

THE EFFECTIVENESS OF USING YOUTUBE SHORTS VIDEOS TO ENHANCE SENIOR HIGH SCHOOL STUDENT'S LISTENING ABILITY

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Abstract

Listening is one of the main components in English Comprehension, especial for EFL Learners in Indo006Eesia. However, some EFL learners in senior high school were still struggling with some of the listening methods and media provided by the school such as the bad quality of the audio, incomprehensive accent on the media, and sometimes, the media themselves were unavailable for students to access them. Because of that, the researcher suggested a short-video in a form of YouTube Shorts as a teaching tool for EFL learners in senior high school to help them enhance their listening comprehension. For this research setting, the researcher found the suitable school for the research at SMAN 1 Kademangan Blitar. This research is an experimental research with one-group pretest-posttest design. The quantitative data was the form of data collected in this research. The listening comprehension test was implemented as a form of data collection for this research. A purposeful sampling with consist of 32 tenth grade students from class X-10 at SMAN 1 Kademangan Blitar was the sample used for this research. Several procedures were conducted during this experiment such as administrating a tryout test at SMAN 1 Srengat Blitar, followed by a pretest, giving out the treatment, and providing a posttest exam at SMAN 1 Kademangan Blitar. The results of the experiments would then be measured and analyzed using SPSS 26 to measure the effectiveness of the treatment. The data analysis showed several results in different versions. Firstly, an improvement in mean value from 72.67 at pretest to 88.39 at posttest showed the first step of enhancement. Afterwards, the data were then calculated and analyzed by measuring it's paired sample t-test and by indicating the significance of Tvalue and Ttable, the result of the analyzation showed that the Tvalue (10.524) was greater than Ttable (2.052). And finally, the significance of the experiment were smaller than the two-tailed significance (0.00 < 0.5). With the following results above, it was proven that the Null Hypothesis was rejected and the Alternative Hypothesis was accepted, meaning that there are significant improvement on senior high school's listening ability. Making YouTube Shorts Video as an assessment tool effective to use in everyday learning.

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1. INTRODUCTION

Listening is one of the four language skills necessary for learning and acquiring a language. According to Umiyati et al (2022), listening is also the simplest way to acquire language because it can be learned more quickly than other language skills such as speaking, reading and writing. Djaborova (2020) also agrees that most language learners tend to acquire the language using the listening method, because this is a simple but influential way of learning. Furthermore, Umiyati et al (2022) argue that because of the simple and powerful nature of listening, babies can understand and acquire their mother tongue very quickly. Although other language skills are no less important than listening, this shows that by perfecting listening skills, humans can acquire language easily, especially for EFL learners.

Based on research observations at SMA Negeri 1 Kademangan, it appears that although listening teaching is quite common, most students still have difficulty in the listening part itself. Students struggle with unfamiliar speakers' accents, poor audio quality from either cellphones or the media itself, and poor internet connectivity. As a result of this problem, teachers usually transcribe audio in front of students, and this is tiring for teachers. Media availability is also one of the problems faced by students, because it is only available through scanning QR code, some students were unable to scan the code from their phones and ended up joining their classmates. This is the problem faced by teachers at SMA Negeri 1 Kademangan.

Nowadays, many EFL learners use the Internet as a means to help their language acquisition. One of the popular websites used by EFL students is YouTube. According to Berk (2014), the potential of YouTube as a learning resource site and attracting students' attention, focus and attraction is quite high, and can improve learning attitudes. In September 2020, YouTube introduced a new platform called YouTube Shorts. The new platform allows content creators to produce, upload and share their creations in 60-second videos. This is good news for high school teachers in Indonesia, especially since the Ministry of Education, Culture, Research and Technology (Kemendikbud) replaced the old curriculum (Kurikulum 2013) with a new curriculum (Kurikulum Merdeka) which was implemented as an improvement. to the old curriculum.

One of the strategic approaches of the Merdeka Curriculum is the application of high technology for use in information and communication. This technology will later function in providing various reviews and teaching tools such as textbooks, teaching modules, project examples, and curriculum examples (Kamila and Agus, 2023).

In summary, researchers will conduct experimental research on the effectiveness of YouTube Shorts videos to improve listening skills in high school. Based on the problems above, researchers will investigate issues regarding students' listening skills during class. As a solution, researchers will use YouTube Shorts videos as a teaching tool for this research because their short duration can help students understand the message of the video in 60 seconds or less.

2. LITERATURE REVIEW

Teaching “Listening” in English

Teaching English using the listening method requires preparation. Teacher preparation is the process by which teachers choose what to teach, how to teach it, and how to assess what students have learned and whether they are satisfied or not. When a plan is complete, the teacher can concentrate on its implementation (Cruickshank, Jenkins, and Metcalf (2013). To more easily achieve the objectives of a course, lecturers must always prepare a learning plan. The most important part of a learning plan according to McMullin (1997) is ; warm-up/review, introduction to new lessons, presentation of new material, practice and application of new language or knowledge, and evaluation to see how well they understand the lesson.

The following are the types of English Language Teaching (ELT) used in today's lectures; Communicative Language Teaching (CLT) is a second or foreign language teaching method that emphasizes student interaction as a means or goal of learning the target language. CLT uses genuine (i.e. authentic) communication rather than a demonstration or demonstration of target vocabulary and grammar. These include information gap activities, role plays, games, real-world conversations, and others (Wilson, 2008). The parts that students listen to in communicative approach learning are more similar to real-life language use compared to other methods.

Listening in CLT has a communicative function where students are expected to use the information they receive, just like we do when listening outside the classroom. All students can benefit from this method. The CLT teaching style uses transcriptions of student dialogue, small group assignments, and recorded conversations, and the teacher's role in CLT is to facilitate communication in the classroom. (Larsen-Freeman, 2000). CLT is an abbreviation for communicative language teaching, which also applies to second or foreign language teaching. Undoubtedly, in many countries, this strategy is considered the most successful strategy that focuses on students' communicative competence (Kaisheng, 2007)

Cooperative Learning is a teaching strategy where students work together in small groups to achieve shared learning goals while being supervised by the teacher. In ELT, Cooperative Learning is described in terms of its objectives, namely to increase students' engagement and knowledge of subjects by fostering a sense of achievement through the use of a variety of learning activities that take into account diverse learning preferences. Mothlaka (2012) quotes that "In addition, it fosters and improves children's communication and self-esteem, resulting in academic success and interpersonal skills". In other words, students explain how to solve problems or discuss the concepts they learn orally.

3. METHODS

Research Approach and Design

3.1 Researchers conducted research tests on tenth grade students at SMAN 1 Kademangan. Using YouTube Shorts as a resource to help students overcome listening comprehension problems. The method that researchers will use is Quantitative Research, with an Experimental Approach as the basis for testing. For this research, researchers will use Quantitative Research with a Pre-Experimental approach. As stated by Polit and Hungler (1999), research design functions as a blueprint or framework for carrying out research in such a way that maximum control can be exercised over elements that may interfere with the validity of research results.

3.2 Researchers used Quantitative Research for this study because it allows to generalize the results from a sample group to an entire group of people. This research is also suitable for this research because it is structured and statistical, quantitative research provides the ability to draw conclusions and make appropriate decisions regarding a course of action. As for the approach, the researcher used Campbell and Stanley's (1963) one-group pre-experimental design because it only requires one class for this research to run. Finally, researchers will use a descriptive format in this research

3.3 Research Subjects and Sampling Techniques

In this experimental research, there are research subjects and the sampling techniques used by researchers are as follows:

3.3.1 Research Subjects

According to McMillan (1993), research subjects are participants in research or people who are being researched with the aim of collecting data. Human subjects, research participants, and research volunteers are terms used to describe research subjects. For this research, the researcher will choose class X students at SMAN 1 Kademangan, because all class X students are implementing the Independent Curriculum. To narrow down the search, the researcher set a class that faced difficulties in listening skills as the research object. After some discussion and permission for class availability, the school allowed one class to be available to address this particular issue, and that class was X.10 with 28 students consisting of 12 boys and 16 girls.

3.3.2 Sampling Technique

This research used a purposive sampling technique to determine samples from a number of research subjects who experienced problems. According to Creswell (2012), purposeful sampling refers to the deliberate selection of subjects and locations by a researcher to study or understand a key phenomenon. In this study the sample size was 28 students who were involved collectively in undergoing treatment after the pretest. All of these students were considered as samples through purposive sampling because the researcher deliberately wanted to identify the development of students' listening skills in class X.10 at SMAN 1 Kademangan. Apart from that, these considerations are based on the availability of classes recommended by the school for treatment by the researcher so that the results of the treatment of the sample also become conclusions for the research subject population

4. RESULTS AND DISCUSSION

In this chapter, we will be discussing the result of the Experimental Research. The Experimental research at X.10 class in SMAN 1 Kademangan lasted for three weeks, starting from May 10th 2023 and finished at May 24th 2023. Unfortunately, out of the 33 active students in X.10 Class, only 28 students participated in this research. The researcher provided the Research schedule at SMAN 1 Kademangan below. In the meantime, this chapter will discuss the following : Pre and Post Test Result, The Mean, Standard Deviation, and Standard Error Mean of the test, Improvement of the X.10 student's listening ability, and Hypothesis Testing of the data. Here are the tables containing the research schedule below:

Table 4.1 Research Schedule

No	Day/Date	Activity	Class/Group
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1	Tuesday, May 9 th 2023	Try-out (to find out the reliability and validity of the test)	X.2 (SMAN 1 Srengat)
2	Wednesday, May 10 th 2023	Pretest	X.10
3	Wednesday, May 17 th 2023	Treatment Introduce and explain the meaning of the lyrics of the pre-test songs with the help of YouTube Shorts Videos	X.10
4	Wednesday, May 24 th 2023	Posttest	X.10

From table 4.1 above, it was decided that the scheduling for the experimental research were as follows:

1. Try-Out

The researcher must do a try-out test in order to test the research instrument and measure the validity and reliability of it. The researcher held a try-out test at SMAN 1 Srengat on Tuesday, May 9th 2023.

2. Pre-test

After calculating the result of the try-out data, the researcher would later conduct a pre-test at X.10 class in SMAN 1 Kademangan. A pre-test is determent to measure students' ability to comprehend and finishing the task before giving out the treatment.

3. Treatment

On May 17th 2023, the researcher would give the student a treatment following the conclusion of pre-test. The treatment for this research would be in form of Powerpoint Slides that contains YouTube Shorts videos inside as an aid to explain the lyrics of the music used for this research

4. Post-test

Lastly, on May 24th 2023, the researcher would conduct a post-test to the student of X.10. A post-test is a series of test designed to measure student's ability to comprehend and finishing the test after given the treatment.

4.2.1 Classification of Student's Pre-Test and Post-Test Scores.

This sub-chapter will classify the results of pre-test and post-test. Starting from the score, mean of the score, standard deviation, and the standard error mean of the score.

Table 4.2 Rate percentage of students' Score in Pre-Test and Post-Test

NO	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
	Excellent	95-100	0	0%	8	28.6%
	Very-Good	80-94	6	21.4%	19	67.8%
	Good	75-79	9	32.2%	1	3.6%
	Fairly Good	65-74	11	39.3%	0	0%
	Fairly	55-64	2	7.1%	0	0%
	Poor	35-54	0	0	0	0%

Very Poor	0-34	0	0	0	0%
TOTAL		28	100%	28	100%

From the table above, the pre-test showed that there were none students or 0% qualified into Excellent, Poor nor Very Poor. The two lowest score, qualified at 7.1% are included in the Fairly category. Most student were qualified on either Fairly Good or Good category, with 39.3% for 11 students and 32.2% for 9 students. Finally, 6 students were qualified to the Very Good category, with the percentage of 21.4%.

In the post-test result, 8 students qualified into Excellent category, with 28.6% percentage. One of the students qualified into Good category with 3.6%, and on average, most students qualified into Very Good category with 19 students and 67.8% percentage. The reason why Excellent and Very Good are typed in bold is due to SMAN 1 Kademangan's Minimum Completeness Criteria (KKM) for English Lesson is 80. So despite the criteria written on the table, most students did not reached the KKM in the pre-test. Below are the chart of the combined pre-test and post-test result into one data.

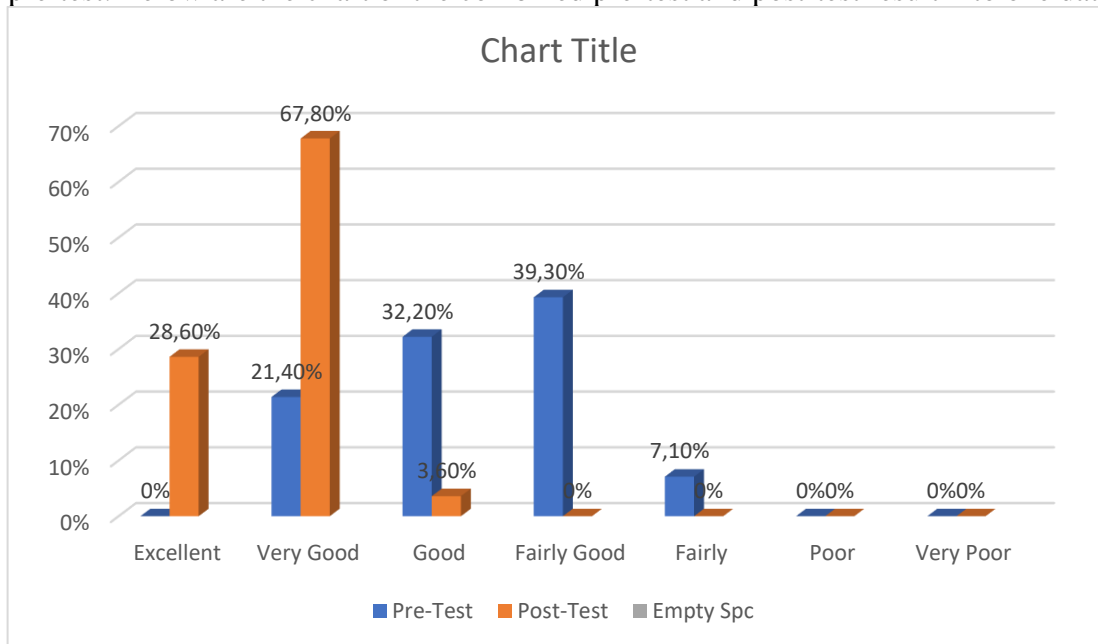


Figure 4.1 Graphic the Rate Percentage of Student's Score in Pre-Test and Post-Test

In the Figure 4.1, the rate percentage of the student's listening in pre-test and post-test. In pre-test, there were no students or 0% qualified for Very Poor or Poor, two students qualified for Fairly category with 7.1%, 11 students qualified for Fairly Good category with 39.3%, 9 students qualified for Good Category with 32.2%, 6 students qualified for Very Good category with 21.4%, and finally, there were no students qualified for Excellent category with 0%. In the post-test result, 8 students qualified into Excellent category, with 28.6% percentage. One of the students qualified into Good category with 3.6%, and on average, most students qualified into Very Good category with 19 students and 67.8% percentage.

5. CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of YouTube Shorts videos as a teaching tool to enhance senior high school's listening ability was effective. It was proven by the result of students' post-test at 88.39 is higher than the pre-test result at 72.67, showing 15.72% increase. It is also validated by the t-test result with test value 10.524 is higher than tTable 2.052, and the significance result .000 is smaller than the significance α 0.05. It means that the hypothesis for this research was accepted and has significance improvement. In shorts, YouTube Shorts videos are effective to enhance senior high school's listening ability

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