

# **The Use of YouTube Media “Joesin Translation Channel” to Improve Listening Skills towards the Tenth Grade Students of SMK Saraswati 3 Tabanan**

**Putu Nindya Amelia, Ni Putu Ayu Kartika Sari Dewi, Gusti Ayu Gede Sukraningsih**

Pendidikan Bahasa Inggris, IKIP Saraswati

[Ptnindya.nindya@gmail.com](mailto:Ptnindya.nindya@gmail.com)

## **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan kemampuan mendengar siswa dengan media YouTube. Subyek penelitian adalah siswa kelas XP4 SMK Saraswati 3 Tabanan yang berjumlah 30 siswa. Teknik pengumpulan data yang digunakan adalah observasi dan tes. Berdasarkan analisis yang dilakukan pada cycle I siswa diberikan listening test melalui YouTube Channel Joesin Translation. Beberapa siswa mengalami banyak masalah pada test mendengar. Pada siklus II siswa juga diberikan test mendengar secara lisan dan tulis. Setelah sebelumnya diminta untuk menonton video dari channel YouTube Joesin Translation dengan subtitle kemudian melakukan test tanpa menonton videonya. Peningkatan yang terjadi adalah: (1) Nilai rata-rata pre-test siswa sebesar 68.2 meningkat menjadi 73.3 pada siklus I dan 78 pada siklus II; (2) nilai rata-rata siklus I 73.3 dengan persentase ketuntasan 50 %; (3) nilai rata-rata pada siklus II adalah 78 dengan persentase ketuntasan 73.3%; (4) dari data yang telah dianalisis persentase ketuntasan siswa dari siklus I ke siklus II meningkat sebesar 23.3%. Kesimpulannya adalah Keterampilan Mendengarkan siswa meningkat menggunakan channel YouTube Joesin Translation.

**Kata Kunci : Media YouTube, Keterampilan Mendengarkan**

This study aims to improve students' listening skills with YouTube media. The research subjects were 30 students of class XP4 at SMK Saraswati 3 Tabanan. Data collection techniques used are observation and tests. Based on the analysis conducted in cycle I, students were given a listening test through the Joesin Translation YouTube Channel. Some students experienced a lot of problems on the listening test. In cycle II students were also given tests of listening orally and in writing. After previously being asked to watch a video from the Joesin Translation YouTube channel with subtitles, then did a test without watching the video. The improvements that occurred were: (1) The students' average pre-test score of 68.2 increased to 73.3 in cycle I and 78 in cycle II; (2) the average value of the first cycle is 73.3 with a completeness percentage of 50%; (3) the average score in cycle II was 78 with a completeness percentage of 73.3%; (4) from the data that has been analyzed the percentage of student completeness from cycle I to cycle II increased by 23.3%. The conclusion is that students' Listening Skills improve using the Joesin Translation YouTube channel.

**Keywords : YouTube Media, Listening Skills**

## **1. Introduction**

Brownell (2015) states that listening becomes the important skill in the communication process in each part environment such as, in school and workplace. It means that listening skill is a facility in communicating the language. Another opinion regarding the definition of listening skills was conveyed by Al-Khayyat (2015) states that listening is more than just hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages. As such, it forms an integral part of the communication process and should not be separated from the other language arts.

YouTube has the potential to be used as a learning media. Through video, especially YouTube video as the largest video provider on the internet it can increase students' listening comprehension, and it can also develop variety of the newest topic or new issue (Karkera & Chamundeshawari, 2018). YouTube videos can be a great way to learn complex procedures, improve knowledge gain and understand difficult topics. Most of the educators start their own channels and get YouTube subscribers so more learners can easily watch educational video lessons from the comfort of their mobile devices. The use of YouTube as a learning media allows teachers to create interesting, fun and interactive learning conditions and atmosphere. YouTube also makes it easier for teachers and students to find English learning materials, such as video content containing listening practice content for beginners. And there are still many videos that can be used to improve students' listening skills through YouTube.

## **2. Methods**

In this research, the research design that was used by the researcher is Classroom Action Research (CAR). According to Arikunto (2012:3), classroom action research is a study of learning activities in the form of an action, which deliberately rose, and occurs in a class together.

The subjects of this study were students of class X at SMK Saraswati 3 Tabanan. The sample taken in class XP4 consisted of 30 students. The researcher chose this class as the research sample based on experience in the classroom practice program that had been conducted. Several reasons made the researcher decide this class as a research subject. First, students' listening skills are lacking. Second, most of the students passively learn English. Sometimes they get bored following listening lessons in the same way.

The object of this research is a variable that can influence the subject of using YouTube Media "Joesin Translation Channel" to improve the listening skills of tenth grade students at SMK Saraswati 3 Tabanan. In this research, the data collection techniques that the researcher will use are observation, individual test, and documentation. Observation will be the technique in collecting data about teaching and learning of listening in the class of tenth grade students in SMK Saraswati 3 Tabanan. The researcher conducts tests consisting of post-test 1 and post-test 2. Post-test 1 is done after the first cycle ends and the post-test 2 is held in the end of the second cycle. The test are used to measure student's listening skill from the achievement side, and documentations are taken through the camera in the form of photos and videos for every teaching and learning activity in class XP4. The researcher also showed the lesson plan that is used as documentation for research.

Data analysis were used to measure data from observation and individual test. Researcher use the data analysis to obtain scores in pre-test, cycle I and II. Data will be analyzed by taking the

average score of the pre-test and post-test. Furthermore, the writer will compare the score of pre-test and post-test after giving implemented treatment.

**Table 1. Students's Rating Models**

No	Grade	Value	Descriptions
1	Excellent	91 – 100	Understand all instructions without understanding difficulties so that you can carry out all instructions in a fast and precise way.
2	Very good	81 -90	Understands almost all instructions even though there are repetitions in certain parts, but can do all instructions correctly even though it is a bit slow.
3	Good	71-80	Understands most of what is said/instructed when instructions are somewhat slowed down and repeated so that it is slow in does what is instructed, sometimes even wrong.
4	Range	61 – 70	It's hard to follow what is instructed but there are still many / there instructions carried out correctly.
5	Bad	51 – 60	It was very difficult to do what was instructed, only a small part was instructed.
6	Very bad	1 – 50	Cannot carry out what is instructed, even one instruction.

### 3. Findings and Discussion

The research was conducted in April 15th 2023, starting with observations and a pre-test to measure students' listening skill. This pre-test was conducted to find out how far students' skill in listening before using YouTube Media "Joesin Translation Channel". The results of the test can be seen in the table below.

**Table 2. Percentage of Students' score in Pre-Test**

Criteria	Percentage %	
	Skills	Skills
Passed	11	36.7%
Failed	19	63.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results of the pre-test above show that the listening skills of class X students are still in the low category. Can be seen from only 11 students who passed with scores above 75. While the remaining 19 students failed. This shows that students still experience difficulties in listening skills. This means students have to improve their listening skills. Therefore, research on improving students'

listening skills with the YouTube channel “Joesin Translation” intends to be carried out. The researcher will start by doing cycle I.

In this cycle I, the researcher applies the use of the Joesin Translation YouTube channel in listening skill learning activities. In the first meeting, the enthusiasm of students in the learning process was good enough than before because using media in teaching English was more interested. The students also have good in paying attention, enthusiasm in answering, have good motivation in learning process, and good interaction with other students. And the classroom have a good situation. They were able to understand what about the whole video. Although there were some students who were still confused in the teaching and learning process

**Table 3. Percentage of Students’ score Students’ Listening Skills after Using YouTube Media “Joesin Translation Channel” in Post-Test Cycle I**

Criteria	Percentage %	
	Skills	Skills
Passed	15	50%
Failed	15	50%
<b>Total</b>	<b>30</b>	<b>100%</b>

It can be seen from the pre-test and post-test cycle I, there was an increase in students' listening skills. From the total pre-test score of 2045, it increased to 2199 in post-test cycle I. The number of students who passed the pre-test, also increased. In the pre-test, 11 students scored 75 or more or was around 36.7% for skill scores. In the post-test it was increased to 15 out of 30 students scored 75 or more or was around 50% for skill's score on post-test I.

In cycle II, students' ability to master listening skills has increased from the previous cycle. They seemed to concentrate more during the learning process, especially during the oral test. They concentrate as they hear content from the “Joesin Translation channel”. They were very excited when they managed to say directly what they heard from the content.

**Table 4. Percentage of Students' score Students' Listening Skills after Using YouTube Media "Joesin Translation Channel" in Post-Test Cycle II**

Criteria	Percentage %	
	Skills	Skills
Passed	22	73.3%
Failed	8	26.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

This can be seen from the post-test cycle I and post-test cycle II. There was an increase in students' listening skills in this cycle. From the total score of the post-test cycle I, which was 2199, it increased to 2337 in the post-test cycle II. The number of students who passed the Post-test also increased. In the post-test cycle I, 15 out of 30 students scored 75 or more or was around 50% for skills score. In the post-test cycle II it increased to 22 out of 30 students scored 75 or more or was around 73.3% for the skills' score in the post-test II.

#### **4. Conclusion**

From the research that has been done, it can be seen that students' listening before using the YouTube "Joesin Translation channel" media is still low. Many students still lack listening skills because the learning media used is less interesting. The use of YouTube Media "Joesin Translation channel" in the process of teaching listening is very simple applied to improve listening skill. Researchers found that the average test scores in the pre-test, cycle I, and cycle II increased in each cycle. This proves that students' understanding of listening skills by using the YouTube media 'Joesin Translation' channel increases. Students' enthusiasm in the learning process is quite good compared to before because the use of the YouTube "Joesin Translation channel" in teaching English is more desirable. Students also have good attention, are enthusiastic in answering, have good motivation in the learning process, and have good interactions with other students. Also the class has a good situation.

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