THE USE OF YOUTUBE VIDEO TO INCREASE STUDENTS' LISTENING COMPREHENSION

(Pre-Experimental Research at the Eleventh Grade of SMA Yapip Makassar Sungguminasa)

A Thesis

Submitted to the Faculty of Teacher Training and Education

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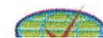Consultant I   Consultant II

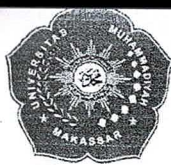**Sulfasyah, M.A., Ph.D.**   **Ardiana, S.Pd., M.Pd.**

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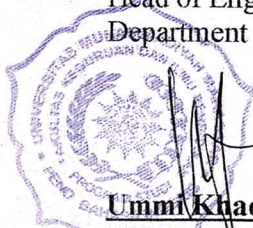NBM: 977 807

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	V	Complete the discussion part	
		Relate the findings with theories	
27 – 6 – 2019	IV	Discussion part	
	V	Conclusion	
		Complete all of thesis stuff	
7/7/2019		Abstract	
		conclusion & suggestion	
		Layout	
		Some grammatical problems	
10/7/2019		ACC	
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MOTTO

" I AM NOT AS GOOD AS YOU SAY.

BUT I ALSO WAS NOT AS BAD WHAT COMES IN YOUR HEART "

I dedicated this thesis to my

beloved parents

ABSTRACT

IFTA JUNIATI. 2019. *The Use of YouTube Video To Increase Students' Listening Comprehension (A Pre-Experimental Research at the Eleventh Grade of SMA Yapip Makassar Sungguminasa).* English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Sulfasyah and Ardiana.

This study aims to determine the improvement of students' listening comprehension especially in terms of accuracy of answers and listening for details in descriptive texts using YouTube videos as teaching media. In the eleventh-grade students of SMA Yapip Makassar Sungguminasa.

A Pre-experimental Design was employed with one group pre-test and post-test design. The population of this research was the Eleventh Grade Students of SMA Yapip Makassar Sungguminasa in the academic year of 2018/2019. Thirty five students were selected as sample using cluster random Sampling Technique. The researcher conducted eight meetings. The data were obtained through listening test.

The findings of the research show that the use of YouTube videos as a teaching media is effective to increase students' listening comprehension. Especially in terms of listening for details it can be seen from the students' mean score in the pre-test, and it increased up to in the post-test. Supported by the average value in the pre-test was 58.09, increasing to 66.66 in the post-test. And in terms of accuracy of answer it can be seen from the students' mean score in the pre-test. Supported by the average value in the pre-test was 40.57, increasing to 52.57 in the post-test. The t-test value was greater than the t-table value (5.8311> 1.69092). Therefore, the Alternative Hypothesis was accepted and the null hypothesis was rejected. Based on the analysis of the results, the researchers concluded that the use of YouTube videos as a medium increased students' listening comprehension.

Key Words: Listening Comprehension, Video YouTube, Accuracy of Answer, Listening for Details.

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Many problems and difficulties has been encountered in finishing this thesis. The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. It would be an honor to express her greatest appreciation and deepest thanks to all of them.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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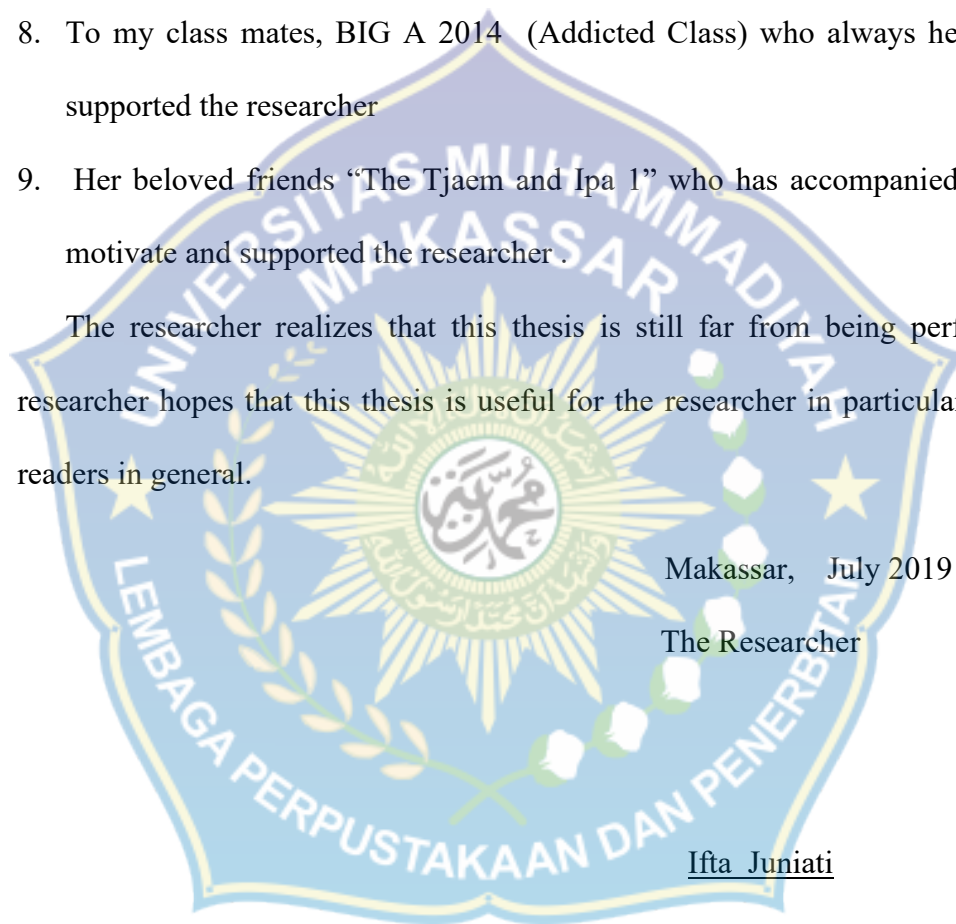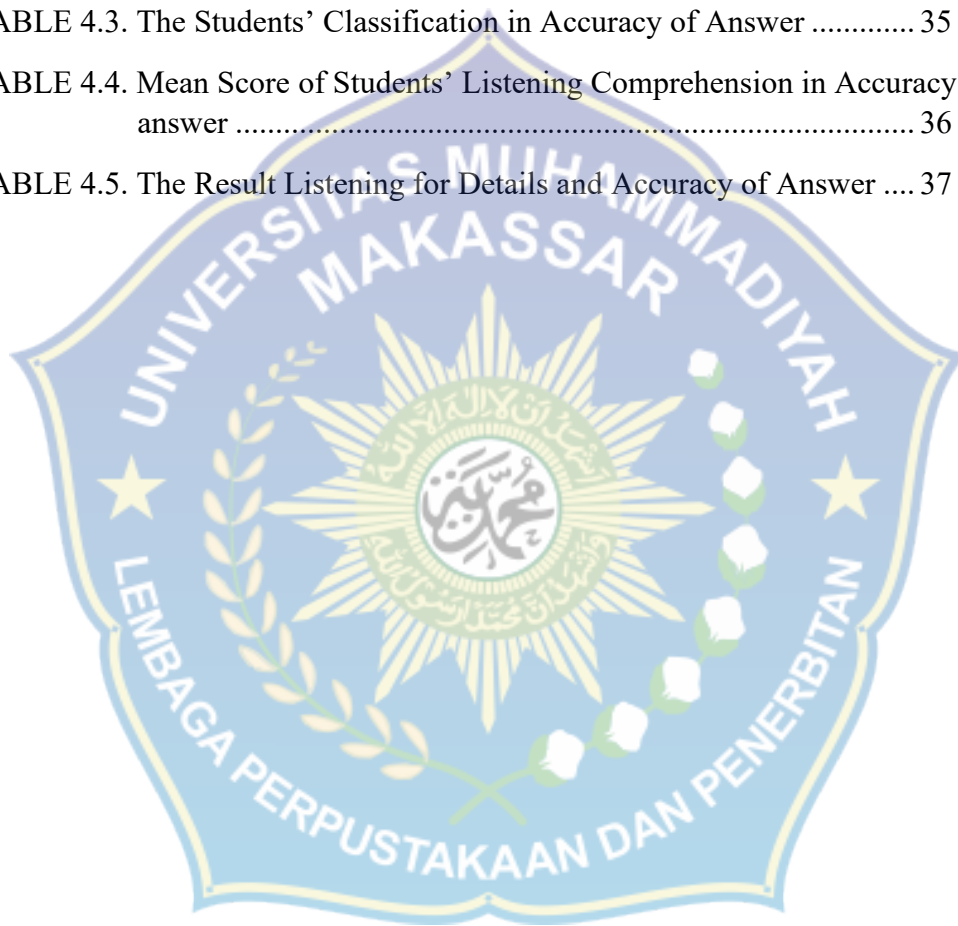
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICIES

CHAPTER I

INTRODUCTION

A. Background

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and nonverbal component. Astuti (2018) stated that listening is one of the keys but create a good communication it has an important role in communication because most of our time we spend for listening activity. Underwood (1989) stated that listening is the activity of pay attention and trying to get meaning from something we hear. From the explanation above it can be concluded that listening is an important component in communication to get meaning from something we hear.

In learning listening there are something student need to mastery like lot of vocabulary. According to Sedita in Astutis' thesis (2018) listening and vocabulary have a strong relationship. The more vocabulary mastered by students, the easier they will understand. There are other things that must be considered in addition to mastering vocabulary when learning to listen, students must recognize the sounds of language and can say it aims to enable students to understand the form and meaning of the material they are listening to. Concentration is also important in learning to listen to students.

Listening comprehension is learning to listen not just to listen but students must understand what they are listening to. The process involves the process of

understanding the speaker's accent or pronunciation, the speaker's grammar, and vocabulary, and understanding meaning, the listener can be able to do four things simultaneously. Listening comprehension has several indicators and focuses on the understanding text part which includes the main ideas, exploratory information, implied information, and the meaning of the text.

Most of students have problems in learning listening. Problems faced by students when learning to listen can be caused by lack of mastery of vocabulary, and lack of understanding of English accent. Also students have a lot of difficulties because of they are less interested in learning listening. The students usually feel bored with the way teacher deliveries the material or the media used which are not interesting.

In addition, the important role of a teacher is not only to increase students, but to find new things that can make students learn so they do not feel bored. Nowadays technology is developing so that teachers can use one application that can help in student learning. One of them uses the YouTube video application. YouTube is the largest and most popular online video sharing site on the internet. The use of YouTube is spread throughout the world from various ages, from the level of children to adults. YouTube users can upload videos, search for videos, watch videos, discuss / ask questions about videos and simultaneously share video clips for free. Every day there are millions of people who access YouTube so it is not wrong if YouTube is very potential to be used as a learning media.

YouTube the most popular site in the internet world today that is able to provide edit value to education / education; YouTube is easy to use and can be followed by all people including students and teachers; namely YouTube provides information about the development of education, technology, culture; Interactive, namely YouTube facilitates us to discuss or do questions and even review a learning video; Shareable namely YouTube has HTML link facility, Embed learning video code that can be shared on social networks like Facebook, Twitter, program and also blog / website; Economical is YouTube free for all people.

There are many researchers who have examined the use of video for learning to listen. Based on the explanation above, researchers are eager to conduct research with the title "The Use of YouTube Video to Increase Students in Learning Listening Comprehension at SMA Yapip Makassar Sungguminasa"

B. Problem Statement of the Research

Based on the previous background, the problem of the research is formulated as in the following question:

1. How does YouTube video increase students' listening comprehension at SMA Yapip Makassar Sungguminasa in terms of listening for details?

2. How does YouTube video increase students' listening comprehension at SMA Yapip Makassar Sungguminasa in terms of accuracy of answer?

C. Objective of the Research

Based on the problem statement above the purpose of this study is to find out whether YouTube video increase students' listening comprehension.

D. **Significance of the Research**

1. For researchers

   The results of this study can be useful as an, information about the effect of YouTube as a medium in learning listening.

2. For students

   The findings of this study are expected to stimulate students to increase their listening comprehension. This research can also provide information to students who previously learned to listen not to use YouTube as a medium, that YouTube has many benefits for students.

3. For teachers

   The results of this study can be an inspiration for teachers when giving lessons for their students.

E. **Scope of the Research**

   Basically, there is a lot of media that can be used as a listening learning tool, but in this study, researchers chose YouTube as a medium for learning to listen. The focus of this research is the use of YouTube as a learning media that can improve student learning in listening comprehension especially in listening for details and accuracy of answer. The video provided is also about the topic of the lesson which is descriptive. Students will be shown a YouTube video about describing people and place.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are some researchers who had conducted their research the using of video YouTube in increasing interest of listening comprehension, they were.

Nurkholida (2016) conducted a research about enhancing listening skill. The result of the research indicated that 1) the students' English listening comprehension ability increased significantly after learning with YouTube material and 2) students had positive attitude towards using videos in learning listening skills. The title of her research is "Enhancing Listening Skill Based on Authentic Materials in Higher Education".

Rahayuningsih (2010), the researcher found that this research could improve students' listening comprehension and situation of the classroom. The researcher expects to continue doing a collaborative action research in my own classroom. The researcher also hopes that what the researcher had done provides other teachers inspiration to conduct a collaborative action research in their classroom. It is expected that the teachers will not consider the students as something to be increased in quantity or score only but also in quality. The title of her research is "Improving Students' Listening Comprehension on Narrative Text Through YouTube Video".

Lestari (2016) found that 1) there is a significant effect between the use of Video and Picture on students' listening comprehension. This result also shows that the use

of Video is more effective than Picture, 2) there is a significant effect from learning motivation on students' listening comprehension. The result also shows that students' who have high learning motivation had better achievement than students' who have low learning motivation and 3) there is a significant effect between both learning media and students' learning motivation on students' listening comprehension. The title of her research is "The Effect of Picture and Video on Students Listening Comprehension".

Astuty (2018) she found that the vocabulary student improved. It soon by the student's score in pretest 63.33 with 21 students included. In order to answer the problem statement for two variables (Vocabulary Mastery and Listening intensity, The analysis is analyzed the data by using SPSS 18.0 the data show the positive result (0.432) which mean the regression linear and have Moderate relationship and the significant (0.047) it means that the two variables significantly correlate .Therefore, this shows that there is a correlation between the students' intensity and their vocabulary mastery. The title of her research is "The Correlation Between Intensity Of Listening English Song And Students' Mastery Vocabulary".

Wisra (2018) he found aimed at finding out the improvement of students' listening comprehension particularly in terms of accuracy of answer and general understanding in dialogue text using Cloze Dictation Technique. It was supported by the students' mean score in pre-test was 5,88 and it was improved to be 7.88 in post-test and the value of t-test was bigger rather than the value of t-table (4.85> 1.711).And in terms of general understanding, also effective to improve students'

listening comprehension. It was supported by the students' mean score in pre-test was 6.43 and it was improved into 7.98 in the post test. And the value of t-test was bigger rather than the value of t-table (4.72 > 1.711). The title of the research is "Improving Students' Listening Comprehension Using Cloze Dictation Technique".

The researches above have a similarity and difference with this research. The similarity in this research and the previous research is, the researcher wants to know the students listening comprehension by video YouTube, is the students' ability increase or not. Then, the different of the research is the using of media and technique in increasing the students listening comprehension.

B. Some Pertinent Ideas

1. The Concept of Listening

a. Definition of Listening

Listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. So, listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. For example, linguistic is only by using his knowledge of language. He can decides the continuous of sound into meaningful units at all, and it was compared with shared knowledge between listener and speaker that he can interpret their meaning. The

nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus, the last component is comprehension. It involves different steps.

1. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message.

2. The second step is to activate related background knowledge and use it to predict the ideas the message may have.

3. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation.

4. The fourth step is to sample the important meaning carrying component of materials. Listener should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge.

5. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their

anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Kaspar in Ahmadi (2016:8).

Rost and Hamouda in Gilakjani and Sabouri (2016:1671) define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

From the explanation above, the researchers can conclude that listening comprehension refers to the understanding of what the listener has heard and it is listener ability to repeat the text, in fact the listener may repeat the sounds without real comprehension.

b. The Types of Listening

In this case, Underwood (1989) explains two types of listening, they are one-way listening and two-way listening:

1) One-Way Listening

One-way listening is important in academic settings such as lecture, lecturers and school lesson. It can be emphasized as listening in order to study. In the other hand, pedagogic has characteristics consist of cognitive content, focusing in formal language or like writing and need to do something what has been heard. For example we take a note in the content. In other conditions, or situations, we take place watch cinema or listening to the radio. In this case, the language is listened to be the spoken variety. So, the purpose of listening is different in other

situations. In addition, one-way listening is an interaction where students are taking in information, such as a lecture.

2) Two-Way Listening

Two-way listening is more accurate in listening and speaking. In brief, it includes dialogue and discussion. All kinds of two-way listening are different, because of come into play and sometimes make it easier and other make it more difficult than one-way listening. Two-way listening is very low on cognitive content and opportunity request classification or repetitions. Meanwhile, the classification above need to produce response while listening to one's interlocutor, in the processing of what is being heard and the misinterpreting interlocutor's intent. In this case, it is influenced by intensity time pressure. In two-way listening, the listener must be careful on what the speakers say to get the information from interlocutor, so there isn't misconception purpose because it is influenced by repetition.

c. The Process of Teaching Listening

Underwood (1989) states that the teaching or learning process of listening can be divided into three stages: pre-listening, listening task, and post listening

1) Pre-Listening

Pre-listening is the warming up activity before the learners have the listening tasks. Pre listening is how the teacher can help learners activate the balanced between the bottom up and top-down processing, this is called

interactive processing. Pre-listening activities is almost same as brainstorming in reading or writing.

2) Listening Tasks

There are three types of listening activities for the beginners 'level. They are listening for specific information, listening for a gist or global listening, and inference.

3) Post-Listening

The range of listening activities is at least as wide as listening tasks themselves. At times, post listening may be as simple as checking the answer to comprehension questions, either by the teacher telling learners what the correct answers are, my eliciting answers from learners themselves, or by having learners compare their answers in pairs or small groups.

d. Problems in Teaching and Learning Listening

There are some problems in teaching and learning process of listening, they are:

1) Trouble with Sound

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

2) Have to Understand Every Word

This is very common problem, often unconsciously fostered by teachers and listening comprehension materials which encourage the learner to believe that everything that is said is important information. The effort to understand

everything often results in effective comprehension, as well as feelings of fatigue and failure. The teacher needs to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

3) Can Not Understand Fast, Natural Native Speech

Learners will often ask the teacher to slow down and speak clearly. but that is cannot helping students to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal task as they can successfully understand as soon as possible. One of the advantages of teacher produced talk is that teacher can provide students with this sort of discourse at the right level for them, getting faster and more fluent as their listening skill develop.

4) Need to Hear Things More than Once

In real life, the students often going to have to cope with one-off listening and we can certainly make a useful contribution to their learning if teacher can improve students' ability to do it. The teacher can use the texts that include redundant passages and within which the essential information is presented more than once, and not too intensively and give the learner opportunity to request clarification or repetition during the listening.

According to Bingol, et.al (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be

aware of these problems and try to solve them. Some of these problems are as follows:

1) Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

2) Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

3) Accent

Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension.

4) Unfamiliar Vocabulary

If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5) Length and Speed of Listening

Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand second language words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

e. **Element of Listening**

According to shocking awful (2017:1) in I Rubric, said that there are four elements of listening, namely:

1) Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define into two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distractions in a typical classroom and some noisy sound from the outside of classroom.

2) General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the text. The listener can imagine to catch the general meaning of something they year.

3) Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

4) Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.

From the explanation above, the researchers use listening for details and accuracy of answer in measuring the increase of students' in learning listening comprehension.

f. **General Principles in Teaching Listening Comprehension**

According to Morley and Lawrence in Ahmadi (2016:9), there are general principles for teaching listening comprehension. They are as follows:

1) Listening comprehension lessons should have definite goals and they should be clearly stated.

2) Listening comprehension lessons should be constructed with care full step by step planning. This suggest that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to "what to listen for, where to listen, when to listen, and how to listen."

3) Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written

answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.

4) Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.

5) Listening comprehension lessons should emphasize conscious memory work. One of the objectives of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is now way separate listening, thinking, remembering.

6) Listening comprehension lessons should" teach" not "test". It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

g. Types of Material

Listening comprehension is generally regarded as the most difficult skill by most learners. Therefore, it is necessary for teachers to find some effective ways for the learners outside the classroom to improve their listening comprehension.

According to Abbot in Ratnawati (2013: 12), the types of listening material that the students want to listen are as follows:

1) Dialogue

Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts or actions. It engaged the heart as well as the mind. It is different from ordinary, everyday conversation, in that dialogue has a focus and a purpose.

a) Unscripted is spontaneous conversation and discussion between :

1)   The teacher and other foreign language speakers

2)   The learners and native English speaker and

3)   Other foreign language speaker without the learner's participations

b) Set scripted conversation for example dialogue in plays and films usually between native speakers

c) Authentic dialogue

The advantages of authentic dialogue are probably mostly in the area of listening comprehension. By using authentic dialogue, learners a comforted with real life experiences in which they will have to function. By using these authentic dialogues, the teacher and focus on structures are used to express meaning. By having students focus on such areas discussion about, and practice appropriate types of openings do sure as well as other appropriate language (or in appropriate as case maybe) other, subtle issue may also be addressed by using authentic dialogue, for an advanced class, the manner which this is actives in authentic dialogue as an example. Student could then

model oral activities on the exchange and see how close they can come to producing the some effect (a very difficult tasks in indeed).

d) Scripted dialogue

Using scripted dialogue are probably most useful when a teacher is trying to focus on correct form. This is particularly appropriate when working towards simulating oral work. By using scripted dialogue, the teacher can steer the class towards the new or regaled language skill while keeping classes, where communication skill are generally the primary target of such and activity, the used of scripted dialogues allows the teacher concentrate on bare-bark structures without happing to worry about confusing the students. The issue of shared knowledge does not need to be addressed, as well other linguistic subtleties (such as flaunting co-operative principles in order to express irony) and the teacher can understand knowledge of the class's ability to model to conversational flow.

2) Monologue

A monologue is a moment in a play, film, or novel, where a character. These speeches can be addressed to someone, or spoken to the actor's self or to the audience. Another type of this speech, especially in novels, is the interior monologue, where a character has a long bout of thinking personal thoughts, which are not interrupted by speech or actions. The monologue can act in a number of ways. It can forward the plot by signifying the character's thought processes, or it may simply serve to more fully flesh out a character.

2. Conceptual of Media

a. Definition of Learning Media

The ability of students in understanding the learning depends on how the teacher teaches the students. The media is required to facilitate the students in obtaining the information. Media has an important role because media is tool in learning process that. The interesting media makes students more interested in learning. There are several kinds of media. Video is one of media which popular used by teacher in teaching. Video is a tool used to involve student with enhance a learning experience. According to Harmalic in Fitriana (2018:22). There are four classification of teaching media, such as:

1) Visual media such as filmstrip, transparency, micro projection, picture, chart, graphic, map, poster and illustration.
2) Audited media, such as phonograph record, electric transcript, radio, and tape recorder.
3) Audio visual media, such as movie, short video, TV, etc.
4) Dramatization such as role play, socio drama, etc.

Based on the examples above, Audio visual media is effective media because it involves students' visual and audio. So, they can imagine without more explanation from the teacher.

b. Types of Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be

divided into some classification. According to Mahajan (2012), media are classified into seven categories such as:

1) Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.

2) Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.11

3) Three-Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.

4) Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

5) Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.

6) Video Media: this media is combination between audio and visual, e.g., TV, video cassettes, CD, computers.

7) Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

While according to Sahid (2010:3) teaching media can be grouped as follows:

1) Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

2) Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

3) Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.12

4) Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009:36) those are: (1) Human-based media (teacher, instructor, role-play, group activity, field-trip); (2) Printed-based media (book, guide line, workbook, paper); (3) Visual-based media (video, film, slide-tape program, television); and (5) Computer-based media (interactive video, hypertext). In addition, Rusman in Kusantati, et al. (2014:38) classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.

c. YouTube as Teaching Media

YouTube is one of the many social networking sites that are being used today. The inclusion of YouTube into the field of education is an easy and user-friendly way to improve collaboration skills and integrate technology into teaching activities. YouTube has become one of the most practical and accessible social media. Web-based services allow users to download videos that can be shared with

other people (friends, students, educators) with social relations in learning conditions. YouTube is a video-sharing service that allows users to send personal videos developed, from animations to personal recordings. Based on the explanation, YouTube is a social application that allows users to share and shape communities around their content. This attracts content users such as students who get literature in clear learning processes in visual form.

Learning technology using the web or social media such as YouTube has been known for a long time by countries in the world, especially America. YouTube is a learning method that is very practical and easy to understand but in the search for literature today does not make the information found on YouTube as a reference. it is only a teaching strategy in education where this media presents an overview of YouTube and applications as effective learning tools in higher education, such as specific examples used in educational programs.

Learning through YouTube online teaching and learning process is more practical just by inserting the video URL on the YouTube site to be chosen. Users can display in front of the YouTube class offering an alternative source of education that is timely, but has a unique challenge, namely the limited availability of the video. Organizers should review and evaluate all videos before they are presented to students. So that students can get knowledge in the video that will be given. Another challenge is the number of videos that appear when searching for searches. the wrong way to narrow down the choices is to focus on the names of users who have uploaded the video by clicking on the username and will be taken to

the user's personal YouTube page. Integrating YouTube videos allows learners to be more creative in learning and not limited to subject matter. YouTube videos really provide clarity to students to see visual images of various conditions and also provide opportunities for students to really see the real conditions.

YouTube is a learning media in the 2013 curriculum which is very useful as a supporting material because YouTube is able to provide value editing for education / education, is practically used and can be followed by all groups including students and teachers, providing information about the development of education, technology, culture and economics YouTube is free for all people. Thus based on the use of YouTube as a language learning medium it is very helpful in learning language skills such as speaking, listening, reading, and writing.

The purpose of utilizing YouTube as a listening learning media is to create interesting, fun and interactive conditions and learning environments. Learning videos on YouTube can be used for interactive learning in the classroom, both for students and the teacher itself through online and offline. The use of YouTube as a learning media can be used at any time without being limited by space and time with computer terms or presentation media connected to the internet. In addition, YouTube has several advantages and disadvantages as a listening learning media, namely:

1) Advantages of YouTube as media

   a) Potential that YouTube is the most poll up site in the internet today that is able to provide value editing for education / education.

b) Practically, YouTube is easy to use and can be followed by all groups including students and teachers.

c) Informative, namely YouTube provides information about the development of the science of education, technology, culture.

d) Interactive, namely YouTube facilitates us to discuss or do questions and answers, and even review a learning video.

e) Shareable, namely YouTube has an HTML link facility, embed video learning code that can be on share on social networks like Facebook, Twitter and also blogs / websites.

f) Economical, namely YouTube free for all people.

YouTube has several disadvantages as a listening learning media, namely:

2) Disadvantages of YouTube as media

a) If our internet connection is not good, then taking videos on YouTube will be disturbed and maybe we will wait too long.

b) YouTube does not provide video capture applications on the website, so we must look for other applications such as keep video and YouTube downloader.

c) Videos on YouTube generally have a very large size or capacity.

d) YouTube provides video upload facilities for anyone, so here can be misused by irresponsible parties. For example, just uploading porn videos and videos about insults to certain groups.

C. **Conceptual Framework**

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        ┌─────────────────────────┐
        │    Teaching Listening   │
        └─────────────────────────┘
                     │
                     ▼
        ┌─────────────────────────┐
        │      YouTube Videos     │
        └─────────────────────────┘
                     │
                     ▼
        ┌─────────────────────────┐
        │   Students' Listening   │
        │      Comprehension      │
        └─────────────────────────┘
              │             │
              ▼             ▼
┌─────────────────────┐  ┌─────────────────────┐
│ Listening for details│  │  Accuracy of Answer │
└─────────────────────┘  └─────────────────────┘
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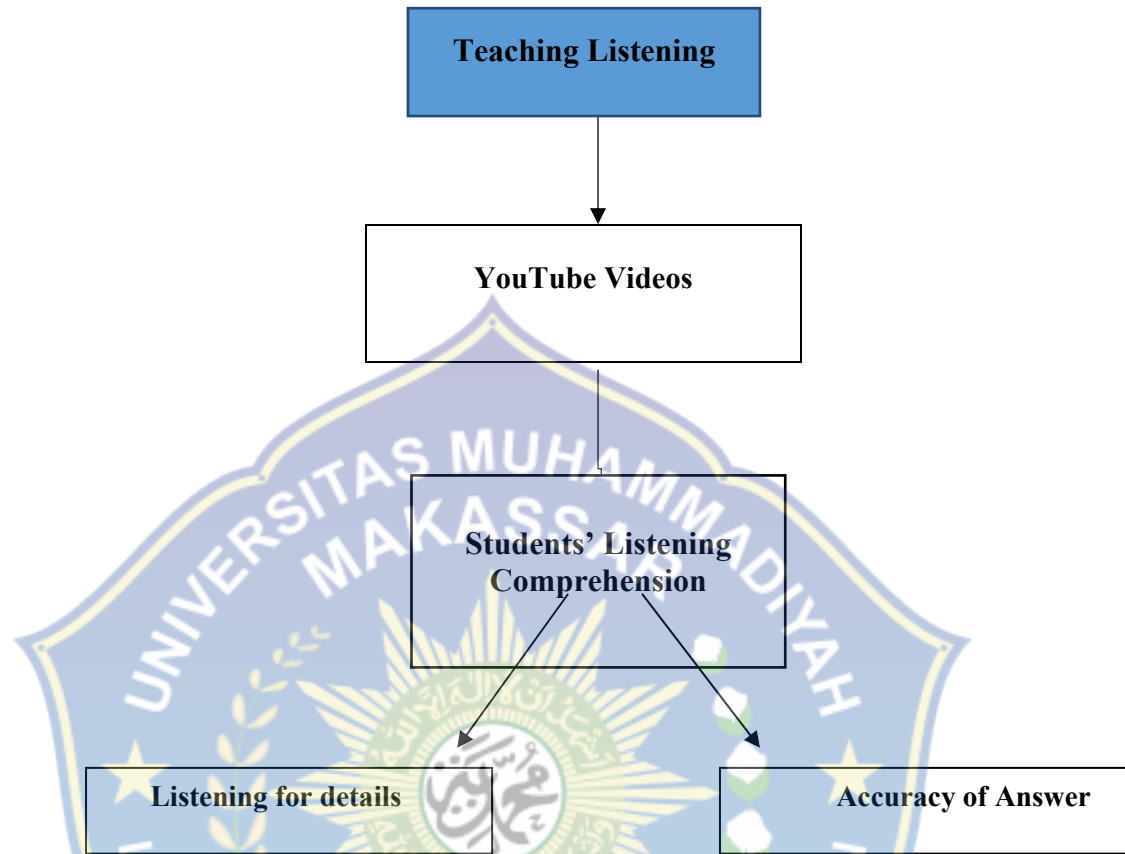
Figure 2.1 Conceptual Frame Work

This research focus on listening comprehension of the students. The researcher uses dialogue text as a task for the students to saw their understanding and the information that they get from the text. In this is, there are many aspects that could be observed to get students understanding or comprehension, but the researcher took two aspect, namely the accuracy of answer and listening for details in dialogue text. Sometimes, students do not understand or still confuse with sound of the word, the spelling of the word, so, the researcher take the accuracy of answer and listening for details as delegation to know the students understanding in listening comprehension by using YouTube video as media in dialogue text. After the using of YouTube video

will apply to students, output from this research will increase listening comprehension of students.

D. Research Hypothesis

Hypothesis relate with the statements that should be examined whether it is accepted or rejected. There two hypotheses of this research as follows:

1. Ho (Null hypothesis): there is not significant difference between the result of the pretest and posttest of students' ability listening after the treatment by using YouTube video as media.

2. Ha (Alterative Hypothesis) : there is significant difference between the result of the pretest and posttest of students' ability in listening after the treatment by using YouTube video as media.
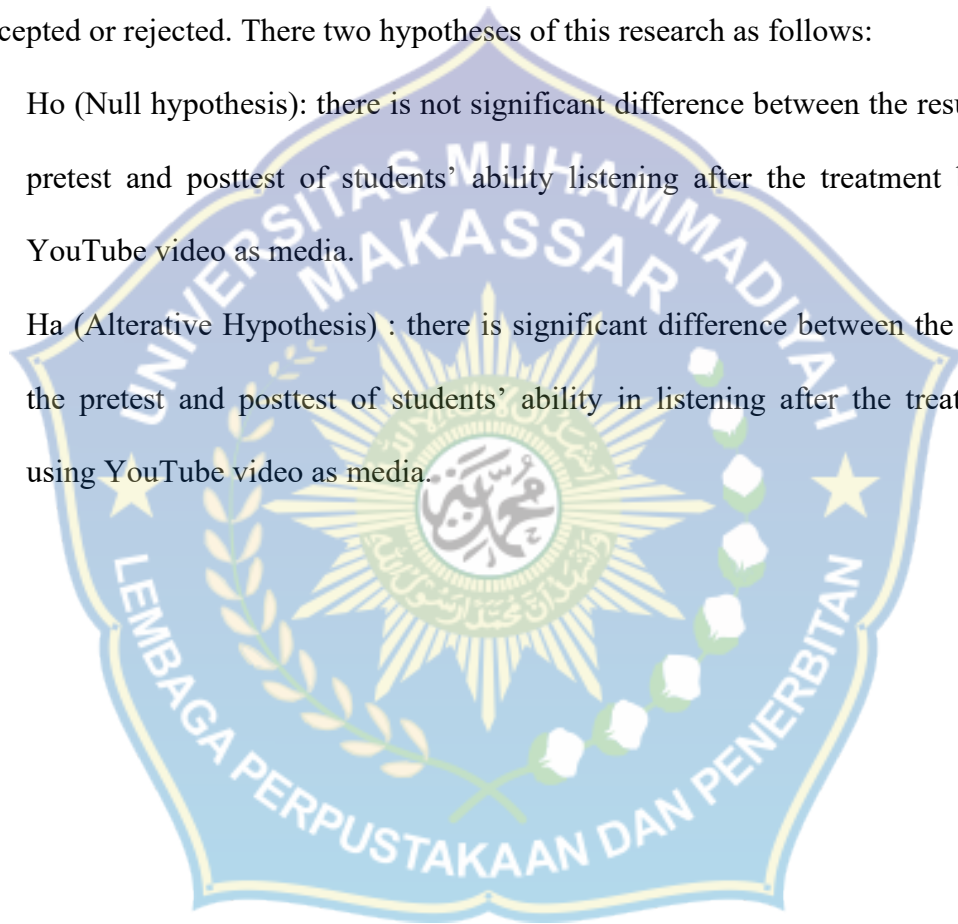
CHAPTER III

RESEARCH METHOD

A. Research Design

In this experiment, the research design used pre experimental design. The students were given a pre-test to the group to be given treatment. After that they were given a post-test. The magnitude of the effect of treatment could be determined by comparing the pre-test results with the post-test. O1 (pretest value (before treatment) X O2 (post test value (after treatment)). Effect of treatment on learning achievement was obtained by O2 - O1.

Figure 3.1 Research Design

01	X	02

Note:

O1 = Pre-test

X = Treatment

O2 = Post-test

The pre-test was used to find out the students' prior level in listening comprehension, while post-test is designed to find out the effectiveness and the significance of the treatment by using video YouTube as learning medium. Treatment was doing after pre-test. The researcher gave the treatment to the students as practice

to know their increase in learning listening comprehension. The treatment was conducted in six meeting and taken 2 X 45 minute every meeting.

B. Research Variable and Indicators

1. The Variable

The variables of this research include increasing in learning by using YouTube video as independent and as a dependent variable was listening comprehension. To increase in learning side, listen to understanding can also be influenced by the media used, whether the media was increase in learning listening or not. Therefore, the media was YouTube videos to attract students to learn.

2. The Indicators

The indicators of this researches were listening for details and accuracy of answer.

C. Population and Sample

1. Population

The population of this research was the 11th grade students of SMA YAPIP Makassar Sungguminasa consisting of 3 classes. Each class consisted of about 35 students.

2. Sample

The researcher selected 1 class out of 3 classes to be the sample of the research. The researcher used cluster random sampling in selecting the sample.

D. Research Instrument

The instrument of this research was listening test. The pre-test was used to find out the students' prior level in listening comprehension, while post-test was designed to find out the effectiveness and the significance of the treatment by using video YouTube as learning medium. Each student was given ten numbers of the questions in post-test and pre-test. The test was filling the blank, and answer the questions to test whether the students understood what they have listened or not.

E. Research Procedure

The researcher collect the data through pre-test and post-test analyze with the followig formula:

1. The pre-test was given in the beginning of class. It was to know the students' knowledge of the material that will be thought. The instrument consisted of test. The test was filling the blank and answer the questions.

2. Treatment was doing after pre-test. The researcher gave the treatment to the students as practice to know their increase in learning listening comprehension. The treatment was conducted in six meeting and taken 2 X 45 minutes every meeting.

3. Post-test was given at the end of the research. It was to measure the students' increase in learning listening comprehension after the treatment post-test was the same procedure with pre-test.

F. Data Analysis

The researcher collected the data through the test which was analyzed by quantitative research.

1. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$Scoring = \frac{correct\ answer\ score}{maximum\ score} x\ 100$$

2. Classifying the score of the students onto seven levels:

No.	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

(Depdikped in Fitriani. 2004)

3. Calculating the mean score of the students pre-test and post-test by using the following formula:

$$X = \frac{\sum x}{n}$$

Where: X   : mean score

$\sum x$: total score

n   : number of students (total of student)

(Gay,1981:298)

4. To calculate the improvement of percentage of students' pretest and post test by using formula

$$P = \frac{x2 - x1}{x1} x100$$

Where :   P   : rate percentage

                X1   : The mean score of pre-test

                X2   : The mean score of post test

5. To find the significant differences between the score of the pre-test and post-test

    by using this formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$$\bar{D} = \frac{\sum D}{N}$$

Note:

    t : test of significant

    $\bar{D}$: the difference of mean score

    $\sum D$: the sum of difference

    N : total number of sample

(Gay, 1981)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of the research. It was divided into two main sections. The first section presents the findings of the research which covered with the result of data collected through the test and the second section presents the discussion of the research. The researcher showed the data obtained from the result of students' test to answer the research questions stated on chapter before.

A. Findings

This research was conducted at the eleventh-grade students of SMAYapip Makassar Sungguminasa. For the class, the researcher took XI MIPA 2 as the experimental class which taught using YouTube video as treatment. The data which were analyzed in this research was the result of the test. Firstly, the researcher gave pretest. After giving treatment, the researcher gave posttest to the students the scores of the students were compared using formulas.

1. The Students' Listening Comprehension in Pre-Test and Post Test

To answer the research question in the first chapter, the researcher used the test. The first test is a test given before treatment, it is called pretest and the second is a test given after treatment which is usually called a post test. The purpose of this test is to measure the ability of students to listen before and after being given treatment using YouTube videos as a media. Class XI MIPA 2 was chosen as the sample class for the pre-test students were assigned to listen to a

descriptive several times then students would be given a question to find out how well the students were and then given treatment using YouTube videos. Then for the posttest students were given a question to find out the increase in students' abilities after being given treatment. given. The test score was the number of scores from two aspects of writing evaluation, namely accuracy of answer, and listening for details. After obtaining student scores, the researchers first classify the grades of students in seven categories. The tables below show the classification of students' score in two indicators namely Completing Text and Finding Implicit Information.

a. **The Students' Listening Comprehension in Listening for Details**

There are many aspects that could be observed to get students understanding or comprehension. However, the researcher took two tests to measure the students' comprehension. The text one of the tests that have been given by researchers to measure the students' listening for detail is finding implicit information.

4.1 The Students' Classification in Listening for Details

No.	Classification	Score	Pre		Post	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	0	0	0	0
3	Good	76-85	0	0	5	14.28
4	Fairly good	66-75	10	28.57	17	48.57
5	Fair	56-65	8	22.85	10	28.57
6	Poor	36-55	17	48.57	3	8.57

7	Very poor	0-35	0	0	0	0
	Total		35	100	35	100

The Students' Classification in Listening for Details
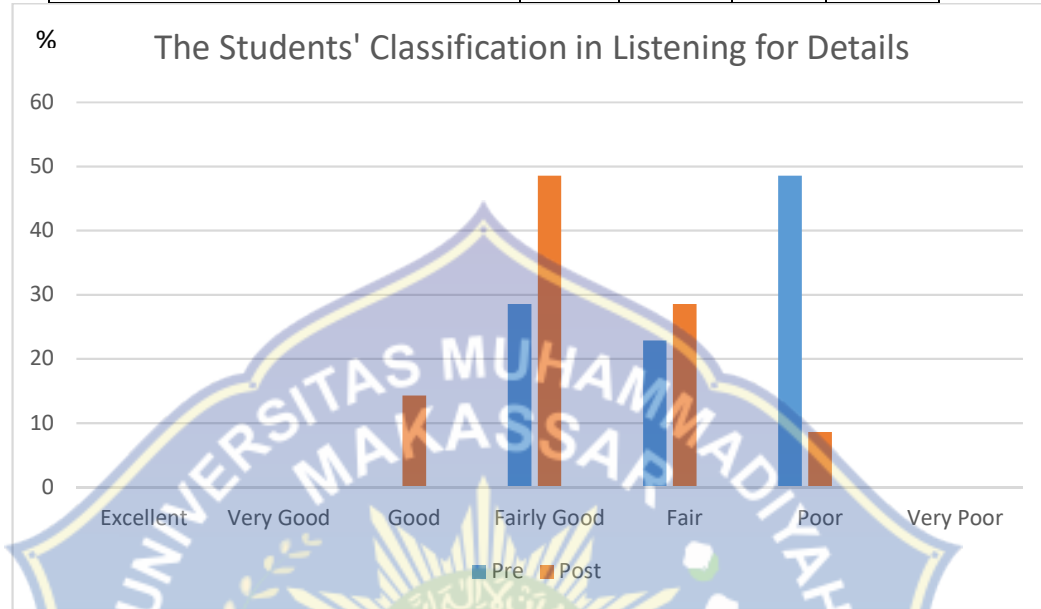
From the table above, it can be concluded that in listening for details for students in a class of 35 students. In the pretest there were no students who reached the category of good, very good or excellent. Only the fair category was 10 students (28.57%), the fair category was 8 students (22.85%), and the highest category was the poor category, 17 students (48.57%).

In the post test there was a significant increase in students. The increase achieved by the students in the category where in the pre-test students only reached the category until it was fair enough but, in the post-test, students reached the category to good category with 5 students (14.28%). The increase also occurred in the fair enough category with 17 students (48.57%), for the fair

category there were 10 students (28.57%), and a decline in the poor category was only 3 students (8.57%).

Below show the students mean score in listening for detail

4.2 Mean Score of Students' Listening Comprehension in Listening for Details

No	Listening Indicator	Mean Score		Improvement (%)
		Pretest ($\overline{X}\,1$)	Posttest ($\overline{X}\,2$)	
1.	Listening for detail	58.09	66.66	26.96

The table shows that students' listening skills using YouTube videos for aspects of finding implicit information increased. the means score of students in the pretest was 58.09 %. while the means score of students in the post test was 66.66%. it can be ascertained that there was an increase in the post test value. Increasing the means score of students in terms of completing text between the pre-test to post-test was 26.96%. The average value of the post test was 66.66% higher than the average value of the pretest was 58.09%.

Based the students' score in listening accuracy and listening for detail the researcher analyzed to know total improvement of the students. Below is result of students listening comprehension.

b. The Students' Listening Comprehension in Accuracy of Answer

To know students' listening comprehension the researcher uses dialogue text as a task for the students to saw their understanding and the information that they

get from the text. Completing text is one of the tests that the researcher gives to the students. It is text to know the students' listening accuracy

4.3The Students' Classification in Accuracy of Answer

No.	Classification	Score	Pre		Post	
			F	**%**	**F**	**%**
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	0	0	1	2.85
3	Good	76-85	0	0	3	8.57
4	Fairly good	66-75	1	2.85	3	8.57
5	Fair	56-65	4	11.42	7	20
6	Poor	36-55	18	51.42	18	51.42
7	Very poor	0-35	12	34.28	3	8.57
	Total		35	100	35	100
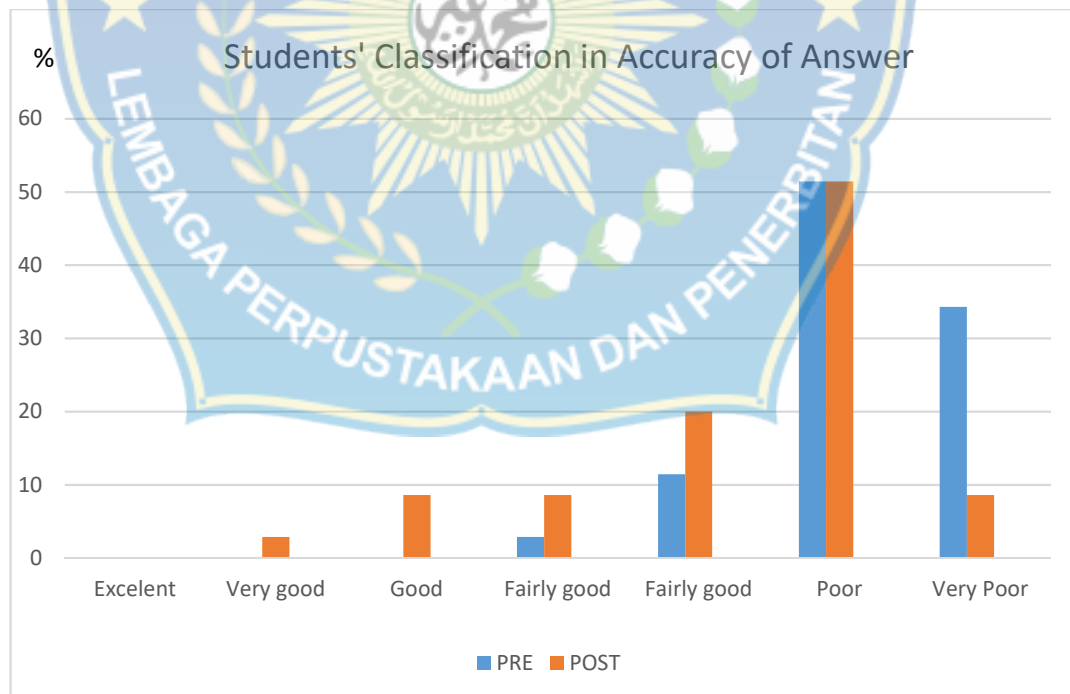
From the table above it can be concluded that the listening accuracy of answer test for students in the class is 35. In the pretest, there were no students included in the good category, the category was very good. But for the very poor category there were 12 students (34.28%), the fair category had 4 students (11.42%), the fairly category was the lowest, only 1 student (2.85%), and for the highest category there were 18 students (51.42%)

In the post test there was a significant increase in students. Many improvements that occur in students who initially in the pre-test only 1 student (2.85%) included in the fair enough category. But in the post test there was an increase in student achievement, namely there were 3 students (8.57%) who were included in the fair and good category, and there were also students who achieved a very good category of 1 student (2.85%). The very poor category decreased to only 3 students (8.57%) and the poor category still had 18 students (51.42%).

After classified the students' score in completing test, the researcher analyzed the improvement in pretest and posttest.

4.4 Mean Score of Students' Listening Comprehension in Accuracy of Answer

No	Listening Indicator	Mean Score		Improvement (%)
		Pretest ($\overline{X}1$)	Posttest ($\overline{X}2$)	
1.	Accuracy of Answer	40.57	52.57	19.09

The table shows that students' listening skills using YouTube videos for aspects of finding implicit information increased. the average value of students in the pretest was 40.57. while the average value of students in the post test was 52.57. it can be ascertained that there was an increase in the post test value. Increasing the average value of students in terms of implicit information between the pre-test to post-test was 19.09%.The mean score of the post test was 52.57 higher than the mean score of the pretest was 40.57.

Table 4.5 The Result Listening Accuracy of Answer and Listening for Details of Pre-Test and Post-Test

No	Listening Indicators	Mean Score		Improvement (%)
		Pretest ($\overline{X}\,1$)	Posttest ($\overline{X}\,2$)	
1.	Accuracy of Answer	40.57	52.57	19.09
2.	Listening for details	58.09	66.66	26.96
	$\overline{X}$	49.33	59.61	23.02

The table above shows an increase in students in the post test. The average score for the pre-test of the students was only 49.33%, then there was an increase in the post test with an average score of 59.61%. The increase received a total of 23.02%. After being analyzed in the finding implicit Informationcomponent has an increase in value of 26.96%. Starting from the value of 58.09% to 66.66%. And for completing text the initial value is 40.57% to 52.57% with an average

/'value of 19.09%. This proves that the value of finding implicit information gets the lowest value from completing text.

1. **Hypothesis Testing**

Hypothesis tesing is way to find the conclusion in the researcning. It was find based on finding. After finding the t- test, the t- test will be compare with t- table. If t-test is higher than t-table, it means hypotesing alternative(H1) is accepted. In this research there were 35student so that degree freedom (df) was 34 (df= n-1/ df = 35-1) with the level of significance 0,05. Below, the table show the hypotesis testing

Table. 4.6 Distribution the Value of T-Test and T-Table

Variable	T-test	T –table	Comparison	Classification
Students Listening	5.8311	1.69092	t-test >t-table	Significant

The table above shows that the t-test value is higher than the t-table value, which is 5.8311> 1.69092. This shows a significant difference between the results of listening to students before and after using YouTube videos in class. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that the use of Youtube videos as media can increase students in learning to listen.

B. **Discussion**

Discussion is a part to interpretation of the result in findings. From the result, the students' score in listening comprehention incresed. It means that using youtube video as media was effective.

1. **The Improvement of Students' Listening Comprehension in Terms of Listening for Details**

Listening for details is sometimes known as listening to specific information. This involves understanding the task and focusing on capturing certain information. Students are required to be able to focus on listening to what the content or information can be seen in the text.

It is found that there is an increase in listening for details. The real score of listening for details pre-test is 58.09, while in the post-test it is 66.66. Therefore, there is an increase in their score that can be seen in table 4.1.

From the data, it can be revealed that YouTube videos can enhance student score it is because during teaching and learning processes. Students are not only silent but they also ask questions about lessons when the learning process takes place. Students are active because of the interest and motivation of what they see and hear. It makes students able to understand what they hear and answer the test well. This is similar with Alan (1991) who states that "the combination of variety, interest and entertainment we can derive from video makes it an aid which can help develop motivation in learners".

According to Lestari (2016) that the use of videos that can be watched by students can motivate them to better understand learning because students

are not only listening but can also watch. With the use of YouTube videos as media can motivate students to be more active and focused in understanding the contents of the text. Not only motivates students, the use of YouTube videos can also make it easier to remember and capture learning because students not only listen but they also watch.

2. The Improvement of Students' Listening Comprehension in Terms of Accuracy of Answer.

Listening to understanding in terms of the accuracy of answers in descriptive text is about the skill to recognize and choose the right words as answers in the text. Vocabulary is a very important aspect of listening so that it must be a good unity and completeness. That happens if students are more interested so they can understand and get information from what they hear. In this test students can not only listen but students can also watch using YouTube media.

Based on the findings, it is found that there is an increase in accuracy of answer. The real accuracy of answer pre-test is 40.57, while in post-test is 52.57. Therefore, there is an increase in their score that can be seen in table 4.5.

YouTube videos can stimulate students' concentration in learning to listen. The visualization provided by this YouTube video helps students concentrate because they are focused when listening. it makes students less error when answering tests than when before treatment is given. As stated by

Allan (1991), "and video moving images also help students concentrate because they provide a focus of attention as they listen."

Based on data analysis the result after treatment was greater than before :Data analysis showed 5.8311> 1.69092. The first meeting when the researcher gave a pre-test, the researcher found that it was difficult for some to answer the question in accuracy of answer. Th   at   makes   the   pre-test value for accuracy of answer only 40.57 and is included in the poor category. But after maintenance the post-test average value increased from initially 49.33 to 59.61. This increase is categorized into fair. The increase from the pre-test (49.33) to the post-test (59.61) was 23.02%.

The learning process in the pre-test class, students are not too interested and pay attention to learning. Students only listen using audio media. And the pre-test results were also low when after giving treatment several times by listening to using YouTube videos as media. There was a good increase when the post test. Students are also very expressive and active when listening to using YouTube video media because students can not only hear but can also watch the video.

From the results of the accuracy of the pre-test answers, get the lowest results after giving treatment to students. There is an increase in posttest and listening for details that there is a good improvement. There are also some researchers who find that using YouTube videos as a medium not only

increases students' abilities but also increases students' confidence and activeness in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

Based on the results of data analysis and discussion in the previous chapter, it can be concluded that the use of YouTube videos in class XI MIPA 2 increased the ability of students in listening comprehension especially in listening for details and accuracy of answer. The researcher analyzed the data obtained from students with one class in the pre-test and post-test. It is proven by the results of the t-test value (5.8311) which is greater than the t-table value (1.69092). Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

B. Suggestion

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. The teacher must know the difficulties of students in learning .Teachers should use YouTube videos as learning media to improve students' abilities in listening comprehension because YouTube video can help students' to overcome their problems in listening.

2. For students, they must increase their vocabulary mastery to better understand when they hear a text in learning to listen. Students are also expected to always practice and learn. Then students also ask the teacher when experiencing difficulties in learning.

3. For the other researchers, the result of this research can be used as additional reference for further research with the different sample and occasions.

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Appendix 1
Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS
(RPP)

Sekolah   : SMA YAPIP MAKASSAR SUNGGUMINASA

Mata pelajaran   : Bahasa Inggris

Kelas / semester   : X /Semester II

Keterampilan Fokus   : Listening

Topic   : Descriptive text

Alokasi Waktu   : 12 x 45 menit

A. KOMPETENSI INTI (KI)

KI 1   :Menghayati dan mengamalkan ajaran agama yang di anut

KI 2   :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalhan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami,menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan presedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar

KD 1.1: Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

KD 2.3: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KD 3.7 : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

KD 4.8 : Menangkap makna dalam teks deskriptive lisan dan tulis sederhana.

KD 4.9: Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarahterkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

KD 4.10: Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator Pencapaian Kompetensi:

1. Mengidentifikasi video yang disajikan
2. Mengidentifikasi kata sifat yang berhubungan topic
3. Mengidentifikasi generic structure dari descriptive video
4. Informasi tersurat dan tersirat dari video descriptive
5. Menangkap makna pemaparan teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari, siswa di harapkan mampu:

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.
2. Bekerjasama dalam kegiatan kelompok.

3. Toleran terhadap pemecahan masalah

4. Mengerti teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

5. Memahami video tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

6. Menangkap makna pemaparan video tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

7. Menyusun teks lisan untuk memaparkan, menyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

8. Menyusun teks tulis untuk memaparkan, menyakan dan tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya.

D. MATERI PEMBELAJARAN

Descriptive memiliki arti sebagai penggambaran, sehingga bisa dikatakan bahwa descriptive text merupakan teks yang menjelaskan tentang gambaran sesuatu seperti seseorang, benda, tempat, monument, atau objek lainnya.

Generic structure :

1. **Identifikasi**

   Sesuai dengan namanya, identification atau identifikasi merupakan pendahuluan yang berisi tentang gambaran umum mengenai topik yang akan dibahas di dalam teks.

2. **Deskripsi**

   Bagian yang kedua ini berisi tentang penggambaran atau penjelasan (ciri-ciri khusus) yang dimiliki oleh topik yang sedang dibahas sehingga pembaca dapat dengan mudah menebak-nebak apa yang dimaksudkan di dalam teks tersebut.

Ciri-ciri descriptive text:

a. Teks harus menggambarkan atau menjelaskan tentang sebuah topik

b. Menggambarkan atau menjelaskan objek secara spesifik

c. Teks harus bersifat komunikatif dan harus mudah dipahami oleh pembaca ataupun pendengarnya

d. Dapat membuat pembaca tertarik untuk membacanya dan dapat membuat pendengar tertarik untuk mendengarkannya

e. Teks harus menggunakan simple present tense dan menggunakan attribute verb, seperti be, (am, is, are)

E. METODE PEMBELAJARAN

Pendekatan : Scientifik

Model/Teknik : Lexical approach

F. MEDIA, ALAT ,DAN SUMBER BELAJAR

Media : Gambar, audio

Alat : Laptop, speaker, LCD, Kertas

Sumber belajar **:** Youtube, Buku Paket, Kamus

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Pertama:

1. **Pendahuluan 5 menit**

   a. Salam dan tegur sapa, berdoa berupa good morning/ how are you?

   b. Guru memberikan motivasi kepada siswa

   c. Guru menyampaikan Tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. **Inti (75 menit)**

   Mengamati

   a. Siswa menyimak/ mendengarkan dari penjelasan guru mengenai descriptive

   b. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu dari paragraf descriptive yang mereka dengar melalui speaker.

   Mempertanyakan

a. Dengan bimbingan dan arahan guru, siswa dapat mempertanyakan hal-hal yang tidak diketahui siswa mengenai descriptive.

b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks descriptive.

c. Guru memberikan jawaban terkait pertanyaan dari siswa.

Mengeksplorasi

a. Guru membuat kelompok terdiri atas 5-7 siswa setiap grup, kemudian guru memperdengarkan siswa teks descriptive.

b. Guru kemudian akan memutarkan sebanyak tiga kali. Pemutaran pertama siswa tidak diperbolehkan melakukan apapun, Hanya diperbolehkan mendengarkan tersebut. Pemutaran kedua setiap siswa diizinkan untuk menulis informasi yang penting. Pemutaran terakhir memastikan kembali informasi yang sudah ditemukan.

Mengasosiasi

a. Guru memberikan waktu 15 menit untuk berdiskusi dengan temannya dan menjawab pertanyaaan.

b. Siswa menjawab pertanyaan yang diberikan oleh guru.

c. Setelah siswa selesai. Setiap siswa akan bertukar hasil perkerjaaan dan memerikasa kesalahan.

Mengkomunikasikan

a. Setiap grup diberikan kesempatan untuk bertanya ke group yang lain/ guru mengenai kesalahan yang ditemukan, kemudian menganalisis jawaban yang benar.

b. Setiap grup akan memperbaiki kesalahan yang ditemukan

3. **Penutup (10 menit)**

a. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari

b. Memberikan umpan balik terhadap proses dan hasil pembelajaran :

Thank you very much for your participation.

You did a good job today, I'm very happy with your activity in the class.

How about you, did you enjoy my class?

c. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual mengisi dialog tidak lengkap dengan kata kata yang tepat dan benar

d. Menginformasikan rencana kegiatan pembelaran untuk pertemuan berikutnya

Pertemuan Kedua :

1. **Pendahuluan 5 menit**

a. Salam dan periksa daftar hadir.

b. Meminta siswa untuk duduk bersama kelompok mereka.

c. Meminta beberapa siswa untuk mengingatkan tentang materi pertemuan terakhir.

d. Membangun pengetahuan tentang materi yang akan diajarkan dengan bertanya kepada mereka.

e. Menyampaikan tujuan pembelajaran

f. Alamat situs video : https://www.youtube.com/watch?v=w5E5ICpFrIE

2. **Inti (75 menit)**

Mengamati

a. Siswa mendengarkan atau menyimak penjelasan umum tentang definisi, fungsi, struktur, mengenai descriptif

b. Siswa mengamati video yang disediakan oleh guru.

Mempertanyakan (questioning)

a. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang hal-hal yang belum mereka pahami mengenai pelajaran sebelumnya.

b. Guru menjawab beberapa pertanyaan mengenai pelajaran sebelumya dari siswa.

Mengeksplorasi

a. Guru memberikan setiap lembar kerja kelompok kepada siswa.

b. Guru menampilkan YouTube video mengenai deskriptif dua kali kepada siswa. Ketika pertama menampilkan, siswa tidak diperbolehkan melakukan apa pun, siswa hanya diperbolehkan untuk mendengarkan dengan cermat. Kedua kalinya, setiap siswa dari masing-masing kelompok diizinkan untuk membuat catatan kecil. Mereka berdiskusi tentang video yang mereka lihat dengan benar.

c. Guru memberi waktu 15 menit untuk berdiskusi dengan pasangannya.

Mengasosiasi

a. Setiap grup kan diminta untuk menukar tugas mereka ke grup lain.

b. Guru mengarahkan setiap kelompok diminta untuk menganalisis dan mengoreksi hasil kelompok lain dengan fokus struktur kalimat terutama verbal.

Mengkomunikasikan

a. Setiap grup akan mendapatkan kembali hasil dari tugas mereka. Setiap siswa dalam grup diminta untuk memperbaiki dan menulis kembali jawaban yang salah.

3. **Penutup (10 menit)**

   a. Guru menanyakan hal-hal yang sulit siswa pahami

   b. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari.

   c. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

   d. Menutup kegiatan belajar dengan salam.

Pertemuan ketiga :

1. **Pendahuluan 5 menit**

   a. Guru masuk ke kelas dan langsung memberi salam dan menyapa menggunakan bahasa inggris

   b. Memeriksa daftar hadir siswa.

c. Guru memberi penjelasan tentang tujuan pembelajaran.

d. Guru memberikan pertanyaan beberapa materi yang sudah disampaikan sebelumnya.

e. Alamat situs video : https://www.youtube.com/watch?v=-QSrO6hf3VQ

2. **Inti (75 menit)**

Mengamati

a. Siswa mendengarkan atau menyimak penjelasan umum tentang mengenai descriptive.

b. Siswa mengamati video yang disediakan oleh guru.

c. Siswa mengamati ciri-ciri descriptive didalam video tersebut.

Mempertanyakan (questioning)

a. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang hal-hal yang belum mereka pahami mengenai materi.

b. Guru menjawab beberapa pertanyaan mengenai materi dari siswa.

Mengeksplorasi

a. Guru menampilkan YouTube video tiga kali kepada siswa. Ketika pertama menampilkan, siswa tidak diperbolehkan melakukan apa pun, siswa hanya diperbolehkan untuk mendengarkan dengan cermat. Kedua kalinya, setiap siswa dari masing-masing kelompok diizinkan untuk membuat catatan kecil. Mereka berdiskusi tentang video yang mereka lihat dengan benar.

b. Guru memberikan setiap lembar kerja kepada siswa.

c. Guru memberi waktu untuk menyelasaikan tugas kepada siswa.

Mengasosiasi

a. Setiap grup diminta untuk menukar tugas mereka ke grup lain.

b. Siswa mempresentasikan hasil dari tugas mereka.

Mengkomunikasikan

a. Setiapsiswa akan mendapatkan kembali hasil dari tugas mereka. Setiap siswa diminta untuk memperbaiki jawaban yang salah.

3. **Penutup (10 menit)**

   b. Guru menanyakan hal-hal yang sulit siswa pahami
   c. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari.
   d. Menginformasikan rencana kegiatan pembelaran untuk pertemuan berikutnya
   e. Menutup kegiatan belajar dengan salam.

Pertemuan Keempat :

1. **Pendahuluan 5 menit**

   a. Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa menggunakan bahasa inggris
   b. Memeriksa daftar hadir siswa.
   c. Guru memberi penjelasan tentang tujuan pembelajaran.
   d. Guru memberikan pertanyaan beberapa materi yang sudah disampaikan sebelumnya.
   e. Alamat situs video : https://www.youtube.com/watch?v=O8cxcQH86Bg

2. **Inti (75 menit)**

   Mengamati

   a. Siswa mendengarkan atau menyimak penjelasan umum mengenai descriptive seperti struktur umum dan ciri-ciri dalam descriptive
   b. Siswa mengamati video yang disediakan oleh guru.
   c. Siswa mengamati ciri-ciri descriptive didalam video tersebut.

   Mempertanyakan (questioning)

   a. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang hal-hal yang belum mereka pahami mengenai materi.

b. Guru menjawab beberapa pertanyaan mengenai materi dari siswa.

c. Guru memberikan kosakata yang belum didengar oleh siswa.

Mengeksplorasi

a. Guru menampilkan youtube video tiga kali kepada siswa. Ketika pertama menampilkan, siswa tidak diperbolehkan melakukan apa pun, siswa hanya diperbolehkan untuk mendengarkan dengan cermat. Kedua kalinya, setiap siswa dari masing-masing kelompok diizinkan untuk membuat catatan kecil. Mereka berdiskusi tentang video yang mereka lihat dengan benar.

b. Guru memberikan setiap lembar kerja kepada siswa.

c. Guru memberi waktu untuk menyelasaikan tugas kepada siswa.

Mengasosiasi

a. Setiap grup diminta untuk menukar tugas mereka ke grup lain.

b. Guru mengarahkan setiap kelompok diminta untuk menganalisis dan mengoreksi hasil kelompok lain

Mengkomunikasikan

a. Setiapsiswa akan mendapatkan kembali hasil dari tugas mereka. Setiap siswa diminta untuk memperbaiki jawaban yang salah.

3. **Penutup (10 menit)**
   a. Guru menanyakan hal-hal yang sulit siswa pahami
   b. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari.
   c. Menginformasikan rencana kegiatan pembelaran untuk pertemuan berikutnya
   d. Menutup kegiatan belajar dengan salam.

Pertemuan Kelima :

1. **Pendahuluan 10 menit**

a. Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa menggunakan bahasa inggris

b. Memeriksa daftar hadir siswa.

c. Guru memberi penjelasan tentang tujuan pembelajaran.

d. Guru memberikan pertanyaan beberapa materi yang sudah disampaikan sebelumnya.

e. Alamat situs video : https://www.youtube.com/watch?v=2cAsh_HhdmM

2. Inti (75 menit)

Mengamati

a. Siswa mendengarkan atau menyimak penjelasan umum mengenai descriptive seperti struktur umum dan ciri-ciri dalam descriptive

b. Siswa mengamati video yang disediakan oleh guru.

c. Siswa mengamati ciri-ciri descriptive didalam video tersebut.

Mempertanyakan (questioning)

a. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang hal-hal yang belum mereka pahami mengenai materi.

b. Guru menjawab beberapa pertanyaan mengenai materi dari siswa.

c. Guru memberikan kosakata yang belum didengar oleh siswa.

Mengeksplorasi

a. Guru menampilkan youtube videosebanyak tiga kali kepada siswa. Ketika pertama menampilkan video, siswa tidak diperbolehkan melakukan apa pun, siswa hanya diperbolehkan untuk mendengarkan dengan cermat. Kedua kalinya, siswa setiap siswa dari masing-masing kelompok diizinkan untuk membuat catatan kecil. Dan terakhir kalinya video ditampilkan agar siswa lebih mengerti isi dari video tersebut. Mereka berdiskusi tentang video yang mereka lihat.

b. Guru memberikan setiap lembar kerja kepada siswa.

c. Guru memberi waktu untuk menyelasaikan tugas kepada siswa.

Mengasosiasi

a.   Setiap grup diminta untuk menukar tugas mereka ke grup lain.

b.   Guru mengarahkan setiap kelompok diminta untuk menganalisis dan mengoreksi hasil kelompok lain

Mengkomunikasikan

a. Setiapsiswa akan mendapatkan kembali hasil dari tugas mereka. Setiap siswa diminta untuk memperbaiki jawaban yang salah.

3. **Penutup (10 menit)**
   a. Guru menanyakan hal-hal yang sulit siswa pahami
   b. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari.
   c. Menginformasikan rencana kegiatan pembelaran untuk pertemuan berikutnya
   d. Menutup kegiatan belajar dengan salam.

Pertemuan Keenam :

1. **Pendahuluan 5 menit**
   a. Guru masuk ke dalam kelas dan langsung memberi salam dan menyapa menggunakan bahasa inggris
   b. Memeriksa daftar hadir siswa.
   c. Guru memberi penjelasan tentang tujuan pembelajaran.
   d. Guru memberikan pertanyaan beberapa materi yang sudah disampaikan sebelumnya.
   e. Alamat situs   video:
   https://www.youtube.com/channel/UCmjAuvcPQT9i3RhGmnpWgng

2. **Inti (75 menit)**

   Mengamati

a. Siswa mendengarkan atau menyimak penjelasan umum mengenai   descriptive seperti struktur umum dan ciri-ciri dalam descriptive.

b. Siswa mengamati video yang disediakan oleh guru.

c. Siswa mengamati ciri-ciri descriptive didalam video tersebut.

Mempertanyakan (questioning)

a. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang hal-hal yang belum mereka pahami mengenai materi.

b. Guru menjawab beberapa pertanyaan mengenai materi dari siswa.

c. Guru memberikan kosakata yang belum didengar oleh siswa.

Mengeksplorasi

a. Guru menampilkan videosebanyak tiga kali kepada siswa. Ketika pertama menampilkanyoutube video, siswa tidak diperbolehkan melakukan apa pun, siswa hanya diperbolehkan untuk mendengarkan dengan cermat. Kedua kalinya, siswa setiap siswa dari masing-masing kelompok diizinkan untuk membuat catatan kecil. Dan terakhir kalinya video ditampilkan agar siswa l ebih mengerti isi dari video tersebut. Mereka berdiskusi tentang video yang mereka lihat.

b. Guru memberikan setiap lembar kerja kepada siswa.

c. Guru memberi waktu 15 menit untuk menyelasaikan tugas kepada siswa.

Mengasosiasi

a. Setiap grup diminta untuk menukar tugas mereka ke grup lain.

b. Guru mengarahkan setiap kelompok diminta untuk menganalisis dan mengoreksi hasil kelompok lain

Mengkomunikasikan

a. Setiapsiswa akan mendapatkan kembali hasil dari tugas mereka. Setiap siswa diminta untuk memperbaiki jawaban yang salah.

3. **Penutup (10 menit)**

a. Guru menanyakan hal-hal yang sulit siswa pahami

b. Bersama-sama dengan siswa menyimpulkan hal hal yang telah dipelajari.

c. Menginformasikan rencana kegiatan pembelaran untuk pertemuan berikutnya

d. Menutup kegiatan belajar dengan salam.

H. PENILAIAN

$$Scoring = \frac{correct\ answer\ score}{maximum\ score} x\ 10$$

Mahasiswa

Ifta Juniati

Appendix 2

List of Students'

The List Name of the Students'

NAME	SAMPLE
ALFINARIA	S.1
ALFITA PUTRI IRFAN	S.2
ARDALIFAH MINAWATI A.N	S.3
ANDI EDI MANNURUNGI	S.4
AMELIA PUTRI	S.5
FIRMAN JAMAL	S.6
HASRIANTI	S.7
HERIYENDI	S.8
IIS AISYAH	S.9
IKRAM WIJAYA	S.10
INDRIANI SRIAYUNINGSIH	S.11
ISMI ANGGRAINI PUTRI	S.12
IDIL FITRIANI	S.13
MUH ALFARABI	S.14
MARDIANA	S.15
MITARI	S.16
MUH FAISAL	S.17
MAYMUNA HARIS	S.18
MUH ISWANDI	S.19
NUR AMELIA	S.20
NUR FADILLAH	S.21
NUR FADILLAH D	S.22
NUR AISYAH	S.23
NUR LINDA SARI	S.24
NURFADILA K	S.25
NADHILA AFRIANI SYAM	S.26
RUSLAN	S.27
RESKY AMALIA	S.28
SYAHRUL HALIM	S.29
MUH SYAHRUL HALIM	S.30
SITI AISYAH	S.31
SISKA KA'ABA	S.32
WARDA NUR FATIMAH	S.33
MUH YAHYA	S.34
GAMMAL ALDIN AL-AFGANI	E.35

Appendix 3

The Score of Students

The Score of Pretest and Posttest

The Students' Score in Pre- Test

No.	Name	Accuracy	Listening for details	Total
1	S. 1	50	66.67	58.33
2	S.2	30	53.33	41.67
3	S.3	40	60.00	50.00
4	S.4	30	53.33	41.67
5	S.5	40	46.67	43.33
6	S.6	40	53.33	46.67
7	S.7	50	66.67	58.33
8	S.8	50	46.67	48.33
9	S.9	30	53.33	41.67
10	S.10	30	60.00	45.00
11	S.11	40	53.33	46.67
12	S.12	50	66.67	58.33
13	S.13	70	60.00	65.00
14	S.14	60	53.33	56.67
15	S.15	50	66.67	58.33
16	S.16	30	60.00	45.00
17	S.17	30	53.33	41.67
18	S.18	50	60.00	55.00
19	S.19	40	46.67	43.33
20	S.20	20	66.67	43.33
21	S.21	40	53.3	46.67
22	S.22	60	60.00	60.00
23	S.23	10	66.67	38.33
24	S.24	40	66.67	53.33
25	S.25	60	66.67	63.33
26	S.26	50	73.33	61.67
27	S.27	20	53.33	36.67
28	S.28	30	53.33	41.67
29	S.29	20	46.67	33.33
30	S.30	50	60.00	55.00
31	S.31	60	53.33	56.67
32	S.32	20	73.33	46.67
33	S.33	40	60.00	50.00
34	S.34	40	53.33	46.67
35	S.35	50	46.67	48.33

Total (∑X)	1420	2033.33	1726.67
Mean (X)	40.57	58.09	49.33

The Students' Score in Post-test

No.	Name	Accuracy	Listening for details	Total
1	S. 1	60	73.33	66.67
2	S.2	40	66.66	53.33
3	S.3	40	60	50.00
4	S.4	60	66.66	63.33
5	S.5	30	60	45.00
6	S.6	60	66.66	63.33
7	S.7	60	80	70.00
8	S.8	60	53.33	56.67
9	S.9	40	53.33	46.67
10	S.10	70	73.33	71.67
11	S.11	40	60	50.00
12	S.12	60	66.66	63.33
13	S.13	70	66.66	68.33
14	S.14	50	60	55.00
15	S.15	40	66.66	53.33
16	S.16	50	60	55.00
17	S.17	40	60	50.00
18	S.18	80	60	70.00
19	S.19	50	66.66	58.33
20	S.20	40	66.66	53.33
21	S.21	60	80	70.00
22	S.22	90	80	85.00
23	S.23	30	73.33	51.67
24	S.24	50	80	65.00
25	S.25	80	73.33	76.67
26	S.26	40	60	50.00
27	S.27	70	73.33	71.67
28	S.28	30	60	45.00
29	S.29	40	66.66	53.33
30	S.30	50	66.66	58.33
31	S.31	50	60	55.00
32	S.32	80	80	80.00
33	S.33	50	73.33	61.67
34	S.34	40	53.33	46.67
35	S.35	40	66.66	53.33
Total ($\sum$X)		1840	23.33	2086.67
Mean (X)		52.57	66.66	59.61

Appendix 4

The Calculation of the Data

A. The Students Mean Score of The Students' Test

The Formula of the Mean Score:

$$X = \frac{\sum x}{n}$$

Note : X: mean score

∑x: Total score

n : number of students(total of student)

a. Pre Test

1) Listening for Details

$$\bar{X}_1 = \frac{\sum x}{n}$$

$$\bar{X}_1 = \frac{2033.33}{35}$$

$$\bar{X}_1 = 58.09$$

2) Accuracy

$$\bar{X}_2 = \frac{\sum x}{n}$$

$$\bar{X}_2 = \frac{1420}{35}$$

$$\bar{X}_2 = 40.57$$

b. Post Test

$$\bar{X}_1 = \frac{\sum x}{n}$$

$$\bar{X}_1 = \frac{2333.33}{35}$$

$$\bar{X}_1 = 66.66$$

$$\bar{X}_2 = \frac{\sum x}{n}$$

$$\bar{X}_2 = \frac{2840}{35}$$

$$\bar{X}_2 = 52.57$$

B. Calculate the Improvement of Percentage of Students' Pre-test and Post-test by Using Formula:

$P = \frac{x2-x1}{x1} x100$

Note : P : Rate percentage

X1 : The mean score of pre-test

X2 : The mean score of post test

a. Percentage of Pre-test

$P = \frac{x2-x1}{x1} x100$

$P = \frac{52.57-40.57}{40.57} x100$

$P = 19.09\%$

b. Percentage Post-test

$P = \frac{x2-x1}{x1} x100$

$P = \frac{66.66-58.09}{58.09} x100$

$P = 26.96\%$

C. To find T-Test

1) Find D Score or the Difference of Mean Score

$$D = \frac{\sum D}{N}$$

$$D = \frac{-359.99}{35}$$

$$D = 10.28$$

2) Find the T-test

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{10.28}{\sqrt{\dfrac{7411.02 - \dfrac{(359.99)^2}{35}}{35(35-1)}}}$$

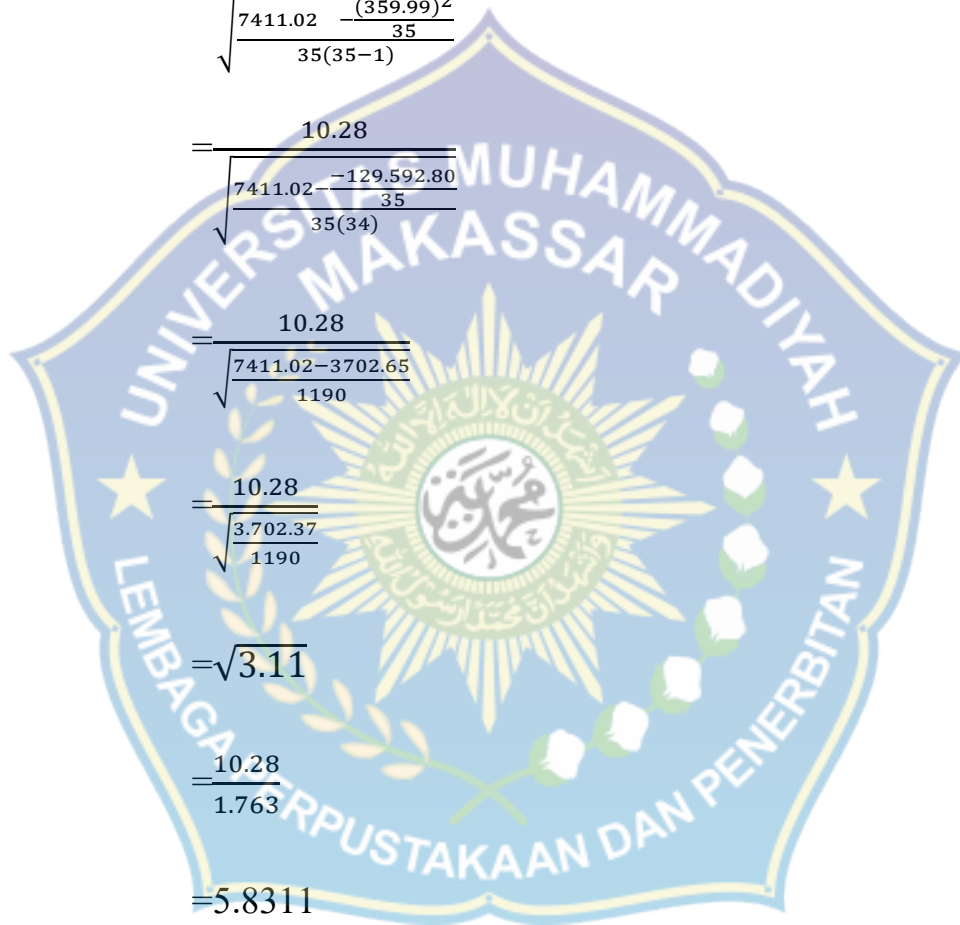$$= \frac{10.28}{\sqrt{\dfrac{7411.02 - \dfrac{-129.592.80}{35}}{35(34)}}}$$

$$= \frac{10.28}{\sqrt{\dfrac{7411.02 - 3702.65}{1190}}}$$

$$= \frac{10.28}{\sqrt{\dfrac{3.702.37}{1190}}}$$
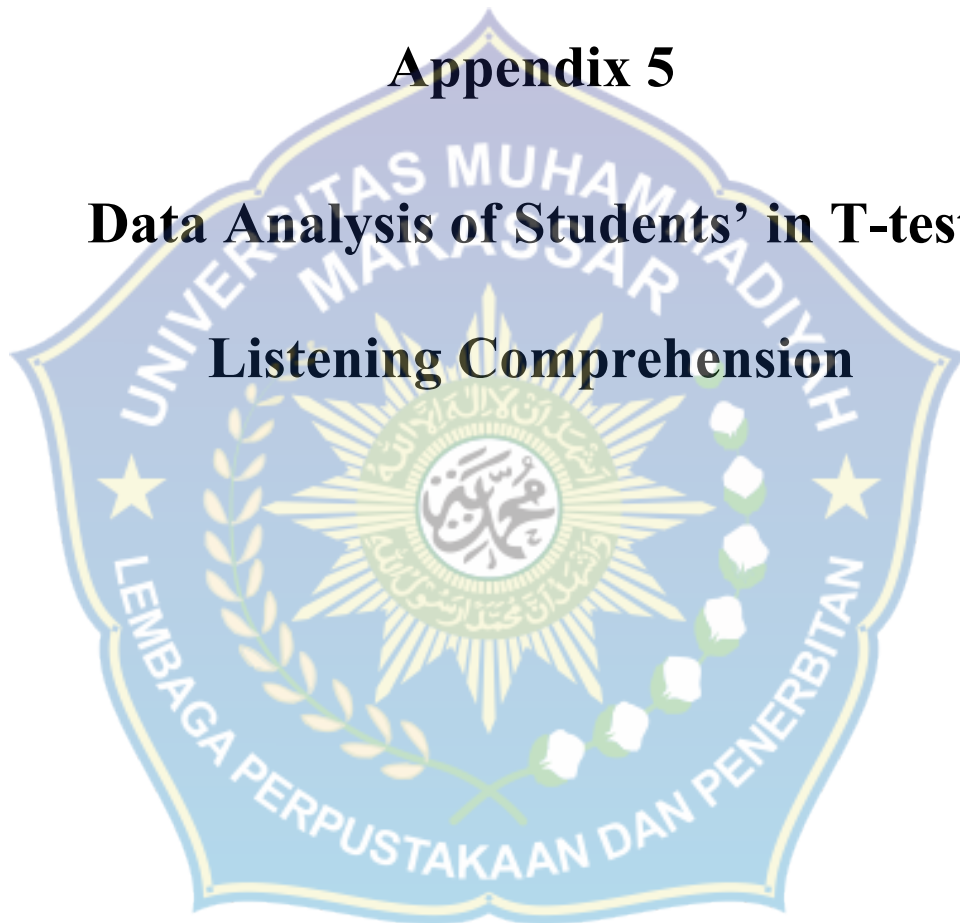
$$= \sqrt{3.11}$$

$$= \frac{10.28}{1.763}$$

$$= 5.8311$$

Appendix 5

Data Analysis of Students' in T-test

Listening Comprehension

T Test Listening Comprehension

Sample	Listening Comprehension			
	Post-test	Pre-test	D	d^2
1	66.67	58.33	8.34	419.80
2	53.33	41.67	11.6	430.04
3	50.00	50.00	0	0
4	50.00	41.67	8.33	69.38
5	45.00	43.33	1.67	2.78
6	63.33	46.67	16.66	277.55
7	70.00	58.33	11.67	136.18
8	56.67	48.33	8.34	69.55
9	46.67	41.67	5	25
10	71.67	45.00	26.67	711.28
11	50.00	46.67	3.33	11.08
12	63.33	58.33	5	25
13	68.33	65.00	3.33	11.08
14	55.00	56.67	1.67	2.78
15	53.33	58.33	5	25
16	55.00	45.00	10	100
17	50.00	41.67	8.33	69.38
18	70.00	55.00	15	225
19	58.33	43.33	15	225
20	53.33	43.33	10	100
21	70.00	46.67	23.33	544.28
22	85.00	60.00	25	625
23	51.67	38.33	13.34	177.95
24	65.00	53.33	11.67	136.18
25	76.67	63.33	13.34	177.95
26	50.00	61.67	11.67	136.18
27	71.67	36.67	35	1225
28	45.00	41.67	3.33	11.08
29	53.33	33.33	20	400
30	58.33	55.00	3.33	11.08
31	55.00	56.67	1.67	2.78
32	80.00	46.67	33.33	1110.889
33	61.67	50.00	11.67	136.18
34	46.67	46.67	0	0
35	53.33	48.33	5	25
Total			359.99	7411.02

Appendix 6

The Distribution T Table

T-Table Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	**2.03224**	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 7

Documentation

Appendix 8

The Example of Students' Answer Sheets

Pre-test

Complete the following senteces!

Ki Hadjar Dewantara

Raden Mas Soewardi Soerjaningrat was ~~from~~ in Yogyakarta, on May 2nd, 1889. He was also known as Ki Hadjar Dewantara. He lived in colonial era. Ki Hadjar Dewantara could get better education because he came from royal family. He was the first minister of national order of the Republic of Indonesia. He died in Yogyakarta, on April 26th, 1959. He was the Honcur of Taman Siswa School. He was honoured to be Indonesian National roled His date of birth was commemorated as National Education Day.

Ki Hadjar Dewantara was famous with proverb for education. They are Ingngarso Sung Tulodo, Ingmadyomangunkarso, Tut Wurihandayani. Ingngarso Sung Tulodo means (for those) in front become an example, (for those) in the middle raise the spirit and (for those) behind give encouragement. Nowadays, part of this proverb Tut Wuri Handayani is used as the motto of Indonesian History of Education. It was meant to describe an ideal teacher after transmitting knowledge to their students, the teacher would stand behind their students and give them encouragements.

NAME : NUR ALISYA

CLASS : XI MIA 2

7

Post-test

Name : Hasrianti
Class : XI Mia²

1. Where is Dandi goes to school when senior of high school?

2. What are the physical characteristics of Dandi ?

3. When are they both friends?

4. How old is Dandi?

5. Is Dandi's favorite food fried rice?

Jawab!

1. Smk pengllap Dipanegoro 3

2. dandy oval Face. Shard hair. Sharp nose. teen slim. 3

3. Sixteen old when they were still Junior high school?

4. Sixteen old

5. yes

Appendix 9

Letters

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA YAPIP MAKASSAR SUNGGUMINASA
Alamat: Jl. Andi Mallombasang No 40 C Sungguminasa Kab Gowa
Website: www.schoolyapip-smaya.sch.id *E-mail:* smayapipmakassar@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 025 /SMA-YM/GW.I/ VI / 2019

Yang bertanda tangan di bawah ini :

Nama	:	Dra. HJ. ANDI ROSNAWATI
NIP	:	19620808 198603 2 015
Pangkat/Golongan	:	Pembina Tk. I/IV B
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan bahwa Mahasiswa yang bernama :

Nama	:	IFTA JUNIATI
NIM	:	10535 5757 14
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1) Universitas Muhammadiyah (UNISMUH) Makassar
Alamat	:	Jl. Sultan Alauddin No. 259, Makassar

Telah selesai melakukan penelitian di SMA YAPIP Makassar Sungguminasa Kab. Gowa terhitung mulai tanggal, 11 Maret 2019 sampai dengan tanggal, 09 Mei 2019, untuk memperoleh data dalam rangka penyusunan Skirpsi yang berjudul **"THE USE OF YOUTUBE TO INCREASE STRUDENTS LISTENING COMPREHENSION (A PRE-EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE OF SMA YAPIP MAKASSAR SUNGGUMINASA"**

Demikian Surat Keterangan Selesai Penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Sungguminasa, 12 Juni 2019

Kepala Sekolah,

Dra. HJ. ANDI ROSNAWATI
Pangkat : Pembina Tk. I
NIP. 19620808 198603 2 015

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

A 0258-18

Nama Mahasiswa	: **IFTA JUNIATI**
NIM	: **10535575714**
Judul Penelitian	: *"THE USE OF YOUTUBE VIDEO TO INCREASE STUDENTS LISTENING COMPREHENSION"*
Tanggal Ujian Proposal	: 15/02/2019
Tempat/Lokasi Penelitian	: Sma Yapip Makassar Sungguminasa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1		Pengantaran Surat		
2		Pre - test		
3		Treatment		
4		Treatment		
5		Treatment		
6		Treatment		
7		Treatment		
8		Treatment		
9		Post - test		
10				

Sungguminasa, 17 - Juni - 2019

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan Kepala sekolah,

Dra. Hj. Andi Purwati
NIP. 19620808 198603 2 010

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 12300/S.01/PTSP/2019
Lampiran : -
Perihal : **Izin Penelitian**

KepadaYth,
1. Bupati Gowa
2. Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 406/05/C.4-VIII/XII/1440/2019 tanggal 02 Maret 2019 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **IFTA JUNIATI**
Nomor Pokok : 10535 5757 14
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" **THE USE OF YOUTUBE TO INCREASE STUDENTS LISTENING COMPREHENSION (A PRE-EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE OF SMA YAPIP MAKASSAR SUNGGUMINASA)** "

Yang akan dilaksanakan dari : Tgl. *11 Maret s/d 09 Mei 2019*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 11 Maret 2019

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth :
Ketua LP3M UNISMUH Makassar di Makassar;
Pertinggal.

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp Senit/2 Fax (0411 866588 Makassar 90221 E-mail dp.lemmismuh a plasa.com

Nomor : 706/05/C.4-VIII/III/1440/2019
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

25 Jumadil akhir 1440 H
02 March 2019 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0066/FKIP.A.1-II/III/1440/2019 tanggal 2 Februari 2019, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : IFTA JUNIATI
No. Stambuk : 10535 5757 14
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Youtube to Increase Students' Listening Comprehension (A Pre-Experimental Research at the Eleventh Grade of SMA Yapip Makassar Sungguminasa)"

Yang akan dilaksanakan dari tanggal 9 Maret 2019 s/d 9 Mei 2019.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu Khaeran katsiraa

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

03-19

CURRICULUM VITAE

IFTA JUNIATI was born in Sungguminasa on June, 08th, 1996. She is the first and the last child in her family. Her father is Iskandar Fahri and her mother is St Fausia. She graduated her elementary school in 2008 at SD Inpres Sarite'ne. She continued her Junior High School at MTS Negeri Balang-Balang and graduated in 2011. Then she continued at SMA Yapip Makassar Sungguminasa and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Departsment at 2014.

At the end of her study, she could finish with her thesis under the title " The Use of YouTube Video to Increase Students' Listening Comprehension ".