THE EFFECTIVENESS OF COMPUTER ASSISTED LANGUAGE LEARNING THROUGH YOUTUBE APPLICATION TO IMPROVE STUDENTS' LISTENING SKILL

(A Pre- Experimental Design at the Eight Grade of MTS Guppi Sampeang)

Submited to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For degree of Education in English Department.

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Learning through Youtube Application to Im
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MOTTO AND DEDICATE

" As Ant A Million Step To Get Sugar"

I dedicated this thesis to My beloved parents

ABSTRACT

Wisra Wulandari.2019. The Effectiveness of Computer Assisted Language Learning Through Youtube Application to Improve Students' Listening Skill (A Pre-Experimental Research at the Eight Grade Students' of MTS Guppi Sampeang). Undet the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Siti Asriati AM and Ardiana.

This research to find out the improve students' listening skill after applying youtube application method as learning on class Eight grade students' of MTS Guppi sampeang that focused on main idea and supporting details. The method of this research was pre experiment design. The sample of this research is class VIII A at MTS Guppi sampeang in 2018/2019 academic year. In this research, the researcher used cluster random sampling technique, and there were 25 students as samples.

The findings on the data analysis and discussion collected in the previous chapters, it can be concluded that using Youtube applications for teaching listening influential to increase students' listening skills in terms of Finding Implicit Information and Completing Text. It can be seen in the improvement of students' score from pre-test and post-test in finding implicit information ad completing text, the mean score improved from 38,20 to 67,40 in completing text the students' mean score improved from 39,00 to 66,00. The improvements are categorized as medium category based on N-GAIN analysis . this means that using youtube applications can improve students' listening skill in terms of finding implicit information and completing text in medium category.

Keywords: *YouTube Application, Listening Skill, Descriptive Text.*

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Wisra Wulandari

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CHAPTER I

INTRODUCTION

A. Background of the Research

The development of science and technology achieved today has supported tremendous progress in all fields. The process of learning and teaching the language felt its influence. Teachers not only rely on textbooks as teaching materials, but can also use computers and the Internet with their facilities and software for the purposes of teaching and learning activities in the classroom. This is due to the fact that the current language teaching paradigm supports the use of the new technology (Turner & Taylor, 2000). The Internet, for example, that offers a very wide range of generic materials can be an attraction, and can facilitate student-centered activity, which is a key characteristic of the Communicative Language Teaching (CLT) approach. However, the use of computers with original materials (generic) as learning aids has not been maximized, has not even been used at all in some schools, to teach English. There are some obstacles to its application in Indonesia, such as the possibility of a negative impact that is feared used have an impact on students.

Computer Assisted Language Learning (CALL) is the use of computer as a tool for learning language. According to Turner & Taylor (2000), CALL has two broad categories, traditional and generic "traditional" CALL. "Traditional CALL Are developed from well-known computer-based learning and training designs beyond language teaching. To run this program, we need a computer plus

speakers and CD-ROMs for the audio softwareInthe framework presented by the CALL AMES Victories Computer Literacy Center training program (Corbel, 1998, cited in Turner & Taylor, 2000), the traditional CALL offers software that is divided into three categories. The first category is software with a teaching approach, where the computer is designed to teach something, and calls can also be connected by using the youtube app to help CALL work.

As time lapsed, technology also grew more sophisticated as well as the learning media in general learning media used is a conventional learning media. while CALL can be interpreted as a tool of method by connecting to YouTube application because of learning media like YouTube nowadays very favored by teenagers due to the development of the zaman. YouTube is a video this media is considered more able to provide information widely. and by using YouTube based learning students can also improve their listening so they can be trained when the learning process begins.

Positive impacts resulting from learning media CALL through YouTube application to improve students creativity in listening among others can facilitate student learning and improve student's passion. One of interest in learning seen from the increasing viewer video English learning through the video so that English language learning ability can be more increased again.

Based on the statements above the researchers intends to investigate the Effectiveness of Computer Assisted Language Learning through YouTube application to improve students' listening skill at MTS GuppiSampeang.

B. Problem of the research

Based on the previous background, the researcher formulates the research questions as follow:

1. Does the use of Computer Assisted Language Learning through youtube app improve students' listening skill in Terms of finding implicit information?

2. Does the use of Computer Assisted Language Learning through youtube app improve students' listening skill in Terms of completing test?

C. Objective of the Research

In relation to the problem statements above, the objective of the research is:

1. To find out the use of Computer Assisted Language Learning through youtube app improve students' listening skill in terms of finding implicit information

2. To find out the use of Computer Assisted Language Learning through youtube app improve students' listening skill in terms of completing text.

D. Significant of the Research

This research was expected to provide information for teacher about using YouTube application in learning Computer Assisted Language Learning (CALL) in order to further improve student listening ability. Other than that this research can be used as a reference for other researchers who are interested in using the application as a medium of learning in class and this research can also train the way of listening to students. For students this research can let them know an alternative way to improve CALL learning skills by using YouTube apps to

improve listening skills. For school, this can be applied as one of the learning models like this to further enhance the students' learning passion especially in listening skill.

E. Scope of the Research

This study deals with the teaching of English through Computer Assisted Language Learning which focuses on listening indicator, those one finding implicit information and completing text to improve students' Listening skill at MTS Guppi Sampeang.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Finding

Many researchers have conducted research related to this research, there were:

1. Iwantara (2014) argued that the use of youtube application as a medium of learning there are differences in learning motivation and understanding of student concepts that follow the learning by using real media, youtube video media and not. There is a significant difference of learning motivation between students who follow the learning by using real media. Based on the data that has been analyzed the greatest student learning motivation found in the class that follows the learning by using youtube video media, because One of the interesting of learning by using youtube video media is video shows in which there are text effects, moving pictures, sound effects which contains instructional instruction and animation. Animation accompanied by instructional instruction presented can visualize abstract concepts become more real that make students motivated to learn. Another interesting thing that causes student learning motivation by using the media video youtube higher than the real media because, for some schools youtube video media is an interactive new media that is loaded with Information Technologies (IT), causing a deeper curiosity.

2. Docherty (2009) states that the ability to listen to students through youtube applications is effective and challenging. because it can improve students' listening ability. This listening ability can make high appeal. Using youtube in the learning process is said to be able to raise the ability to hear students in learning foreign languages, because it is not boring and can help students learn the language in a more relaxed way. besides that it can also enrich students' vocabulary, word comprehension, and a good understanding of foreign culture.

3. Nurwahidah and Baekharani (2016)claimed that application of CALL in English learning becomes a supporter in mastering the listening skills of students. The consistency of CALL-based teaching andlearning system has potential as a supporting factor for students in developing listeningcapability. This study focused on the application of CALL in junior high school students'listening learning. In general, students and teachers are happy with listening learning using computer help. The result of this research is the data of planning form and listening process implementation process which is seen as effective, and the development of student listening ability in the knowledge, attitude, and competence aspects of the students in giving the command, answer the questions and express the idea increase, although the attitude and competence aspects of language have not achieved exceeded the expected target. This is because in addition to the supporting factors, which are available facilities, interesting learning materials, as well as teachers and students

enthusiastic to learn, there are still inhibiting factors that teachers have not maximized assessment of students when the application of language in the classroom.

4. Rubin (2014) says that listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

Based on these findings it can be concluded that the use of computer technology (CALL) with assisted through youtube application in English learning activities is very influential, especially on the listening ability of students. Through computer and youtube media, students can learn about pronunciation of words in English according to native speakers, intonation, expressions, etc. through programs that is in the computer.

B. Some Pertinent Ideas

1. Concept of listening

a. The Definition of Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

b. Benefits of Listening

As for some benefits of listening that need to be know:

1. Improved Communication Skills

Classroom dialogue is an integral part of the educational setting. Students interact with the teacher and one another when they offer thoughts, questions and ideas. Students who are in tune with class

conversations are equipped to partake in the discussions. When students speak in front of a group in this type of informal setting, it prepares them for future endeavors in public speaking.

2. More Time on Task

Pupils who listen carefully in class can readily begin assignments. They do not waste time asking a lot of questions prior to starting their work. When a student is not effectively listening, he could make unnecessary mistakes that require him to redo parts of the assignment. The exercises often carry over as homework, causing the student to devote even more time. Students realize the effect that listening has on time management.

3. Increased Academic Understanding

Students who listen in class gain a better understanding of the content the teacher presents and can identify the fundamental concepts. Their concentration ultimately results in storage of information in memory. This helps the student when he needs to recall and build upon prior knowledge, especially in a subject such as math, which is based upon previous skill attainment. Good listeners are better equipped to connect to new ideas and content.

4. Sharpened Listening Skills

Teachers typically incorporate listening prompts and activities throughout the day. They use rhythm games with young students to teach them aggressive listening skills. They might repeat a phrase such

as "All eyes on me" in order to gain students' attention. Boys and girls learn that eye contact is an integral part of the listening process.

c. The Extensive and Intensive Listening

The extensive and intensive listening is two kinds of listening, they are important to improve students' listening skill, they can increase their language input. The students can do extensive listening in their own daily activities, they can listening what they like and what they want to listen to and it is often done with the help and/or intervention of the teacher.3 Intensive listening is serious activity that needs more concentration than extensive listening, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal.

Furthermore, there are at least three more intensive listening activities such as:

a. Intensive listening

Using taped material Intensive listening by using taped material or material on disk allows students to hear a variety of different voices apart from just their own teacher's. It gives them an opportunity to meet a range of different characters, especially where real people are talking. But even when tapes contain written dialogues or extracts from plays, they offer a wide variety of situation and voices. This activity is not suitable in the big class with poor acoustics, the audibility of taped and disk material often gives cause for concern. It is difficult to ensure that all students can hear the

material clearly. So if the teachers want to use taped material, they need to check the tape and machine quality before they use it in the class.

b. Intensive listening

"live" listening A popular way of ensuring genuine communication is live listening where teachers and or visitors to the class talk to the students. This has obvious advantages since students can interrupt speakers and for clarification.

c. Intensive listening

The role of the teacher All activities for listening we need to be active in creating student engagement through the way we set up the task. We need to build up students' confidence by helping them listen better than by testing their listening abilities.

d. Listening indicator

Erlinda (2014) Listening responds to the meaning of accurate, fluent and acceptable, accurate, and acceptable interpersonal (to get things done) and interpersonal (social) conversations that use oral language in the context of everyday life and involve speech acts and the indicators are:

1. Completing test

2. Finding explicit information

3. finding implicit information

4. Find an overview

5. Find the meaning of a word

6. Describing images

7. Read the paragraphs aloud

8. Telling the story again.

Based some of the indicators of listening above this time the researcher took two examples become namely:

1) Finding implicit information

The definition of implicit is, implied or understood though not plainly or directly expressed. Hallie (2017)Something is, therefore, implicit when it is not directly stated but is either suggested in the wording or necessary to effectuate the purpose.For example.Your teacher will play the recording, before listening, please study the following words below to make you understand the dialogue.

2) Completing test

A sentence completing test for may be relatively short, such as those used to assess responses to what is the read, or much longer, such as those used to assess personality. A long sentence completing test, which has 100 stems. The test are usually administered in booklet from where respondents complete the stems by writing words on paper. For example.Now complete the blank dialog using expressions based on what you listens and learn.

2. YouTube Application

a. Introduction of YouTube

Basically, YouTube is a website that facilitates users to share their video, or merely enjoy the various video clips uploaded by various parties. There are

a variety of videos that can be uploaded to this site, such as music video clips from certain musicians, short films, television movies, movie trailers, educational videos, logger videos, video tutorials of various activities, and more. YouTube its began standing since February 2005. YouTube's headquarters are located in San Bruno, California, United States, which was initiated by three people Youtube founders, namely Chad Hurley, Steven Chen, and Jawed Karim. The website that now includes billions of videos is growing very rapidly from the very beginning of the first established. In 2006 in November, even Google bought Youtube for US $ 1.65 billion. Youtube earns its revenue from ads shown before youtubearevideosplayed. The ad is called Google Ad Sense, a program that offers payouts based on the frequency level of a video played. In February 2017, it was noted that there was a video with a total duration of 400 hours uploaded on Youtube every minute and a total of one billion hours of Youtube content watched by people every day.

b.   The Benefits of YouTube For Students:

1. Useful Videos for Learning does not have to always use the book, sometimes if we read the book we often forget what has been learned. But if we look at our impressions so much easier to memorize learning materials.

2. Provide more information So this site provides a video about the development of science education, so we used not miss information - important for students.

3. Easy to Share You can share a useful learning video from youtube to others it's easy because this video share can also through social media like Facebook, Twitter, Instagram, And others.

c. Why choose youtube as a learning medium?

1. Potential

Is youtube are the most polluter site in the internet world today that is able to provide an edit value to education / education.

2. Practical

Is youtube easy to use and can be followed by all circles including students and teachers.

3. Interactive

Is youtube facilitates us to discuss or do questions and even review a learning video.

d. Learning English through YouTube

One of the general goals of teaching English is that students can use English in everyday conversations properly, fluently, and in accordancewith their context. One indicator of successful language acquisition is the ability to use them in pragmatic goals through the interaction of discourse with the speaker (Brown:2001:267). In line with this, Noonan (1991:39) states that mastering speaking skills is one of the most important aspects of learning a second language or a foreign language. Ur (1996:120) adds four of the existing language skills;

listening, reading, speaking, and writing (listening, reading, speaking, and writing), speaking is considered the most important thing to master.

However, currently English learning that utilizes technology is not a new thing, such as the use of the Internet, especially Youtube as a lot of learning media that serves to support the ability to speak English. Richards (1990:67) proves that by using Youtube, everyone who learn English becomes more able to solve the problem and become a better communicator. Such networks can help create, analyze, and produce information and ideas more easily and efficiently. In addition, through YouTube, it can raise everyone'sawareness of how easy and sophisticated the development of technology today.

3. Computer Assisted Language Learning (CALL)

a. Definition of CALL

CALL was an acronym of Computer-Assisted Language Learning which means in its Indonesian Language Learning Language with Computer Help. CALL is the most accepted term in the wider community. In the foundation program, CALL be used in a broad sense to refer to any business involving computers in language teaching and learning.

CALL was first discovered in the 1960s based on mainframe and material practice, specifically based on the University of Illinois' PLATO system. Then CALL began to spread in several universities from a small computer to the education system in the early 1980s. But CALL was first popularized by Levy in 1997 with the aim of dividing the computer based on the role of its function, ie as a teacher and as a tool. For example a Flashcard

program or other set of online grammar exercises that as a tool used also represent itself as a teacher because it is compact in some ways has a teaching function.The limits of CALL are as institutional and functional. Institutional roles include teaching management, classroom management, language skills, and more. Functional roles include practitioners, developers, researchers, and trainers CALL phase:

The first phase is Behaviorist CALL. It was discovered in the 1950s and was used in the 1960s and 1970s. This phase is based on the dominant theory of behavior in learning. The program in this phase refers to digging and training skills first.

1. Communicative CALL is the second phase. This phase is based on a prominent communicative approach to teaching in the 1970s and 1980s. Proponents of this approach assume that the program explores and practices it an ancient way that does not produce much development.

2. Three Modules (Development, Evaluation, and Implementation):

   a) Development Module refers to the process of running an idea in creating a software to produce a product.

   b) Evaluation Module illustrates how operational depictions create matches for students as well as for teachers

   c) Implementation Module is a relevant relation during the evaluation process. After studying, they may be tested for their

ability, whether in class, language lab, computer lab, and so on to measure what they have earned.

b. Application of CALL in Listening Learning

CALL in listening learning was the most important to be prepared in the planning stage. In planning the implementation of CALL in listening learning.first the teacher does some preparation is by understanding the lesson plan (plan implementation of learning) contained in the curriculum KTSP combined with curriculum Condition. Next, choose and define software / materials. In selection of major CALL software / materials, teachers use CD listening tapes native speakers that already exist with the theme"describing people", then created visualizing images and tasks on Windows Photo Viewer and Microsoft programs PowerPoint as additional materials. And lastly, provide that equipment needed to help smooth listening process, such as LCD projector, radiotape, laptop, and so forth.Supporting and Inhibiting Factors in Application of CALL in Learning Listening.

From the research result, the implementation of CALL in listening learning in this cannot be separated from the following components, namely: curriculum, facilities and existing infrastructure ie information and communication technology that includes hardware and software in it, the English teachers are there, and the most important is students who are subjected to CALL implementation. Based on this, then it can be it was concluded that the implementation of CALL in listening learning can be

accomplished with the existence of these five components. So it can be ascertained that the application of CALL in listening learning can not only be implemented in SMPN 41 BULUKUMBA only was an international pioneering school, but in other schools can also be applied in the presence of these components.

Learning Model CALL in the present era, the use of computers was not only for purposes that are administrative, informative, and amusing, but also the computer is also used in other aspects of life, one of which is on teaching and learning activities. The use of computers as a medium oflearning is intended for teaching and learning activities more effective, attractive, and interactive so as to facilitate teachers to deliver learning materials and provide convenience to the students to understand the subject matter delivered.

The use of computer media in English learning activities can be done, among others by:

a) Hypertext according to Lucarella in Hartoyo [8] mentions that: "Hypertext as a system to manage a collection of information that can be assessed non-sequentially". Hypertext is a system used to organize a collection of information that can be used not in sequence. This shows that hypertext makes it easy for us to compile together information we used display or convey and create links to link information to one another, or to link a text

written with image, video, or sound. An example is the arrangement of slides on the 'power point' program where we can hyperlink texts or certain views with text or other views.
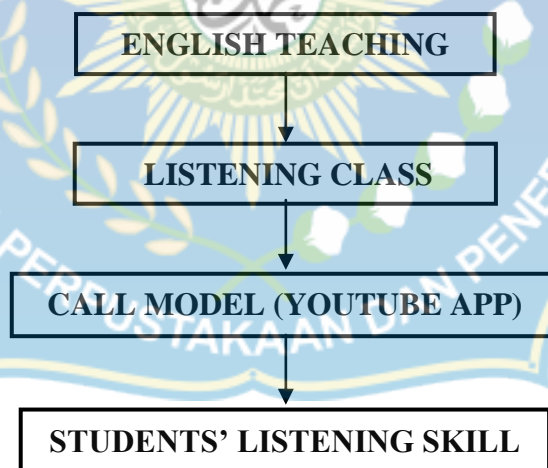
b) Audio visual In this learning model, teachers make use of existing audio visual facilities in the computer so that the subject matter can be easily understood by the students.

c) Assessment Based on Computer (ABC) Assessment Based on Computer (ABC) is one of the assessment techniques conducted by utilizing computer facilities. The programs or systems that are in the computer used automatically show whether the answer given by the user (user) is true or false and can also automatically display how many values (scores) obtained by students on a particular assessment. This can be done within the context of the classroom conducted by the teacher as well as out of the class by the students themselves.

d) The influence of CALL on Student Motivation as one of the learning media used to help the effectiveness of learning activities, the use of computers should also consider some aspects as described by Summate and Sara [9] which states that the learning media must meet the factors such as educational factors. This includes the accuracy or appropriateness of instructional media with objectives or competencies that have been established and must be achieved by students in accordance with the

applicable curriculum. In addition, the preparation and use of instructional media must also be in accordance with the level of ability and thinking power of students who can encourage activity and creativity so as to help achieve the success of learning. By using interactive learning media such as computer in learning English, used encourage student motivation to be able to follow and interact in learning activities held. This is in line with the explanation in the previous chapter which states that one way to be done by teachers to attract students' interest and motivation in the classroom, among others, is the methods and teaching.

C. Conceptual Framework

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┌─────────────────────────────┐
│     ENGLISH TEACHING        │
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│      LISTENING CLASS        │
└─────────────────────────────┘
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│  CALL MODEL (YOUTUBE APP)   │
└─────────────────────────────┘
              │
              ▼
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│  STUDENTS' LISTENING SKILL  │
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The above conceptual framework describes research that used be conducted by researchers. This research was an experimental research that describes about learning CALL with assisted by youtube application. There are many applications that can be used when learning one of them using youtube app.

And the influence of youtube is very important in the learning process of students and they can also be more interested in learning in its class. In addition, the development of technology is also easier for someone to access various kinds of videos, pictures, ebooks, or articles. one of the test examples youtube app Everybody can access different types of videos that have been uploaded by the crowd and there is a lot of knowledge that is on youtube. By using youtube app on learning CALL learn not only have to book. Children even prefer to learn by means of multimedia, such as video. Therefore, it is better for teachers diligently seek learning material in the form of videos on Youtube which is then informed to the students. Teachers can create their own videos and upload them to Youtube so they can be used by other students. In addition, CALL learning assisted by using youtube application directly can improve student listening skill and as a good learning and teaching strategies and to get a reference in teaching and learning process in terms of understanding the process and cause of an event to know in detail various information about the process of teaching and learning activities. In this study, the researcher want to know the difference of students' Listening skill when learning CALL by using youtube application.

D. Hypothesis

Hypothesis was related to the problem statement, and that used be examined whether it is accepted or rejected. There two hypothesis of this research as follows:

1. The alternative hypothesis (Ha) was accepted and the null hypothesis (H0) is rejected. It means that the use of youtube as a learning medium is very

positive for students because it can be a source of their learning and can indirectly improve their listening skills because almost all topics are available on youtube

2. The alternative hypothesis (Ha) was rejected and the null hypothesis (H0) is accepted. It means most students using youtube applications cannot improve their listening skills because students are more likely to watch entertainment videos than learning videos.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a pre-experimental design that was used to provide an overview of the application Computer Assisted Language Learning through YouTube application of the eighth grade in MTS Guppi Sampeang. This aims to know whether it can improve of listening skill students' after using it. Below is the concept of pre-experimental design :

$$O \longrightarrow T \longrightarrow O$$

O : Pretest

T : Treatment

O : Posttest

(Gay, 2006)

1. Pre-test

Before doing the treatment, the researcher gave pretest to know the students' prior knowledge. In this case, the researcher used gave pretest by. The pretest used administered to the students' by spending 45 minutes.

2. Treatment

Treatment was the action that the teacher gave to the students'. In the treatment itself, teachers usually provides learning materials that used be taught. But in some cases, treatment can also be a technique or learning

method that were give by the teacher to students' to measure the level of ability the students'.After giving the pre-test, the researcher gave treatment for students'. The treatment in the class is held 6 meeting and takes 80 minutes for each meeting. Classroom treatment procedures are as follows:

a) Before giving the materials, researcher explained and show video in youtube app aboutdescribing images and complete text method

b) Before applying method, the researcher divided the two groups between other describing images groups and complete text groups

c) The researcher moved each group to analyze the text given by the researcher

d) The researcher asked the describing images group to explain the text of the image as well as the complete text group of researchers asking for the results of the text that has been completed by students'

3. Post-test

The researchers gave post-tests to students. Post-test was given to determine the extent to which students' listening skills were improved through the describing images method and complete text.

B. Research Variables and Indicators

1. Variables

There were two variables used in this research namely independent variable and dependent variable. The independent variable was a variable that can affect other variables while the dependent variable was a variable that is influenced or which becomes due to the independent variables. In this

research, independent variable was application of computer learning model by using youtube application for experiment class and listening method.

2. Indicators

The indicator of this research is the content and find general information Computer Assisted Language Learning through youtube application to improve students' listening skills in terms of finding implicit information and completing text.

C. Population and Sample

1. Population

The population of this research were all classes at the eighth grade of MTS Guppi Sampeang, consisting of three classes and each class consisted of 25 students. The total number of students are 100 students.

2. Sample

In taking the sample the researcher used Cluster random sampling technique. The sample of this research is Class VIIIA MTS Guppi Sampeang consisting of 25 students.

D. Research Instrument

The researcher used listening text as the instrument to gain data in finding implicit information and completing text to get information about increasing students' listening skill.

E. Procedure of Collecting the Data

Data collection was the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to

answer relevant questions and evaluate outcomes. Data collection was a component of research in all fields of study including physical an social sciences, humanities, and business. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed. In this researcher, the researcher use three techniques of collecting data. That is pre test, and post test.

1. Pre-test

   The researcher gave pre-test to students in class. Pre-test for students in the first meeting in order to know what extent the capacity of the sudents' competence.

2. Post– test

   Post test is a from of questions that teacher usedgave after the lesson / material has been submitted .Post test used do to again an idea of the abilities achieved after the end of the lesson's delivery. Post test was also a test that give to students' to know the progress or changes that occur in students' after the treatment. In this research, post test that researcher do was test in the form of describing images and completing test.

F. **Procedure of Data Analysis**

   Scoring the students' work was step to obtain information from students. To know the score of the students, the researcher was a evaluation. The researcher used a procedure as follow:

$$\text{Score} = \frac{\text{students correct answere}}{\text{total number of items}} \times 10$$

(Gay cited Mariana, 2012: 33)

Classifying the score based on the following classification:

No	Achievement Categories	Score
1.	85 - 100	Very high
2.	65 - 84	High
3.	55 - 64	Enough
4.	35 - 54	Low
5.	0 - 34	Very low

1. The data would be collected through the test analysis by using mean score formula.

   The formula was:

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

   Where : X : Mean score

   $\sum X$: The sum of all score

   N : the total number of subject

   (Gay, 1981)

2. Finding out the students' standard deviation by used the formula:

   $$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

   Where: SD = Standard deviation

   $\sum X^2$ = The sum of the square

$\left(\sum X\right)^2$ = The square of the sum.

N   = Total number of subject

1   = Constant number

(Arikunto, 2006: 275)

3. Calculating the percentage of the students' score by used formula:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Where: P = Percentage

X2 = The mean score of post test

X1 = The mean score of pre test

4. To know the significant difference between the score of the pre-test and post-test, writer calculateed the value of the best by used the following formula:

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

Where: t : test of significance differences

D   : the mean of the difference score

D   : the sum of all score

N   : the total number of sample.

(Gay, 1980)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings and discussion of the research. The findings of the research present the result improvement of the students' listening ability through YouTube application on understanding of implicit information and complaining text. and the discussion of the research covers further explanation of the findings.

A. FINDINGS

The findings of this research deals with scoring classification by pre-test and post-test of the students . The aim of this study was to knew the effectiveness of Computer Assisted Language Learning through YouTube application to improve students' listening skill. The data from pre-test and post-test used formula chapter to knew the students' improve by listening skill. after conduction the research, the researcher obtained the data; the research of the pre-test and post-test. the result present the interpretation as follow:

1. The Students' Listening Skill Using YouTube Application in Terms of Finding Implicit Information

The data were gained through pre-test and post-test by VIII A class. The purpose of this test is to measure students' listening skill and answer the finding implicit information that was given. Students were assigned to answer a test based on what they see and listen. The results of the students' pre-test and post-test can be seen from the table below:

Table 4.1 Score of learning outcomes in English students'

pre-test and post-test by finding implicit information

Classification	Score of Pre-Test	Score of post-test
Sample size	25	25
Ideal score	100	100
Highest score	50	80
Lowest score	25	50
Mean score	38.20	67.40

Based on the table above, it can be see that in the pre-test result ideal score of students' was 100, the highest score was 50, and the lowest score was 25. In the post-test, the highest score was 80, and lowest score was 50. It means that, the mean score improved 29,20 points. To see categories of improvement in English listening skill of students, the researcher N-GAIN analysis below:

Table 4.2 Distribution of N-Gain Normalized

Learners To Finding Implicit Information

Rentang	Category	N-Gain
$g \geq 0,7$	high	
$0,3 < g \leq 0,7$	medium	0.46
$g < 0,3$	low	
total		

$$N\text{- gain} = \frac{jumlah\ nilai\ N-gain}{jumlah\ siswa}$$

$$= \frac{15.52}{25}$$

$$= 0{,}46$$

2. **The Students' Listening Skill Using YouTube Application In Terms of Completing Text**

The data were gained through pre-test and post-test by VIII A class. The purpose of this test is to measure students' listening skill and answer the completing text and can be seen from the table below:

Table 4.3 Score of learning outcomes in English students' pre-test and post-test by Completing Text

Classification	Score of Pre-test	Score of Post-Test
Sample size	25	25
Ideal score	100	100
Highest score	50	90
Lowest score	25	50
Mean score	39.00	66.60

Based on the results of the pre-test it was found that the ideal score of students' was 100 and the highest score was 50, of the lowest score 25. And post-test it was ideal score 100, the highest score 90, and lowest score 50. Based on the analysis from the table above it means that, the mean score

improved 27,60. And the categories of improvement in English listening skill of students' you can see based on the analysis N-GAIN below:

Table 4.4 Distribution of N-Gain Normalized

Learners To finding implicit information

Rentang	Category	N-Gain
$g \geq 0,7$	high	
$0,3 < g \leq 0,7$	medium	0.48
$g < 0,3$	low	
total		

$$N\text{- gain} = \frac{jumlah\ nilai\ N-gain}{jumlah\ siswa}$$
$$= \frac{12.12}{25}$$
$$= 0,48$$

Based on the results of the pre-test and post-test students' can be said that the results of the analysis N-GAIN have a significant differences in terms Finding Implicit Information and Completing Text. This can be seen in the table above. That means an increase in listening skills to students' by using YouTube application, can be said to be an increase in the category (medium).

B. DISCUSSION

This part presents a discussion dealing with the in interpretation of the research findings derived from the result of data analysis and researcher note during the researcher to depict the improvement of the students' listening skill by using youtube application. From the result of the pretest and post test, it can be concluded that there is a significant difference between the students' mean score pretest to post test before and after treatment.

1. **The Students' Listening Skill Using YouTube Application In Terms of Finding Implicit Information**

In this part, the research discuss about *"The Improvement of Students' Listening Skill Using CALL the YouTube Application in Terms of Finding Implicit Information"* the result gained from pre-test and post-test. The researcher found means score improved was 29,20. It can be said the listening skill students' an increase in medium category. In line with this result, Richards (1990: 67) proves that by using Youtube, everyone who learns English becomes more capable of solving problems and becoming a better communicator. The network can help create, analyze, and produce information and ideas more easily and efficiently.

In this learning, the researcher took the youtube application as a learning media that aims to make students more interested and discover new things in the learning process, so that the mood and intentions of learning English can be increased more than before. In this study the researcher took two indicators from listening as a problem statement, namely Finding Implicit Information and Completing text.

2. **The Students' Listening Skill Using YouTube Application In Terms of Completing Text**

In this part, the research discuss about *"The Improvement of Students' Listening Skill Using CALL the YouTube Application in Terms of Completing text"*. The result of the analysis that there was a significant difference means score improved in terms finding implicit information and completing text. In

finding implicit information, means score of improved students' was (29.20) and completing text, mean score improved was (27,60). It means the students' listening skill can be say there was increase.

Listening was an important material in English because we must be able to know what people say to us. To be able to master listening we must really understand the words we hear. According to Hanna (2014), objectives utilizing Youtube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on Youtube can be used as an interactive learning in the classroom and for students themselves trough online presentation or offline. Usage of Youtube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet.

In the learning process, researchers apply youtube learning media to the material presented in stages, and when students are given examples of questions and practical questions. In this study researchers used finding implicit information and completing text as a pre-test and post-test with the aim that students were able to determine the text that was implied to answer and complete the text provided. The reason for the research takes two indicators of listening including finding implicit information and completing text so that the mood and passion of student learning can be further improved besides that also the boredom of students learning English can be reduced because of this different learning process.

Based on the explanation above, improvement of the students' means score improved in pretest and post test proved by using youtube application very effective to improve the students' listening skill .

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

A. Conclusions

Based on the data analysis and discussion collected in the previous chapters, it can be concluded that using Youtube applications for teaching listening was influential to increase students' listening skills in terms of Finding Implicit Information and Completing Text. It can be seen in the improvement of students' score from pre-test and post-test. In Finding Implicit Information and Completing Text, the mean score improved from 38,20 to 67,40. In Completing Text, the students mean score improved from 39,00 to 66,00. The improvements are categorized as medium category based on N-GAIN analysis. This means that using Youtube applications can improve students' listening skills in terms of finding implicit information and completing text in medium category.

B. Suggestions

As for suggestion that will be given to the researchers below:

1. Students' listening skill since the youtube applications is to be able to improve recommended that English teachers should be able to use youtube as a learning media in school so that it becomes a reference in implementing a better learning process for the future.

2. It is expected that if the next researchers in the field of education, especially in learning English wish to do similar research, with the same title so that research is further refine different samples.

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