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## Research Article

### The Implementation Usage of Youtube Media on Listening Ability of English Students During the Covid-19 Pandemic

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#### ABSTRACT

This research is motivated by learning English listening for students during the covid-19 pandemic which has not been carried out properly because students' understanding of listening skills is still lacking. The teaching and learning process during the pandemic is increasingly difficult for students to experience, resulting in disruption of the teaching and learning process. This also reduces the activeness of students in participating in listening learning. The learning media used are also still less effective, moreover the learning techniques used are still less varied. The purpose of this study was to determine the implementation of the use of Youtube media on the English listening skills of HKBP Nommensen Pematangsiantar University students during the covid-19 pandemic. The research method used is a quasi-experiment without a control class. The steps that will be carried out in this research are; 1) Conducting Pre Test; 2) Doing treatment using Youtube media; 3) Do a Post Test, then conclude. Learning outcomes can be seen how the differences in the increase in learning outcomes in the pretest and posttest can be seen. In the experimental class there was an increase in classical learning outcomes of 72,3287%. Conclusion from the research Overall, the implementation of the use of YouTube can be designed to be an effective learning medium for Transactional Listening tasks.

**Keywords:** Covid-19 pandemic, Implementation, Listening ability, Youtube media

#### Introduction

Transactional listening instruction (herein after referred to as "EL") has been seen as a crucial part of teaching foreign languages, particularly English, because it helps students become more linguistically competent and motivated to

learn new languages (Lestari et al., 2021). Empirically, a number of EL-related investigative problems show themselves. As a result of establishing the value, interest, and enjoyment of English language learning, numerous EL investigations have emerged (Albiladi & Alshareef,

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2019). Different teaching tools are now available to aid in improving students' EFL learning abilities (Novawan et al., 2021). The old media are gradually being replaced by a number of new technological ones. Modern gadgets including a cell phone, computer or laptop, television, and the internet are indispensable in students' daily lives. Social media platforms also have a role in It is demonstrated through a study carried out by Dwivedi et al., (2020); Abd-Alrazaq et al., (2020). One of the essential EFL learning abilities, listening is one that students frequently struggle to grasp. They occasionally need to work hard to understand the listening situation. According to Lee Jia Yi et al., (2020), listening is the capacity to understand what others are saying.

Furthermore, Lestari et al., (2021) asserted that listening is an essential skill for someone learning English because people cannot effectively communicate unless they pay attention to and comprehend what others are saying Lipetz et al., (2020) asserts that listening is a creative skill recognizing the way the music falls on our ears, word choices, the voice's rise and fall, and drawing meaning from the material. We regularly need to listen to English-speaking people in order to communicate, watch movies, and listen to music to improve English proficiency. Teaching listening can be quite difficult for EFL instructors. They must employ the proper media to ensure that the pupils are properly following them. Students' enthusiasm in learning increases when they consume quality media. Previous studies Listiani et al., (2021) suggested that YouTube is a useful resource for enhancing pupils' listening abilities. YouTube is a video-sharing website that enables its users from all over the world to watch videos made by others and to submit their own videos. It includes, among other things, movies that are instructive, entertaining, political, medical, historical, and even private. You can learn languages by watching YouTube videos. As was already said, YouTube is a popular platform for finding information (Hamad et al., 2019).

It encourages students to use the English language to connect popular and contemporary culture in an instructional capacity. Students who want to advance their language skills by

learning more about the information they may freely access online by visiting the website or downloading the application may find motivation in YouTube. The same is true for students. to participate in extracurricular student-centered learning activities (Cahyana, 2020). The YouTube application and platform are frequently utilized in education. This platform has been used as a teaching tool by educators all over the world. Educators borrow resources or even start their own YouTube channel. Given that it has been researched by numerous academics, including Alkathiri, (2019); Sakkir et al., (2020), it has the potential to be used for online training. YouTube is a fantastic resource for authentic cultural materials that can inspire students to engage with popular cultures for educational purposes through English-language videos or music. The music and videos on YouTube offer real-world examples of how English is used in everyday discussions by native speakers, which is helpful for language learners. Additionally, the music and films on YouTube might be employed as tools. to enhance linguistic abilities, such as speaking, listening, reading, and writing. Sitorus, (2018) claim that incorporating YouTube into the classroom assist pupils in better understanding the subject. While this is happening, YouTube can be used to English vocabulary, pronunciations, accents, reading, writing, speaking, and listening. Several studies have talked about using YouTube as a listening comprehension tool. There have been a number of prior research on this subject. The importance of using YouTube as a pedagogical tool to enhance students' listening skills at Libyan universities was emphasized by (Bozorgian, 2012). According to this study, watching YouTube videos boosts pupils' enthusiasm in developing their listening abilities. Fussalam et al., (2019) discovered that students who were taught via YouTube videos performed noticeably better than students who were not. Alkhalaf, S. et al., (2017) conduct the initial study 2017 This study focuses on the best ways to incorporate YouTube into learning and how students view its use. The findings of this study demonstrate that students had favorable impressions of YouTube videos. Moghavvemi et al., (2018) also conducted the second study the use of YouTube in teaching and its

advantages in the educational activities are the main topics of this study. As a result, using YouTube in educational activities has three key advantages: informational, engagemental, and communicative. Alobaid, (2020) is the researcher behind the third study this study investigates the kinds of YouTube videos that students in English language education frequently view to improve their English proficiency. According to the research's Wang & Chen, (2020) findings, there were three types of popular YouTube categories for students, including social sciences, vlogs, and the humanities and arts.

### Methods

The research method used is quasi-experimental research (Quasi Experimental Design) Gopalan et al., (2020);Siedlecki, (2020). Quasi Experimental Design method or quasi-experimental is research without a comparison class or control class (Gopalan et al., 2020). The quasi-experimental method is used to obtain information that is an estimate for the researcher that can be obtained through actual

experimentation in circumstances where it is not possible to control or manipulate all relevant variables (Anazifa & Djukri, 2017). The experimental design used is one group pre-test post-test. This one group pre-test post-test was measured using a pre-test which was conducted before treatment and a post-test which was conducted after being given treatment. This research was conducted in only one class and saw how the effectiveness of Youtube media on the listening ability of HKBP Nommensen University Pematangsiantar English students. This research will be carried out in stages and carried out at the University of HKBP Nommensen University Pematangsiantar to students of the English Education Study Program. The data collection technique used is a test. The test is used to measure the listening ability of UHKBPNP English students. Analysis of the requirements test was carried out by using the normality test using the Lilliefors test, while the homogeneity test used the T test (Sudjana) (Phillippi & Lauderdale, (2018).

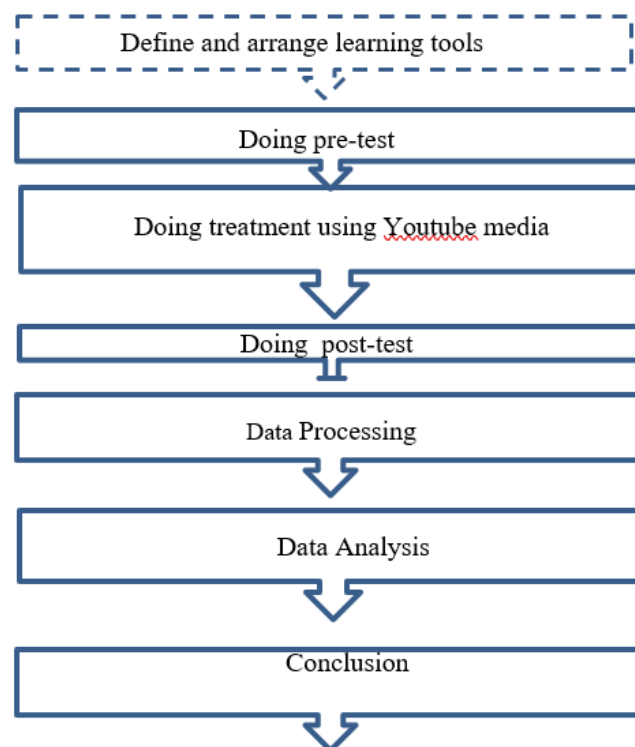


Figure 1. Research Flow

Tabel 1. Division of Duties

No.	Activity	Chairman	Member
1.	Data collection	Ensure that the data collected is appropriate	Mengambil data dari hasil test
2.	Data processing	Verify data completeness	Memastikan data komplit
3.	Data analysis	Ensuring accuracy of analysis	Menganalisa data
4.	Final report	Completing the final report	Assist the final report in the results achieved Making mandatory and additional outputs
5.	Compulsory outcomes and additional outcomes	Ensure the achievement of mandatory and additional outputs	Making mandatory and additional outputs
6.	Future research follow-up	Ensuring full accomplishment of first year research and preparing for second year	Verification of the first year mandatory results and output reports

**Results and Discussion**

Descriptive test is the activity of collecting, grouping, processing, analyzing and presenting research data in a standard research sample group which includes variance, standard deviation, average, range, minimum value, maximum value, median, and mean. This descriptive test was

carried out to analyze fundamentally the data on the pretest and posttest scores that had been obtained from the experimental and control classes. In conducting the descriptive test, the SPSS Version 25 software will be used with the following output results:

Table 2. Pretest and Posttest Descriptive Test

Statistics	Pretest	Posttest
mean	45.77	84.74
median	45.00	85.00
Mode	45	85
Std. Deviation	7,909	8,503
Variance	62.551	72,301
Range	30	35
Minimum	30	65
Maximum	60	100
Sum	1785	3305

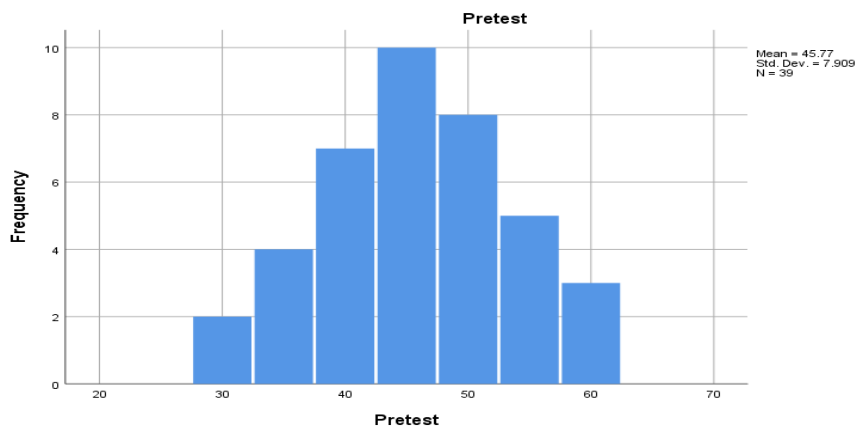


Figure 2. Pretest histogram

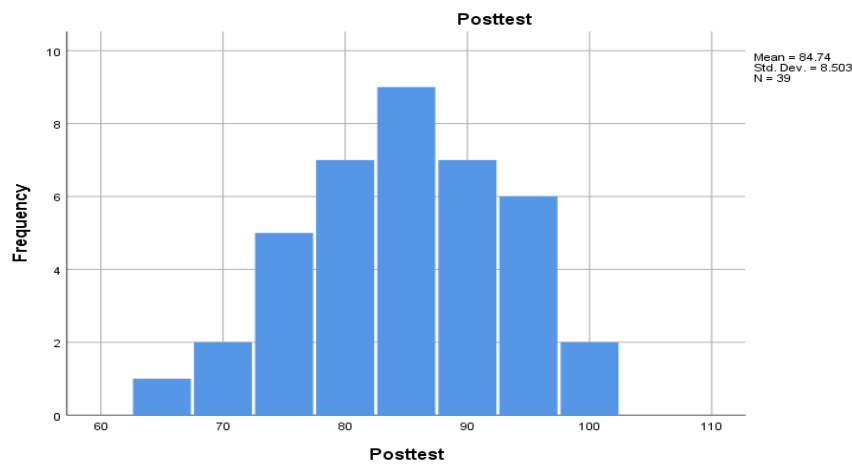


Figure 3. Posttest histogram

**Normality Test**

Normality test aims to determine that the sample data comes from a population that is normally distributed or not. Good and appropriate data used in this study is data that is normally distributed. Here are the test results with the significance of the Liliefors correction, where if the significance value (sig) for all data is > 0.05. it can be concluded that the research data is normally distributed. Because the data

is normally distributed, the data can be used for homogeneity test. The basis for making decisions in this test are:

- a. if the value of sig > 0.05 then the data is normally distributed.
- b. if the value of sig < 0.05 then the data is not normally distributed.

To make it easier to observe the significance of normally distributed data, it can be seen in the following table.

Normality Test Table

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Class		Statistics	df	Sig.	Statistics	df	Sig.
Results	Pretest	0.128	39	0.104	0.956	39	0.132
	Posttest	0.127	39	0.111	0.962	39	0.213

Based on the three normality tables, the significance value (sig) for the experimental class and control class is the normality test "Kolmogorov - Smirnov" the significance value of all existing data is > 0.05. So it can be concluded that the research data is normally distributed.

that has been taken from a population that has the same variance. Based on data processing in the sample class above each data significance > 0.05, it can be concluded that the data in the class is homogeneously distributed.

The basis for making decisions are:

- a. if the value of sig > 0.05 then the data is homogeneous
- b. if the value of sig < 0.05 then the data is not homogeneous.

**Homogeneity Test**

Homogeneity test is a statistical test procedure that aims to show a group of sample data

Table 3. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	0.154	1	76	0.696

Test of Homogeneity of Variance				
	Levene Statistics	df1	df2	Sig.
Based on Median	0.201	1	76	0.655
Based on Median and with adjusted df	0.201	1	75.823	0.655
Based on trimmed mean	0.125	1	76	0.725

Source: SPSS Version 25 Data Processing

**Results**

Based on the table above, it is found that the significance value is more than 0.05, meaning that the data is homogeneous.

**Hypothesis Test**

After testing for normality and homogeneity in this study, it was continued to test the hypothesis. Hypothesis testing is a decision-making method based on data analysis. After paying attention to the characteristics of the variables that have been studied and the analysis statement, the next step is to test the hypothesis using the SPSS 25 program. Based on the formulation of the problem and the proposed hypothesis, in making decisions, a paired sample test

will be used to answer the proposed hypothesis. In the first hypothesis test using the *paired sample test*. That's because in this test it is done to see the comparison of results in the same class (same sample), namely the results of pre-test and posttest learning in the experimental class using the model. Used to see if there is a difference in the mean of two paired samples. In SPSS version 25 the basis for making decisions are:

- a. if sig (2-tailed) < 0.05, then there is a significant difference between the pretest and posttest scores.
- b. if sig (2-tailed) > 0.05, then there is no significant difference between the pretest and posttest scores.

Table 4. Hypothesis Testing (Paired Sample Test)

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pairs 1	Posttest - Pretest	38,974	8,521	1.364	36.212 41,736	28,565	38	0.000	

Source: SPSS Version 25 Data Processing Results

In the output of SPSS version 25 above, the value of sig (2-tailed) is 0.000 < 0.05, it indicates that there is a significant difference between the pretest and posttest scores. In this case, ho is rejected and ha is accepted.

**N-Gain Test**

N-gain is used to see the effectiveness of a method used. Gain score is the difference between the pretest and posttest scores. In the normal gain test, what percentage of the average increase in learning outcomes will be obtained. In this n gain test using spss v25.

Table 5. N-Gain Percent

Statistics Percent		
N	Valid	30
	Missing	0
	mean	72.3287

Source: SPSS Version 25 Data Processing Results

In the SPSS Version 25 output table above, it can be seen how the differences in the increase in learning outcomes in the pretest and posttest can be seen. In the experimental class there was an increase in classical learning outcomes of 72.3287%.

### **Discussion**

In This study demonstrated that the four factors of attractiveness, efficacy, relevance, and motivation are what students think about utilizing YouTube for English online learning during the Covid-19 pandemic. EFL teachers have demonstrated that using YouTube videos effectively helps students learn and develop their language skills (Alkathiri, 2019). Different videos made by EFL instructors are uploaded to YouTube channels. Students pick up a lot of information about enhancing their language skills from the channels (Fay & Matias, 2019). The learning activities are carried out through online learning, and the current study focuses on students' perceptions on the use of YouTube videos. The three works Sakkir et al., (2020); Yang & Yeh, (2021) and Saed et al., (2021), are cited in this study's four dimensions of perception. Issues with appeal, efficacy, relevance, and motivation are among the aspects. Based on students' online learning experiences during the COVID-19 pandemic, these topics are looked into. When it comes to issues of beauty, using YouTube videos in online EFL instruction might enhance student participation since they get practice mimicking the speakers from the videos (Al-Jarf, 2022). Additionally, it is consistent with Hamad et al., (2019) claim that YouTube videos give students experience imitating how English words are pronounced. Additionally, YouTube videos help students analyze basic English structures, and they can use it in actual communication Nursafira, (2020); Purwanti et al., (2022). EFL can provide clear YouTube videos for teachers can help pupils improve their language abilities, including their speaking and listening abilities (Albahiri & Alhaj, 2020);. The similarities between this study and other earlier studies can be noticed in the analysis of the data, which revealed that in this study, students responded positively to each component when asked about their opinions of utilizing YouTube as an

English online learning resource during the Covid-19 pandemic. The study by Altam, (2020); Novawan et al., (2021) discovered that from the two investigated factors, it demonstrated the students' good impressions of using YouTube material. The following study by Ampera et al., (2021), which was more focused on the two perspectives, likewise revealed that the students had a favorable reaction. The most recent study from Suryani & Drajadi, (2021) also found favorable attitudes of YouTube usage. YouTube is perceived as a successful English online learning resource, particularly in terms of its appeal, effectiveness, and motivational factors. It can be stated that using YouTube as an English online learning resource was appealing, efficient, relevant to the course material, and might help inspire students to learn the language amid the Covid-19 outbreak. Evidence from data that have been examined by researchers has demonstrated that this is accurate. Given the present Covid-19 pandemic, the availability of YouTube media is a very good example of an online learning infrastructure.

### **Conclusion**

Students may find it easier to learn and improve their language skills, such as speaking, listening, grammar, pronunciation, and vocabulary development, by using YouTube as a learning tool in EFL online learning. 39 students participated in the study and were asked to complete a pretest before treatment and a posttest after treatment. To show that two or more groups of sample data are collected from a population with the same variance, a statistical test procedure known as homogeneity test is used to compute the data. As a final assessment, it can be said that using YouTube as an online English learning tool is fun, efficient, and possibly related to course subjects, which encourage students to learn English. Especially during the Covid-19 outbreak in the world of online education. The data that has been analyzed and concluded from the research findings are sufficient to show that. The researchers could focus their future research on how YouTube videos help EFL students improve their language proficiency.

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