

Sunarti. 2015. "Improving Listening Comprehension Using YouTube at Eighth Graders of SMP Ma'arif I Ponorogo. A thesis, English Education Department, Faculty of Education, State College Islamic of Ponorogo. Advisor Nurul Khasanah, M. Pd

Key Words: Listening Comprehension, YouTube.

The development of technology has influenced English teachers and students to improve their abilities in utilizing the technology in the teaching and learning process. Teachers have strong demand to utilize the information technology from the Internet as a medium in the application of classroom teaching process. Because the use of technology has an important role as a teaching and learning aid, YouTube is proposed to solve some problems encountered in the teaching of listening comprehension. The researcher study conducted at SMP Ma'arif I Ponorogo, showed that the students' achievement in listening was under the minimum mastery criterion.

The problem of this study was, how can the use of YouTube Internet media improve the listening comprehension of the eighth grade of SMP Ma'arif I Ponorogo. It is elaborated into one questions; how can the listening comprehension of eighth grader of SMP Ma'arif I Ponorogo be improved through YouTube.

This study utilized a collaborative action research design in which the researcher and the collaborative teacher worked together in designing the lesson plan, implementing the action, observing the action, and making reflection. The subjects of the study were the eighth grade of SMP Ma'arif I Ponorogo in 2014/2015 academic year. This study was conducted in two cycles by following the procedure of the action research i.e. planning, acting, observing, and reflecting. The instruments for collecting data consist of a test, observation sheets, and questionnaire.

The findings of the study show that the use of YouTube can improve the students' listening skill. The improvement can be seen in the increased score of the students' listening comprehension in Cycle 1 and Cycle 2, in the first cycle is 44,44% and the second cycle is 100%. It means that the students listening comprehension increase in every cycle. Besides, YouTube gives students fun experience in listening. It can be seen from the students' activeness and interest in learning English improves well in every cycle.

From the findings, it is suggested that English teachers implement the teaching of listening using YouTube media. The teachers should provide a variety of appropriate materials according to their level and provide various strategies in order to improve the learning process and results.

CHAPTER I

INTRODUCTION

A. Background of the Study

Most of people throughout the world use English in their communication. It must be admitted that English has a very important role in the world. Because of its position as an International language, English is used in International forum. Most of people throughout the world use English for their communication. Therefore, English as a foreign language in Indonesia is important to be learned for the purpose of absorbing and developing science, technology, art and cultures and founding connection with other nations.

The objective of teaching English in SMP (Junior High Schools)/ MTs (Islamic Junior High Schools) based on Standard of Competence of KTSP 2006 is that the students can develop their communicative competence both in oral and written forms to achieve a certain functional literacy stage. And the communicative competence involves four skills: listening, speaking, reading, and writing.¹ Listening is one of four basic competences in English, which have their own function. Listening can be defined as receptive skill. The information and knowledge are received by listening. It means that listening is one of way to get information and knowledge through listen. The importance of listening in

¹Depdiknas. Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama.(2006).

language learning can hardly be overestimated.² In classroom, students do more listening than speaking. To language learner, listening is far more challenging. Listening is very active, purposeful process of making sense of what we hear.³

Among those four skills, listening is the most difficult skills for students of junior high school. It is based on the personal experience of the researcher as a teacher of SMP Ma'arif 1 Ponorogo that showed that listening had not been given proper attention in the teaching of English since the teachers emphasizes teaching reading. As a result, the students' achievement in listening was often low. When they joined the class of listening, they got difficulties to understand the speakers' utterances. Their achievement was still under the minimum mastery criterion (kriteria ketuntasan minimal/ KKM), it is 70. The result of preliminary study that has been conducted in this class showed that most of students still got difficulties in listening comprehension and most of their score were lower than minimum criteria.⁴

In SMP Ma'arif 1 Ponorogo, the way in teaching listening still use the old strategy. When the students had listening class, the teacher just asked the students to listen to the cassette or CD. In this situation the students were not actively involved in the teaching learning process. As a result, the students' achievement in listening was often low. They got difficulties in understanding the speakers'

²H. Douglas Brown, *Teaching by principles An Interactive Approach to Language Pedagogy* (San Fransisco State University, 2001), 274.

³David Nunan. *Practical English Language Teaching*(New York:McGraw-Hill,2003), 24.

⁴Interview with the English teacher of SMP Ma'arif I Ponorogo conducted on October 21th, 2014.

utterances. It caused the difficulties in finding the literal and inferential listening comprehension. In line with this topic, that listening in another language is a hard job, because a listener has to move beyond language as asset of example sentences to language as it is situated in the world.⁵

YouTube videos are one of the audio visual media. They are easy to find out because YouTube videos are a very popular web video sharing site that lets anyone store short videos for private or public viewing. Besides, there are some advantages to the teacher who uses YouTube videos in teaching listening. Alimemaj states that YouTube is an unlimited resource for language learning. She explains some benefits of using YouTube video materials in language learning.

- 1) We can listen to all kinds of spoken language (Formal, informal, colloquial, slang) and all genres (songs, debates, talks, poems)
- 2) We can learn a lot of vocabulary in context, which, without doubt, will help learners to memorize more easily.
- 3) It may be particularly valuable to cater to learner's need for real world language use and their interest in exploring the world.
- 4) It does increase the knowledge of the language by repetition
- 5) We find various material to improve listening and understanding.
- 6) We are exposed to music, commercial, comedy, different styles and genres of the language.

⁵Brown. Teaching Listening (New York: Cambridge University Press, 2006), 1.

7) It helps a lot to develop independent language skill.⁶

The researcher considers that YouTube is an alternative strategy in improving students' listening ability. By listening to the video from YouTube, students can listen well because they can see the lip movement and the real environment of the speaker. Listening skill will be better if it is supported by the real environment as the students' schemata. The implementation of this strategy includes pre-listening activity, whilst-listening activity and post-listening activity. This strategy hopefully could help the students solve the problems and improve the students' listening achievement.

Based on the statement above, the title that will be taken in this "IMPROVING LISTENING COMPREHENSION USING YOUTUBE MEDIA AT EIGHTH GRADERS OF *SMP MA'ARIF I PONOROGO*"

B. Identification and Limitation of the Problem

1. Identification of the Problems

From the background of the study above, some problems can be identified as follows:

1. Students don't have motivation to learn English
2. No enthusiasm of students to join English learning process
3. The class condition is not effective

⁶Zamira, Alimemaj. YouTube, language learning and teaching techniques, (2010). 2(3), 10-12.

4. The media of learning is not support
5. The strategy or method of learning is monotonous.

2. Limitation of the Problem

The study focuses on the use of YouTube in improving the students' listening comprehension. The subjects of this research are the eighth grade students of SMP Ma'arif 1 Ponorogo and the skill monitored is the skill of listening comprehension, particularly literal and inferential listening comprehension. The material and the objective of teaching listening deal with content standard 2006 for SMP/MTs. The materials implemented are downloaded from YouTube Internet Site and they are given inside the classroom.

C. Problem of the Study

In line with the background, the general problem of this study can be formulated as follows:

How can the listening comprehension of the eighth B graders of SMP Ma'arif 1 Ponorogo be improved through YouTube media?

D. Objective of the Study

In accordance with the problem of the study, the objective of this study is to investigate how the use of YouTube improves the listening comprehension of

the eighth B graders of SMP Ma'arif 1 Ponorogo. This study aims at improving the listening comprehension of SMP Ma'arif 1 Ponorogo through Youtube.

E. Significances of the Study

The results of this study are expected to give theoretical and practical meaningful contribution to English teaching and learning process.

1. Thoretically

The result of this study can be worthy on supporting the existing theory of the teaching of listening, particularly those related to literal and inferential listening comprehension.

2. Practically

The results of this study can give a contribution to the teaching and learning practice of English as a foreign language.

a. Teachers

The results of this research can give valuable contribution to the teachers of SMP Ma'arif 1 Ponorogo, provide an alternative strategy of teaching listening, enrich the teaching technique applied, and also consequently improve the students' ability in listening.

b. Students

The result of this research can to give students, particularly the eighth grader of SMP Ma'arif 1 Ponorogo in 2014/2015 academic year, an awareness of increasing their listening comprehension.

c. Readers

The result of this research can to give information about teaching learning process listening comprehension to the readers, particularly the students of English Departement of STAIN Ponorogo.

d. School

This study is expected to give SMP Ma'arif 1 Ponorogo, a contribution of developing the teaching-learning process.

e. Researcher

The findings of this study can be used as reference and previous study in conducting the research, especially the research related to the use of Internet in teaching English.

F. Organization of the Thesis

This thesis consists of five chapters as follow:

Chapter 1 : Introduction, in this chapter the researcher tells about background of the study, identification and limitation of the problem, statement of the problem ,objective of the study, significances of the study and organization of the thesis.

Chapter 2: Review of related literatures. In this chapter the writer tells about theoretical background, previous research findings, theoretical framework, and hypothesis.

Chapter 3: Research methodology. In this chapter, the research tells about classroom action research object, setting and research subject characteristics, research variable, and classroom action research procedure, technique and data collection, data analysis, and research schedule.

Chapter 4: Research result. In this chapter, the research tells about research setting, cycles explanation, data analysis and discussion

Chapter 5: Conclusion in this chapter the researcher tells about conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Listening

a. Definition of Listening

According to Howatt and Dakin, listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A competent listener is capable of doing these four things simultaneously.⁷ While Saricoban defines listening as the ability to identify and understand what others are saying that involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.⁸

Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can

⁷ Mohammad. Nurul Islam. *An Analysis on How to Improve Tertiary EFL Students' Listening Skill of English*. King Khalid University, Abha-9100, Kingdom of Saudi Arabia, (2009).

⁸Saricoban, A. The Teaching of Listening. *The Internet TESL Journal*, Vol. V,1999. Retrieved from <http://iteslj.org/Articles/Saricoban-Listening.html>.

produce. For this reason, people sometimes think of it as a passive skill. Nothing could be farther from the truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in every real sense they are “creating the meaning” in their own minds.

b. The Aspects of Listening.

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non linguistic knowledge. Rost describes linguistic knowledge as follows:

1) Speech sounds

Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language.⁹

2) Words

Buck explains that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds.

⁹Michael, Rost. Teaching and Researching Listening Second Edition (UK: Pearson Ltd, 1994), 9.

3) Parsing speech

It is the process of dividing the incoming string of speech into grammatical categories and relationships.

4) Discourse processing

It refers to the reasoning processes that enable the listeners to understand how language and context function together.¹⁰

c. The importance of Listening

The pupils, students, learners of a language usually say that speaking is the most important skill to master. But hardly anyone is aware of the fact that before speaking we usually have to listen to be able to react then. And even if speaking precedes listening in a form of asking or saying something, in most cases this act involves expectation of response, which is, again, listening. This importance of listening in language learning can hardly be overestimated.¹¹ Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally” larger” than speaking competence.

¹⁰Buck, G. Assessing listening. (Cambridge, UK: Cambridge University Press, 2001), 37.

¹¹H.Douglas Brown, Teaching by principles an interactive Approach to language Pedagogy. (San Fransisco:Longman,2001),247.

d. Kinds of listening

Students can improve their listening skills and gain valuable language input through combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables student to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation. There are two kinds of listening skill as follow as:¹²

- 1) Intensive listening where a teacher encourage students to choose for themselves what they listen to and to do so for pleasure and general language improvement. Intensive listening can also have a dramatic effect on a student's language learning.
- 2) Extensive listening will usually take place outside the classroom, in the students' home, car or personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices what they are going to listen.

e. Listening purposes

Over the past 40 years English program in the classroom or language laboratories provide equipment for learners to listening

¹²Jeremy Harmer, The practice of English Language Teaching (London: Longman Group Ltd),228.

experiences. In those activity learners are required to get involved and to be creative. However the activities are not based on the purposeful listening, it means that it is important to distinguish different purposes of listening. As Morby provides three objectives:¹³

- 1). Listening to repeat
- 2). Listening to understand
- 3). Listening to learn a language

The first objective discuss listening to repeat. It signifies need to word or sentences in order to reproduce it in actual communication to make it clear or comprehensible. In the relation with foreign language, learners can use song as media to repeat listening.

In contrast with first subject, the second purpose of listening is to understand. It means that the learner are asked to practice their listening skill in order that to get interpretation from what is being informed.

The last objective of listening is learn a language. In this point learners really to practice their listening skill. According the language researches Asher and postovskyaon their language learning system. Asher create language learning system which provided broad attention listening comprehension called “total physical response”. Asher’s program was

¹³E.W.Stevick. Teaching and learning languages. (United kingdom: Cambridge University Press, 1982), 294.

provided to extend attention to listening comprehension so that the learners can do purposeful listening activities.¹⁴

Listening is the elder sister of speaking, it is the Cinderella skill in second language learning. For most people, being able to claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills-means to other ends. But, actually listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. From those definitions it can be said that listening is a receptive skill that requires background knowledge of the listener in order to get the right message of the speaker and it is vital in the language classroom.¹⁵

To sum up, listening is the basic skill among the four language skills. It means that listening as receptive skill is important for students to be mastered before they are able to practice speaking or writing. Without having language input by listening, a student will get difficulties in constructing writing product or in delivering speech. Enhancement of the students' skill in listening can be done through a combination extensive and intensive listening material and procedures.

¹⁴Veronika Rosova, "The use music in Teaching English," Thesis, Masaryk university, Moscow, 2007, 14.

¹⁵Nunan, D. Listening in Language Learning (Cambridge: Cambridge University Press, 2002).

f. Listening Processes

Flowerdew and Miller state that there are three models which have been developed to explain how the listening process functions in adults. They are:

1. Bottom – up processing

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.¹⁶ Richards states that Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship

¹⁶Flowerdew, John and Miller, Lindsay. *Second Language Listening* (Cambridge: Cambridge Education, 2005), 24.

between elements of sentences. Clark and Clark in Jack C Richard summarize this view of listening in the following way:

- a) Listeners take in raw speech and hold a phonological representation of it in working memory.
- b) They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
- c) They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
- d) Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning

Jack C Richard gave the example of using Bottom-up processing to listening comprehension: “The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in China town. Apparently, it’s very popular at the moment.”¹⁷

To understand this utterance using bottom-up processing, we have to mentally break it down into its components. This is referred to

¹⁷Jack C. Richards. Teaching Listening and Speaking (Cambridge University Press, 2008).

as “chunking.” Here are the chunks that guide us to the underlying core meaning of the utterances:

- the guy
- I sat next to on the bus
- this morning
- was telling me
- he runs a Thai restaurant in Chinatown
- apparently it’s very popular
- at the moment

The chunks help us identify the underlying propositions the utterances express, namely:

- I was on the bus.
- There was a guy next to me.
- We talked.
- He said he runs a Thai restaurant.
- It’s in Chinatown.
- It’s very popular now.

It is these units of meaning that we remember, and not the form in which we initially heard them. Our knowledge of grammar helps us

find the appropriate chunks, and the speaker also assists us in this process through intonation and pausing.¹⁸

2. Top-down processing

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. Students start to learn from their background knowledge.¹⁹ Jack C Richards states that Top-down processing refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” plans about the overall structure of events and the relationships between them.²⁰

Jack C Richard gives the example the use of top down process in listening comprehension. For example is the news about a big earthquake in Aceh. On recognizing the word earthquake, we generate a set of questions for which we want answers:

- Where exactly was the earthquake?
- How big was it?

¹⁸Ibid, 5.

¹⁹Flowerdew, John and miller, Lindsay. Second Language Listening (Cambridge: Cambridge Education, 2005), 25.

²⁰Jack C. Richards. Teaching Listening and Speaking (Cambridge University Press, 2008), 7.

- Did it cause a lot of damage?
- Were many people killed or injured?
- What rescue efforts are under way?

These questions guide us through the understanding of any subsequent discourse that we hear, and they focus our listening on what is said in response to the questions.²¹

3. Interactive Model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes.²²

²¹Ibid, 8.

²²Flowerdew, John and miller, Lindsay. Second Language Listening (Cambridge: Cambridge Education, 2005), 27.

2. The Listening Comprehension

Second language listening comprehension is a complex process, crucial in the development of second language competence. There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages.²³

Listening comprehension into three parts: the first part is understanding individual words, the second part is understanding and processing sentences or idea units, and the third is understanding longer

²³Vandergrift, L. Listening: Theory and Practice in Modern Foreign Language Competence.(Online), 2010. (<http://www.llas.ac.uk/resources/gpg/67>), accessed on January 02,2015.

discourse. The following section will elaborate the overview of understanding individual words (literal meaning) and understanding sentences or idea units (inferential meaning), the parts investigated in this study.²⁴

a. Literal Listening Comprehension

Literal listening comprehension is the ability of recognizing words. According to Meesala in literal listening, content only is taken while ignoring the relationship between the facts in the content. Due to this, the meaning of the message is lost. Goldwich stated that the literal listener pays careful attention to the words being spoken and thus truly believes he is getting the full meaning of the message. Literal comprehension activities include:

- 1) Recognition or recall of details: identifying or recalling such facts as the name of characters, the time a story took place, the setting of a story, or incident described in the story.
- 2) Recognition or recall of the topic sentences/main ideas: locating, identifying, or producing from memory an explicit statement or main idea from a selection.
- 3) Recognition or recall of descriptions: identifying some similarities and differences in the text which are explicitly described by author.

²⁴ Buck, G. Assessing Listening. (Cambridge : Cambridge University Press, 2001),14.

- 4) Recognition or recall of cause and effect relationships: identifying reasons for certain incidents, events, or characters' action explicitly stated in the selection.²⁵

It can be concluded that literal listening comprehension emphasizes on words recognition, while the message is neglected. In this aspect the students mostly use their bottom-up strategy during the listening process.²⁶

b. Inferential Listening Comprehension

Inferential listening comprehension is the ability to get the meaning or message of what the speaker said. The inferences vary depending on how much background knowledge is needed to make the inferences, and these range from simple logical entailments, which follow on naturally from the meaning of words, to those that depend on very elaborate and extensive world knowledge.²⁷ Comprehension is enormously improved when the speaker's schema or organizational pattern is perceived by the listener. It means that the students' schemata is required getting the correct interpretation of the text. If the listener shares the same knowledge

²⁵Goldwich, D. Listen very Carefully. (Online) 2008, <http://www.asiaone.com/Business/Office/Rest%2BAnd%2BRelax/Story/A1Story20080214-49566.html>, accessed on January 02 2015.

²⁶Meesala, A.. Knowledge of Types of Listening - The Key To Understanding and Being Understood. (Online),2010. (<http://ezinearticles.com/?Knowledge-of-Types-of-Listening---The-Key-To-Understanding-and-Being-Understood&id=882125>), accessed on January 02, 2015.

²⁷ Buck, G. Assessing Listenin . (Cambridge : Cambridge University Press, (2001).

as the speaker, much of the speaker's expression can be understood by the listener.²⁸

Most students need practice in making inferences while listening. A teacher should help the students to get the inferential meaning of a spoken text. In this case, students use top down process of listening.

In conclusion, inferential listening comprehension is the ability of attaching meaning to the spoken words. Individuals differ in their abilities to comprehend the spoken word. It depends on the background knowledge of the students. If the students have adequate input about the topic they listen they will get less difficulties in interpreting the meaning or message of a spoken text. In getting this meaning, students are helped by the a speaker's tone and the speaker's body language.

3. Computer Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is succinctly defined in a seminal work as "the search for and study of applications of the computer in language teaching and learning". It can include multi-media applications, animations, simulations, microworlds, programming languages, and even any application of computers in education. Some advantages of CALL, they are :

1. it enlivens material by making the students interact with it,

²⁸ Devine, T. G..Listening skills schoolwide: Activities and programs . (Urbana, IL: National Council of Teachers of English. 1982)

2. its interactivity promotes active learning,
3. it demonstrates some ideas that are difficult to explain in text: for example processes and interactions,
4. it promotes exploratory learning by providing simulations,
5. it is self-paced and controlled by the students,
6. it allows students to explore impossible, dangerous or expensive scenarios such as alternatives worlds, radiation equipment and circuit boards.²⁹

In short, CALL highlights the language teaching, enhance the students' motivation, and challenges the teacher and the students to be familiar with Information and Communication Technology ICT. Several kinds of ICT such as mobile phone, television, internet, computer etc. The discussion of this chapter focusses on the Internet.

4. Media

A media is a channel of communication. Derived from the Latin word "between," the term refers to anything that carries information between a source and receiver. Examples include video, television, diagrams, printed materials, computers, and intructions. There are considered instructional

²⁹Weller, M. 2002. *Delivering Learning on The Net*. London: RoutledgeFalmer, Mark Warschauer, Heidi Shetzer, and Christine Meloni (2000). *Internet for English Teaching*. TESL-EJ(Online), 5 (1) : 4, (<http://tesl-ej.org/ej17/r17.html>), accessed on January 03,2015. 135.

purpose. The purpose of media is to facilitate communication.³⁰ Forms of mass media; Broadcast (tv, radio), film, video games, Audio recording and reproduction, internet, blogs, podcast, mobile, print media (book, magazine, etc), and outdoor media.³¹

Since the turn of the century, teachers have use various types od audio and visual aids to help them teach. Recently, teachers have expanded their repertoire of materials and procedures to include the new technologies for learning. The newer techniques include the use of computers, compact discs, digital videodiscs, satelite communication, and the internet.

Nonprojected visuals are easy to use because they do not require any equipment. They are relatively inexpensive. Many can be obtained at little or no cost. They can be used in many ways at all levels of instruction and in all diciplines. You may also use them to stimulate creative expression, such as telling or writing stories or composing poetry.Six types of visuals commonly found in the classroom situation: still pictures, drawings (inculding sketches and diagrams), charts, graphs, posters, and cartoons.³²

³⁰Robert Heinich, Michael Molenda, Jmaes D. Russel and Sharon E. Smaldino. *Intruactional Media and Technologies for Learning* (Merrill Prentice Hall, New Jersey, 2002), 10.

³¹https://en.wikipedia.org/wiki/Mass_media , accessed on August 2015.

³² Robert Heinich, Michael Molenda, Jmaes D. Russel and Sharon E. Smaldino. *Intruactional Media and Technologies for Learning* (Merrill Prentice Hall, New Jersey, 2002), 142.

a. Video

1) Definition of Video

Video is a component of instruction in classroom. It can be aid in teaching learning process. Cooper states that video is a supercharged medium of communication and a powerful vehicle of information. It is packed with message, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning. Teachers have long used the media – and particularly video – to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis.

The learners see video as a positive and powerful teaching tool. The visual support not only provides valuable assistance in overall comprehension-seeing the gesture and expression of the speakers and the social context in which they are speaking can be so important-but learners are also usually more interested in what people have to say when they can actually see them.

Addition McDonald, et al. state the school that are equipped with compressed video system can bring live, fully interactive instruction from one location to the next or have distance guest speakers visit the classroom without having to travel. It is important to make the students active whenever they watch video material. This active involvement forms part of the stage of any lesson with video material.

2) The Benefits of Using Video

McDonald states that video makes impossible experiences possible for their viewers and provide stimulation through our dominant senses. It helps learners make a sense of the abstract while providing sensory summaries of the material presented. Video is extremely well suited to display the connections between language and the real world in which communication is essential.

According Robert Heinich, et all. the advantages video are:

- a) Motion. Moving images have an obvious advantages over still visuals in portraying concepts in which motion is essential to mastery (such as psychomotor skills)
- b) Processes. Operation, such as assembly line steps or science experiments in which sequential movement is critical, can be shown more effectively.
- c) Risk-free observation. Video allows learners to observe phenomena that might be dangerous to view directly, such as an eclipse of the sun, a volcanic eruption, or warfare.
- d) Dramatization. Dramatic recreations can bring historical events and personalities to life. They allows students to observe and analyze human interactions.
- e) Skill learning. Research indicates that mastery of psysical skills requires repeated observation and practice. Through video,

students can view a performance over and over again for emulation. They can also observe video of their own performance for feedback and improvement.

- f) Affective learning. Because of its potential for emotional impact, video can be useful in shaping personal and social attitudes. Documentary and propaganda video and films have often been found to have measurable impact on audience attitudes, and ect.

b. YouTube Video

1) The Definition of YouTube Video

Burke et.all states that YouTube is a popular online video sharing web site for both scholarly and non-scholarly communication. It means that YouTube can be established as a tool or resource of teaching. This provides additional opportunities for educators to engaged students visually in the educational learning process.³³

Tarunpatel states that YouTube now contains enormous amount of video content, some of which is highly exploitable in the classroom.³⁴

³³Burke. An Assessment of Faculty Usage of YouTube as a Teaching Resource. Retrieved from <http://ijahsp.nova.edu/articles/Vol17/num1/ burke.htm>.(2009).

³⁴Tarunpatel. YouTube for ELT. Retrieved from <http://www.teachingenglish.org.uk/blogs/tarunpatel/youtube-elt>.(2009).

It can be concluded that YouTube video is media to transfers messages or information which server visual, syimbolic codes, language images, literacy and emotional experiences.

2) **The Benefits of Using YouTube Video**

Tarunpatel mentions some key benefits of using YouTube in English Language Teaching, are: first, teachers get free video content, second, teachers can reproduce authentic language in the classroom and also comprehensible input is offered through videos, and the last, more times and ways we are presented with information, the more likely the students will learn it. Online video recordings, including those from YouTube, are part of modern technology and can easily help teachers prepare an interesting and engaging lesson.³⁵

According to Muhammad YouTube is regarded as one of the most effective ways to achieve success in English classroom. The use of YouTube in literature classrooms will provide students with good knowledge and understanding of their lessons. Additionally, learners can use YouTube as a learning tool that helps them in clear understanding after class; they can explore the topic that studied in the class.³⁶

³⁵ Ibid

³⁶ Mohammad, Nurul Islam. *An Analysis on How to Improve Tertiary EFL Students' Listening Skill of English*. King Khalid University, Abha-9100, Kingdom of Saudi Arabia,, (2009).

From those overview above, it can be said that the use of YouTube in the classroom is extremely advantageous. YouTube energizes the teaching and learning process, where teachers can get many authentic sources of their teaching. The materials presented will be more interesting and enjoyable if the teacher uses the display of video from YouTube.

3). Criteria in selecting YouTube Video Materials

YouTube Video materials selected for courses across the college curriculum are not the same as videos that are chosen for courses in film, video, and TV production, nonfiction and experimental cinema, digital media studies, and similar courses in film and critical studies and production. If a video clip or the whole movie is going to be used as teaching materials media, criteria must be established for what is appropriate and acceptable in a teaching-learning context. Each instructor should set his or her own standards for videos, just as standards may have.

According to Berk, there are three sets of criteria that must be considered: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure.

1) The students' characteristics

The first set of criteria relate to salient socio-demographic characteristics: age or grade level, gender, ethnicity, and

language-dominance. Instructors know their students and these characteristics are a must consideration in choosing the right video

2) The offensiveness of the video

The second set of criteria concerns the possible offensiveness of the video according the categories mentioned previously, plus content irrelevant to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Clear standards for --acceptable content should be delineated. The video is being used to facilitate learning, not impede it. The instructor should make every effort to reject any material that is even borderline or potentially offensive. The pool of available videos is large enough that picking the right stuff should not be a problem. If it is a problem, the instructor should seek counsel from colleagues who would be sensitive to such issues.

The video structure

The structure of the video must be appropriate for instructional use. The following guidelines are suggested when selecting video material: (a) length—as short as possible to make the point, edit unmercifully to a maximum of three

minutes unless the learning outcome requires a lengthier extract; (b) context—authentic everyday language use unless purpose relates to language; (c) actions/visual cues—action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters—limit number to only those few needed to make the point, too many can be confusing or distracting.³⁷

4). Teaching Listening Using YouTube Video in This Research

In this research, I list the following procedures in teaching listening using YouTube :

- a. Explaining the learning objectives
- b. Informing the students about the new teaching, i.e. using YouTube, and explain the ways on how to visit and download video in YouTube
- c. Brainstorming on the topic learned
- d. Asking the students to read some words with good pronunciation
- e. Asking the students to visit YouTube that has been decided
- f. Monitoring and giving assistance to the students
- g. Discussing the specific information in the listening text.
- h. Asking the students to submit their assignment

³⁷ Berk, R. A. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom.(International Journal of Technology in Teaching and Learning, 5(1).20090, 6.

B. Previous Studies

The use of Video in a classroom is no longer something new. To know about the strength of using video in language teaching, here is the analysis on some related studies.

While Hsu, C.K. et al. write in their surveys 'Effects of Video Caption Modes on English Listening Comprehension and Vocabulary Acquisition Using Handheld Devices'. The results show that most of the students pointed out (that) the use of mobile devices was another important factor that motivated them to learn. They indicated that such a mobile technology-enhanced learning approach allowed them to practice anywhere and anytime, and hence learning the English listening content seemed to be easier and more interesting. They suggest that the partial hidden caption mechanism can be used in an adaptive way that presents the selected vocabulary with different degrees of difficulty based on the learning level of the students. Moreover, they stated that showing full captions interfered with their listening to the learning materials. They believed that providing only target words was sufficient to assist them in improving their listening comprehension which conforms to the results of the investigation of perceptions of using the system for learning English listening. It is expected that the extended learning time may make contributions to listening proficiency, especially as there is a trend that mobile devices will become a common learning device in the near future.³⁸

³⁸ Hsu, C.-K., Hwang, G.-J., Chang, Y.-T., & Chang, C.-K. (2013). Effects of Video Caption Modes on English Listening Comprehension and Vocabulary Acquisition Using

Meanwhile Syamsudarni conducted a study on improving listening skill of English Department students of STAIN Palopo. He employed the videocast in teaching listening by using three phase technique, namely pre-listening, whilst-listening, and post-listening . The result showed that the use of Videocast could improve the students' listening skill and also improve the students' involvement during the teaching and learning process. This instructional media could enhance them in learning English. In addition, the students had positive responses toward the use of Videocast whether in the classroom or outside the classroom. This was proved by the result of the students' test showing the average of students' score was seventy five, then twenty six of the students (eighty six point sixty seven percent) got scores equal to or more than sixty one. In terms of students' responses and involvement, it was found that the average score of students' responses was eighty six point twenty seven percent and the average score of students' involvement eighty point three percent. These scores show that the use of multimedia is useful to provide listening materials for the students containing native speakers' voices as input.³⁹

According Potosi, et all write in their survey 'Using Video Materials as a Teaching Strategy For Listening Comprehension'' explain that video activities as teaching strategies in a TEFL class have a positive effect on English listening

Handheld Devices. *Educational Technology & Society*, 16 (1), 403–414, (2013). . Retrieved from http://www.ifets.info/journals/16_1/35.pdf

³⁹Syamsudarni, The Use of Videocast to Improve Listening Skill of English Department Students of STAIN Palopo. Unpublished graduate thesis. Malang: Graduate Program, State University of Malang, (2010).

comprehension. It can be evidenced how the students obtained better results in the final test after implementing the video sessions. Consequently, those results let us to conclude that by means of video strategies the students were positively impacted in their listening comprehension skill. They suggests found that the students, in the interviews, mentioned how video exposure had increased their motivation because they could have contact with natural conversations, given by highly English proficient speakers with accurate language components, which allowed them to practice pronunciation and intonation. It is also evidenced that specific features of the video such as body language and images that facilitates the comprehension process. Besides, we can state that, planning video classes with suitable materials according to the students' needs and level, engage students in a more active role, leading to a successful learning process. Finally, based on our experience of using videos to practice the listening comprehension skill, we can affirm that they are good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that are in the process of learning a foreign language.⁴⁰

Based on the result of result of previous studies, it can be concluded that the use of internet features Podcast and Videocast are efective and suitable to improve students' listening comprehension. Students have improvement of

⁴⁰Potosi. L.J.A, Loazia. E. A.G, Garcia. Using Video materials as a Teaching Strategy for Listening Comprehension. Retrieved from <http://recursosbiblioteca.utp.edu.co/dspace/bitstream/11059/1936/1/371333A786.pdf>.

achievement and learning participation in the teaching and learning process. The use of the Internet provides many up to date materials. Generally, the students like to get new information and new knowledge that are closer to them in terms of topics and time. Learners play an active role in their learning inside and outside the classroom. This is a challenge for teachers and students as well.

C. Theoretical Framework

The method or technique presenting the lesson is a knowledge of how to teach those used by the teacher or as teacher-controlled presentation techniques to teach or provide teaching materials to students in the classroom, so that lesson can be understood and used by students with both.

In this study the researcher using YouTube with the following objectives:

- a. Knowing Implementation of YouTube media can improve the eighth grader' skill in listening comprehension.

D. Hypothesis

Based on the formulation of the problem then the hypothesis proposed above is as follows:

- a. Implementation of YouTube media can improve the eighth grader' skill in listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Action research is conducted by a collaborative partnership of participants and researchers, whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contributions given existing constraints. These partnerships can be of many kinds. They may be between a practitioner–researcher and students/clients and colleagues in that researcher’s field of professional practice. Or they may be made up of different combinations of ‘insiders’ and ‘outsiders’, establishing their own working relationships. However, there always needs to be a recognition of how power is constituted and accessed within the partnership and an aspiration to establish equality of esteem. Ethical practices are of paramount importance, given the blurring of insider and outsider roles and the unusually open access this gives the researchers to personal and micro-political data.⁴¹

In this study, the researcher acts as a teacher who implements the planning while the collaborator observed the students’ progress during the process of teaching and learning. This is because the researcher assumes to have better mastery of the strategy proposed and the collaborator wanted to learn it by doing

⁴¹Bridget Somekh. *Action Research: a Methodology for Change and Development* (McGraw-Hill Education England: Open University Press, 2006), 7.

observation on it. The researcher choosed this collaborator because he often joined English workshops.

B. Classroom Action Research Object

The objects of the research are:

1. Students' activeness during teaching and learning listening using YouTube
2. Students' interest during teaching and learning listening using YouTube
3. Students' achievement in listening.

C. Setting and Research Subject Characteristics

1. Setting/ locaton of classroom action research

The research is conducted at SMP Ma'arif 1 Ponorogo, located at Jl. Batoro Katong 13 Ponorogo. SMP Ma'arif 1 Ponorogo had already produced many graduates; most of them continued their studies to MAN, and some of them continued to SMA, or SMK.

2. Subject of classroom action research

The subject of this research are the eighth B grade od SMP Ma'arif 1 Ponorogo. The eighth grade were chosen because they had adequate background knowledge, and they were not forced to face final examination as the ninth gradess did. Students in classroom action research was 20 students, female 7 students and male 13 students class 8 B second semester in academic year 2014/ 2015.

D. Research Variabel

This research would be focused on output variable that is YouTube in improving the students' listening comprehension.

E. Classroom Action Research Procedure

1. Definition of Action Research

Classroom action research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms.⁴² Burns state action research is part of broad movement that has been going on in education generally for some time. It is related to the ideas of taking a self-reflective critical and systematic approach to exploring your own teaching contexts.⁴³ According Jack C Richard, classroom action research is one of researches that apply in the education today. Action research takes place in the teacher's own classroom and involves a cycles of activities centering on identifying a problem or issue, collecting information about the issue, devising its effects. The nature of action research, however with its cycle of observing, analyzing, acting, and reviewing, identifying that it is an activity that takes place time to

⁴²Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2013), 144.

⁴³Anne Burns, *Doing Action Research in English Language Teaching* (This edition published in the Taylor & Francis e-Library, 2009), 2.

carry our and hence require a considerable time commtment. ⁴⁴ Meanwhile Ernie Stinger state action research is a process of systematic inquiry. The purpose of action research is to provide educational practioners with new knowledge and understanding enabling them to improve educational practices or resolve significant problem in classroom and schools. ⁴⁵

2. Model of Action Research

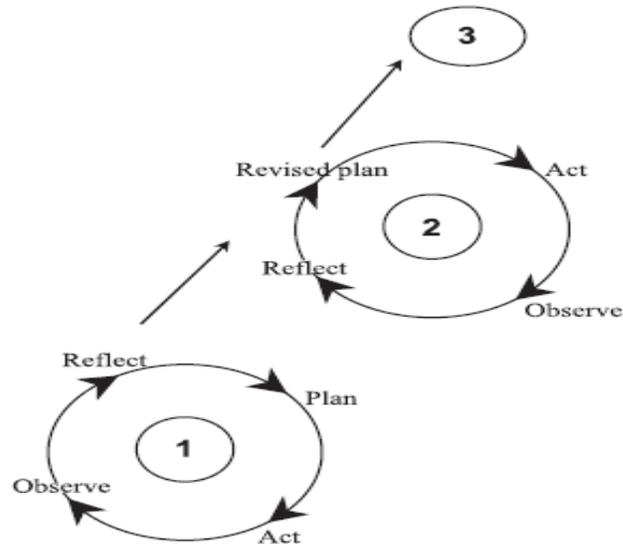
In this study, the researcher applies action research design since it opens the opportunity for teachers-practitioners to be involved in research. From Kemmis & McTaggart Classroom action research activities involve repeated cycles, each consisting of a planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. ⁴⁶

⁴⁴Jack C Richard, Professional Development for Language Teacher, (Cambridge : Cambridge University Press, 2005), 171.

⁴⁵Ernie Stringer, Action Research in Education (USA : Pearson Education Inc, 2004) , 13

⁴⁶M. Adnan Latif, Research Method on Learning an Introduction, 145.

The fourth components will be described at the following scheme:



Adapted from Kemmis & Mc Taggart's model 1988: 11

The study procedure would be explained below:

Cycle 1

1. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem.⁴⁷

For the first cycle, the activities that will be done in planning phase are:

- a) Choosing the subject material

The researcher chose theme is asking for information

- b) Making lesson plan

⁴⁷ Ibid., 148.

The reseacher prepared the lesson plan for the first cycle and defined indicators are as guidance to teach.

c) Preparing teaching instrument

The instruments prepared by the reseacher were:

1). Worksheet

Based on the video display, match the statement with the correct words in the box!

1. What do you to help with?

2. Does it a matter what ?

3. Yes, different countries have requirements

4. Well, may be you can find information on the

5. It's on Avenue, next to the MacDonalDs.

- | |
|--------------|
| a. Country |
| b. Same |
| c. Different |
| d. Need |
| e. Broadway |
| f. internet |

State whether these statements are true or false !

1. Different countries have the same requirements in getting visa ()

2. The guest is looking for information about visa requirements ()

3. The best thing to find information is go to the embassy of the country we want to go to ()

4. The guest want to go to New Zeland ()

5. The receptionist didn't know the address of American embassy ()

2). Checklist

Checklist used to give marked the student attention in teaching process

3). Questionnaire

Questionnaire is used to find out the students' response on the procedure implemented in teaching learning process. It is hoped that the researcher knows the students' opinion during the process of the implementation this strategy.

2. Acting

Acting is the second step after planning step to implement instructional strategy that has been planned.⁴⁸ This stage consist three way such as; pre-activities, main activities, and closing activities.

3. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problem.⁴⁹

The researcher were observe the teaching learning process the students' activities, activeness and interest during teaching and learning listening comprehension using YouTube.

⁴⁸ Ibid., 149.

⁴⁹ Ibid.

4. Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also shows what factors support the success of the strategy or what other problems may occur during the implementation process.⁵⁰

The researcher will make the evaluation from the observation and action result. If the result of the first cycle is unsuccessful, the researcher will carry on the study in the second cycle.

F. Technique of Data Collection.

The technique of data collection was all of way nature who used by researcher to get data in the research. Data was important factors, because data was a need to prove the real hypothesis. In this research, the researcher applies many techniques in collecting the data. They are observation, test and questionnaire.

1. Observation

Observation is a primary research method in action research. The teacher researcher is the main protagonist and in his or her professional role collects evidence to stimulate action to support specific inclusive goals. The researcher doesn't need to gain access to another culture to establish rapport,

⁵⁰ Ibid, 152

because he or she is already situated within the educational culture in multiple professional roles.⁵¹

To observe as a student teacher-researcher is to critically and deliberately watch as a participant in the classroom. The act of observing recognizes that “live action” provides powerful insights for teacher researchers.⁵²

The main purpose of collecting data through observation is measuring the variable. The researcher observed the teaching process and activities in the class and listed the results in observation sheet by using checklist (√). Then, the researcher wrote the results in percentage, which was counted by certain measurements.

Observation is done before the activity runs in order to gather sufficient information about the condition of teaching-learning listening activity, the subjects and the setting of the research. Observation is also done to monitor the teaching-learning process during the implementation of YouTube Video in listening class. The researcher used an observation sheet to monitor the activities during the implementation of this strategy. The students' activity to be observed covers their learning process and the attitude during the implementation of YouTube Video in listening class.

⁵¹Christine O'hanlon, *Educational Inclusion as Action Research: an Interpretive Discourse*, (England: Open University Press, 2003), 73.

⁵²Kalmbach, *Becoming the Teacher Through Action Research, Second Edition: Process, context and Self-Study*, 77.

2. Questionnaire

A questionnaire is an economical method of collecting data. It will reach more people and take up less time than an interview. When planning the use of a questionnaire, its appropriateness in the specific research study needs to be considered in relation to the following questions.⁵³

Compared to interviews which are often seen as difficult, hard to organize, and time-consuming, questionnaires seem to be a quick method for data collection, easy to develop and administer without any problems.⁵⁴

The use of questionnaire in this research study helps the researcher to gather clear and concisely structured feedback from the students about their attitude toward the strategy implemented. The type of questions used in the questionnaire is objective questions in which each item provides four different alternative options to choose. The result of the questionnaires is to reinforce the data on the students' interest involvement gained from the observation sheets.

3. Test

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a

⁵³O'hanlon, Educational Inclusion as Action Research: an Interpretive Discourse, 81.

⁵⁴Herbert Altrichter, Peter Posch and Bridget Somekh, Teachers investigate their work: An introduction to the methods of action research, (London: Routledge, 1993), 109.

representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁵⁵

In this research, test is used to measure the students' achievement in listening comprehension. The test consists of many questions based on the content of the material. The students can pass the test if their score fulfill the requirements to reach the standard minimum of KKM.

The test is used to see the students' learning progress after the materials are implemented in every cycle. The type of listening test is designed in the forms of matching word, fill in the blank and true false.

G. Data Analysis

On the other words data analysis was conducted when the researcher collects data. The data analysis could be conducted when the researcher completes the process of collecting data. The data analyzed were qualitative and quantitative data. The result of data analysis is to see weather the implementation of YouTube is successful or not in improving the students listening comprehension. The result was to see that the researcher need to continue to the next cycle or not.

In this research, the observation data are classified qualitative data. The researcher collects the data during the process of listening activities in the eighth

⁵⁵Donald Ary, et al., *Instruction to Research in Education* 8th edition (USA: Wadsworth, Chengang Learning: 2010), 201.

grade students of SMP Ma'arif 1 Ponorogo. The gotten data from the list of the results in observation sheet by using checklist will be analyzed. And the result of the data will be concluded in percentage form based on the certain measurement.

The second data is quantitative by calculating the students' answers of questionnaire and average score of the test and percentages of students score whether they achieve the minimum mastery criterion (KKM) or not through the formula. The data from test was analyzed by using calculating the mean the formula : ⁵⁶

$$M = \frac{\sum Fx}{N}$$

Explanation:

M : Mean

$\sum fx$: Total the score

\sum : Sum of the score

N : Total numbered of the students

F : Frequency

x : Total score

N : Number of students

It also analyzed by using percentage method such as follows:

⁵⁶ Retno Widyaningrum, Statistik Pendidikan, (Ponorogo: STAIN PO Press, 2007), 20-49.

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

F : Frequency of answer

N : Number of respondent

And the result of questionnaire would be analyzed by using percentage method also.

H. Research Schedule

| Date / Month/ Year | Activity | Note |
|--------------------------|-----------------|------|
| 24 March- 27 March 2015 | Planning | |
| 30 March - 3 April 2015 | Observating | |
| 22 April and 13 May 2015 | Acting | |
| 14 May – 10 June 2015 | Making Research | |

CHAPTER IV

RESEARCH FINDING

A. Research Setting

This research was conducted at SMP Ma'arif 1 Ponorogo, which is located at Batoro Katong street Ponorogo.

The research subject are 20 students of class VIII B of SMP Ma'arif 1 Ponorogo in academic year 2014/ 2015. There are 7 female and 13 male students. The research was done in two cycles, each cycles has four stages: planning, acting, observing, and reflecting.

B. Cycle Explanation

In this study, the researcher reported the result of the cycles that used YouTube in teaching learning listening comprehension. This research was done in two cycles. Each cycle would describe four components of classroom action research. They are planning, acting, observing, and reflecting. The scheme of classroom action research can be seen as follows:

1. Cycle 1

The first cycle was conducted on April 22th 2015. In this cycle the researcher did one day meeting done in 2 x 40 minutes.

a. Planning

In this step, the researcher planned everything needed for the research. Based on the observation and information gotten from the English teacher of SMP Ma'arif 1 Ponorogo previously, the researcher prepared treatment to improve students' listening comprehension. In the first cycle the researcher did a teaching learning process done in 2 x 40 minutes. It was normally schedule. The teaching learning activities were listened used YouTube with theme asking for information. The application of listening comprehension used YouTube were being involved:

1) Making lesson plan based on the theme

The researcher prepared the lesson plan for the first cycle and defined indicators as guidance to teach with theme asking for information.

2) Preparing the material

The material was asking for information. The researcher prepared all materials (a hand out and worksheet), and video YouTube taken from related indicators so it made easy students to get all aspect from indicators.

3) Preparing the research instruments

The instruments prepared by the researcher were:

a) Worksheet

Based on the video display, match the statement with the correct words in the box!

1. What do you to help with?

2. Does it a matter what ?

3. Yes, different countries have requirements

4. Well, may be you can find information on the

5. It's on Avenue, next to the MacDonalDs.

| |
|--------------|
| g. Country |
| h. Same |
| i. Different |
| j. Need |
| k. Broadway |
| l. internet |

State whether these statements are true or false !

6. Different countries have the same requirements in getting visa ()

7. guest is looking for information about visa requirements ()

8. The best thing to find information is go to the embassy of the country we want to go to ()

9. The guest want to go to New Zeland ()

10. The receptionist didn't know the address of American embassy ()

b) Observation sheets

Observation sheets were used to record the students' activeness in classroom. Besides that, the researcher would record the students' interest of teaching learning process in listening comprehension classroom.

Below was observation sheets to record students' activeness and interest:

Table 4.1

Observation sheets for activeness and interest

| No | Name | Observation Variables | | | | | | | | | |
|------|-----------------|-----------------------|---|---|---|---|---------|---|---|---|---|
| | | Activeness | | | | | Interst | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Abid Alfiansyah | | | | | | | | | | |
| 2 | Adib Maulana I | | | | | | | | | | |
| 3 | Annas Agus M | | | | | | | | | | |
| 4 | Deni Krismanto | | | | | | | | | | |
| 5 | Dimas Irvan S | | | | | | | | | | |
| | | | | | | | | | | | |

Notes:

Q: The students giving question

A: The students giving answer

I : The students involving in problem solving

Checklist guide:

5= very good (Q, A and I) 2= poor (I)

4= good (Q and A or I) 1= very poor (without component)

3= fair (Q)

c) Questionnaire (see appendix II)

d) Assesment Guidance

Correct answer= score 3 Maximum Score= 15

Incorrect answer= score 1

Students' score Maximum= 100

$$\text{Students' Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

| Number | Aspects | Score |
|--------|--|-------|
| 1 | Speech sound, word, parsing speech and discourse processing is correct | 3 |
| 2 | Speech sound, word, parsing speech and discourse processing is less | 2 |
| 3 | Wrong Answer | 1 |

b. Acting

The researcher took the action on April 22th 2015. The first meeting was on Wednesday. The usage of video YouTube in teaching learning listening comprehension stated from lesson plan. The steps of the action in classroom were :

- 1) Pre activity
 - a) The teacher greeted the students before starting the lesson
 - b) The teacher introduced to the students
 - c) The teacher asked students about their condition
 - d) The teacher asked students to pray together
 - e) The teacher checked the present list
- 2) Whilst activity
 - a) The teacher asked students about the understanding of asking for information

- b) The teacher gave all students hand out about the material of asking for information
 - c) The teacher explained material of asking for information
 - d) The teacher played video asking for information
 - e) The teacher and the students expostulate about information in video asking for information
 - f) The teacher asked students collected the works
- 3) Post activity
- a) The teacher asked the students about the difficulties during process teaching learning in listening comprehension with theme “ asking for information”
 - b) The teacher gave conclusion for the materials that were given
 - c) The teacher gave motivation
 - d) The teacher closed the lesson in the meeting of first cycle

c. Observing

In this phase, the researcher not only taught but also observed. While teaching, the researcher observed students' interest and activeness. The researcher used observation sheet to observe the students' participation in the teaching learning process. The teacher measured the students' interest from their attitude and attention. And for students activeness measured from how they participated the learning process and

how they followed instructions. Below is record of students' interest and activeness during the learning process in the cycle 1:

Table 4.2

Result of the activeness and interest observation in first cycle

| No | Name | Observation Variables | | | | | | | | | |
|----|-----------------|-----------------------|---|---|---|---|----------|---|---|---|---|
| | | Activeness | | | | | Interest | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Abid A | | | √ | | | | | √ | | |
| 2 | Adib Maulana I | | | | √ | | | | | √ | |
| 3 | Annas Agus M | | √ | | | | | √ | | | |
| 4 | Deni Krismanto | Sick | | | | | | | | | |
| 5 | Dimas Irvan Sa | | | √ | | | | | √ | | |
| 6 | Gayuh P A | Permission | | | | | | | | | |
| 7 | M. Khoiri A A | | | √ | | | | | √ | | |
| 8 | Muhammad D | | | | √ | | | | | √ | |
| 9 | Muhammad R | | | √ | | | | | √ | | |
| 10 | Rizky H | | | | √ | | | √ | | | |
| 11 | Samsul Arifin | | √ | | | | | | √ | | |
| 12 | Ade Nanda F | | | √ | | | | | √ | | |
| 13 | Hanifatur R | | | √ | | | | | √ | | |
| 14 | Mufidatun Nisa' | | | √ | | | | | √ | | |
| 15 | Novelia R | | | √ | | | | | √ | | |
| 16 | Uga Praganti A | | √ | | | | | √ | | | |
| 17 | Zulfatul Ulya | | | √ | | | | | √ | | |
| 18 | M Fairous Z Z | | | √ | | | | | √ | | |
| 19 | Jessica A. R. D | | √ | | | | | | √ | | |

| | | | | | | | | | | | |
|----|-----------|---|---|----|---|---|---|---|---|----|---|
| 20 | Maula M M | | √ | | | | | | √ | | |
| | | - | 5 | 10 | 3 | - | - | - | 3 | 13 | 2 |

Besides interest and activeness, the teacher tested students' study result. The result of listening video asking for information. Because the teacher had already taught material of asking for information, the teacher wanted to know how far they understood it. The students applied the given material in their own video YouTube asking for information sheet.

Here is the result of students' listening comprehension work:

Table 4.3

The observation of students' study result

| No | Name | Literal | Inferenti al | Score | Notify |
|----|--------------------|------------|-----------------|-------|--------|
| 1 | Abid Alfiansyah | 73,33 | 60 | 66,67 | |
| 2 | Adib Maulana I | 100 | 60 | 80 | Passed |
| 3 | Annas Agus M | 33,33 | 33,33 | 33,33 | |
| 4 | Deni Krismanto | Sick | | | |
| 5 | Dimas Irvan Sagita | 73,33 | 60 | 66,67 | |
| 6 | Gayuh Purnomo A | Permission | | | |
| 7 | M. Khoiri Abdul A | 86,67 | 60 | 73,33 | Passed |
| 8 | Muhammad David | 100 | 60 | 80 | Passed |
| 9 | Muhammad R. M | 73,33 | 60 | 66,67 | |
| 10 | Rizky Hermawan | 73,33 | 60 | 66,67 | |
| 11 | Samsul Arifin | 86,67 | 60 | 73,33 | Passed |
| 12 | Ade Nanda F | 100 | 46,67 | 73,33 | Passed |

| | | | | | |
|----|--------------------|-------|-------|-------|--------|
| 13 | Hanifatur Rosidah | 86,67 | 46,67 | 66,67 | |
| 14 | Mufidatun Nisa' | 86,67 | 46,67 | 66,67 | |
| 15 | Novelia Rindiani | 86,67 | 46,67 | 66,67 | |
| 16 | Uga Praganti A | 86,67 | 60 | 73,33 | Passed |
| 17 | Zulfatul Ulya | 86,67 | 60 | 73,33 | Passed |
| 18 | M Fairous Zaki Z | 73,33 | 60 | 66,67 | |
| 19 | Jessica Amalia R D | 73,33 | 60 | 66,67 | |
| 20 | Maula Misbaqul M | 60 | 86,67 | 73,33 | Passed |

In this cycle 1 the students were focused on teaching learning process. The students' only had the little problem such as:

- 1) The students felt difficult to comprehend information in video asking for information because the native speakers very faster in spoke, so the students were confused to understood information in video.

d. Reflecting

The first cycle was no fulfilled criteria of success. So, the reseacher must be go on to next cycle. In reflecting, all of teaching and learning processes were observed to overcome the difficulty in cycle II in order to get better treatment in the next cycle:

- 1) The teacher should take the simple video YouTube for students to overcome the students' confusion.
- 2) The teacher gave the students' video YouTube with slow native speaker.

2. Cycle II

The second cycle was conducted on May 13th 2015. The steps of classroom action research in the second cycle were :

e. Planning

The second cycle of classroom action research was conducted based on the result of evaluation and reflection on the first cycle. The researcher used different video YouTube and the same strategy from the previous cycle. The activities of this step were as follows:

1) Making lesson plan based on the theme

The lesson plan for second cycle was not researcher prepared the lesson plan for the first cycle and defined indicators as guidance to teach with theme offering dinner.

2) Preparing the material

The material was offering dinner. The researcher prepared all materials and YouTube video taken from related indicators so it made easy students to get all aspect from indicators.

3) Preparing the research instruments

a) Worksheet

Based on the dialogue in the video, complete the blank words.

Michelle : “Hello”

Ell : “Hi Michelle, this is Ell”

Michelle : “Hi Ell, how are you?”

Ell : “Fine thanks you, ”I’m _____ to see if you and Wanita are free this Thursday”

Michelle : “Why? What happening on this Thursday?”

Ell : “Well...if you and Wanita are free, I would like to invite you to dinner”

Michelle : “Ooo.._____ ? This Thursday?...Hmmm, Well I am not free but Wanita is...”

Ell : “oo that’s too bad. I am sure that Bob will be sorry to hear that”

Michelle : “Oh..Bob will be there too?”

Ell : “Yes, of course”

Michelle : “Ok, Let me check my schedule once more time”

Ell : “Ok”

Michelle : “Hey guess what? I am free that _____”

Ell : “Super...and how about Wanita?”

Michelle : “Let me ask her...yes she seems to be free too”

Ell : “Great, can we _____ at 7.00 p.m?”

Michelle : “Yes, where will we meet?”

Ell : “How about KFC?”

Michelle : “KFC?”

Ell : I’m is joking. Actually, I’m making reservations at the Chateau de mee”

Michelle : “Isn’t that an _____ French restaurant?”

Ell : “Yes, but I have a coupon if four pay two.”

Michelle : “Oww,, That great”

Ell : “So, can we meet there at 7:00 p.m?”

Michelle : “At 7:00 p.m this Thursday,we will be there. Ok,,by –
by”

State whether these statements are true or false !

1. Michelle want to invite Ell and Wanita to have lunch ()
2. Bob will joint in the meeting ()
3. Ell and Wanita will be free in this Thursday ()
4. The meeting will be held at 8 p.m ()
5. Wanita refuses Michelle’s offer ()

b) Observation sheets

Observation sheets were used to record the students’ activeness in classroom. Besides that, the researcher would record the students’ interest of teaching learning process in listening comprehension classroom.

Below was observation sheets to record students’ activeness and interest:

Table 4.4

Observation sheets for activeness and interest

| No | Name | Observation Variables | | | | | | | | | |
|------|------------------------|-----------------------|---|---|---|---|---------|---|---|---|---|
| | | Activeness | | | | | Interst | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Abid Alfiansyah | | | | | | | | | | |
| 2 | Adib Maulana Ihsani | | | | | | | | | | |
| 3 | Annas Agus Mutaqin | | | | | | | | | | |
| 4 | Deni Krismanto | | | | | | | | | | |
| 5 | Dimas Irvan Sagita | | | | | | | | | | |
| | | | | | | | | | | | |

Notes:

Q: The students giving question

A: The students giving answer

I : The students involving in problem solving

Checklist guide:

5= very good (Q, A and I) 2= poor (I)

4= good (Q and A or I) 1= very poor (without component)

3= fair (Q)

c) Questionnaire (see appendix VI)

d) Assesment Guidance

Correct answer= score 3 Maximum Score= 15

Incorrect answer= score 1

Students' score Maximum= 100

$$\text{Students' Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

| Number | Aspects | Score |
|--------|--|-------|
| 1 | Speech sound, word, parsing speech and discourse processing is correct | 3 |
| 2 | Speech sound, word, parsing speech and discourse processing is less | 2 |
| 3 | Wrong Answer | 1 |

b. Acting

The researcher took the action on May 13th 2015. The first meeting was on Wednesday. The use of YouTube in teaching listening comprehension is stated in the lesson plan. The steps of the action in the classroom were :

1) Pre activity

- a) The teacher greeted the students before starting the lesson
- b) The teacher asked students about their condition
- c) The teacher asked students to pray together
- d) The teacher checked the present list
- e) Review the last material

2) Whilst activity

- a) The teacher asked students about the understanding of offering dinner
- b) The teacher gave all students a handout about offering dinner
- c) The teacher explained the material of offering dinner

- d) The teacher played video of offering dinner
 - e) The teacher and the students expostulate about information in video offering dinner
 - f) The teacher gave all students worksheet
 - g) The teacher asked students to collect the worksheet
- 3) Post activity
- a) The teacher asked the students about the difficulties during process teaching learning in listening comprehension with theme “offering dinner”
 - b) The teacher gave conclusion for the materials that were given
 - c) The teacher gave motivation
 - d) The teacher closed the lesson in the meeting of first cycle

a. Observing

From the observation in second cycle, the teaching learning process was more active than in first cycle. The students' activeness, interest and achievement were increased. The students felt enjoy with the lesson used YouTube in listening. So, it could build the attractive situation in the classroom. Below is the record of students' interest and activeness during the learning process:

Table 4.5

Result of the activeness and interest observation in second cycle

| No | Name | Observation Variables | | | | | | | | | |
|----|------------------|-----------------------|---|---|---|---|----------|---|---|----|---|
| | | Activeness | | | | | Interest | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | Abid Alfiansyah | Permission | | | | | | | | | |
| 2 | Adib Maulana I | | | √ | | | | | √ | | |
| 3 | Annas Agus M | Permission | | | | | | | | | |
| 4 | Deni Krismanto | | | √ | | | | | | √ | |
| 5 | Dimas Irvan S | Permission | | | | | | | | | |
| 6 | Gayuh P A | | | √ | | | | | √ | | |
| 7 | M. Khoiri A A | | | | √ | | | | √ | | |
| 8 | Muhammad D A | | | | | √ | | | | | √ |
| 9 | Muhammad R M | | | | √ | | | | | | √ |
| 10 | Rizky H | | | | | √ | | | | | √ |
| 11 | Samsul Arifin | | | | √ | | | | | √ | |
| 12 | Ade Nanda F | | | | √ | | | | | √ | |
| 13 | Hanifatur R | | | | √ | | | | | √ | |
| 14 | Mufidatun Nisa' | | | | √ | | | | | √ | |
| 15 | Novelia Rindiani | | | | √ | | | | | √ | |
| 16 | Uga Praganti A | Permission | | | | | | | | | |
| 17 | Zulfatul Ulya | | | | √ | | | | | √ | |
| 18 | M Fairous Z Z | | | | √ | | | | | | √ |
| 19 | Jessica A R D | | √ | | | | | | √ | | |
| 20 | Maula M Munir | | | √ | | | | | | √ | |
| | | 0 | 1 | 4 | 9 | 2 | 0 | 0 | 2 | 10 | 4 |

Concerning the learning result, here is the result of the students' listening achievement:

Table 4.6

The result of the tudents' listening achievement

| No | Name | Literal | Inferential | Score | Notify |
|----|-------------------|------------|-------------|-------|--------|
| 1 | Abid Alfiansyah | Permission | | | |
| 2 | Adib Maulana I | 73,33 | 73,33 | 73,33 | Passed |
| 3 | Annas Agus M | Permission | | | |
| 4 | Deni Krismanto | 100 | 73,33 | 86,67 | Passed |
| 5 | Dimas Irvan S | Permission | | | |
| 6 | Gayuh Purnomo A | 86,67 | 73,33 | 80 | Passed |
| 7 | M. Khoiri A A | 86,67 | 73,33 | 80 | Passed |
| 8 | Muhammad David | 86,67 | 86,67 | 86,67 | Passed |
| 9 | Muhammad R. M | 100 | 73,33 | 86,67 | Passed |
| 10 | Rizky Hermawan | 100 | 73,33 | 86,67 | Passed |
| 11 | Samsul Arifin | 73,33 | 100 | 86,67 | Passed |
| 12 | Ade Nanda F | 73,33 | 86,67 | 80 | Passed |
| 13 | Hanifatur Rosidah | 60 | 100 | 80 | Passed |
| 14 | Mufidatun Nisa' | 86,67 | 73,33 | 80 | Passed |
| 15 | Novelia Rindiani | 60 | 100 | 80 | Passed |
| 16 | Uga Praganti A | Permission | | | |
| 17 | Zulfatul Ulya | 60 | 100 | 80 | Passed |
| 18 | M Fairous Zaki Z | 100 | 73,33 | 86,67 | Passed |
| 19 | Jessica A R D | 60 | 86,67 | 73,33 | Passed |
| 20 | Maula M M | 86,67 | 73,33 | 80 | Passed |

Based on observation in the second cycle, the researcher got some conclusion that the students were more be active and

comprehend the materials which were indicated by increasing their achievement in listening used YouTube.

b. Reflecting

The second cycle was successful. The students were serious in doing their assignment. And they enjoyed the teaching learning process in the classroom. It was proven from 20 students; the 16 ones have fulfilled the comprehension standard already and 16 students it was present in the classroom. From this result, we can concluded that the implementation of YouTube in teaching listening to the eighth grade students of SMP Ma'arif 1 Ponorogo was success. There was significance improvement in achievement of students' listening comprehension used YouTube from cycle I and cycle II.

C. Cycle Analysis

Process data analysis as the results of classroom action research includes the students' understanding the materials, activeness, and interest in learning listening especially listening comprehension used YouTube. This reseach has two cycles, has shown good enough improvement. Clearly, it is going to be shown below:

1. Cycle I

During teaching learning process, the teacher observed the students' interest and activeness as well. Based on the table 4.2 it can be seen that the activeness of students are as follows:

Table 4.7

Finding on the students' activeness and interest first cycle.

| Aspect | Criteria | | | | |
|------------|-----------|------|------|------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| Activeness | 0 | 5 | 10 | 3 | 0 |
| Interest | 0 | 0 | 3 | 13 | 2 |

Based on the amount above, it can be stated in percentage by a formula below:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

f : Frequency of answer

n : Number of respondent

Here is calculating of the observation data:

a. Students' activeness

- Students with very poor activeness $= \frac{f}{n} \times 100\%$

$$= \frac{0}{18} \times 100\%$$

$$= 0\%$$

- Students with poor activeness $= \frac{f}{n} \times 100\%$

$$= \frac{5}{18} \times 100\%$$

$$= 27,78\%$$

- Students with fair activeness $= \frac{f}{n} \times 100\%$

$$= \frac{10}{18} \times 100\%$$

$$= 55,56\%$$

- Students with good activeness $= \frac{f}{n} \times 100\%$

$$= \frac{3}{18} \times 100\%$$

$$= 16,67\%$$

- Students with very good activeness $= \frac{f}{n} \times 100\%$

$$= \frac{0}{18} \times 100\%$$

$$= 0\%$$

b. Students' interest

- Students with very poor interest $= \frac{f}{n} \times 100\%$

$$= \frac{0}{18} \times 100\%$$

$$= 0\%$$

- Students with poor interest $= \frac{f}{n} \times 100\%$
 $= \frac{0}{18} \times 100\%$
 $= 0\%$
- Students with fair interest $= \frac{f}{n} \times 100\%$
 $= \frac{3}{18} \times 100\%$
 $= 16,67\%$
- Students with good interest $= \frac{f}{n} \times 100\%$
 $= \frac{13}{18} \times 100\%$
 $= 72,22\%$
- Students with very good interest $= \frac{f}{n} \times 100\%$
 $= \frac{2}{18} \times 100\%$
 $= 11,11\%$

Therefore, the observation result of students' activeness and interest is as follows:

Table 4.8

Percentage of the students' activeness and interest of first cycle

| Aspect | Criteria | | | | |
|--------|-----------|------|------|------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| | | | | | |

| | | | | | |
|------------|----|-------|--------|--------|--------|
| Activeness | 0% | 27,78 | 55,56% | 16,67% | 0% |
| Interest | 0% | 0% | 16,67% | 72,22% | 11,11% |

Concerning the percentage above, it could be stated that the students had less qualification of activeness and interest. It was shown on the observation sheet.

Beside interest and activeness, the researcher also observed students' study result. Based on table 4.3, it can be seen only 8 students have passed the listening comprehension assignment used video YouTube sheets and the rest have not passed it yet. Also, it is good to measure average mark of the class. It can be taken the average mark as follows:

Table 4.9

Mean of the students' listening comprehension test score in first cycle

| x | F | F.x |
|-------|----|--------|
| 80 | 2 | 160 |
| 73,33 | 6 | 439,98 |
| 66,67 | 9 | 600,03 |
| 33,33 | 1 | 33,33 |
| Total | 18 | 843,34 |

$$\begin{aligned}
 M &= \frac{\sum Fx}{N} \\
 &= \frac{843,34}{18} \\
 &= 46,85
 \end{aligned}$$

Based on the table 4.3 above, it can be seen the percentage of passed failed students as follows:

$$P = \frac{f}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f}{n} \times 100\% = \frac{8}{18} \times 100\% = 44,44\%$$

Percentage of failed students is:

$$P = \frac{f}{n} \times 100\% = \frac{10}{18} \times 100\% = 55,56\%$$

Table 4.10

The percentage of passed and failed the students in first cycle

| Listening Comprehension | Total Students | Percentage |
|-------------------------|----------------|------------|
| Paased | 8 | 44,44% |
| Failed | 10 | 55,56% |

The standard of Mastery Mainimum Criteria Score for English subject at SMP Ma'arif I Ponorogo is 70. From the data above, the result of the first cycle showed that students could reach the standard of minimal were less than 50%. Because the students felt the native

speaker was fast a spoke. Therefore, the implementation of video YouTube in teaching learning listening comprehension of eighth grade especially B class students of SMP Ma'arif I Ponorogo in the first cycle should be revised in the next cycle.

2. Cycle II

During teaching learning process, the teacher observed the students interest and activeness as well. Based on the table 4.4 , it can be seen that the activeness of students are as follows:

Table 4.11

Finding on the students' activeness and interest of second cycle

| Aspect | Criteria | | | | |
|------------|-----------|------|------|------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| Activeness | 0 | 1 | 4 | 9 | 2 |
| Interest | 0 | 0 | 2 | 10 | 4 |

Based on the amount above, it can be stated in percentage by a formula below:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

f : Frequency of answer

n : Number of respondent

Here is calculating of the observation data:

a. Students' activeness

- Students with very poor activeness $= \frac{f}{n} \times 100\%$
 $= \frac{0}{16} \times 100\%$
 $= 0\%$

- Students with poor activeness $= \frac{f}{n} \times 100\%$
 $= \frac{1}{16} \times 100\%$
 $= 6,25\%$

- Students with fair activeness $= \frac{f}{n} \times 100\%$
 $= \frac{4}{16} \times 100\%$
 $= 25\%$

- Students with good activeness $= \frac{f}{n} \times 100\%$
 $= \frac{9}{16} \times 100\%$
 $= 56,25\%$

- Students with very good activeness $= \frac{f}{n} \times 100\%$
 $= \frac{2}{16} \times 100\%$
 $= 12,50\%$

b. Students' interest

- Students with very poor interest $= \frac{f}{n} \times 100\%$
 $= \frac{0}{16} \times 100\%$
 $= 0\%$
- Students with poor interest $= \frac{f}{n} \times 100\%$
 $= \frac{0}{16} \times 100\%$
 $= 0\%$
- Students with fair interest $= \frac{f}{n} \times 100\%$
 $= \frac{2}{16} \times 100\%$
 $= 12,50\%$
- Students with good interest $= \frac{f}{n} \times 100\%$
 $= \frac{10}{16} \times 100\%$
 $= 62,50\%$
- Students with very good interest $= \frac{f}{n} \times 100\%$
 $= \frac{4}{16} \times 100\%$
 $= 25\%$

Therefore, the observation result of students' activeness and interest is as follows:

Table 4.12

Percentage of the students' activeness and interest of second cycle

| Aspect | Criteria | | | | |
|------------|-----------|-------|--------|--------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| Activeness | 0% | 6,25% | 25% | 56,25% | 12,50% |
| Interest | 0% | 0% | 12,50% | 62,50% | 25% |

Also, it is a good measure average mark of the class. Looking at gotten score of all students in the table 4.5, it can be taken the average mark as follows:

Table 4.13

Mean of the students' listening comprehension test score in first cycle

| x | F | F.x |
|-------|----|--------|
| 86,67 | 6 | 520,02 |
| 80 | 8 | 640 |
| 73,33 | 2 | 146,66 |
| Total | 16 | 838,68 |

$$M = \frac{\sum Fx}{N} = \frac{838,68}{16} = 52,43$$

Based on the table 4.3 above, it can be seen the percentage of passed failed students as follows:

$$P = \frac{f}{n} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f}{n} \times 100\% = \frac{16}{16} \times 100\% = 100\%$$

Percentage of failed students is:

$$P = \frac{f}{n} \times 100\% = \frac{0}{16} \times 100\% = 0\%$$

Table 4.14

The percentage of passed and failed the students in first cycle

| Listening Comprehension | Total Students | Percentage |
|-------------------------|----------------|------------|
| Paased | 16 | 100% |
| Failed | 0 | 0% |

D. Discussion

1. Students' activeness

The research result had established students' listening comprehension with the implementation of used video YouTube is very satisfaction. Concerning to the students' activeness, students' interest and students' study result the reseacher find out that the students get good enough improvement during two cycles done. It can be seen in a table below:

Table 4.15

The students' activeness

| CYCLE | STUDENTS' ACTIVENESS | | | | |
|-----------|----------------------|-------|--------|--------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| Cycle one | 0% | 27,78 | 55,56% | 16,67% | 0% |
| Cycle two | 0% | 6,25% | 25% | 56,25% | 12,50% |

As shown in the data above, it can be stated that the students activeness rise in every cycle. It proves that the implementation of used vedio YouTube can improve activeness of the students in teaching learning, especially in listening comprehension. It can be seen in the table that the students with very good activeness increase well.

2. Students' interest

The teacher observed students' interest in study during the two cycles conducted. The result is stated in table below:

Table 4.16

The students' activeness

| CYCLE | STUDENTS' INTEREST | | | | |
|-----------|--------------------|------|--------|--------|-----------|
| | Very Poor | Poor | Fair | Good | Very Good |
| Cycle one | 0% | 0% | 16,67% | 72,22% | 11,11% |
| Cycle two | 0% | 0% | 12,50% | 62,50% | 25% |

As shown in the above, it can be stated that the students interest rise in every cycle. It proves that the implementation of video YouTube can improve interest of the students in learning, especially in listening comprehension. It can be seen in the table the students with very good interest increase well.

3. Students' study result

The research result are showing of improving listening comprehension, and achievement taht can be seen in the table, as follow:

Table 4.17

The students' achievement

| CYCLE | STUDENTS' ACHIEVEMENT | |
|-----------|-----------------------|--------|
| | Passed | Failed |
| Cycle one | 44,44% | 55,56% |
| Cycle two | 100% | 0% |

The table above shows comparison among passed students in cycle I and cycle II. In the cycle I, the passed stidemts are not more than half of all students in the class. And the result of cycle II had reached absolute achivement and the students all of passed in presented in the

class. In the cycle II the amount increases much well. It reaches 100% of all students presented in the class.

STANPONOROGO

CHAPTER V

CONCLUSION

A. Conclusion

Based on the data analysis and reflection from the first cycle to the second cycles, the researcher can give a conclusion as follow:

The use of YouTube is able improve students' English listening comprehension, especially for listening comprehension. It can be seen from the result of teaching listening comprehension used video YouTube, in the first cycle is 44,44% and the second cycle is 100%. It means that the students listening comprehension increase in every cycle. Besides, YouTube gives students fun experience in listening. It can be seen from the students' activeness and interest improves well in every cycle. Hopefully, the students will improve their English especially listening comprehension.

B. Suggestion

Based on the result of research and conclusion above, the researcher offers some suggestion to increase the quality of teaching learning process especially in teaching listening comprehension:

- 1) The use of YouTube is effective to assess the comprehension of students' listening comprehension, besides, it can develop students listening comprehension effectively. So, the researcher suggests the English teacher to use the YouTube, consider it is as one of references in teaching listening comprehension.
- 2) It is hoped that SMP Ma'arif I Ponorogo can give support for the application of the YouTube, for example by giving facilities; TV, LCD, and computers suitable with the ways in teaching listening.
- 3) The researcher suggested to further researchers who are interested in implementing YouTube Internet site in the classroom. The researchers can conduct more elaborative research studies by developing YouTube Internet site which are downloaded from the Internet by considering the students' level and their interest. Developing research on the use of YouTube Internet site in integrated way is also possible.