YouTube.

YouTube belongs to online resource, which is very important in the teaching and learning process. This webpage can provide students with daily videos of valid situations that can help the students improve their understanding and achievement in English lessons.⁸ Using YouTube to teach English classes as additional material will give students a good understanding and knowledge of their course. On the other hand, it may make the learning process more harmonious and meaningful. In addition, it gives students the opportunity to memorize their lessons more easily.

SMP Nurul Jadid is one of schools in Nurul Jadid Islamic Boarding School Paiton Probolinggo. The uniqueness of this school was the existence of TV and Audio facilities, which are specifically for language classes. This school uses YouTube Video as a learning medium in teaching and learning process, especially in teaching Listening comprehension, while some other schools around SMP Nurul Jadid use book. Using YouTube video media in SMP Nurul Jadid as a learning media to teach Listening comprehension became something unique because it was not applied in other schools in Paiton Probolinggo.

⁸ Riswandi, Diki. 2016. Use of YouTube-Based Videos to Improve Students' Speaking Skill.

Concerning the phenomena above, the writer was interested in doing a research in that school in order to know the teaching process in that school under the title “Implementation of YouTube video Media in Teaching Listening Comprehension at SMP Nurul Jadid”

B. Research Focus

Based on the research background, the researchers formulated research problem as “Implementation of YouTube video Media In Teaching Listening Comprehension at SMP Nurul Jadid” :

1. How is implementation of YouTube video media In Teaching Listening Comprehension at SMP Nurul Jadid?
2. How is evaluation of YouTube video media In Teaching Listening Comprehension at SMP Nurul Jadid ?

C. Research Objective

According to the research problem above the aim of this research are :

1. To describe the implementation of YouTube video in English language learning to improve students' comprehension at SMP Nurul Jadid.
2. To describe the evaluation of YouTube video in English language learning to improve students' comprehension at SMP Nurul Jadid.

D. The Significance of The Research

1. Theoretically

The result of this research is expected to support the previous theories dealing with use YouTube Video on Listening learning in secondary school students. On the other words, this study hopefully can add knowledge about English learning and teaching strategies.

2. Practically

For the teacher, the result of this research hopefully can be beneficial to English teacher as an alternative strategy for teaching Listening learning through YouTube Video. It is expected that students can build their English Listening in learning process.

For the other researcher, the result of this research is expected to serve as a reference for further researchers. And the result from this study may be used as a comparison in conducted the similar research.

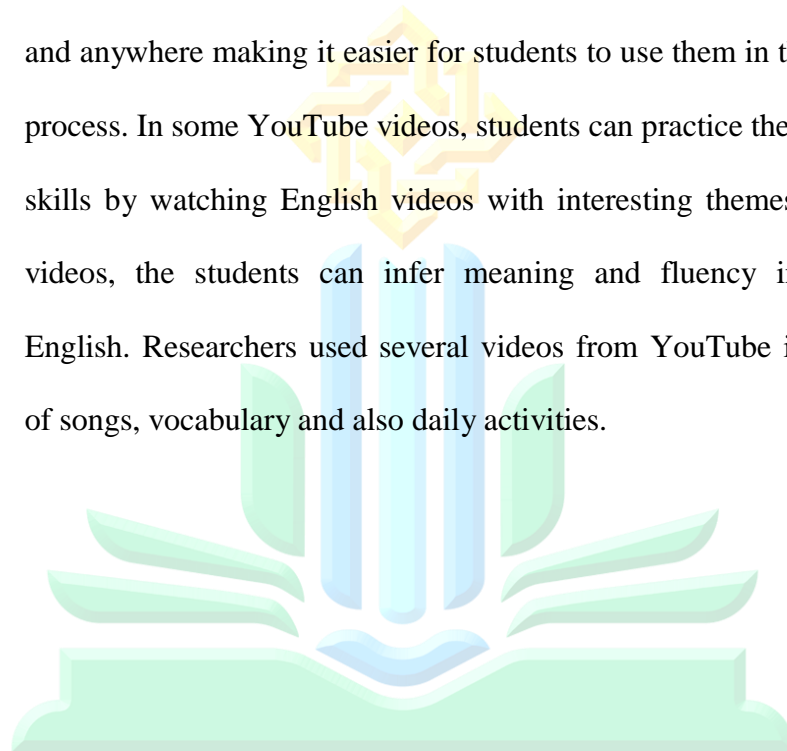
E. Definition of Key Terms

1. Teaching Listening Comprehension

Actually listening is an important and vital process whose impact cannot be ignored; this skill is the bases of all the skills because if the learners cannot listen well, she cannot acquire any aspect of the language. The ability to comprehend spoken language including conversations, stories (i.e., narratives), song, and informational oral texts, that involves the processes of extracting and constructing meaning.

2. Media YouTube Video

YouTube is used as a medium in teaching English, especially in improving students' listening skills because YouTube provides many interesting videos and students prefer audio-visual displays in the learning process, and YouTube videos can be accessed anytime and anywhere making it easier for students to use them in the learning process. In some YouTube videos, students can practice their speaking skills by watching English videos with interesting themes. From the videos, the students can infer meaning and fluency in listening English. Researchers used several videos from YouTube in the form of songs, vocabulary and also daily activities.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Based on the previous research, the result of study had been carried out by researchers. There were previous studies that doing research about the use of YouTube as learning media. The first was by Apriliana Sri Rahayuningsih entitled “Improving Students’ Listening Comprehension on Narrative text through YouTube video”. The similarity both researchers have same topic about the use of YouTube video media. The differences with this research were the researcher conducted survey research and distribute questionnaire and interview, also the researcher conducted pre-test and post-test to make students’ experience. This study attempts to optimize the use of technology especially YouTube video to enhance the students' listening comprehension.

The researcher found that the students’ had low motivation in English lesson especially in listening although the teacher often gave them exercises in listening. They seemed bored with the teacher’s technique in delivering the material. Therefore, the researcher choose YouTube video to improve students’ listening comprehension. The improvement showed that the students’ were able to answer teacher’s questions. The students assumed it is easy to understand what the speaker told from the visual of the video. Besides that, YouTube video also helped the students’ in determining details infomation of the text. Therefore, it can be concluded

that YouTube video is able to improve the students' listening comprehension on narrative text.⁹

1. The second was by Arfa S.N. Fadillah, Nasrullah, Elsa Rosalina, entitled "The use of watching YouTube videos for acquiring students' Listening comprehension". The YouTube videos they watch are varied according to the theme of the video they were interested in. The main ability in listening comprehension that the participants practiced by watching YouTube videos is to identify general information and the main idea. Therefore, the student's improvement felt after watching YouTube videos was that students are able to easily find the main idea and general information while listening. Based on the findings, discovering teaching and learning tools that save time and can contribute to learner achievement can help motivate teachers to learn more about effective uses of technology. As YouTube video has become more and more attractive, accepted and become an alternative to many.¹⁰

2. The third was by Muhammad Rizkan, Mukhaiyar, Refnaldi, "The Effect of Using YouTube As A Teaching Media on The Students' Listening skill". This study was carried out to present students' experiences in using YouTube as a media in listening lesson. In general, using the YouTube is more effective than using Audio to

⁹ Apriliana Sri Rahayuningsih, Improving Students' Listening Comprehension on Narrative text through YouTube video, (Thesis, University of Sebelas Maret, 2010)

¹⁰ Arfa S.N. Fadillah, Nasrullah, Elsa Rosalina, The use of watching YouTube videos for acquiring students' Listening comprehension, International Journal of Educational Best Practices Vol. 7 No. 1 April 2023

teach listening comprehension and there is an interaction between the teaching media implemented in teaching listening. For the students having who are taught by using YouTube is more effective than using Audio to teach listening. It shows that the effectiveness of the teaching media implemented in different classes depends on the degree of the use of media.¹¹

3. The fourth was by Lismameriati Hutagaol, entitled “Improving Students’ Reading Comprehension Through YouTube At Grade Vii Of Smpn 3 Bukit Batu”. The aim of this research was to improve the students’ reading comprehension at grade VII of SMPN 3 Bukit Batu. the similarity are the research design, and use YouTube video as learning media. The difference is the article focuses on student’s reading. This research used classroom action research in two cycles consisting of 2 lessons per cycle with a total of 27 students. The results of teacher observations found that the average cumulative results of the assessment on learning observation activities in the first cycle was 66.7 and increased in the second cycle by 91.7. Thus, it was concluded that the use of YouTube media was able to improve students' reading comprehension.¹²

¹¹ Muhammad Rizkan, Mukhaiyar, Refnaldi, The Effect of Using YouTube As A Teaching Media on The Students’ Listening skill, *Advances in Social Science, Educational and Humanities Research*, volume 301.

¹² Lismameriati Hutagaol, improving students’ reading comprehension through YouTube at grade vii of smpn 3 bukit batu, *Jurnal PAJAR (Pendidikan Dan Pengajaran)* Volume 5 Nomor 5 September 2021.

4. The fifth was by Fadhila Bestary Putri, Wida Widia, Iman Santoso. Entitled “Improving Students' Listening Skill Using English Stories With Audio Application, Professional Journal Of English Education. This research is a classroom action research that doing in one of SMK Kesehatan in Kabupaten Bandung Barat. Classroom action research is a research that did by teacher in the class to improve students ability in a learning teaching process, in this case their score. the similarity is focuss on students' listening skill. The differences is in the use of learning media. Listening skill is the one of the skill in language that important for our life. With this skill we can processing some informations and messages that tells by other person into our own understanding. Innovation in learning method such as using application in mobile phone surely can catch students attention in learning English, this teaching media can help them to improve their listening skill. This research was done by using Listen English Audio Book smartphone application.¹³

The similarities and Differences

No.	Researcher's Name and Title	Similarities	Differences
1.	Apriliana Sri Rahayuningsih, Improving Students' Listening Comprehension on Narrative text through YouTube	Both researchers have same topic about The use of YouTube video media.	The researcher conducted survey research and distribute questionnaire and interview. Also the researcher conducted pre test and post-test

¹³ Fadhila Bestary Putri, Wida Widia, Iman Santoso. Entitled “Improving Students' Listening Skill Using English Stories With Audio Application, Professional Journal Of English Education. *Volume 2, No. 4, July 2019*

	video.		to make students experience.
2.	Arfa S.N. Fadillah, Nasrullah, Elsa Rosalina, the use of watching YouTube videos for acquiring students' Listening comprehension, International Journal of Educational Best Practices Vol 7 No 1 April 2023	Both researchers have same topic about The use of YouTube video media.	Previous research used mix method research design, those are qualitative and quantitative approach.
3.	Muhammad Rizkan, Mukhaiyar, Refnaldi, The Effect of Using YouTube as A Teaching Media on The Students' Listening skill, Advances in Social Science, Educational and Humanities Research, volume 301.	Both researchers have same topic about The use of YouTube video media.	Previous research focused on analyzed efficiency and effectiveness of YouTube video media.
4.	Lismameriati Hutagaol, Improving Students' Reading Comprehension Through YouTube At Grade Vii Of Smpn 3 Bukit Batu, Jurnal PAJAR (Pendidikan dan Pengajaran) Volume 5 Nomor 5	The similarity are the research design, and use YouTube video as learning media.	The difference is the article focuses on student's reading.

	September 2021.		
5.	Fadhila Bestary Putri, Wida Widia, Iman Santoso, Improving Students' Listening Skill Using English Stories With Audio Application, Professional Journal Of English Education Volume 2, No. 4, July 2019	the similarity is focuss on students' listening skill.	The differences is in the use of learning media.

From these previous studies, it can be proven that there were many studies focus on students' listening comprehension through YouTube videos in learning English, several studies focused on learning media. In this regard, the researcher wanted to explain how learning strategy that used YouTube as a learning medium and is applied to teach listening skills in English learning activities at SMP Nurul Jadid.

B. Theoretical Framework

1. Teaching Listening Comprehension

Listening comprehension has been defined by different authors. Listening comprehension is theoretically viewed as a dynamic process where people focus on chosen parts of aural input, structure meaning of passage, and connect to what students heard with established knowledge.¹⁴ In addition, defines listening appreciation as a complex, communicative process where the audiences are engaged with an active

¹⁴ Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123-133.

creation of meaning. Audiences acknowledge the oral information from sound segregation, just as other utilizes of linguistic, paralinguistic, or even non-linguistic signs in contextual speaking.¹⁵ Moreover, listening comprehension can be referred as the way of understanding speakers' talk.

Listening comprehension as a communicative process where audiences are engaged in building meaning. Audiences grasp the oral information through sound segregation, existed knowledge, sentence structures, stress intonation as well as the other linguistic or non-linguistic signs.¹⁶ In other words that listening comprehension is some process of comprehension and defining spoken language.¹⁷ These include realizing sounds, grasping the person's talk meaning, and understanding the grammar of sentences. Listening comprehension further can be proven as a process of totally understanding the language and defining the language meaning being uttered by the speakers.

Based on the explanation above, the researchers' definition of listening comprehension, before the listeners wanted to learn to speak, students needed to initially learn to understand the uttered language that they hear. Identifying the speakers' language before reply what they say will help listeners comprehend the component of topic. There were three main characteristics of listening comprehension. First, listening

¹⁵ Rost, M. 2002. *Teaching and Researching Listening*. London: Longman.

¹⁶ Hamouda, A. (2013). An Investigation of Listening Comprehension. *International Journal of Academic Research in Progressive Education and Development*. 2(2)

¹⁷ Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743

comprehension is a active activity, because it is to receive information. Next, listening comprehension is a creative practice because the audiences build the meaning and give the information based on their background information. Last, listening comprehension is a communicative practice in which the two speakers and audience are included. During the process of listening comprehension, speakers and audiences share the information as well as completely listen what the speakers say then, answer the statement that will be conveyed by listener.¹⁸

Students need to understand the meaning of the uttered language in order to listen well. Further, someone needs a complete understanding to be able comprehend meaning. Hence, it can be concluded that understanding is to find out the meaning of something that somebody utters, and comprehending the meaning of something requires an ability to achieve the understanding entirely to what exactly have spoken by the speakers. Good listeners will not listen the whole words of what spoken in listening task. Sentences are not processed by focusing on word to word, yet it is focus on the ideas behind the spoken words and how these thoughts are connected together to conclude something.¹⁹

As a result, students may avoid any part of the spoken language and simply focus on the information which are needed to be answered and try to comprehend the information which are give them hints to

¹⁸ Lui, H. J. (2008). A Study of Interrelationship between Listening Strategy Use, Listening Proficiency Levels, and Listening Style. *ARECLS*, 5, 84-204.

¹⁹ Brown, A. L., & Palinscar, A. S. (2004). Introducing Strategic Learning from Texts by Means of Informed Self-Control Training. *Topics in Learning and Learning Disabilities*, 2, 1-17.

understand the listening tasks. Thus, the students may skip some parts of the code and only focus on the related parts. The contradiction between teachers and students' perceptions shows that there are several things about teaching listening which need to be investigated. Some instructors believe that listening is the simplest ability to instruct, while most students believe that it is the most hard to improve.²⁰ It may be assumed that the individuals who state it is "the easiest to teach" imply that it does not need a lot of particular preparation what they need to do is play the tapes and test the students. In conclusion, the students have to find out the way how listening can be improved and what exercises are helpful to help the students, as well as utilize those strategy to overcome their problems.

There are some phases in comprehending listening material. Listening for comprehension into three stages.²¹ First, listening and giving no response (following a course book, casual instructor talk). Second, listening and giving short reactions (obeying guidelines-physical movement, constructing models, picture dictation and so on.), true-false practices, and so forth. Third, listening and giving longer reactions (redundancy and dictation, rewording, addressing questions, responding to comprehension questions on texts, predictions, filling gaps, summarizing, and so on). So, people can identify what they need in listening comprehension by following the steps.

²⁰ Harmer, J. (2011, p. 133) *The practise of english language teaching*. London, England: Pearson Longman ELT (2007).

²¹ Holmes, O. W. (1997). *Active listening*. *Counselling Skills for Dietitians*, 59.

Listening is one of the four skills besides writing, speaking, and reading, which should be mastered by the students when they are learning English. According to Michael Rost, Listening is a channel in which we process language in real time employing pacing, units of encoding and pausing that are unique to spoken language.²² Listening consists of the process of receiving, constructing and responding to spoken information or nonverbal messages which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express.

In addition, foreign learners really need to be able to have the comprehension when they hear native speakers' conversation or even they have the native speakers as the interlocutor in the real situations as Chastain defined the listening comprehension as the ability to understand the speech of native speakers at normal speed in listening situations.²³ In similar token, Saricoban noted that listening comprehension is the ability to identify and understand what others are saying.²⁴ The students can be said that they have good comprehension in listening, if they understand what their interlocutors say to them and it can be showed by giving the appropriate respond in accordance with what interlocutors order.

²² Michael Rost, 'Listening', Ronald Carter & David Nunan, (ed.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge University Press, Cambridge, 2001, p. 7

²³ Chastain, 'The Development of Modern Language Skills: Theory to Practice', in KingkanSupornisirin, Thesis, *The Effects of Pre-Listening Question and Post-Listening Question Techniques on English Listening Achievement of the Third Year English Majors of Prince of Songkla University*, Pattani, 2007, p. 9

²⁴ Arif Saricoban, "The Teaching of Listening". *The Internet TESL Journal*, Vol V, No 12

Furthermore, listening comprehension can also be defined as a process of decoding the sounds from the smallest meaningful units to complete texts.²⁵ Besides the perception of sounds; it includes comprehension of words, phrases, clauses, sentences and connected discourse. Learners will build the meaning from lower level sounds to words to the grammatical relationships to lexical meaning and lastly get the final message.

Morley made a conclusion by stating that “listening comprehension is not only concerned with basic discrimination of the sound, but also involves extracting information, remembering it, and processing it or mediating between sound and meaning²⁶. This premise argues the fact that listening comprehension was assumed to be a passive activity. Comprehensive listening is listening for an understanding of a message. It goes beyond discrimination to include comprehension of the message. This is essentially listening without being critical or evaluating the message, but simply listening to learn. According to Weir, listening comprehension has several purposes as follows²⁷:

- 1) Listening for gist
- 2) Listening for the main idea or important information

²⁵ David Nunan, ‘Listening in Language Learning’, *Japan Association for Language Teaching*, Vol.21.9,

²⁶ J. Morley, ‘Improving Aural Comprehension’, in AtefehGhaedsharafi, ‘Evaluation of the simple View of Reading in an EFL Context: An Additive or Product Model?’, *International Journal of English Linguistics*, Vol. 1, No. 2, 2011, p.196

²⁷ Kingkan, Suporsirisin. “The Effect of Pre-Listening Question and Post-Listening Question Techniques on Listening Achievement of the Third Year English Major of Prince of Songkla University, Pattani” *Thesis*. In C, Weir. *Understanding and developing language test*. New Jersey: Prentice-Hall. 2007. p.28

- 3) Listening for distinguishing the main idea from supporting details
- 4) Listening for specifics, including recall the important details
- 5) Listening for determining a speaker's attitude.

a. The process of Listening

There are three steps in listening process namely receiving, attending and assigning meaning. In receiving, the listener receive the aural stimulation or the combined aural and visual stimulation presented by the speaker.²⁸ The listener will accept and understand what the speaker says. The second is attending. In this stage, the listener focuses on the most important stimulation because there are so many stimulus around them. The listener only has to focus on the important information of the message. This is called attending the message. The third step is assigning. After the message has been sent and received, the listener then assigned the meaning to the speakers' message. This phase is where both of them are interacting effectively without any misunderstanding.

The listener should realize that comprehending message word to word is not necessary, since not every clue is essential to the message. The listener only has to seek the general meaning to avoid his or her misunderstanding. So, paying attention on the most important one is very helpful to get the message rather than focusing on all words. However, if the listener may not have attended the

²⁸ Weiss, A. M., Lurie, N. H., & MacInnis, D. J. (2008). Listening to strangers: Journal of marketing Research, 45(4), 425-436.

message yet, there have been no effective communication because its effectiveness depends on understanding.

The effective communication does not take place until the receiver understand the message. The last step determines the successful of the communication between the speaker and the listener.²⁹

b. Difficulties in Listening comprehension

To comprehend what English speakers say, a language learner needs a complex process starting receiving the message, relating to existing knowledge until they understanding. Due to this, many learners encounter more difficulties in listening than reading and writing. Therefore, since listening and speaking are part of parcel of the spoken language, learners should be helped with any effective listening course.³⁰ Valuable material for listening task will further guide learners to make effective communication in the target language. Difficulties in listening are caused by some internal factors and external ones. Internal factors come from inside the learner which include attentiveness, motivation, interest, and knowledge of the listening topic. The external factors is from the material of reading itself such as information presented in the recordings and also

²⁹Field, J. (2004). An insight into listeners' problems: Too much bottom-up or too much top-down?. *System*, 32(3), 363-377.

³⁰Richardson, V. (2005). Constructivist teaching and teacher education: Theory and practice. In *Constructivist teacher education* (pp. 13-24). Routledge.

expression used by the native speakers both in the recording and real life.³¹

These must have taken into some consideration by listening teachers to that appropriate method and strategy can be applied to increase students' motivation. Classified the factors caused students' difficulties in listening into four factors: speaker factors, listeners factors, the content, and support. Speaker can influence students' listening comprehension. it can be the way he or she speaks such as accent or dialect, and the speed of speech.³² The quicker he speaks the more difficult the students can get the meaning. Listeners factors includes their interest in listening skill. The content is some aspect contained in the material itself such as grammar, vocabulary, information structure, and background knowledge. Another factor is that supportive element from listening material, for example pictures and diagrams. This visual aids can help learners' difficulties in listening. lack of this supportive media can make students think hard to catch watch the students mean. Some studies have been conducted in investigating problems faced by the students in listening skill.

A research by Hamouda found that there were some difficulties in learning this skill. From the result, it can be inferred that there were several major listening comprehension issues faced by the learners such as listening skill, speed rapidity, insufficient vocabulary,

³¹ Schacter, D. L. (2001). *The Seven Sins of Memory: How the mind forgets and remembers*. Boston, MA: Houghtin-Mifflin

³² Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1)

speakers' accent, lack of concentration, anxiety, and bad quality of recording. This is in line with the explanation above that listening problems includes intern and extern factors. Students' anxiety, lack of vocabulary, and bad concentration were the major listening problems regarded by EFL students.³³

Meanwhile, some extern aspect such as speed delivery of speaking, listening skill, accent, and poor quality of recording can also make students difficult to understand the spoken text. As we know that English has many accents and different way of listening skill: American and British. This is one of challenges for EFL learners to know what the speakers means. Moreover, bad quality of tape will also influence students' comprehension. Bad recording will produce unclear sounds and the listeners cannot get clear meaning. Regarding all those difficulties, there must be strategies and methods which guide learners to overcome any problems in mastering listening skill.

c. Strategies in Teaching Listening Comprehension

As one of language skills, teaching listening has been developed many years through various approaches, methods and strategies. Hence, researches on listening skills have revealed some strategies for teaching listening effectively. Instructors have to recognize strategy used for learners to asses its effectiveness. Strategies are in relation to specific needs of a listening program.

³³ Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 113-155

Teachers should attempt to make them aware of the value of strategies or to instruct them in strategy use.³⁴ Hence, strategies employed in listening class should be fit to students' need.

Actually, students have their own strategy in overcoming listening problem for example when dealing with speech that occurs in noisy conditions because they already have experience of using similar strategies in L1.³⁵ Hence, when listening to L2 speech from recordings, they automatically employ that strategy. However, there are a lot of problems in speaking class that need teachers' strategy for help. Knowing the purpose of listening and activating prior knowledge are strategies that should be used in listening class to ease students' comprehension. Knowing the purpose of listening is vital to begin teaching listening. Support that knowing the listening objective is a significant to teach listening since it supports students to manage and reflect on their learning.³⁶ The students as listeners in language class always have purposes for listening. It may be to seek the pleasure or to get the information. Thus, it is very important that the teachers explain the purposes of listening before beginning the lesson. This will make them prepare themselves to listen well to the content. To listen effectively, it is important to state the purpose of listening itself.

³⁴ Gipps, C., Hargreaves, E., & McCallum, B. (2015). What makes a good primary school teacher?: Expert classroom strategies. Routledge

³⁵ Gipps, C., Hargreaves, E., & McCallum, B. (2015). What makes a good primary school teacher?: Expert classroom strategies.

³⁶ O'MALLEY, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10(4), 418-437.

Before getting into the lesson, teachers need to tell the students about what they want to achieve from the listening activity.

This helps them to focus on the target of the lesson. Students can listen for many purposes. They can listen to a song played from their smart phone, radio, small discussion, or news report. But, in case of language teaching, they should be directed and informed the purpose of listening activity they are involved in the classroom. It leads them to be focused on what they have to reach for learning purposes. Activating prior knowledge is also needed for listening comprehension. They can link what they have known with the new information in the listening task. Hence, the greater base knowledge they have, the easier they can get the meaning. Students are assumed to have a great database in their brain, so that listening to certain material will activate their underlying knowledge which can process the information. They should be aware of linking the new information with the old one.

d. Method of Teaching Listening Comprehension

In learning, various problems are often experienced by teachers. To overcome various problems in learning, it is necessary to have learning models that are seen as able to help teachers in the learning process. Models are designed to represent true reality, though the model itself is not the reality of the real world. Learning model is a pattern used as a guide in planning learning in groups or tutorials. In line with the opinion above, the

learning model is a or a pattern that is used as a guide in planning lessons in class or learning in tutorials. Function the learning model is a guide for designers and developers teachers in carrying out learning.³⁷ Different from In the opinion above, it is argued that the teaching model is a framework context that contains systematic procedures and organizes experience student learning to achieve certain learning goals that serve as guidelines for teachers in the teaching and learning process.³⁸

Based on some of the opinions above, it can be concluded that the method learning is a framework used in learning to achieve a certain goal. The learning model is used by the teacher as guidelines in carrying out learning in groups.

2. Kind of Learning Media

a) Definition of Media

Media as one component of learning, the word media is plural form of *medium* which derives from the Latin *medius* that has meaning 'middle'. In Bahasa, 'medium' means 'between or interval'. Arief sadiman stated that different types of media component in students' environment can stimulate the students to learn.³⁹ Media is an instrument that is used to transform messages or information from

³⁷ Hyland, Ken, Teaching and Researching Writing, Britain: Pearson Education Limited, 2002.

³⁸ The Practice of English Language Teaching, England: Pearson Education Limited, 2001,

³⁹ Arif Sadiman, dkk. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada, 2007.

“resource” to “receiver”.⁴⁰ It can be said that the learning process is a process of communication.

Gerlach and Ely in Ibrahim stated that instructional media plays a key role in the design and use of systematic instruction.⁴¹ A medium, broadly conceived, is any person, material or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In the sense, the teacher, text book, and school environment are also media.

Additionally, in teaching and learning process, media is also defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. AECT (Association of Education and Communication Technology) limits the media as all forms and channels used for information message. Aside from being a conveying or introductory system, media is often replaced with the word ‘mediator’ which regulates as effective relationship between two parties in the learning process, namely students’ and the contents of the lesson.⁴²

Media as integral part of the education process of learning in school so into components that must be mastered by a professional teacher. Benefits of media in teaching, the media have several

⁴⁰ C, Cristicos, Media Selection, Plomp, T., & Ely, D.P. (Eds): International Encyclopedia of Educational Technology, 2nd edition. New York: Elsevier Science, Inc, 1996.

⁴¹ H, Ibrahim., Sihkabuden, Suprijanta & Kustiawan, U. Media Pembelajaran: Bahan Sajian Program Pendidikan akta Mengajar. FIP. UM, 2001.

⁴² Azhar Arsyad, Media Pembelajaran. Jakarta: PT Raja Grafindo Persada, 2010.

benefits. In Encyclopedia of Educational Research, the benefits include:

- 1) Lay the foundations of the concrete to think so reduce verbal
- 2) Enlarge the students' attention
- 3) Lay the foundations necessary for the development of learning thus making the lessons more stable
- 4) Provide tangible experiences that can foster self-employed activity among students
- 5) Helped to foster the understanding that fosters student ability
- 6) Provide experiences that are not obtained with other ways as well as helping the development of greater efficiency depth and diversity more.

b) Purpose of Media

Teaching and learning media can help teachers in presenting and challenging messages so that they represent the teacher to convey information. Students are expected to be more enthusiastic in participating in learning. So, the learning objectives can be realized as effectively as possible. The teacher is also required to continue to be creative so that the learning done is not monotonous. Learning media can also be referred to as teaching aids and learning resources.

c) Kind of Media

Every learning media has its own characteristics. These characteristics can be identified through the ability of media in

generating the sensory stimulation of sight, hearing, touch, taste, and smell. There are three kinds of media, namely: visual media, audio media, and audio-visual media.

1. Visual media is a teaching tool that contains information messages about subject matter that are made in an interesting, creative, and innovative way. Visual media of course cannot be used by the visually impaired because this media is visual only. Example of Media is a vocabulary card.
2. Audio media is related to the sense of hearing. The message conveyed through audio media is in the form of auditive symbols, both verbal and non-verbal. Example of audio media is a radio.
3. Audio visual media is a series of electronic images accompanied by audio sound elements put into the video tape. The series of electronic images is then rotated with a device that is a video cassette recorder or video player. Audio visual media is a combination of audio and visual media, or commonly called hearing media. Example of audio-visual media is YouTube.

3. Material of Teaching Listening Comprehension

The term material in language teaching and learning refers to everything used to help teaching language learners, and to facilitate teachers and learners in the language learning.⁴³ It can be in the form of linguistic, visual, auditory, or kinesthetic. It may be presented in print (a

⁴³ Richard, Jack C, *The Language Teaching Matrix*, New York:Cambridge University Press

textbook, a workbook, a photocopied handout, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display. Basically, everything that presents or informs about the language being learned (English) can be used as learning materials.

Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.⁴⁴ Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

1. Materials should achieve impact Impact is achieved when students are interested, curious, and pay much attention to the material.
2. Materials should help learners to feel at ease. Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.
3. Materials should help learners to develop confidence. When students are at ease, they can develop their confidence in producing the language during the teaching and learning process. What is being

⁴⁴ Tomlinson, B. (1998). *Material Development in Language Teaching*. Cambridge: Cambridge University Press

taught should be perceived by learners as relevant and useful. The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

4. Materials should require and facilitate learner self-investment. The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.
5. Learners must be ready to acquire the point being taught.
6. Teacher can use the material that is familiar with student life. It means that the material should be related to students' interest and students' needs.

The researcher only chose six principles because those principles are paramount importance to students' condition. Those principles must be considered in developing learning materials. According to those principles, materials developer must consider some factors. First, before the developer begins to develop learning materials, she or he should identify the learners' and learning needs. Then, she or he analyzes the needs and collects materials suitable with the needs. After that, she or he should determine the possible approaches and techniques which can be used by considering the condition of the learners and the possible situations of language use which the students will encounter.

This study uses material in the form of gap text and several dialogues. Gape text is a form of practice to determine the right words to complete paragraphs. An overlapping sentence is a form of sentence that needs to be added, either because it was intentionally deleted or incomplete because it was omitted. The use of the gap sentence itself is to test, train, test and assess students' skills in language. The student's task in this test is to fill in the words again that was removed. To fill in the words again appropriately, students are required to master the grammatical system of language and must be able to understand the discourse. Gap technique to measure students' language proficiency as a whole then the systematic elimination of words. As for the variation of gap, open and empty space in this make it uniform, leaving the first letter of the word omitted, Musing multiple choice alternatives, namely every place that left blank with 4 or 5 alternative answers. the researcher also gave several themed dialogues according to the material in class. This is given so that students are able to understand what they hear through dialogue. The material is designed and provided through the consideration of learners' needs, syllabus, and the curriculum. In this regard, the material should be in line with learners' needs, syllabus, and curriculum. The Steps of Designing the Task :

1. Selecting the topic.
2. Collecting the data of the chosen topic.
3. Determining the student's needs in relation to the topic.

4. Give gap text or several dialogue activities.
5. Analyzing texts and activities.
6. Creating activities focusing an language elements.

The steps stated above should be integrated with the characteristics of a good task. The aim is to enhance student's involvement in the classroom. In addition, learner-contentedness can be achieved in the classroom by conducting the tasks.

4. Evaluation of Teaching Listening Comprehension

Evaluation is fixing the process of decision about some object that will be evaluated.⁴⁵ A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not.

In teaching evaluation, there are generally 4 types of evaluation:⁴⁶

1) Placement Evaluation

It is used in setting of the position of students in some programs.

2) Formative Evaluation

It is used to look for the feedback as to repair process of teaching.

Formative evaluation is a judgment of how strong and weak the

⁴⁵ Mansyur, et al, "Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru" (Yogyakarta, Pustaka Belajar, 2015), 9.

⁴⁶ Imas Kurniasih and Berlin Sani, Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif, (Pustaka Diantara, 2017), 126

classroom instruction is, it purposes revising the instruction to improve its effectiveness in the next classroom activities.⁴⁷

3) Summative Evaluation

It is used to measure how good the achievement of the student's understanding. Then, to determine the pass of students.

4) Diagnostic Evaluation

It is for looking for the cause of difficulty in teaching, such as psychology background, physic, and student's social economy.

In this study, teaching evaluation used by teacher is formative evaluation which means the process of collecting information about how far the student's improvement in understanding the material. The information is then used to decide the most effective teaching and learning activity for the next meeting in order to make students optimally master the material being discussed.⁴⁸ The techniques used in the formative evaluation are:

1) Test Technique

a) Essay test

Essay test is a test related to some questions that contain problems and force students to answer it word by word

⁴⁷ Tassmer, Planning and Conducting Formative Evaluations (London: Routledge, 1993) p.11

⁴⁸ Tim Pusat Penelitian Pendidikan, Model Penelitian Formatif (Jakarta: Pusat Penelitian Pendidikan, 2019), 13.

representing students' thought.⁴⁹ In this test, students answer the questions by writing their own opinion.

b) Objective test

Objective test is a test that just need simple answer and it contains the questions that can be answered by choosing one simple answer or more. There are a kind of objective test including completing sentence, multiple choice, matching test, choosing right or wrong answer. Objective test means a test that let students to choose one or more answer among some probability of right answer.⁵⁰

c) Oral test

This test defines as a test used to measure students' ability in communication, oral test could be carried out to students in group or individually. In this test, students are forced to answer the question through face-to-face communication in order to measure the result of classroom activities orally.

2) Non-test technique

a) Observation

Observation is a technique to find out some information about students' understanding through the process of monitoring the class activity and giving a note systematically toward

⁴⁹ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

⁵⁰ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Ciptapustaka Media, 2015), 45.

phenomena. This technique encourages teacher to be observer for his/her own classroom.

b) Interview

An interview is a method of setting direction and goals and gathering information through face-to-face, oneway oral question-and-answer sessions. There are two types of interviews: structured interviews and unstructured interviews. Clearly, an interview is a non-testing means of obtaining information through question and answer and conversation, directly or indirectly, systematically, or without charge.

c) Attitude assessment

Attitude assessment is non-test instrument using closed questionnaire where the questions contain a value of teaching and learning purpose. This technique is usually used by teacher to appreciate students' attitude in classroom.

5. YouTube

YouTube is a popular video-sharing website application founded in February 2005 by three former PayPal employees: Chad Hurley, Steven Chen, and Jawed Karim. YouTube is the most popular video database in the internet world, or maybe even the most complete and varied. At first, YouTube was not developed by Google, but Google acquired it and then combined it with other Google services. YouTube is a community where people are entertained, informed, educated, and inspired through the

sharing of the video. YouTube has become a worldwide phenomenon which is a video sharing site that functions as a means of sharing videos online. One of the sites that can be empowered to facilitate digital generation learning that requires simultaneous input is YouTube. YouTube is the most popular various video sites today. Of course, videos do not automatically become ready-to-use learning materials. Careful planning by the learning objectives and the integration of videos available on YouTube as a support tool will optimize learning outcomes because they match the learning styles and interests of the digital generation.

YouTube is not a site for various educational videos, but in its development, YouTube launched a special service for education in 2009.⁵¹ YouTube is considered one that has tremendous potential to improve the quality of distance learning. YouTube can give students and teachers freedom in the world of education and can get valuable experience in increasing their capabilities.⁵² YouTube is a very popular web video sharing site that lets anyone store videos for private or public viewing. Using YouTube as multimedia has been familiar for people nowadays; students can effectively learn English. By using YouTube, students have a chance to observe how a native speaker speaks from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in

⁵¹ Renda Lestari, Penggunaan YouTube sebagai media pembelajaran bahasa inggris (STKIP Muhammadiyah Muara Bungo, 2017)

⁵² Wigati, dkk, Pengembangan YouTube Pembelajaran Berbasis Ki Hadjar Dewantara untuk Materi Integral di SMA (Prosiding Seminar Nasional Etnomatnesia, 2014).

performing. The video-based social media most frequently accessed on smartphones is YouTube. Starting from news, comedy, the latest music clips, all of these can be found easily on YouTube social media. The YouTube site also provides various information in the form of videos. YouTube is intended for those who want to get information in the form of videos. Apart from getting videos, users of this site can also upload their videos to YouTube and they can share them with the rest of the world.⁵³

YouTube as social media is social media as a place to display videos for many people to see. YouTube is a website portal that provides video sharing with each other. YouTube also can use to looking for some information. YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. YouTube is one of the media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored with the situation in English class so, the students need entertainment and YouTube is one of the suitable media in the modern era.

a) Advantages and Disadvantages of YouTube Media

YouTube is currently a very popular social media. This is because YouTube has many benefits and makes it easy for its users. However, a website certainly has advantages and disadvantages, namely:

⁵³ Asaas Putra dan Diah Ayu Patmaningrum, Pengaruh YouTube di Smartphone terhadap Perkembangan Komunikasi Interpersonal Anak (Jurnal Penelitian Komunikasi, Vol. 21 No. 2, 2018).

1. Advantages of YouTube Media

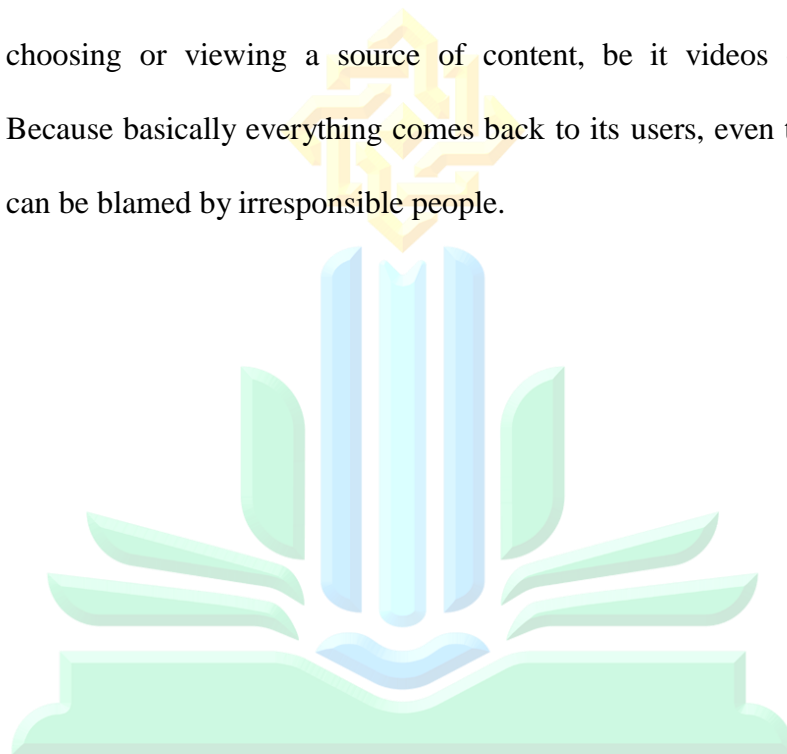
- a) You can see and take various videos on YouTube that you haven't had time to watch on TV before, so you don't miss any information or information.
- b) You can easily find the video you want by writing the video type because YouTube has a search menu.
- c) You can choose various types of video formats on YouTube with the video player application that we have.
- d) Can watch videos on YouTube clearly and comfortably because videos on YouTube are already good.

2. Disadvantages of YouTube Media

- a) If there is interference with the internet connection, it will interfere with taking videos on YouTube.
- b) The size or capacity of the videos on YouTube is generally very large.
- c) There is no video capture application available on YouTube on the website, so you have to use other applications such as YouTube downloader and keeping.
- d) YouTube also provides a video upload facility that can be used by anyone, so it is possible that irresponsible parties can misuse

it. Just as there are people who upload pornographic videos and videos about insulting certain groups.⁵⁴

We cannot deny that everything has its advantages and disadvantages, including YouTube. Of the shortcomings above, we can handle it ourselves. We are indeed required to always be smart in choosing or viewing a source of content, be it videos or articles. Because basically everything comes back to its users, even the internet can be blamed by irresponsible people.



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J E M B E R

⁵⁴ Deni Salim Winarno, Dampak Media Sosial YouTube bagi Mahasiswa (KI, Perbanas INSTITUTE, JAKARTA, 2013).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a qualitative research method. In doing so, the researcher tended to use descriptive qualitative research. In this case, the design of this research used Field study. Field research is defined as a qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment.⁵⁵

Describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem.⁵⁶ As a conclusion, a qualitative approach used to explore the phenomenon in order to understand the practice and behavior in real social situation for small individuals' problem. This study focuses on investigate of the students' process in perceiving feedback of YouTube video as media for teaching listening skill in SMP Nurul Jadid. The researcher collects the information to analyze by interview and the researcher used a frame of reference to gain a better understanding of this study based on interpretations of participants' responses to the interview and observation. Finally, the researcher was able to obtain the details phenomena and enable to understand through the descriptions and

⁵⁵ Creswell, J.W.: *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edn. Sage, Beverly Hills (2009)

⁵⁶ Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

explanations as the outcome of the study.

B. Location of the Researcher

Researcher chose SMP Nurul Jadid as research location because this school is a junior high school that has been implementing the use of YouTube video for teaching and learning activities. The school applies a various innovative way in teaching and learning process including the use of YouTube video in English learning class. And this uniqueness is relevant to be investigated in educational research.

C. Research Subject

The subject of this research was the students of Eight Grade of SMP Nurul Jadid which consist 38 students' who had problem in listening learning. In this part, the researcher interviewed one teacher and two students', the students were then chosen based on the recommendation from the teacher. The researcher did an observation in the class around of two times. The researcher chosen the English subject because the English teacher who implemented the YouTube video.

D. Data Collecting Method

Data collection technique was ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carries out interview, observation, documentation. Therefore, the researcher used some data collection technique, for more detail as following below:

1. Interview

In addition, interviews are used as a data collection technique if researchers want to conduct a preliminary study to find problems that must be investigated. In this interview the researcher used structured interview guidelines, as conveyed by Sugiyono. Structured interviews are interviews that use interview guidelines that had been arranged systematically and completely for data collection. Interviews were conducted with English teachers who actively participate in their students' activities during the learning process. In addition, they also conducted interviews with eight grade students to find out how the learning process was carried out by the English teacher.

2. Observation

This observation should be implemented by going directly to the location, so that the researcher will understand about the situation such as activity and the object being research. The process of observation data is divided in two parts; there are participant observation and non-participant observation. Participant observation means the researcher are actively in daily activities with the participant to be studied. Nonparticipant observation means the researcher not actively in daily activities but just an independent observer.

In this research used non-participant observation technique,

so that the researcher become an observer only. It means the researcher is not involved directly with the activities.

3. Documentation

These documentation tools are used to obtain documents that are related to this research and also as a support for the main data. The document analysis was used to check and confirm previous primary data from interviews and observation.

E. Data analysis

This section presents the data analysis procedures performed on the collected data to answer the research questions. The data analysis technique did by processing the result of interview transcript, observation note, and document review. The data were analyzed based on the interactive model of analysis by Miles B Huberman.⁵⁷ There are three different types of this model: data condensation, data display, and conclusion drawing/verification.⁵⁸

1. Data condensation

In this section, the researcher presents the process of assessing the data by selecting, focusing, simplifying, and transforming the data.

Data, which is gathered from the interview, observation, and documents, is huge and complex. Therefore, data reduction is needed to make the data clear and easy to use. Then, to reduce the data, the

⁵⁷ Miles B, Huberman AM. *Qualitative data analysis*. Thousand Oaks (CA): Sage Publications Ltd; 2009.

⁵⁸ B. Miles and A. Michael Huberman “an Expanded Sourcebook: Qualitative Data Analysis”, 2014). Page 10.

researcher focused on research questions about what factors influence teachers perception in foreign languages and what strategies teachers use in dealing with this. Especially in the eighth grade of SMP Nurul Jadid. Data not related to it is separated.

2. Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. The data displayed in this study uses brief notes, tables, and narrative text.

3. Drawing and verifying conclusion

Drawing and verifying conclusion is the last component of analyzing data that. The researcher gives a meaning toward data that has been analyzed.

F. Data Validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless⁵⁹. Triangulation or seeing things from different view, means that verification of the invention by using various data sources and various data collection methods⁶⁰. The researcher uses source and technique to test the validity of data.

⁵⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: routledge, 2018)

⁶⁰ Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

1. Source triangulation

Source triangulation to test the credibility of data was done by checking the data that had been obtained through several source. The researcher used interview or observation to get data with the different informants.

2. Technique triangulation

Triangulation of technique to test the credibility of the data is done by checking the data to the same source with different technique. The researcher obtained data and do the test with interview and observation. If the credibility of the data is different, the data was no valid.

G. Research Procedure

Researcher divided the process of conducting research into three stages the steps of this research are as follow:

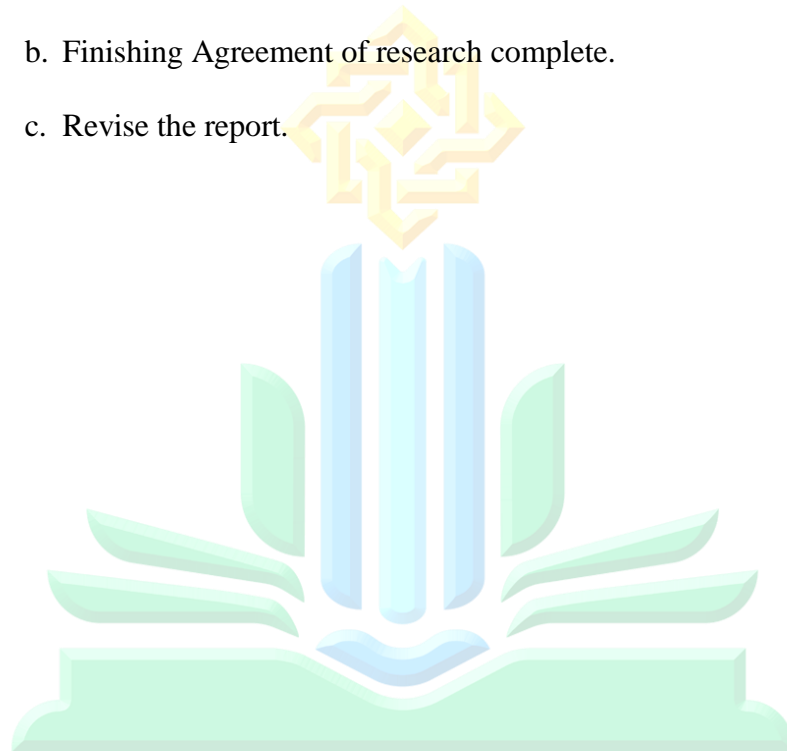
1. Pre field research stage.

- a. Arrange research design.
- b. Choose the research location.
- c. Finishing Agreement.
- d. Deciding the informant.
- e. Prepare the research instruments.

2. Field research stage,

- a. Apprehend background and objective of research.
- b. Enter the research location.

- c. Participate actively in teaching and learning activity and collect data.
 - d. Complete the data
3. Post field research.
- a. Analyze data based on the research procedure.
 - b. Finishing Agreement of research complete.
 - c. Revise the report.



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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of the object

1. The Brief Description of the Object

The profile of SMP Nurul Jadid Paiton was founded in 1950. seventy-three years after the establishment of this school, this school is one of the academic units with a junior high school level in Karanganyar, Paiton, Probolinggo, East Java. SMP Nurul Jadid is one of the oldest educational units under the auspices of the Nurul Jadid Paiton Probolinggo Islamic boarding school which was founded directly by the founder of Islamic Boarding School Nurul Jadid Kiai Zaini Mun'im in 1950.

In SMP Nurul Jadid, there is one principal room, one laboratory room, one library room, and 40 classrooms, there are 56 teachers, including 3 English teachers. SMP Nurul Jadid has 345 male students and 355 female students.

2. Vision and Mission of SMP Nurul Jadid

a. Vision

Building Students who are Faithful, Knowledgeable, environmentally aware, Independent, Excellent, Virtuous, and Nationalistic.

b. Mission:

1. Increasing belief in Islam (Ahlu Sunnah wal Jama'ah)
2. Forming a personality with Virtuous morals
3. Develop knowledge and skills
4. Increase awareness as social beings and have a national perspective

B. Findings and Analisis Data

Data presentation is a part that reveals the results of data in a study that is by the focus and analysis of relevant data. As explained in this study using data collection techniques through observation, documentation, and interviews the results of research that refers to the focus of research, in this study will be presented in detail the evidence obtained about the Implementation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid. In the explanation in chapter III the researcher revealed that the researcher used observation, interview, and documentation methods as a tool to obtain data in accordance with the focus of the research. This researcher will describe the results of the research in detail and systematically about the object under study and the focus of the research, as follows:

1. The Implementation of YouTube Video in Teaching Listening Comprehension

From the observation in the class, the researcher found that The Preliminary activities are defined by the teacher's action, to create a mentally prepared atmosphere and cause students' attention to focus on what will be learned. The English teacher of SMP Nurul Jadid Prayed together led by the class leader. Before learning begins the teacher asks for news about the students'. Followed by providing a stimulus by asking some questions about Previous material questions (pre-test). And communicate the learning objectives. At the planning stage of YouTube video media, an English teacher determined learning materials for class VIII about the song Bruno Mars's "Count on Me" following the material in the odd semester of class VIII.⁶¹

This had been explained by Mrs. Indah Wati, S.Pd as an English teacher at SMP Nurul Jadid during an interview in the teacher's room.

“Before starting the lesson, I usually ask the class leader to lead a prayer together and then interact with me. Then I convey the learning objectives and then provide a stimulus to students by asking questions about the subject matter to be studied.”⁶²



Picture 4.1
The implementation of YouTube video media

⁶¹ Observation, 16th of June 2023.

⁶² Mrs. Indah, Interviewed, Probolinggo 16th of June 2023

It was also supported by the statement of the first student Najmun Nisa', she stated:

“Usually before starting the lesson, Mrs. Indah ask the leader of class to lead a prayer, after praying Mrs. Indah gives greetings in English. Then attends all students and asking some question previous material question.”⁶³

The above statement is also reinforced by Siti Azizah statement, as she explained:

“When Mrs. Indah enters the class, she did not forget to say greetings and always prays before starting the lesson, not forgetting to ask about the presence of students, especially those who were present or those who are absent after that Mrs. Indah determined learning materials about song of Bruno Mars.”⁶⁴

The interviews explained that before starting learning activities English teachers usually started learning by praying giving greetings to students and then taking student attendance and then providing a stimulus by asking some question Previous material questions (pre-test) and communicating the learning objectives.

In the fields, the teacher prepares the facilities and infrastructure needed in the learning process, including textbooks, student absences, song videos, and other materials. Therefore, teachers must have a learning plan to achieve a basic competency set in the standard content and described in the syllabus.⁶⁵

⁶³ Najmun Nisa', Probolinggo 16th of June 2023

⁶⁴ Siti Azizah, Probolinggo 16th of June 2023

⁶⁵ Observation, 16th of June 2023.

The lesson plan was the first point that should be carried out by all institutions which is something that cannot be abandoned to achieve learning objectives. The lesson plan carried out by teacher SMP Nurul Jadid is an important subject that must be done and reared. Interviewed by Mrs. Indah Wati as English teacher for SMP Nurul Jadid she stated:

“Before I make a lesson plan (RPP) I must pay attention to the syllabus so that I know the direction of learning, determine objectives, develop learning activities to improve the results of the teaching and learning process, and prepare various lesson plans professionally.”⁶⁶

Based on the interview above, it could be seen that with pay attention to the syllabus, it was also reinforced by an observation that before doing learning the teacher needed to first pay attention to the syllabus so that the teacher knew the direction of learning. In this case, the importance of researcher knew the form of the syllabus in this study, by the syllabus data could prove that it was important in terms of syllabus developments for teachers. In this syllabus, it described several components of learning tools which included competency standards, basic competencies, basic materials, time allocation, learning activities and assessments developed by each educational unit.

In this study, the researcher focused on the teaching and learning process using YouTube video media. Hence, teaching and learning activities (KBM) required careful planning to run smoothly and effectively. In the use of YouTube video media the researcher described aspects as follows:

⁶⁶ Mrs. Indah Wati, S.Pd, Interviewed by writer, Probolinggo, 16th June 2023.

a. The Materials of Teaching Listening comprehension Through YouTube video media at SMP Nurul Jadid

From the observation in the class, researchers observed the initial activities of learning to listen comprehension using YouTube video media where the teacher prepared paper containing songs, first the teacher asked the class leader to lead the prayer, then continued by asking for news and approaching students to provide motivation and enthusiasm for learning, after that the teacher conveyed the learning objectives and learning steps that would be carried out on that day. The material used in learning is "Count on Me by Bruno Mars" in the form of gap text by using YouTube video media, they listen to the song three times. The teacher properly guides students and explains how to use the gap text method by using YouTube video media so that students have the same understanding and knowledge about the gap text method that will be carried out. The teacher gives the material and instructs students to be silent to listen to the song that will be played using YouTube video media, do the task, and make corrections.⁶⁷ This was conveyed by Mrs.

Indah Wati, S.Pd an English Teacher:

“They already have the assumption that English is difficult. One of them I teach Listening by using YouTube video media about song Count on me by Bruno Mars using gap text method because it is very supportive for them, I repeated the song three times. So that the more often they listen they will more better understand the material.”⁶⁸

⁶⁷ Observation, 16th of June 2023.

⁶⁸ Mrs. Indah Wati, S.Pd, Interviewed by writer, Probolinggo 16th of June 2023

This statement is also supported by statement of class students

VII named Salsabil Hidayah who revealed:

“On the material of Count on Me Mrs. Indah repeated the song three times with YouTube video media. Mrs. Indah guides us and explains how to use the gap text method, and instruct us to silent and listen the song that played by using YouTube video media, the do the task and make corrections.”⁶⁹

This is supported by the statement by Najmun Nisa’, as a student of VIII grade of SMP Nurul Jadid who revealed:

“Mrs. Indah gives us the material “Count on Me” by Bruno Mars. By using YouTube video media. In the form of gap text, and Mrs. Indah explains how to use gap text method. And instructs us to silent to listen the song three times, after that we do the task and make corrections.”⁷⁰

Based on the statements of teachers and students above, the use of YouTube video media is very effective for students' development in listening.

This data was also supported by observations of class VII conducted by researchers on the 16th of June 2023 at SMP Nurul Jadid.

In this meeting the teacher discusses material about Count on Me by Bruno Mars using YouTube video media. Then the teacher explained how to use the gap text method, then prepared the song using YouTube video media and handed out paper containing the song Count on Me to fill in the words again that removed. First, they had to listen to the song carefully, the song was played three times. And they have to fill in the blank text that has been prepared by the teacher. The teacher also paused

⁶⁹ Salsabil Hidayah, Probolinggo 16th of June 2023

⁷⁰ Najmun Nisa’, Probolinggo 16th of June 2023

the video when there was difficult vocabulary. When the song was finished, the teacher appointed students one by one to read the results of what they have heard.

b. The Process of YouTube video media in Teaching Listening Comprehension

Based on the observation at SMP Nurul Jadid, the teacher use three steps in listening process. The first is Receiving, receiving is the intentional focus on hearing a speaker's message. It shown that the main activity of teaching Listening by using YouTube video media. The teacher chose the video music of Bruno Mars before playing the video introduced the topic and vocabulary that will be covered. The second is Attending, in this stage the students only has focus on the important information of the message. During the video, The teacher has students actively and focused, because many stimulus around them. The students must realize that comprehending the message word to word is not necessary, since not every clue is essential to the message. Therefore, the teacher has explained important material and vocabulary that will be discussed in the video. this phase most important one very helpful to get the message rather than focusing on all words. The last is Assigning meaning, after the message has been sent and received, the student then assigned the meaning to the speakers message. The teacher had students practice their own listening skills by answering questions based on the video and gave them 15 minutes to do. After that, provide opportunities

for students to understand what they heard. And read out the results of their work one by one, then they make correction.⁷¹



Picture 4.2
The learning process of YouTube video media

This was conveyed by the English teacher, Mrs. Indah she Said:

“I provide clear and concise instructions before listening to the song, such as questions to answer after watching and explained important material and vocabulary. After watching the video, I provided opportunities for students to understand what they heard. And read out the results of their work one by one how much understanding material has been heard by students.”⁷²

This is supported by the statement by Alisyah Githa Putri as a student of VIII grade of SMP Nurul Jadid:

“We listened to the Bruno Mars song and before Mrs. Indah played the video, Mrs. Indah introduced the topic and vocabulary that would be covered. Mrs. Indah told us to be active and focused on what we heard. After that, provide opportunities for us to understand what we heard. And we read out the results of our work one by one.”⁷³

From the other informant, namely Najmun Nisa'. She explained:

⁷¹ Observation, Probolinggo 20th June 2023

⁷² Mrs. Indah, Interviewed, Probolinggo 20th June 2023

⁷³ Alisyah Githa Putri, Interviewed, Probolinggo 20th June 2023

“Usually, Mrs Indah chooses video songs, like Count on Me by Bruno Mars. Before playing the video Mrs. Indah introduced the topic and vocabulary that will be covered clearly. After listening to the song, Mrs. Indah had us practice our own listening skills by answering questions based on the video and giving us 15 minutes to do. After that, provide opportunities for us to understand what we heard. And read out the results of our work one by one.”⁷⁴

Based on the observations and interviews above, it is stated that the teacher is teaching Listening using YouTube video media so that students can understand the context, make students more active in class, and easily understand the material provided by the teacher.

At the end of the activity, students began to record matters related to the discussion that day. Besides that, they also asked the material that was still difficult to understand to the teacher in the class. that way, they can learn more about the day's material. the teacher also gives students additional explanations. The researcher saw every student in the classroom was struggling to answer the assignment given by the teacher. Moreover, students have been able to do problem-solving by themselves guided by the teacher in the classroom. And also provide motivation at the end of learning, and invite students to pray together and continue with greetings.⁷⁵

This was conveyed by the English Teacher Mrs. Indah, she said:

“When the learning ends I ask students to ask about material that is still difficult, and I also provide additional explanations for students, do not forget to also provide motivation at the end of learning after everything is finished

⁷⁴ Najmun Nisa', Interviewed, Probolinggo 20th June 2023

⁷⁵ Observation, Probolinggo 20th June 2023.

I invite students to pray together and continue with greetings.”⁷⁶

This is supported by the statement by Siti Azizah as a student of VIII grade of SMP Nurul Jadid who revealed:

“When closing the lesson Mrs. Indah asked about material that had not been understood by the Students and also gave additional explanations. After that, provided motivation at the end of learning, and invited us to pray together.”⁷⁷

From the other informant, namely Mita Ramadhani. She explained as follows:

“At the last hour, we take notes on everything related to the material, and ask Mrs. Indah about things we don't understand. and Mrs. Indah explained again in detail. After everything was finished, we prayed and continued with greetings.”⁷⁸

From the results of these interviews and observations before ending the lesson the teacher still provides additional explanations and asks students who have not understood. moreover, students are able to solve their own problems, not forgetting that the teacher also always motivates students and the teacher invites students to pray, and continues with greetings.

c. The Media of YouTube video media in Teaching Listening Comprehension

In the implementation of learning process activities, the teacher used media in the form of a YouTube video. The use of this media could clarify the delivery of material to students and is expected to increase

⁷⁶ Mrs. Indah , Interviewed, Probolinggo 20th June 2023.

⁷⁷ Siti Azizah, Interviewed by writer, Probolinggo 20th June 2023

⁷⁸ Mita Ramadhani, Interviewed by writer, Probolinggo 20th June 2023

student motivation. Besides that, the use of media YouTube videos is easier to learn. The various video songs on YouTube make it more attractive, so it doesn't make students bored, apart from the interesting videos, YouTube video media is very easy to use. especially for those who are in Islamic boarding schools. The teacher says the material for listening Comprehension is not enough if it is only delivered by lecturing.⁷⁹

According to The English teacher Mrs. Indah, S.Pd. said :

“The use of YouTube video media in general aims to make it easier for students to understand the material because the media YouTube video more attractive, with the aim of creating enthusiasm making learning meaningful and ultimately improving learning outcomes when in class.”⁸⁰

This is supported by the statement by Salsabil Hidayah, as a student of VIII grade of SMP Nurul Jadid who revealed:

“Mrs. Indah uses YouTube video media to teach Listening Comprehension, which makes it easier to learn listening and so many videos are interesting there. That doesn't make us bored.”⁸¹

Najmun Nisa' added:

“YouTube video media is very interesting, Apart from the interesting videos, YouTube video media is very easy to use. especially for those of us who are in Islamic boarding schools.”⁸²

Based on the results of interviews and observations that researchers conducted on 20th June 2023, it can be concluded that a lesson using YouTube video media can make students more easily

⁷⁹ Obsevation, 20th June 2023.

⁸⁰ Mrs. Indah , Interviewed, Probolinggo 20th June 2023

⁸¹ Salsabil Hidayah, Interviewed by writer, Probolinggo 20th June 2023

⁸² Najmun Nisa' , Interviewed, probolinggo 20th June 2023

understand the material and also make students more interested and not bored at the time of learning English which most students are not easy to understand English material.

d. The Methods of YouTube video media in Teaching Listening comprehension

From the observation, the method of YouTube video media in Teaching Listening comprehension at SMP Nurul Jadid is using Gap text, listening to music videos, and then identifying keywords in those lyrics. Gape text is a form of practice to determine the right words to complete paragraphs. An overlapping sentence is a form of sentence that needs to be added, either because it was intentionally deleted or incomplete because it was omitted.

Before playing the video, the teacher introduces the topic and vocabulary that will be covered. During the video, the teacher has students actively listen by giving them specific tasks or questions to answer. This could include filling in a chart or graphic organizer, answering comprehension questions, or identifying key vocabulary words. The Teacher also pauses the video at certain points to check for understanding or clarify any confusion. After the video, have students reflect on what they heard. Finally, The Teacher can have students practice their own listening skills by answering questions based on the video.⁸³

⁸³ Observation, Probolinggo 20th June 2023.

According to the English teacher, Mrs. Indah said:

“In this method I use Gap text, before playing the video on YouTube I introduce the music lyrics. During the video, I give them questions about the vocabulary, and I pause the video at certain points to check for understanding or clarify any confusion”⁸⁴

It was supported by Siti Azizah, she explained as follows:

“Mrs Indah gave us the task to fill in the words that were removed. Before that, Mrs. Indah introduced about the lyrics of Count on Me and the vocabulary of that song. Then, Mrs. Indah gave us the question based on the video. Pause the video at each difficult vocabulary word.”⁸⁵

From the other Informant, namely Saifana Atheera, as a student of VIII grade of SMP Nurul Jadid who revealed:

“Before playing the video, Mrs. Indah introduces the topic and vocabulary that will be covered, During the video, Mrs. Indah has us actively listen by giving us tasks to answer. If there is difficult vocabulary, Mrs. Indah will pause the video.”⁸⁶

So based on interviews, and observations in this method, stages are needed to run it so that runs smoothly.

e. The Evaluation of YouTube Video media in Teaching Listening Comprehension

Based on the observation, the evaluation of listening learning with YouTube video media was that the teacher uses formative evaluation. Assessment was usually done at the end of the lesson. The assessment instrument used was a test which a description question and non-test to assess attitude and listening practice.

⁸⁴ Mrs. Indah , Interviewed, Probolinggo 20th June 2023

⁸⁵ Siti Azizah, Interviewed, Probolinggo 20th June 2023

⁸⁶ Saifana Atheera, Interviewed, Probolinggo 20th June 2023

The stage of material achieved by students in the subject of English material about "count on me" can be said to be quite optimal in the 2022/2023 academic year. Some of the students have been able to improve listening comprehension using YouTube video media.⁸⁷

Evaluation of teaching Listening comprehension of YouTube video media at SMP Nurul Jadid is carried out by test and non-test as explained by Mrs. Indah as a teacher:

“The evaluation uses a formative evaluation which will be given several description questions. I also do other assessments such as attitude assessment and interview in the last material with personal. For formative evaluation, I usually do it after the lesson is over, but if it's not finished then I order it to be done at home.”⁸⁸

The above statement was added with interviews with participants a student of VII grade of SMP Nurul Jadid Named Siti Azizah said:

“If Mrs. Indah always gives assignments and interviews personally in the last material. If the assignment is not finished Mrs. Indah orders it to be done at home.”⁸⁹

It was also supported by the statement of Salsabil Hidayah, she stated:

“Mrs. Indah in providing learning evaluation conducts gap text to develop understanding in listening, Mrs. Indah also gives assignments and interviews in the last material.”⁹⁰

Based on these findings, the researcher concluded that the evaluation of listening learning with the YouTube video media is a formative evaluation carried out after the learning process using tests

⁸⁷ Observation, Probolinggo 20th June 2023

⁸⁸ Mrs. Indah Wati, S.Pd, Interviewed, Probolinggo 20th June 2023

⁸⁹ Siti Azizah, Interviewed, Probolinggo 20th June 2023

⁹⁰ Salsabil Hidayah, Interviewed, Probolinggo 20th June 2023

and non-tests an evaluation using description questions, and non-tests in reading work using attitude assessment.

In sum, students were excited in terms of listening flexibly using YouTube video media to train their listening comprehension mastery. The classroom environment becomes effective because of the teaching and learning process using YouTube video media. The students and teacher actively participated to achieve a higher understanding of students' listening skills. The difficulties in listening comprehension have been solved together during the YouTube video media where students were on-task with the teacher.

C. Discussion

The findings that the research obtained while researching the teaching of listening comprehension using YouTube video media at SMP Nurul Jadid are as follows:

Table. 4.3

The recapitulation result of the research

No	Research Questions	Result
1.	Teacher implementing in teaching listening comprehension using YouTube video media at SMP Nurul Jadid.	The implementing in teaching listening comprehension using YouTube video media there are 3 steps: 1. Preliminary activity (Listening learning using YouTube video media at SMP Nurul Jadid. The use of YouTube video media is very effective because it can improve the understanding of students' listening skills). 2. Core activity (learning to heard with YouTube video media the teacher choose videos that are attractive and appropriate for students, the teacher's discussion time

		gives 15 minutes for students). 3. Closing activity (At the end of the discussion activity, the teacher told students to record things related to the material, besides that, the teacher gave additional explanations provided motivation at the end of learning, and invited students to pray together.)
2.	Teacher evaluating in teaching listening comprehension using YouTube Video media at SMP Nurul Jadid.	The evaluation of teaching listening comprehension using YouTube video media at SMP Nurul Jadid namely using formative evaluation by: a. Test technique questions and performancereading. b. Non-test technique (attitude assessment and interview)

1. Implementation of Teaching Listening Comprehension using YouTube video media at SMP Nurul Jadid.

Based on the results of the presentation of research data through observations, interviews, documentation, and analyses that had been carried out, as well as based on the focus of the problem that had been formulated, it was presented as findings in the field regarding the implementation of teaching listening comprehension using YouTube video media at SMP Nurul Jadid.

In the activities of implementing learning activities carried out the teaching and learning process is the core element of the activity learning that has been prepared in the previous lesson plan.

The results of the research used and the data obtained from observations, interviews, and documentation, namely the implementation of teaching listening comprehension using YouTube video media at SMP Nurul

Jadid, were carried out in this step. These are: preliminary, core, and closing activities.

a. Preliminary activity

Based on the results of research activities at SMP Nurul Jadid, show that in the preliminary activities of teaching listening comprehension using a YouTube video:

1. The teacher starts the teacher saying greetings,
2. Ask the class leader to lead the prayer,
3. Then the teacher attends to students and gives greetings
4. Then the teacher prepares students physically and psychologically by providing motivation,
5. After that, the teacher conveys the learning objectives and learning steps.

The findings above were in line with the theory which states that the initial activity is intended to motivate students, this initial activity was a form of appreciation by encouraging students to do learning. Conditions for a pleasant learning atmosphere, as well as developing students' listening comprehension through YouTube video media, students work on the material that has been provided.

So, it could be proven that the results of research at SMP Nurul Jadid strengthen the theory which states that preliminary activities:

1. the teacher starts the teacher saying greetings,
2. then asks the class leader to lead the prayer,

3. then the teacher comes to the students and asks how they are,
4. then the teacher prepares the students physically and psychologically by providing motivation after that,
5. the teacher conveys the learning objectives and learning steps.

b. Core Activity

Based on the results of research activities in SMP Nurul Jadid, show that the main activities of listening comprehension with YouTube video media were that the teacher gives videos that tie into the curriculum or topics currently studied in class, then have students actively listen by giving them specific tasks or questions to answer. After listening to all the listening material, it would be easier to make the students more fluent in reading English texts, then the teacher gives a task to each student to find out the listening comprehension.

The results of research in SMP Nurul Jadid strengthen the theory that states that teachers in teaching listening comprehension use YouTube video media so that students can understand context, and be more active in the classroom, then the teacher gives a test to students to find out the understanding of the material that has been discussed, students more easily understand using the YouTube video media.

In Listening teaching using YouTube video media, activities that can be done at this stage are:

- 1) Teacher activities with students are: Making a summary/conclusion of the lesson, reflecting on the activities that have been carried out, and

providing feedback on the learning process and results.

- 2) Teacher activities are: Giving directions to students, conducting assessments, planning follow-up activities in the form of remedial learning, and giving both individual assignments according to the learning outcomes of the participants. Delivering lesson plans at the next meeting.

2. Teacher Evaluating in Teaching Listening Comprehension using YouTube video media

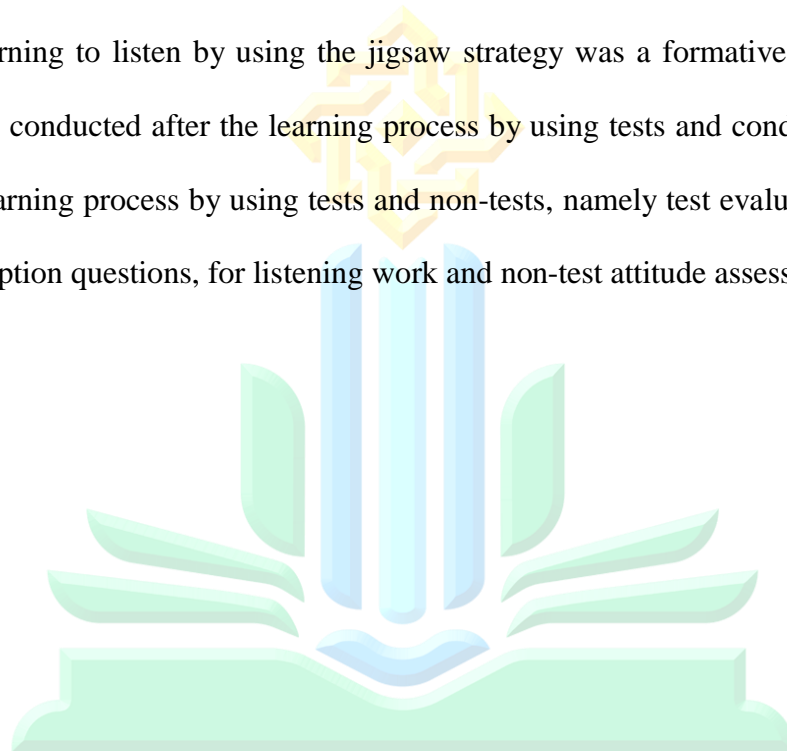
The evaluation of learning to listen by using YouTube video media was; the teacher The teacher provided learning evaluation by using formative evaluation. The assessment was usually done at the end of the lesson. The assessment used in the form of tests in the form of description questions and non-tests to assess attitude and reading practice. non-tests to assess attitude and reading practice.

As explained in the Findings, the evaluation of listening instruction using YouTube video media is: the teacher provides learning evaluation by using formative evaluation. The assessment was usually done at the end of the lesson. learning. The assessment instruments used were in the form of tests, namely questions, description questions and non-test assessments in the form of attitude and practice assessments. practice. According to Brown (2011), formative evaluation is to measure the extent of the process of students' inability to understand.⁹¹ Thus, it could be traced the need to improve test

⁹¹ Brown 185

takers' strategies to achieve understanding. understanding. Furthermore, student evaluation with listening practice can train students to heard English texts normally. Thus, students are able to master and understand what students get at school.

Based on these findings, the researcher concluded that the evaluation of learning to listen by using the jigsaw strategy was a formative evaluation that is conducted after the learning process by using tests and conducted after the learning process by using tests and non-tests, namely test evaluation using description questions, for listening work and non-test attitude assessment.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher presented the conclusion of this study. Therefore, the researcher concluded according to the findings that had been analyzed in the previous chapter. Based on the data gained from YouTube video media and the evaluation of YouTube video media, below was the explanation:

1. The Implementation of YouTube video media in Teaching Listening Comprehension

The material used in listening learning is "Count on Me by Bruno Mars" in the form of gap text using YouTube video media. . The teacher use three steps in listening process. Namely receiving, attending, assigning meaning. Before playing the video introduced the topic and vocabulary that would be covered. During the video the teacher has students actively and focused, because of many stimulus around them. Therefore, the teacher has explained important material and vocabulary that will be discussed in the video. Then, provide opportunities for students to understand what they heard. And read out the results of their work one by one, then they make correction. The material that the teacher takes from the RPP, and the internet. The students actively participate to achieve a higher understanding of the students' listening ability. Difficulties in listening comprehension had

been solved together during YouTube video media.

2. The Evaluation of YouTube video media in Teaching Listening Comprehension

The use of this YouTube video media successfully engaged students in the context of secondary school. the evaluation of listening learning with the YouTube video media is a formative evaluation carried out after the learning process using tests and non-tests an evaluation using description questions, and non-tests in reading work using attitude assessment.

In sum, students were excited in terms of listening flexibly using YouTube video media to train their listening comprehension mastery. The classroom environment becomes effective because of the teaching and learning process using YouTube video media. The students and teacher actively participated to achieve a higher understanding of students' listening skills. The difficulties in listening comprehension have been solved together during the YouTube video media.

There is a limitation faced by the researcher in this study, the limitation is the limited time given by the school to do research.

B. Suggestion

In this section, the researcher put some suggestions based on the research result and conclusion above. Therefore, for further research who are interested in conducting similar research in the future:

1. For further research it was recommended to explain in detailed about the use of small group discussion to foster students' speaking skill.
2. For further research it is recommended to explore other teaching strategy to foster students' reading skills.



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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below, I am:

Name :Nadia Firdaus Bani Hasfita

NIM :T20186147

Major :Tadris Bahasa Inggris

Faculty :Tarbiyah dan Ilmu Keguruan

State that the thesis untitled 'Implementation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and bibliography. Do the fact, I am the only one who is responsible for the thesis if there is any objection or claim from other.

Jember, 28 November 2023



Nadia Firdaus Bani Hasfita

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Appendix 2

RESEARCH MATRIX

Title	Variable	Indicator	Research method	Focus of problems
Implementation of YouTube video media in Teaching Listening Comprehension	a. Listening comprehension b. Implementation of YouTube	1. YouTube Video ➤ English conversation learning video ➤ Listening practice learning video ➤ English vocabulary learning video 2. Listening comprehension ➤ Listening for Gist ➤ Listening for Details ➤ Listening for Inferring Meaning	- Research approach and design ➤ Qualitative - Data collecting method: ➤ Interview ➤ Observation ➤ Documentation - Data analysis technique: ➤ Descriptive qualitative - Data Validity: ➤ Technique triangulation	1. How is Implementation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid? 2. How is Evaluation of YouTube video media in Teaching Listening Comprehension at SMP Nurul Jadid?

Appendix 3

RESEARCH INTERVIEW

A. Interview Guide

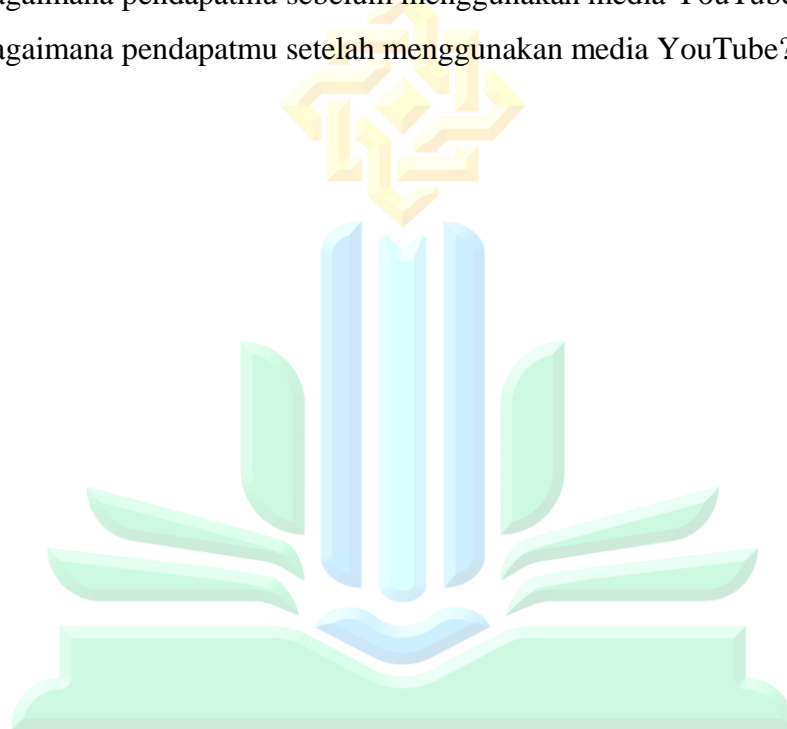
Teacher Interview

1. Apa yang anda fahami tentang media YouTube video?
2. Apa alasan utama anda menggunakan media ini?
3. Tujuan apa yang ingin anda capai dalam penggunaan media ini?
4. Mengapa anda lebih memilih menggunakan media ini untuk mengajar listening dari pada media lain?
5. Apakah media tersebut anda terapkan di setiap pertemuan?
6. Apakah setiap materi pembelajaran media yang di gunakan sama?
7. Bagaimana mekanisme penerapan media tersebut?
8. Bagaimana respon siswa ketika anda Menerapkan media tersebut?
9. Apakah anda membutuhkan media pembelajaran di setiap pertemuan?
10. Apakah kekurangan dan kelebihan media pembelajaran ini di terapkan
11. Bagaimana cara anda mengevaluasi kemampuan listening siswa setelah Menerapkan media tersebut?
12. Kendala apa yang sering anda hadapi dalam Menerapkan media ini?
13. Apakah dengan adanya media YouTube video suasana kelas lebih interaktif dan antusias?

Student's Interview

1. Apa yang kamu ketahui tentang aplikasi YouTube?
2. Apa kamu pernah menggunakan aplikasi YouTube?
3. Di bandingkan dengan menggunakan Buku dan media yang lain, apa saja kelebihan dari media ini?
4. Bagaimana pendapatmu mengenai penggunaan media YouTube?
5. Apakah kamu merasa lebih mudah menggunakan?
6. Apakah kamu merasa dengan menggunakan media YouTube, kamu mempelajari hal baru dalam mata pelajaran bahasa inggris?

7. Apakah kamu merasa termotivasi untuk mempelajari bahasa inggris dengan adanya media YouTube?
8. Apakah dengan menggunakan media YouTube, kamu lebih antusias untuk belajar bahasa inggris?
9. Menurut kamu, apakah dengan adanya aplikasi kamus membuat kalian lebih percaya diri untuk aktif dalam kelas?
10. Bagaimana pendapatmu sebelum menggunakan media YouTube?
11. Bagaimana pendapatmu setelah menggunakan media YouTube?



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Appendix 4

LESSON PLAN

School : SMP Nurul Jadid
Course : English
Class/Semester : VIII
Time allocation : 2 x 40 Minutes
Language Skill : Listening

A. Standard Competence

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Basic Competence

1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi dan mengingkari informasi, meminta dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

C. Learning Objectives

At the end of the course students are expected to be able to:

- Identify the expression of asking, giving and declining opinions correctly.
- Use the expression of asking someone's opinion, "What do you think?"; giving opinion "In my opinion,..."; declining opinion "I don't think so" properly.

D. Materials

- Song of "Count on Me by Bruno Mars".

Count on Me

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

- Find out what we're made of
When we are called to help our friends in need

Reff: You can count on me like one, two, three, I'll be there
And I know when I need it
I can count on you like four, three, two, and you'll be there
'Cause that's what friends are supposed to do,
oh yeah
oooooh oooooh
ohh yeah ,yeah

If you're tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Everyday I will remind you

oh oh oh

Back to * and Reff

You'll always have my shoulder when you cry
I'll never let go, never say goodbye

Back to Reff

You can count on me 'cause I can count on you...

E. Teaching method

- Contextual Teaching and Learning

F. Learning activities

Step	Description	Time Allocation
1	2	3
1. Pre-Activity	<p>a. Opening</p> <ul style="list-style-type: none"> • Teacher greets the students by asking “Good morning? How are you?” / “What is your feeling today?” • Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” <p>b. Apperception</p> <ul style="list-style-type: none"> • The teacher asks several questions to the students randomly: “Do you have a best friend?”; “Who is your best friend?”; “What do you say to ask someone’s opinion about his/her bestfriend?”; “What do you say to give opinion about your bestfriend?”; “What do you say to decline his/her opinion?” • The teacher tells the students that they will learn about friendship. “Today, we are going to learn about friendship.” 	10 minutes
2. Main Activity	<p>a. Activity 1</p> <ul style="list-style-type: none"> • Teacher asks students to complete the missing words in the lyrics of ‘Count on Me’ while listen to the song three times. • Teacher and students check the correct lyrics together while listening. <p>b. Activity 2</p> <ul style="list-style-type: none"> • Teacher asks students to listen to a story of Hartanto and his florist friend. • Teacher asks students to take a note the expressions of asking someone’s opinion, giving opinion, declining opinion appeared in the story. • Teacher tells the story twice. 	60 minutes

	<p>c. Activity 3</p> <ul style="list-style-type: none"> • Teacher distributes worksheet for observation, containing of names, names of bestfriend, and what he / she thinks about his / her bestfriend. • Teacher explains how to make a report of observation. • Teacher asks random students to report the result of observation. 	
3. Post Activity	<ul style="list-style-type: none"> • Teacher asks the students whether they enjoy the lesson or not. • Teacher reviews the materials by asking students what they have learned today. • Teacher closes the lesson by saying “good bye” 	10 minutes
		80 Inutes

G. Media

- Song of ‘Count On Me’ by Bruno Mars in flipchart
- Worksheet to do the observation.

H. Scoring

- Technique : Oral test
- Procedure : Report the result of observation

I. Scoring Instrument

Indicator	No.	Instrument
1	2	3
Students are able to identify the expressions of asking someone’s opinion, giving opinion, declining opinion (humble).	01	<p>Listen and then note the expressions of asking someone’s opinion, giving opinion, declining opinion.</p> <p>Long time ago in a far far away village, there lived a boy named Hartanto. One fine day, Hartanto met his best friend named Hartanti, the florist, in her garden. Hartanto</p>

	<p>asked a help to Hartanti to plant some flowers in her garden. He walked, walked and walked to Hartanti's garden.</p> <p>"Good morning, Hartanti," said Hartanto.</p> <p>"Good morning, Hartanto. What can I do for you?" asked Hartanti.</p> <p>Then Hartanto answered, "I need some flowers for my party next Monday. Could you mind to plant some?"</p> <p>Hartanti accepted to plant some flowers for him, "OK, what kind of flowers do you want?"</p> <p>Hartanto seemed confused to choose the flowers then he asked Hartanti's opinion, "What's your opinion of the best flower for my party?"</p> <p>Hartanti answered, "In my opinion, the best flower is white rose. How about you? Do you like it?"</p> <p>"I don't think so. How if the red one?"</p> <p>Hartanto said.</p> <p>Hartanti smiled and answered, "Ah, that's a good idea. Alright then, I will plant some red roses for you."</p> <p>Finally, Hartanti would planted some red roses for Hartanto's party. Hartanto felt happy because Hartanti wanted to help him.</p> <p>Ask three questions to five students in the class: "What is your name?"; "Could you tell me who your best friend is?", and</p>
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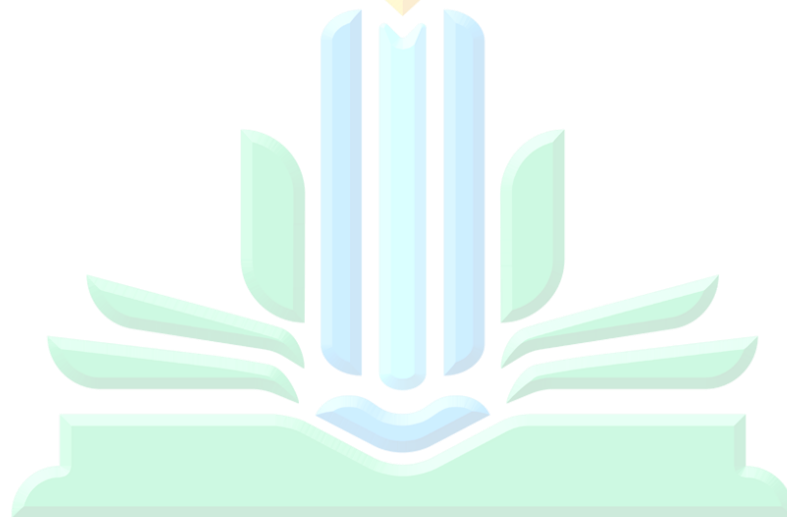
<p>Students are able to use the expressions of asking someone's opinion, giving opinion, declining opinion</p>	<p>02</p>	<p>“What do you think of your best friend?” and give your opinion about his/her best friend.</p>
--	-----------	--

J. Evaluation /KKM

Kompetensi Dasar	Kriteria Ketuntasan Minimal (KKM)				
	Kompleksitas	Sarana	Intake	Jumlah	(KKM)
<p>Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang, dan meminta, memberi dan</p>	<p>70</p>	<p>70</p>	<p>70</p>	<p>210</p>	<p>70</p>

mengingkari informasi, meminta dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.					
---	--	--	--	--	--

- Kriteria Ketuntasan Minimal (KKM) = 70 atau 70%
- Tuntas = NA peserta didik ≥ 70 atau 70% (Pemantapan Pengayaan)
- Tidak Tuntas = NA Peserta didik < 70 (Remedial)



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K. Appendix

Name	:	
Class	:	

Complete the lyrics of *Count on Me* by Bruno Mars below.

If you ever ¹ yourself stuck in the ² of the sea
I'll sail the ³ to find you
If you ever find ⁴ lost in the ⁵ and you can't see
I'll be the light to ⁶ you

- Find out what we're made of
When we are called to help our friends in need

Reff: You can count on me like one, two, three, I'll be there
And I know when I need it
I can count on you like four, three, two, and you'll be there
'Cause that's what friends are supposed to do,
oh yeah
oooooh oooooh
ohh yeah ,yeah

If you're tossin' and you're turmin' and you just can't fall asleep
I'll ⁷ a song beside ⁸
And if you ever ⁹ how much you ¹⁰ mean to me
Everyday I will ¹¹ you

oh oh oh

Back to * and Reff

You'll ¹² have my ¹³ when you cry
I'll ¹⁴ let go, never say ¹⁵

Back to Reff

You can count on me 'cause I can count on you...

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Guru Mata Pelajaran

Indah Wati, S.Pd

Appendix 5

RESEARCH JOURNAL ACTIVITIES

JOURNAL OF THE RESEARCH

AT SMP NURUL JADID PAITON PROBOLINGGO

NO	TANGGAL	JENIS KEGIATAN	PARAF
1	12 Juni 2023	Doing Preliminari Study	JH
2	13 Juni 2023	Doing Preliminari Study	JH
3	15 Juni 2023	Sending a Latter for doing a research to the school	JH
4	16 Juni 2023	Teacher Interview	JH
5	20 Juni 2023	Students' Interview	JH
6	16 – 30 Juni 2023	Observation	JH
7	30 Agustus 2023	For a Latter of Research finishing	JH

Probolinggo, 30 Agustus 2023



MOHAMMAD JUFRI, M.Pd
NIP. 607220708944

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Appendix 6

SURAT TELAH MENYELESAIKAN PENELITIAN



YAYASAN NURUL JADID
SEKOLAH MENENGAH PERTAMA NURUL JADID
STATUS: TERAKREDITASI "A"
PAITON PROBOLINGGO JAWA TIMUR

Alamat: PO.BOX.1 Paiton Probolinggo 67291 Telp. (0335)771373 Email:smp_nurja@yahoo.com Website:www.smpnuruljadid.sch.id

SURAT KETERANGAN PENELITIAN

NJ-H/16/0216/A.IX/06.2023

Yang bertanda tangan di bawah ini, Kami Kepala SMP Nurul Jadid Paiton Probolinggo, menerangkan dengan sebenarnya bahwa:

Nama : **NADIA FIRDAUS BANI HASFITA**
NIM : T20186147
Program Studi : Tadris Bahasa Inggris
Semester : Sepuluh

Telah mengadakan penelitian di sekolah kami tentang "**Implementation of Youtube Video Media In Teaching Listening Comprehension at SMP Nurul Jadid**" pada tanggal 15 Juni – 30 Agustus 2023.

Demikian surat keterangan ini, Kami buat untuk digunakan sebagaimana mestinya.

Paiton, 30 Agustus 2023



MOHAMMAD JUFRI, M.Pd
NIP. 50220708944

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Appendix 7

DOCUMENTATION



The reseracher is interviewing the student about Implementation of Youtube video media in Teaching Listening Comprehension at SMP Nurul Jadid



The students' watching Youtube video in Listening learning

Appendix 8

CURRICULUM VITAE



Name : Nadia Firdaus Bani Hasfita
NIM : T20186147
Place, Date of Birth : Probolinggo, 24 November 1998
Gender : Female
Adress : Kraksaan, Probolinggo
Faculty : Education and Teacher Training
Major : English Education Departement
Email : hasfitanadya@gmail.com

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Education Background :
TK AMANAH : 2005 - 2006
MI Nurul Mun'im : 2006 - 2011
MTs Nurul Jadid : 2011 - 2014
MA Plus Al-Mashduqiah : 2014 - 2017