

## **THE USE OF YOUTUBE VLOG TO IMPROVE THE STUDENTS' LISTENING SKILL OF MTS SAMARINDA**

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### **ABSTRACT**

The background of research is students have less motivation in learning English and some students feel difficult in understand vocabularies that were pronounced. As a result, they did not know the word and its meaning. It happens because they couldn't hear the articulation of the word clearly. The objective of this research is to find out is YouTube vlog can improve students' listening skill of eighth grade at MTs DDI Tani Aman Loa Janan. The design of this research was Classroom Action Research (CAR) which researcher following Kemmis and McTaggart action research procedures. The subject of this research was students of VIII B at MTs DDI Tani Aman were about 29 students. The instrument of this research is observation checklist, test, and field note. The result of this research indicates that there was improvement of the students' listening skill. Most of the students gradually gained good scores at the second cycle. The score of Minimum Mastery Criterion (*KKM*) of English lesson was 75.00. In the preliminary study there were 2 students or 7.69% students who passed the *KKM* and mean score of preliminary study was 28.51. Next, the result of the first cycle showed that there were 9 students or 31.03% students who passed the *KKM* considering their mean score of the test gained 145.47%. Next, the result of the second cycle shows that there were 27 students or 96.42% students who passed the *KKM* which their mean scores derived 88.21 and gained 209.40% of improvement. So, the final result is found that more than 75% students with individual score in listening skill passed the *KKM*.

Key-words: Listening Skill, Vlog

## A. Introduction

In the process of teaching and learning English, there are four skills in English as the second or foreign language, namely: Listening, reading, speaking and writing. Listening skill (understanding the spoken language), reading skill (understanding written language) and productive skills, speaking skill (producing spoken language) and writing skill (producing written language). The researcher emphasized in the listening skill, because listening as receptive skill, more important to develop the students' competence and performance in language. Listening is an essential competence of English. We always want to know what other people say and hear. Listening is not giving passive attention to what is said but more than that we have to be active to get the meaning of the language<sup>1</sup>.

Listening is part of an activity of hearing or listening spoken words. During its process, both speaker and listener are engaged in the communication directly. To build such good communication, the listeners are not only listening but also intend to grab the meaning. In this case, listeners' understanding is measure based upon how well they understand what the speaker says. As it requires the listeners to actively understand every single word, listening posits active process. Indeed, it shows that there is a participation which involves the listener to actively listen to the speaker<sup>2</sup>. The process of communication involves the speaker and listener where the speakers intend to convey what they think meanwhile the listeners are intentionally and actively listen to grab the meaning of the utterance.

Based on the preliminary study, they still feel that learning listening is not easy. The problems face by the eighth grade students of MTs DDI Tani Aman Loa Janan, they also have less motivation in learning English and some students feel difficult in understanding vocabularies that were pronounced. As a result, they did not know the word and its meaning. It happened because they couldn't hear the articulation of the word clearly.

Related to the condition, the researcher improved students' listening skill in various ways to make students stimulated and to be more creative to learn it. The researcher proposed one method in teaching listening by Using YouTube Vlog. In this year, YouTube vlog has become an exploding passion among. Internet communities, internet is now friend of everybody. It is a very popular phenomenon among people in daily life. Video blogging is the new trend in blogging. As defined by Wikipedia, a video blog shortened as vlog, is a form of blogging for which the medium is a video, and is a form of web television. Vlog enters often combine embedded video (or a video link) with supporting text, images and other metadata. Video blogging offers richer Web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information, and potentially emotion, shared with user. Most people who have vlog usually describe various topics, as example: hobbies, tips, brief speech, and so forth. And

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<sup>1</sup> Mukarrama dkk, *Improving students' Listening Ability by using Chain Whispering Words or Sentences Technique at The First Year of SMA Somba Opu Sungguminasa Gowa*, UIN Alauddin Makassar, 2015.

<sup>2</sup> M Rost, *Listening in Action: Activities for Developing Listening*, (London: Prentice Hall, 1991), p.1

many foreign educators have started applying this technology to classroom instruction and language.

## **B. Research Methods**

The research is a type of Classroom Action Research (CAR). Which means-oriented research on the application of measured with the aim of quality improvement or problem solving in a group of subjects under study and observe the level of success or a result of his actions. Further action that improving the action or adjustment to the conditions and circumstances in order to obtain better result<sup>3</sup>. According to Hopkins, Action Research is a form of self-reflective inquiry undertaken by participant in a social (including education) and justice of their own social education practice, their understanding of these practice, and the situation in which with practice were carried out<sup>4</sup>. This Classroom Action Research (CAR) was done for solving problem that using YouTube vlog to improving students' listening skills at MTs DDI Tani Aman Loa Janan.

There are four components in one cycle for conducting classroom action research. There are of planning, action, observation, and reflection. The four phrase of the classroom action cycle were conduct integrate like spiral. Each phrase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation. The researcher could make a reflection to determine the next cycle<sup>5</sup>.

Based on the procedure above adopted from Kemmis and Mc Taggart's Model, the action research begins as preliminary study done to find out what kind of problem faced by students in the classroom. The second step was planning to solve the problem and preparing the action. The next step is action base on the planning and preparation which have been made. The observation was done at the same time as the acts as the action being done. This observation was done by the collaborator who acts as the observer. Base on the observation, the researcher makes reflection to what happens and evaluates the result of the action. Then, the researcher decided that need to improve the action in the next cycle base on the reflection.

The research conducted at MTs DDI Tani Aman Loa Janan which is location on Loa Janan Ilir, Samarinda. This school has 9 classes. There are three classes for the seventh grade students, also three classes for the eighth grade students, and three classes too for the ninth grade students. The subject of this research conducted of the student's eighth grade of MTs DDI Tani Aman Loa Janan.

Research instrument is one of the most important in the research to collecting the data. The researcher used observation checklist, observation sheet, and test. There are three techniques that applied on collecting data in this research. This technique used observation sheet, field notes, and test as instruments. First, the observation checklist is a

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<sup>3</sup> Trianto, *Panduan Lengkap Penelitian Tindak Kelas (Classroom Action Research) Teoritik*, (Jakarta: Prestasi Pustaka, 2011), p.13

<sup>4</sup> Hopkins David, *A Teachers' Guide to Classroom Research*, (Philadelphia Open University Press 2014), p.9

<sup>5</sup> Suharsimi Arikunto, *Penelitian Tindak Kelas*, (Jakarta Bumi Aksara: 2010), p.74

guideline to obtain information concern the implementation of teaching listening. It is used to observed students and teacher performan and activities during the implementation. Second, field note is used to record the detail information that occur during the implementation of the action in the classroom that might not be cover in observation such as the implementation of lesson plans, the classroom atmosphere, and feedback from the collaboration. The data from the field notes use by researcher as the additional data to measure the effectiveness of the strategy is successfully or not. The last, test is a set of questions and exercise use to measure the achievement or ability of the individual or group to test may be constructed primarily as device to reinforce learning and motivate the students' performance in the language. Through the test the teacher could evaluate the effectiveness of new teaching media of a different approach to a difficult pattern of new material.

After the researcher collecting data through the test, the researcher analysis the data using percentage descriptive quantitative analysis giving test score. This scoring was aim to giving description of students' improvement in listening. In analyzing the numerical data, the researcher gains the average of students' listening score per action in one cycle.

### C. Findings

#### 1. Finding of Preliminary Study

The first stage in classroom action reach is conducting preliminary study to know the condition of the students' competence. The researcher observed the class to get information about students' problem in listening skill. From the preliminary study, the researcher found out the students difficulties in listening. Here the students listening score in preliminary study could be seen from tables below.

Table 1: Preliminary Score Summary

Mean Score	28.51
Maximal score	90
Minimal score	0

Based on the result of the preliminary study, the data show that the mean of preliminary study was 28.51. There were only 2 students or 7.69% who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the 25 others were under criterion. The lowest achievement gain score was 0. After the result of the preliminary study, it can be said that the most of the students of the eighth grade at MTs DDI Tani Aman have difficulties in listening skill. It shows that the result of preliminary study that there were 25 students did not pass the KKM. Thus, it needs to find out the solution to solve the problem. The researcher used YouTube vlog to improve students' listening skill. The action was conducted in two cycles.

#### 2. Finding of the First cycle

In this cycle, the researcher has implemented the media of using YouTube vlog to improve students' listening skill of eighth grade at MTs DDI Tani Aman. It conducted in four steps: those are planning, action, observation, and reflection.

a. Planning

Planning is the first step in the classroom action research. The researcher have plan or determines the method that should apply to solve the problem. First, the researcher gathered some information by interviewing the students about what the students' difficulties or what the students' problem. Based on preliminary study, the researcher get the information from the students in MTs DDI Tani Aman that they still feel that learning listening is not easy. Related on the problems face by the eleventh grade students of MTs DDI Tani Aman Loa Janan, they also have less motivation in English. It was find that some students feel difficult in understanding vocabularies that were pronounced. As a result, they did not know the word and its meaning. It happens because they couldn't hear the articulation of the word clearly.

So, in this research the researcher prepared the strategy to be implements. Those are designing strategy, using guided question designing lesson plan, procedure of assessment, data and data source, research instruments, and data collection, and preparing the criteria of success. After getting information about the problem faced by Planning is the first stage in the classroom action research. Planning made based on the problem faced by students towards listening taken from the observation. The researcher prepared the instrument of the research. The instruments of this research are observation checklist, field note, and test. The researcher also prepared learning resource such as video from YouTube vlog for the students' activity in listening.

b. Implementing

This is the first acting in the implementation of Classroom Action Research. In this cycle, there were three meetings. The researcher implemented the teaching learning process based on the lesson plan which was made by the researcher. The plan is researcher continue the material that the real English teaching teach which is expressing opinion but instead of using book as the teaching media, the researcher modifying the teaching material by inserting YouTube Vlog that in harmony with the theme of the material. The theme for the first meeting is Command Sentences. Here, the researcher is teaching in the classroom as an English teacher.

In the first meeting, the researcher taught Command sentences. The researcher explained the definition, function, and how to express and then showed some examples. The action is researcher continue the material that the real English teaching teach which is expressing opinion but instead of using book as the teaching media, the researcher modifying the teaching material by inserting YouTube Vlog that in harmony with the theme of the material. The theme for the first meeting is Command Sentences.

In the second meeting, the activity is watching YouTube vlog that related with English lesson. This subject in this activity is Greeting Card. While the students watching the YouTube vlog, they have to resume about the whole video. After that, the researcher asked to the students to make greeting cards. In the third meeting in cycle 1 the activity is watching short movie from YouTube vlog under the title The

Fisherman and His Wife. The researcher asked to analysis the movie with their opinion using there is and there are.

c. Observing

This is the third step in the classroom action research. In this step, the researcher observes students' performance in the teaching and learning, especially the students' listening skill. In the first meeting, the enthusiasm of students in learning process is good enough than before because with using media in teaching English is more interested. The students also have good in paying attention, enthusiasm in answering, and have good motivation in learning process. There no one student looks sleeping anymore. And the classroom have good situation. They are can understand what about the whole video. Because the whole of video have subtitle that can make students easier to resume the subject.

In the second meeting the researcher observes students' performance in the teaching and learning, especially the students' listening skill. In this meeting, the students asked to the researcher how to write translation from *Bahasa* Indonesia to English correctly for their Greeting Card. The enthusiasm of students in learning process is good because the researcher provides the good class and students' condition by using YouTube vlog for the material. In this phase, the students also have a good in paying attention, enthusiasm in answering, and have good motivation in learning process. There no one student looks sleeping anymore. And the classroom have good situation. They are can understand what about the whole video. Because the whole of video have subtitle that can make students easier to resume the subject.

In the third meeting, during teaching and learning the students have good enthusiasm. In this phase, the short movie have subtitle so who did not listening with clearly they can read the subtitle. Among of the students they did not understand the meaning of sentences. For them the video have much new vocabulary. But they have good enthusiasm in giving attention. After watch the movie and students start to write their opinion or message, they have some difficulties. Some of the students did not have dictionary. So, the students often asked the researcher about the translation from *Bahasa* Indonesia to English, how to write the sentences correctly for their opinion. And the result is not too good. The most of them could not make right sentence in grammar.

In this stage, the researcher also observed the teaching learning process through test cycle 1. The result of test cycle 1 showed that the mean score of the class derived.

Table 2: Summary of Test Cycle 1

Mean Score	70.06
Maximal score	80
Minimal score	40

Based on the data above, it showed that there was students' improvement between preliminary study and post-test 1 with percentage was 145.74%. The improvement is good enough.

d. Reflection

Based on the result in teaching and learning using audio in teaching and learning listening using audio in the cycle 1 first meeting, the researcher discusses the conclusion that is take from cycle 1 first meeting. The conclusions are: 1) There are some students who make noisy situation in the class, so makes the other students did not focus listen to the YouTube vlog. 2) There are was students did not listen with clearly caused by the poor of sound system. So, the researcher must to arrange the students seating position to move closer to the sound system. 3) There were students who still got the difficulty understanding some sentence in some video because the movie using English subtitle. 4) There were students who had not finished their assignment on time, it was caused they did not have enough the dictionary for translating.

**3. Finding of The Second Cycle**

In this cycle, the researcher has implemented the media of using YouTube vlog to improve students' listening skill of eighth grade at MTs DDI Tani Aman. It conducted in four steps: those are planning, action, observation, and reflection.

a. Planning

In this phase, the researcher made a plan for the action based on the problems faced by the students in the previous cycle. Cycle 2 was conducted in three meeting. The researcher solved the problem above by showing YouTube vlog with native YouTube vlog. To solve the problem of difficulty to understand new vocabulary the researcher show to the student YouTube vlog by native. So, the students can easily understand with mix language (*Bahasa Indonesia* and English).

b. Implementing

The fourth meeting, the researcher showed the YouTube vlog related on their material and asked the students to prepared their pen and book to resume the video. The material is about using there is and there are. After all of students had finished the resumed the researcher let the students to ask what they did not understand yet.

The fifth meeting, as usual the researcher asked the students to watch carefully and resumed the YouTube video related with their lesson. In this meeting, the researcher used native YouTube video to explain the lesson to the students. After the students resumed the material from the YouTube video the researcher repeat the explanation which the students did not understand yet. And give more examples to them about quantifier. Then the researcher was choosing some students to write an example in the white board.

The sixth meeting, the researcher make a deal with the next lesson about preposition using YouTube video blog and the test would be happen in one meeting. As usual the researcher asked the students to move closer to the sound system. The next activity was the test.

c. Observing

In the last meeting the students were really have excellent enthusiast and active in study using the YouTube video. They were followed the lesson without make a lot of noise, they also did their task on time. And they were asked fewer translations because the researcher prepared native YouTube video and they brought their own dictionary. In this phase, the researcher also observed the teaching learning process through post-test 1 and post test 2.

d. Reflection

The reflection are divide into 2 categories, they are listening skill improvement and improvement in score:

Based on the observation the researcher took some conclusion related to the action from the first meeting until last meeting it could be proved by some considerations concerning the action of using YouTube vlog while the researcher was conduct as follows. First, the students have more good attention of the action in studying English. It was proved that they responded the meeting actively. It could be said that by the action of using YouTube vlog students' listening skill improved. Second, the students' result of post test in cycle 2 showed that the students got excellent score. Table 3 explained the percentage of the students' score in listening skill there were 28 students which 27 students had got good score with different predicate. Also, only 1 student had got bad score and 1 student who absent. It means for two students could not got the score of KKM (75).

#### **D. Discussions**

Based on the process of conducting the research and the calculation of the data, there are some information is explained as follow. In the preliminary there were 27 students which Table 1 showed there are only 2 students who passed the minimum criterion and also the students' mean score of preliminary was 28.51 before implementing the action research. The class percentage that passed the minimum criterion was 7.69%. In preliminary study, the students were asked to listen to the audio and after that the students were asked to answer question based on the audio related with the lesson. They were given listen to the audio in three times to write down Command sentence that they hear.

In the first cycle, the researcher planned the lesson plan based on the problems that found in the preliminary study and also the score of preliminary study. The next step was implementing the lesson plan. The lesson plan was divided into three meeting. In the first meeting the students were review the previous study and given YouTube video related with the lesson that talking about Command sentence and asked the students to resume the material. The second meeting the researcher showed the YouTube video to the students about greeting card and asked to the students to resumed the material and also asked to the students to make a greeting card. In the last meeting in this cycle, the activity is watching YouTube video about using "There is and There are". After watching the YouTube video the test cycle 1 were conducted. From the preliminary study, the



researcher found the mean score is 28.51 it means that the students' achievement in listening still reach the minimum criterion yet which 75.00. In the first cycle the class percentage that passed the minimum criterion were 31.03%. It means that the improvement was good enough. In addition, there were some other factors that affect the students' test cycle 1 score, such as the limited time, the sounds system is low. So, considering the score improvement from the pre-test through test cycle 1 was good enough and the researcher conclude that the students listening skill need to improve by watching YouTube native video blog. Hence, the researcher continued the action research to the next cycle.

In the second cycle, the researcher made a plan for the action based on the problem faced by the students in the previous cycle. The researcher solved the problem by showing native YouTube vlog. So, the students can easily understand with mix language (Indonesian and English). In the first meeting, the theme of the lesson was related with the lesson plan. The researcher showed the YouTube vlog related on the material and asked the students to prepared their pen and book to resume the video. The material is about using there is and there are. After all of the students had finished the resumed and then the researcher let the students to ask what they did not understand yet. In the next meeting, the researcher asked to the students to watch carefully and resumed the YouTube video related with their lesson. In this meeting, the researcher used native YouTube video to explain the lesson to the students. After the students resumed the material from the YouTube video the researcher repeat the explanation which the students did not understand yet. And give more examples to them about quantifier. For the last meeting in cycle 2 the researcher make a deal with the next lesson about preposition using YouTube video blog and the students were given the test cycle 2 later. For the test cycle 2, the researcher found the mean score was 88.21. In second cycle the class percentage that passed minimum criterion which is 75.00. In second cycle the class percentage that passed minimum criterion was 96.42%, it means there were massive improvement since the preliminary test. From the result of cycle 2, the researcher stopped the research and would not continue to the next level.

Based on the explanation above, same with Zezens Pratama watching English movie facilitated them for having opportunities to practice and to encourage their motivation in learning English<sup>6</sup>. Also, the students watching English movie were considered as fun, enjoyable and yet helpful especially for the students of eleventh grade of SMA Negeri 1 Manggar.

## **E. Conclusions**

Based on the research finding in the previous chapter, it showed that the students' listening skill of eighth grade at MTs DDI Tani Aman Loa Janan can be improved through YouTube vlog. It could be seen by students' mean score was increased. The mean score of

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<sup>6</sup> Zezens Pratama, *Improving Students' Listening Skill Through Watching English Movie (Classroom Action Research at the Eleventh Grade of SMA Negeri 1 Manggar, Bangka Belitung Province 2017/2018 Academic Year*. Universitas Syarif Hidayatullah, Skripsi. 2018.

preliminary study was 28.51, while the mean score of test cycle 1 was 70.06. This meant that the improvement was still needed so the researcher conducted the cycle 2 that was ended by test cycle 2. The mean score of test cycle 2 was 88.21. It can be concluded, that watching YouTube vlog related with the lesson can improved the students' listening skill.

Moreover, there was a significant improvement in the mean score of each test. It was also indicate by teaching listening skill through watching YouTube vlog can be improved because the students learn English with enjoyable. Based on the explanations above, it can be concluded that YouTube vlog can significantly improve the students' listening skill of eighth grade at MTs DDI Tani Aman Loa Janan.

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