

Semarang, 24 Juni 2023

Improving Student' Listening Ability Through The Use OF YouTube-Based Audio Visual Media in VIII D Class SMP Negeri 6 Semarang

Anita Lutfia Ikhsani¹, Atik Riyani², Siti Musarokah³

Pendidikan Profesi Guru, Pascasarjana, Universitas PGRI Semarang, Jl. Sidodadi Timur No.24, Karangtempel, Kec. Semarang Tim., Kota Semarang, Jawa Tengah, 50232
Guru Bahasa Inggris, SMP Negeri 6 Semarang, Jl. Patimura No.9, Kebonagung, Kec. Semarang Timur, Kota Semarang, Jawa Tengah 50123

Pendidikan Profesi Guru, Pascasarjana, Universitas PGRI Semarang, , Jl. Sidodadi Timur No.24, Karangtempel, Kec. Semarang Tim., Kota Semarang, Jawa Tengah, 50232

anitalutfiaikhsani@gmail.com

ABSTRAK

Penelitian ini dilaksanakan di SMP Negeri 6 Semarang pada siswa kelas VIII D yang kemampuan siswanya untuk materi mendengarkan bahasa Inggris cukup rendah. Tujuan penulisan penelitian tindakan kelas ini adalah untuk mengetahui apakah penggunaan media Audio-Visual berbasis YouTube dapat meningkatkan aktivitas dan hasil belajar siswa. Metode pengumpulan datanya adalah observasi dan tes hasil belajar. Metode analisis datanya adalah deskriptif baik untuk data kualitatif maupun untuk data kuantitatif. Hasil yang diperoleh dari penelitian ini adalah media Audio-Visual berbasis YouTube dapat meningkatkan aktivitas dan hasil belajar siswa. Ini terbukti dari hasil yang diperoleh pada Siklus I hanya mencapai 33,33% sedangkan pada siklus II meningkat menjadi 55,55% Pada siklus III tuntas maksimal menjadi 88,89 % untuk hasil aktivitas belajar. Kesimpulan yang diperoleh dari penelitian ini adalah model pembelajaran Audio-Visual berbasis YouTube dapat meningkatkan hasil prestasi belajar.

Kata kunci: *Listening skills, Audio- Visual, YouTube*

ABSTRACT

This research was conducted at SMP Negeri 6 Semarang in class VIII students whose students' ability to listen to English material was quite low. The purpose of writing this classroom action research is to find out whether the YouTube-based Audio-Visual learning model can increase student activity and learning outcomes. The data collection method is observation and learning achievement test. The data analysis method is descriptive both for qualitative data and for quantitative data. The results obtained

from this study are that YouTube-based Audio-Visual can increase student activity and learning outcomes. This is evident from the results obtained in Cycle I which only reached 33.33, while in Cycle II it increased to 55.55. In cycle III the maximum completion is 88.89% for the results of learning activities. The conclusion obtained from this study is that the YouTube-based Audio-Visual learning model can improve learning achievement results.

Keywords: Listening skills, Audio- Visual, YouTube

1. INTRODUCTION

Based on the English curriculum for junior high schools, there are four language skills that must be taught to students. The four language skills are; speaking, listening, reading and writing, even though the learning process in the 2013 curriculum is carried out in an integrative manner. These skills are divided into receptive skills (reading and listening) and productive skills (speaking and writing). The four basic competencies must be mastered by students well if they want to develop their communication skills both orally and in writing.

One of the objectives of learning English in junior high schools is to develop listening skills. The basic competence of listening in learning English at SMP/MTs is “Writing very short and simple spoken and written transactional interaction texts that involve giving and asking for information with attention to social functions, text structure, and linguistic elements that are appropriate to the context. Internet and social media have brought significant changes for both students both in urban and rural areas and at the same time bring new habits in using the media. So far, students have only been passive users and mere objects of media, until now

they have turned into producers-consumers of media and become active subjects in the media. Surokim. (2017). Currently, many governments are distributing free internet quota assistance to schools. This certainly makes it easier for students to access various internets such as YouTube, Google, and so on. Thus, it will indirectly affect the way students learn in finding learning resources on the internet related to the material they are studying, Cahyono, Y. D. (2015). Providing or seeking various information in the form of moving images. On this site, we can search for various video information as needed and watch it live. In addition, the YouTube server is so wide that we can participate in uploading and sharing videos around the world. The use of YouTube can be used as an interesting learning medium for students. Students can listen to videos that have been made as attractive as possible so that they can be understood by students. Ma'usara, S. (2020)

Listening skills, as one of the abilities achieved during learning, where listeners are required to understand, interpret and evaluate what they hear. Listening ability being active can improve interpersonal relationships by minimizing conflict,

“Optimalisasi Pengembangan Keprofesional Berkelanjutan Melalui PTK”

strengthening cooperation, and developing understanding. Listening is a language component that is very difficult for students to learn. We can see the scores obtained by students still low, far from our expectations when compared to other language components such as reading and writing. Communication will go better if the listener can respond to what the speaker is talking about. However, most students still have difficulty hearing because of the different dialects. The difference is not only in terms of pronunciation but also in the culture where the language is spoken. Among the factors that cause low students' skills in understanding English learning techniques is the most dominant factor. The teacher continuously introduces English patterns and expressions without going through the correct context or situation, and is not followed by Can be used to watch YouTube videos in English which can improve student understanding. Based on the background of the problem above and knowing the weaknesses of students in learning listening and the lack of students' ability to understand listening, the researchers focused on teaching listening through Audio-visual for class VII students of SMPN 6 Semarang City using audio visual.

Based on the background and limitations of the problem above, the following problem formulation can be made:

1. How to improve students' listening skills through the use of YouTube-based audio-visual media in class VII students of SMPN 6 Semarang.
2. How are student learning

practice and application or listening practice. Interaction between students is minimal. Therefore, the improvement of listening skills in English is not optimal.

Sutari, et al. (1997:17) states that listening means paying close attention to what other people are saying. It is clear that the intentional factor in listening activities is greater than listening activities because in listening activities there is an effort to understand what is being listened to while in listening activities the level of understanding has not been carried out. Tarigan (1983:19) states that listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that is not conveyed.

outcomes in learning through the use of YouTube-based audio-visual media in class VII students of SMPN 6 Semarang

2. RESEARCH METHOD

The research subjects in this study were 8 class VIII D students of SMP Negeri 6 Semarang City. The research location is the place where the research process to obtain data takes place, namely SMP Negeri 6 Kota Semarang. The time of the research was carried out for 2 months, starting from April 12 2023 to March 24 2023. The research carried out in this study included Classroom Action Research, or also called CAR (Classroom Action Research). Kemmis through Sukarno (2009: 2) argues that research

“Optimalisasi Pengembangan Keprofesional Berkelanjutan Melalui PTK”

Class action is a form of reflective study by the perpetrators of the action which is carried out to increase the rational stability of the action in carrying out the task, deepen understanding of the actions taken and improving the conditions in which the learning practices are carried out done. There are various designs of PTK models, namely Kurt Lewin, Kemmis and McGartgart and Elliot. This study uses the design of the PTK model that was created. by Kemmis and Mc Taggart, because this research design is considered easy in the procedure stages. PTK has a goal to improve the quality of classroom learning practices and student behavior in class. The researcher took this learning method because the researcher saw a problem in class II students about finding vocabulary and its meaning in social life material.

Broadly speaking, there are four stages that must be passed to conduct research using classroom action research methods, namely, (1) planning, (2) implementation, (3) observation, (4) reflection. The four stages are an element in forming a cycle, namely with one round of successive activities then returning to the first stage. This classroom action research will be carried out in a participatory collaborative manner, namely research by conducting collaboration or collaboration between teachers and researchers. The research design used is in the form of a Kemmis and McTaggart cycle model. This cycle does not only take place once, but several times until the expected goals are

Cycle I

Preparing audio-visual media from YouTube about finding vocabulary and its meaning about the meanings of words and meanings in the video.

The stage of taking action
Carrying out learning to find vocabulary and its meaning about social life through the use of YouTube-based audio-visual media

Observing stage Observing the learning atmosphere of how students find vocabulary.

Reflection Stage. Activities carried out at this stage are reviewing, considering the results of various criteria or indicators of success. This reflection is based on the results of observations, field notes, and tests.

Cycle II Planning Stage

Prepare audio-visual media from YouTube, namely vocabulary and its meaning regarding the meanings of words and meanings in the video. The stage of taking action Carry out vocabulary learning and its meaning about the meaning of words and meanings in the video. through the use of YouTube-based audio-visual media

Observing stage

Observing the learning atmosphere the way students discover vocabulary and meaning

Record and document learning
Activities carried out at this stage are reviewing, considering the results of various criteria or indicators of success. This

“Optimalisasi Pengembangan Keprofesional Berkelanjutan Melalui PTK”

reflection is based on the results of observations, field notes, and tests
Cycle III Planning Stage

Prepare audio-visual media from YouTube about vocabulary and its meaning about the meanings of words and meanings in the video. The stage of taking action Carrying out learning to find vocabulary and its meaning about vocabulary and its meaning about the meanings of words and meanings in the video through the use of YouTube-based audio-visual media

Observing the learning atmosphere the way students find vocabulary

Record and document learning

Activities carried out at this stage are reviewing, considering the results of various criteria or indicators of success

This reflection is based on the results of observations, field notes, and tests

3. RESULTS AND DISCUSSION

Cycle I

The results in the implementation of pre-cycle learning carried out by researchers, obtained the following data:

Table 4.1

The results of the learning outcomes test at the end of Cycle I Knowledge

Assessment Sheet

No	Nama	KKM	Nilai	Keterangan
1	Andika	70	50	Tidak Tuntas
2	Cantika	70	80	Tuntas
3	Fajar	70	70	Tuntas
4	Thiya	70	60	Tidak Tuntas
5	Mafaza	70	40	Tidak Tuntas
6	Wildan	70	50	Tidak Tuntas
7	Marvel	70	40	Tidak Tuntas
8	Kenzo	70	40	Tidak Tuntas
Nilai rata-rata			53,75	

Cycle II

Still using the same plan, for the second meeting of cycle II, the researcher will improve the exercises for each student by re-finding the meaning of vocabulary in the YouTube-based song video. Improving cycle I, for the first meeting of cycle II, the researcher randomized the questions and answers about the vocabulary in the YouTube-based song video.

Implementation

For this cycle II meeting, the researcher designed the meeting as follows:

Children will observe the same video with different versions, Song Video with the same title but with a more interesting version. After that, the children were invited to ask questions about the contents of the video. Retell the fairy tales that have been observed using their own language. The teacher will draw lots of children who will retell and be able to find the meaning of the vocabulary in

“Optimalisasi Pengembangan Keprofesional Berkelanjutan Melalui PTK”

the video song related to the social life around it.

Cycle III

Still using the same plan, for the third meeting of cycle III, the researcher will improve the exercises for each student by returning the meaning of the vocabulary to the YouTube-based Song video. Improving cycles I and II, for this cycle III meeting, the researcher randomized the questions and answers about the meaning of vocabulary in the video song based on YouTube.

Implementation

For this cycle III meeting, the researcher designed the meeting as follows: Children will observe the meaning of vocabulary in the same video song with different versions, fairy tales with the same title but with a more interesting version. After that, the children were invited to ask questions about the contents of the fairy tale. Retell the meaning of the song that has been observed using their own language. The teacher will draw lots of children who will retell and be able to find the vocabulary contained in the meaning of the vocabulary in the video song that relates to the social life around it.

4. CONCLUSION

Based on the results of the research and discussion on improving students' listening skills through the use of YouTube-based audio-visual media, the following conclusions can be drawn:

The application of the use of YouTube-based audio-visual media can be categorized as good, as evidenced by the increase in the value of observations of teacher activities which in cycle I only reached 33.33, while in cycle II it increased to 55.55. In cycle III, the

maximum completion was 88.89%. Likewise with the value of the skills assessment results in the first cycle of 47.22 and increased to 68 in the second cycle. And Cycle III got 77. It can be concluded that teachers and students are able to apply YouTube-based audio-visual media well.

The application of the use of YouTube-based audio-visual media can improve learning outcomes in class VII D students at SMPN 6 Semarang City. This can be seen from the average value of students in the initial conditions which is equal to 33.3. Improvement of learning in the second cycle of 55.55%. And the improvement in learning increased significantly in cycle III to 88.89%.

BIBLIOGRAPHY

- Surokim, Moh. Amir Hamzah, Yuliana Rakhmawati, Tatag Handaka, Bani Eka Dartiningsih, Netty Diah Kurniasari, Dewi Quraisyin, Dessy Trisilowaty, dan T. H. R. (2017). *Internet, Media Sosial, dan Perubahan Sosial di Madura*. Malang: Inteligencia Media.
- Cahyono, Y. D. (2015). *E-Learning (Edmodo) Sebagai Media Pembelajaran Sejarah*.
- Ma'usara, S. (2020). *Penggunaan Media Youtube Pada Pembelajaran Menulis Teks Ulasan Siswa Kelas VIII MTs Negeri 13 Jakarta Tahun Pelajaran 2019 / 2020*.
- Anurrahman. 2012. *Belajar dan Pembelajaran*. (Bandung: Alfabeta).
- Arikunto, Suharsini, 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya).
- Basrowi dan Suwandi, 2008. *Prosedur Penelitian Tindakan Kelas*, (Bogor: GhaliaIndonesia).

“Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK”

- Ekawarna, 2012. *Penelitian Tindakan Kelas*. (Jakarta: Gaung Persada).
- Ekawarna, 2013. *Penelitian Tindakan Kelas*. (Jakarta: GP Press Group).
- Fitri Yuliani, et.al, 2012. *Penelitian Tindakan Kelas untuk Tenaga Pendidik Profesional*, (Yogyakarta: PT Pustaka Insan Madani).
- Hamalik, Oemar. 2001. *Proses Pembelajaran*. (Bandung: Bumi Aksara).
- Kunandar, 2013. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*, (Jakarta: Rajawali Pers).
- Kunandar, *Penilaian Autentik*, (Jakarta: PT RajaGrafindo Persada).
- Majid, Abdul. 2013. *Strategi Pembelajaran*. (Bandung: PT Remaja Rosdakarya).
- Majid, Abdul. 2014. *Pembelajaran Tematik Terpadu*. (Bandung: Remaja Rosdakarya).
- Mardalis, 2006. *Metode Penelitian*, (Jakarta: Bumi Aksara).
- Munadi, Yudi. 2008. *Media Pembelajaran*. (Jakarta: Gaung Persada)
- Putro Widyoko, Eko. 2011. *Evaluasi Program Pembelajaran*,. (Yogyakarta: Pustaka Pelajar).
- Ridwan, 2007. *Skala Pengukuran Variabel-variabel Penelitian*, (Bandung: Alfabeta).
- Rusman. 2013. *Model-model Pembelajaran*. (Jakarta: Rajawali Pers).
- Rusman. 2015. *Pembelajaran Tematik Terpadu*. (Depok: PT Raja Grafindo Persada).
- Undang-undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional. Depdiknas,