

**THE EFFECTIVENESS OF USING VIDEO PRESENTATION ON  
YOUTUBE TO IMPROVE STUDENTS' LISTENING ABILITY**

**(A Pre- Experimental Research At The Tenth Grade Students of Sma  
Muhammadiyah 4 Makassar)**



**A Thesis**

*Submitted to the Faculty of Teachers Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the Requirement for the  
Degree of Sarjana Pendidikan*

**HARIYATI**

**10535619514**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHERS TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2019**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LEMBAR PENGESAHAN

Skripsi atas nama HARIYATI, NIM 10535 6195 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 137 Tahun 1440 H/2019 M, tanggal 26 Dzulhijjah 1440 H/27 Agustus 2019 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal 31 Agustus 2019.

Makassar, 01 Muharram 1440 H  
 31 Agustus 2019 M

Panitia Ujian

- |                  |   |         |
|------------------|---|---------|
| 1. Pengawas Umum | Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua         | Erwin Akib, M.Pd., Ph.D.                    | (.....) |
| 3. Sekretaris    | Lin Babir, M.Pd.                            | (.....) |
| 4. Dosen Penguji | 1. Erwin Akib, M.Pd., Ph.D.                 | (.....) |
|                  | 2. Eln Pratiwari Rini, S.Pd., M.Pd.         | (.....) |
|                  | 3. Yassir Mallapiang, S.S., M.Pd.           | (.....) |
|                  | 4. Herlina Daddi, S.Pd., M.Pd.              | (.....) |

Disahkan Oleh :  
 Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.  
 NIM. 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Effectiveness of Using Video Presentation on Youtube to Improve Students' Listening Ability (A Pre-Experimental Research at the Tenth Grade Students of SMA Muhammadiyah 4 Makassar)

Name : HARIYATI

Reg. Number : 10535 6195 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2019

Approved by

Consultant I

Consultant II

Erwin Akib, M.Pd., Ph.D.

Amar Mar'uf, S.Pd., M.Hum., Ph.D.

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

Erwin Akib, M.Pd., Ph.D.  
NBM: 860 924

Enni Khaerati Syam, S.Pd., M.Pd.  
NBM: 977 807



**UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

---

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini :

**Nama : HARIYATI**

**Stambuk : 105 356 195 14**

**Jurusan : Pendidikan Bahasa Inggris**

**Judul Skripsi : The Effectiveness of Using Video Presentation on Youtube  
to Improve Students Listening Ability At The Tenth  
Grade Students of Sma Muhammadiyah 4 Makassar**

Dengan ini menyatakan bahwa :

**Skripsi yang saya ajukan di depan Tim Penguji adalah ASLI hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.**

Demikian surat pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, April 2019

Yang membuat perjanjian

**Hariyati**





**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

---

**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini :

Nama : **HARIYATI**  
Stambuk : 105 356 195 14  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan perjanjian sebagai berikut :

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya yang menyusunnya sendiri skripsi ini (tidak dibuatkan oleh siapapun)
2. Dalam penyusunan skripsi, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak melakukan penjiplakan (plagiat) dalam menyusub skripsi ini.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, April 2019

Yang Membuat Pernyataan

**HARIYATI**

## MOTTO

“PRAY HARD WORK HARD”



I dedicate this thesis to my parents, my brother, and all my friends.

Thank you for supporting

## ABSTRACT

**HARIYATI. 2019.**The Effectiveness of Using Video Presentation on YouTube to Improve Students Listening Ability At The Tenth Grade Students of Sma Muhammadiyah 4 Makassar. Thesis, English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. The consultant by Erwin Akib and Amar Ma'ruf.

The aim of this research was to find out whether or not the use of Video Presentation on YouTube as a medium effective to improve students' ability in listening of the tenth grade students at (SMA Muhammadiyah 4 Makassar in the academic 2018/2019).

This research used Pre-Experimental Research. The population of the research was the first grade students with the sample of this research was students from class X A and it used Purposive Sampling technique. The researcher gave video presentation on YouTube with narrative and descriptive text to measure the students listening ability. All of the students were given pre-test before using video online on YouTube after they got the treatment, the researcher gave post test to the students.

The result of this research showed that the students' listening ability of the tenth grade students of SMA Muhammadiyah 4 Makassar in the academic year of 2018/2019 before taught by video online on YouTube was poor categorized. The mean score of pre-test was 38.43 and mean score of post test was 65. It means that the mean score of post-test was greater than the mean score of pre-test. Then the improvement of the students' listening ability was 0,06%.

Then the calculating the t-test value for students' listening ability 7.30 and t-table for students' listening ability was 2.131. It means that the t-test was greater than t-table. The alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the research findings, it could be concluded that the use of video presentation on YouTube was effective to improve students' listening ability in term of accuracy of answer at the tenth grade of SMA Muhammadiyah 4 Makassar.

**Keywords:** *Video Online, YouTube, Narrative and Descriptive Text.*

## ACKNOWLEDGEMENTS



*In the Name of Allah, the Beneficent and Meaningful*

Praises be to Allah Lord of the world. She always gives strong and favor in completing this Thesis. Peace and blessing upon our prophet Muhammad SAW who has changed the human life.

The researcher would like to express her highest appreciation and deepest thankfulness to her beloved parents Hasan and Daeng Baji for their prayer, loves, financial, motivation and sacrifice for researcher success and her beloved sisters and brother who always give her support and advices for finished her study.

In this opportunity, the researcher would like to express her gratitude to Erwin Akib S,Pd.,M.Pd.,Ph,D and Amar Ma'ruf S,Pd.,M,Hum.,Ph.D. as the researcher advisors, for their valuable advice, guidance, dedication, correction, and suggestion in finishing this *Thesis*.

The are also some people that the reseacher would like to thank to:

1. Prof Dr. H. Abd. Rahman Rahim, SE.,MM., as the Rector of the Makassar Muhammadiyah University.
2. Erwin Akib, S.Pd.,M.Pd., Ph.D, as the dean of the FKIP Unismuh Makassar.



3. Ummi Khaerati Syam, S.Pd.,M.Pd., as the Head of English Education Department of FKIP UNISMUH Makassar, who gave his valuable authorities and suggestion in doing thesis.
4. All the lectures of English Education Department for teaching precious knowledge and share wonderful experiences.
5. Mujairil, S. S.,S.Pd.I.as the headmaster of SMA Muhammadiyah 4 Makassar, thanks for accepted the researcher doing this research.
6. Fitriani, S.Pd as the English Teacher of SMA Muhammadiyah 4 Makassar, thanks for support and suggestions.
7. The students of SMA Muhammadiyah 4 Makassar especially class XA for being participant in this research.
8. The researcher's beloved family, my sisters, brother and all members of my family cannot be mentioned here. Thanks for your help and motivations.
9. The researcher's friend who have been struggling together, giving each other motivation and encouragement to do this thesis. Mingkem Squad especially Irmayani ND, NylamCahayaKasman, Dian Agri Busman, Rasmi, AndiSriwahyuni, and KhusherdiyantiHaeri who always give her support and courage through these and thanks for being good friends.
10. All my friends in English Education Department 2014 especially Jaguar class. Thanks for giving support, sharing their time and being good friends.

The words are not enough to appreciate for their help and contribution in writing *Thesis*, May Allah SWT, the almighty bless them all. Finally, the researcher realizes that this *Thesis* is not perfect yet. Therefore, the writer would like to accept critics and suggestion from everyone who read this *Thesis*.

Makassar, April 2019

The Researcher

**HARIYATI**  
**NIM : 10535619514**



## LIST OF CONTENTS

	Page
<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>COUNSELLING SHEET .....</b>	<b>iii</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>SURAT PERJANJIAN .....</b>	<b>vi</b>
<b>MOTTO AND DEDICATION .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>LIST OF CONTENT .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF GRAPHICS .....</b>	<b>xvi</b>
<b>LIST OF FIGURE .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES .....</b>	<b>xviii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	4
C. Objectives of the Research .....	5
D. Significance of the Research .....	5
E. Scope of the Research .....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Previous of related findings .....	7
B. The Concept of Listening .....	
1. Defenition of Listening .....	7
2. Listening Problems .....	9
3. Listening Material .....	11
4. Defenition of Youtube .....	13
5. Video Presentation on Youtube .....	13
C. Conceptual Framework .....	17
D. Hypothesis .....	18

**CHAPTER III: METHODOLOGY OF THE RESEARCH**

A. Research Design ..... 19  
B. Population and Sample ..... 19  
C. Research Variables and Indicators ..... 21  
D. Research Instrument ..... 22  
E. Data Collection ..... 22  
F. Data Analysis ..... 23

**CHAPTER IV FINDINGS AND DISCUSSION**

A. Research Findings..... 30  
1. The Rate Percentage of the Students' Score in  
Pretest and Post Test ..... 30  
2. The Mean Score and Standard Deviation of the  
Students Pre-test and Post-test..... 32  
3. The Improvement of the Students'  
Listening Ability ..... 33  
4. Hypothesis Testing..... 34  
B. Discussion ..... 34

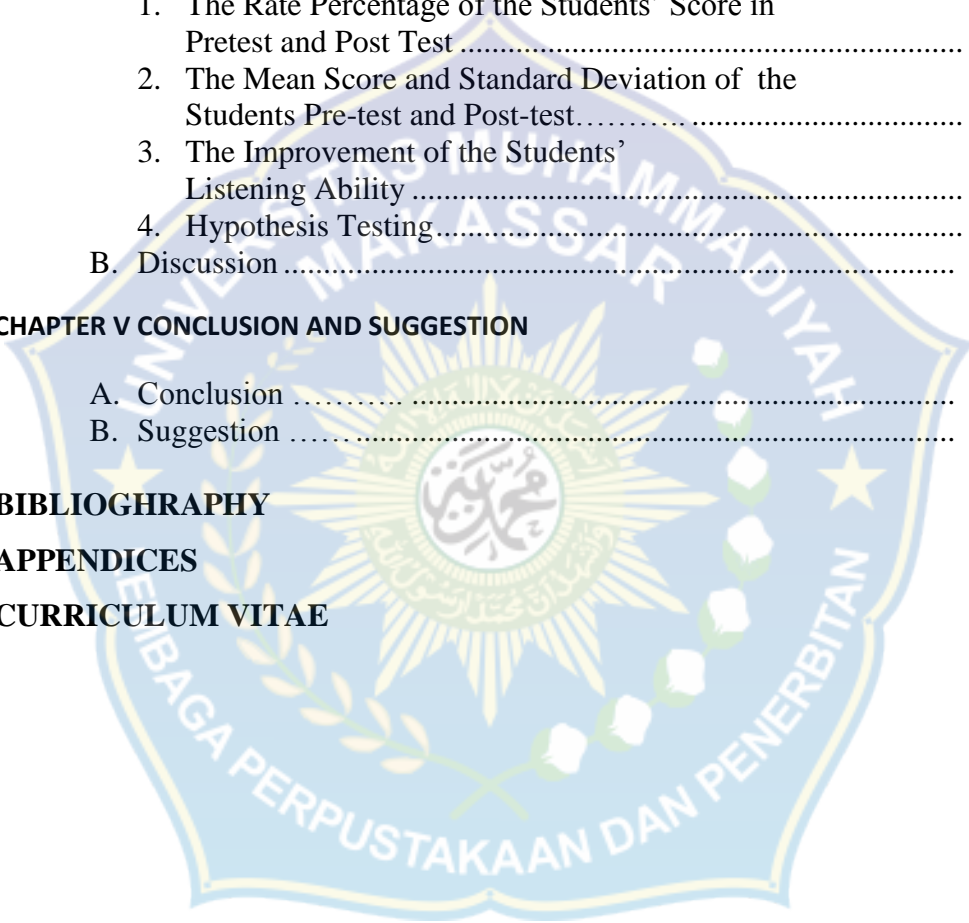
**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion ..... 38  
B. Suggestion ..... 39

**BIBLIOGHRAPHY**

**APPENDICES**

**CURRICULUM VITAE**



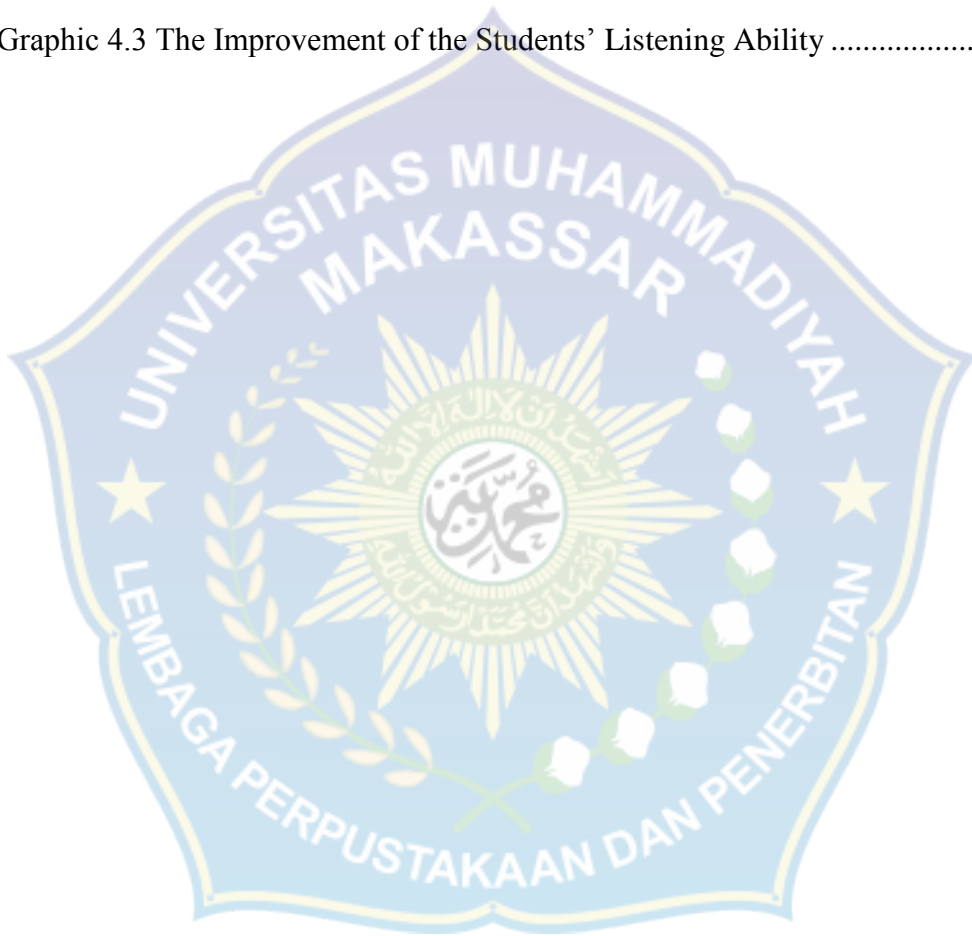
## LIST OF TABLES

	<b>Page</b>
Table 3.1 Research Design.....	20
Table 3.2 Number of Population.....	23
Table 3.3 Rubric Orientation .....	25
Table 3.4 Rubric Events.....	26
Table 3.5 Rubric Capitalization .....	26
Table 3.6 Rubric of the Students Score Classification .....	27
Table 3.7 Hyphotesis Testing.....	29
Table 4.1 The Rate Percentage of the Students' Score in Pre test and post test .....	31
Table 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and post test.....	33
Table 4.3 The Improvement of the Students' Listening Ability .....	34
Table 4.4 T-test of the Students' Listening Ability .....	36



## LIST OF GRAPHICS

	<b>Page</b>
Graphic 4.1 The Rate Percentage of the Students' Score in Pre Test and Post test .....	32
Graphic 4.2 The Mean Score and Standard Deviation of the Students' Pre test and Post Test .....	34
Graphic 4.3 The Improvement of the Students' Listening Ability .....	35



## LIST OF FIGURE

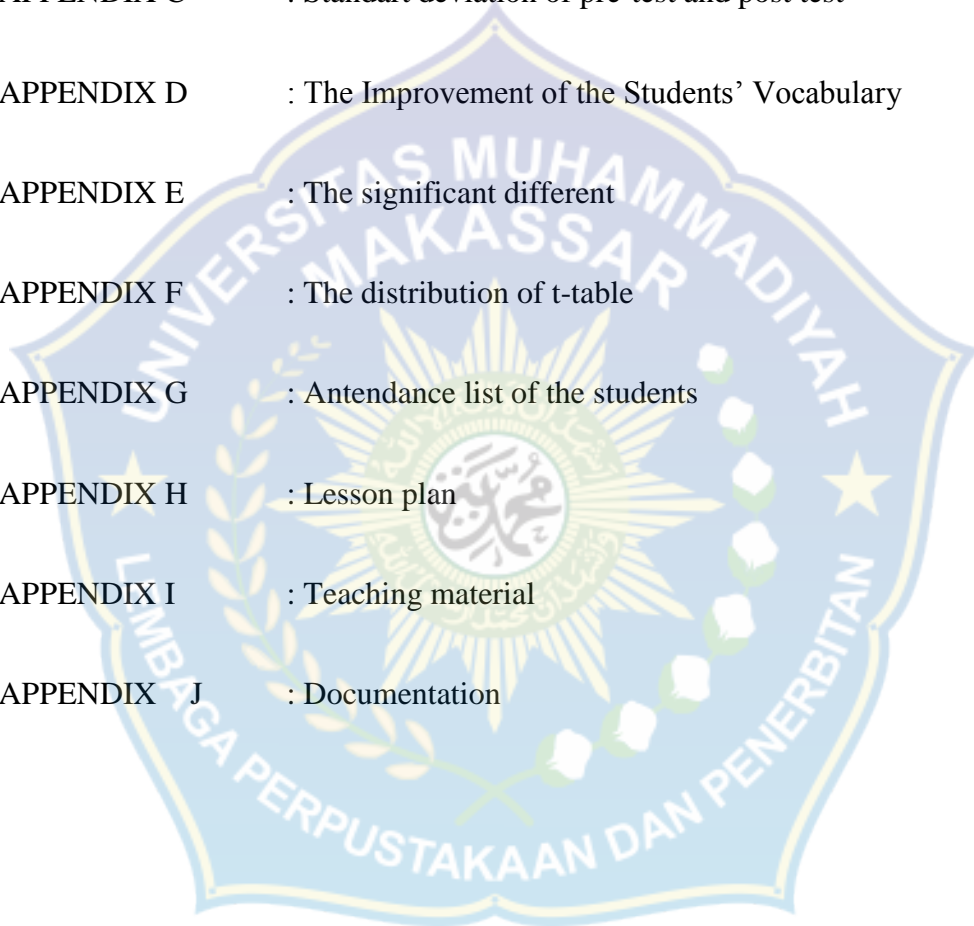
Page

Figure 2.1 Conceptual Framework..... 18



## LIST OF APPENDICES

- APPENDIX A : The row score of the students' pre-test and post-test
- APPENDIX B : The mean score of pre-test and post-test
- APPENDIX C : Standart deviation of pre-test and post test
- APPENDIX D : The Improvement of the Students' Vocabulary
- APPENDIX E : The significant different
- APPENDIX F : The distribution of t-table
- APPENDIX G : Antendance list of the students
- APPENDIX H : Lesson plan
- APPENDIX I : Teaching material
- APPENDIX J : Documentation



# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the International languages that spoken by many people in the world and in many areas of everyday in life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politics. For Indonesia, language is an integrate process that the learner should study the four basic skills like listening, speaking, reading and writing. We use it to understand our word through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about understanding and being understood and getting what we want and need from these around us. As we all know, communication is a part of human's daily activities. Through communication by using language, we can share our ideas and through with other people. In that way, a smooth interaction between people can take place.

Based on PERMEN No. 22 of 2006 concerning the standard content of English Language High school there are four language skills that must be mastered by students they are Listening, Reading, Speaking, and Writing.

Ability to listen (listening skill) that is students understanding in listening to oral texts and responding. Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in the school information through listening to instruction and to one other. Often, however language learners do not recognize the level of effort that goes into developing listening ability.

People must know there is a video online to use in teaching listening can provide unlimited opportunities the namely is YouTube video to enhance your English learning course by not only using the countless videos you can find there, but also creating your own to help your audience achieve their learning goals and objectives. The only thing you should pay attention to is ensuring that the videos you are using are aligned with your expected learning outcomes and are appropriate for your English learning audience. There are many reasons why YouTube should be part of our English learning course, and we can make sure that including it in your English learning course can truly enhance your audience's English learning experience.

It is really easy to integrate. Adding YouTube videos to your English learning course is an easy task, due to the focus of authoring tools and learning management system out there. You can use YouTube videos to introduce a topic, explain an online materi to your learners, or simply extend the information conveyed by your English learning course. As you have probably seen for yourself, everyone has a voice in YouTube. Using it as a social learning platform offers you the opportunity to build a strong English



learning community where everyone can comment, contribute, and share their opinions and ideas.

Beside that teach use YouTube spontaneously could teach about mobile or computer as technology and listening exactly. Uploading English Learning content to YouTube makes it available throughout the YouTube network, which means that your learners can access it and view it on the go via their smartphones and tablets, devices used in mobile learning. It doesn't matter how small the screen is; you can use YouTube as a platform for not only searching online video resources, but also sharing presentations, and inviting your learners to take an active part through their comment. Using YouTube videos as part of your English Learning course encourages your audience to develop their listening skills by using the YouTube video material until they have fully grasped its essence and key points. You can even create online assignments based on this, for instance by asking your learners to describe in a few words what they have just seen on a video in a specific time frame.

According to Jones and Cottrell discussed the use of YouTube videos to introduce more difficult subject matters, to illustrate a point during a lesson, or to review concept taught during a lesson. Videos may also be used in order to prompt language learning activities with a focus on specific skills, concept, or cultural aspect to be reinforced or explored. According to Ni Chang (2006) stated that in various learning activities in the Era of Digital Technology now this, learning in online form both independently and structured will be very effective, with many choices of flexible learning activities.

The expectation to face globalization era, individual learners can be a good students for about technology especially for YouTube video, using video presentation as media in teaching English help sensitivity students' ability of hearing. There is one expectation by researcher of using video presentation. So, the students can improve their listening ability through video presentation on YouTube.

Based on the explanation above, the researcher carried out the research under the title "The effectiveness of using video presentation on YouTube to improve students' listening ability at the tenth grade SMA Muhammadiyah4 Makassar".

#### **B. Problem Statement**

Based on the explanation above, the problem statement was formulated as follow: Is the use of video presentation on Youtube effective in improving students listening ability at the tenth grade students of SMA Muhammadiyah 4 Makassar?

#### **C. Research Objective**

As the formulation of the problem that have been described, the objectives in this research are as follows "Whether or not the use of video presentation on YouTube effective in improving students listening ability of SMA Muhammadiyah 4 Makassar"

#### **D. Significance of the Research**

The benefits of this study are divided into two, namely theoretical and practically:

## 1. Theoretical

- a. To increase of science in listening learning.
- b. To add scientific studies in improving listening ability.

## 2. Practically

- a. The benefit for students

The benefit for students are exactly to improve listening ability as a good student in learns English as a foreign language.

- b. the benefit for teachers

This study is useful for teacher to know the ability to carry out listening lesson, especially using video presentation on youTube by conducting the effectiveness YouTube technology and also to make teacher be appreciate as a creative instruction.

- c. The benefits for institutions/schools

The benefits of this research are expected improve students' ability in listening especially for students in SMA Muhammadiyah 4 Makassar and add to the school literature which can use as a reference in helping others in presentation information to conduct similar research.

- d. The benefits for researcher

The benefit for researcher is to increase knowledge about the effectiveness using video presentation on YouTube to improve listening ability.

### **E. Scope of the Research**

The scope of this research is restricted to know the effectiveness of using video presentation improve students' listening ability interm of accuracy of answer.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous of Related Findings**

Sherer, P (2011) Using Online Video to Support Students Learning and Engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities. Today, Youtube is the predominant resource but other online video resources are rapidly becoming available. A major challenges lies in harnessing the potential of these expanding resources as learning tools.

Watkins, J (2011) Using YouTube in the EFL Classroom in his study English foreign language classes with access to the necessary technology can make good use of YouTube and other online video-streaming sites. However, it is important to realize that there are some limitation. First, Youtube is limited to what copyright restriction allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students will have to procure these clips on their own. Secondly, given the vastness of the YouTube library, a certain amount of



structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. A third consideration teachers might need to take into account is the nature of much of the material on YouTube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available. Teachers of younger students would be well advised to take this into account. Finally, certain countries have placed bans on YouTube and other video streaming sites (Toksabay, 2010) meaning that classes in those countries might have greater difficulty accessing useful online video.

Brook, J (2011) *The Affordances of YouTube for Language and Teaching* in her study the provided sample lesson plan have incorporated the findings of research as well as cautions about using YouTube. For example, peer-to-peer interaction and collaboration, which was highlighted in research as a prominent benefit of YouTube, was implemented as learners' cooperation in the selection of a topic, writing, creation and production of the film, as well as online and in-class discussion, blogging, peer editing, and interaction with the general public.

Bonk, C J (2008) *(YouTube Anchors and Enders) The Use Of Shared Online Video Content as a Macro context for Learning* in His study there are many uses for YouTube and other videos for learning-some will use them as anchors and others as enders. Whatever the use, we have just seen the star. In coming years, shared online video content may entail more than one-third of the content of courses in higher education. This is not insignificant. As a result, understanding how to embed online videos in instruction is perhaps

one of the more pressing needs of college faculty members as well as those in other educational setting.

Leloup, J W (2007) (On The Net) Listening You Have Got To Be Carefully Taught in her study improved speed of the internet and the generalization of broadband access, along with faster processors, has greatly facilitated the distribution of audio and video media online. In addition to sites like the ones highlighted that incorporate media into language lessons, an unending stream of audio and video from around the world is now accessible to the language learners for practice and to language as a basis for lesson.

The previous research has concentrated on YouTube using different materials such as film and song in learning listening. In this research the researcher focus on Narrative and Descriptive material.

## **B. The Concept of Listening**

### **1. Definition of Listening**

Listening is one of the most important language skill. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. According to Howatt and Dakin listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

The important of listening is acknowledged by Brown (2001) who stated that "listening is the major component in language learning and

teaching because in the classroom learners do more listening than speaking “it means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by Oxford (1993), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw materials of words, arrangements of words, and rise and fall the voice, and from this material we create a significance. Listeners must cope with sender’s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn’t automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is

active process that involves much more than assigning labels to sound or words. As mentioned in Nunan (2003) “Listening is an active, purposeful process of making sense of what we hear.” It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, we can say that listening is the ability to identify and understand what others are saying, it is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

## **2. Listening Problems**

The first step the learning problems that students in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996) identifies the learner’s problems and the solution as follows:

### **a. Trouble with the sounds**

Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.

### **b. Have understand every word**

Some students feel worried and stressed when they miss some words of the next. Here, the teacher needs to give the students practice in selective ignoring of hear information/something, they do naturally in their mother tongue. The teacher should explain this point to

students, and set them occasional task that ask them to scan a relatively long task for one two limited items of information.

c. Cannot understand fast, naturally native speaker

The students can only understand if the teachertalk slowly and clearly. They cannot understand fast, natural native-sounding speech.

To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d. Need to hear thing

More than once In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening

### 3. Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn.

The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.



#### **4. Elements of listening**

According to Shocking awful (2017) that there are four elements of listening, namely :

a. Ability to focus

Ability to focus means the capability of students or listeners in listening the material from the audio.

b. 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 the text. The listeners can imagine to catch the general meaning of something they hear.

c. 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.

d. Accuracy of answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer.

#### **5. Definition of Youtube**

Youtube is a populer video sharing website where users can upload, view and share video clips. YouTube has become an enormously popular form of web 2,0 new media. A recent article in Wired cites an average of 65.000 uploads and 100 million videos videos viewed per day on YouTube( Jones and Godwin, 2007).



Video can be a powerful educational and motivational tool. However, a great deal of the deal of the mediums power lies not in itself but in how it is used. Video is not an end in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery.

YouTube is increasingly being used by education as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL (English as a Second Language) course. From instructional videos to an online space to share student authored new media.

## **6. Characteristic of YouTube**

★ Typical YouTube webpage is usually made up of the following components :

- a. Flag ability to indicate a video that has in appropriate content.
- b. Tittle- main tittle of video
- c. Channels- relating to grouping of content.
- d. Subscribe- registered users can subscribe to content.
- e. Comments- often not monitored can be provided by any registered users about a video uploaded.
- f. Views- the number of times a video has been watched.
- g. The wide variety of video content including channel English class, video presentation about English materials, as well as amateur content such as video blogging.

## 7. Video Presentation Youtube

For EFL students learning any new language are going to be a challenge. But the experience doesn't have to be painful. Whatever you are child, teenager or adult, absolute beginner, intermediate or advanced English second language, YouTube has a lot of English language lessons and English language learning Channels that are available for free. There are many awesome channels to learn English on YouTube, like a channel from *Speak English with Mister Duncan* this is one of the most popular YouTube channel for learning English. It's easy to see why. Mister Duncan is passionate about his topic. He's excited about English and you can feel it in these well made video. He uses humour a lot of the time to help you learn. Mister Duncan teaches English to the world for free and has had a channel on YouTube since 2006. There are many lessons on topics like the senses, slang, news, fashion and money. They are easy to watch and are about how the language is spoken instead of grammar.

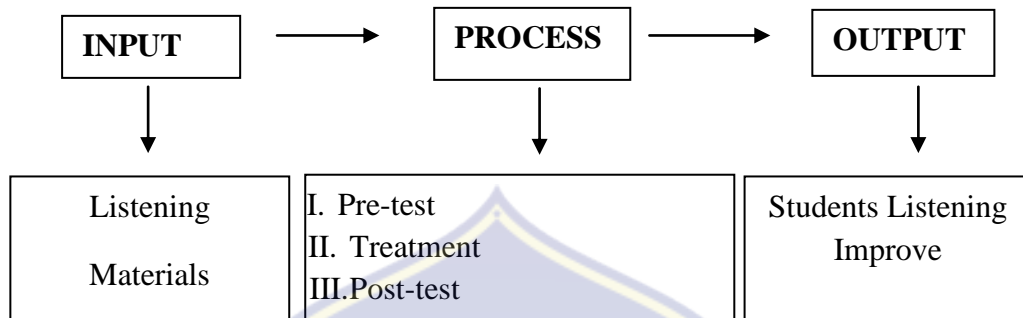
Next channel is Learn English with *Englishclass101.com* designed for rapid English language learning, these interesting video lessons cover many aspects of American and British culture. So you can discover more about the countries as you learn their language. *Real Englishchannel* Real English is one of the best channels for English language beginners and has a large library of free access lessons. Each one includes two videos, one with subtitles and one without and a handful of exercises. It has real people and real-life situations, so you get a true feel for how people really speak English.

*BBC Learn English* channel from one of the world's most famous broadcasting companies (the British Broadcasting Corporation) comes a bunch of free English language learning lessons. They are in a variety of formats such as real life situations, cartoons and interviews. There's also a really cool collection of videos for words you will hear in the news. The videos are short but filled with a lot of really good information.

*British Council Learn English Kids* channel contain song are among the most enjoyable and effective ways to learn a new language. Their melodies and rhythms help to create strong memories, vital for picking up new verbs, expressions and colloquialisms. Young children learning English as a second language can benefit from listening and singing along to nursery rhymes as they too help to improve memory and recall skills. The British Council's Learn English kids are a super channel that's packed with animated videos of nursery rhymes. Each well produced video features entertaining cartoons and subtitle in English. *Jennifer ESL* English with Jennifer is a rich collection of more than 200 videos that are grouped into easy to use playlists. There are lessons for beginners, lessons to improve not just you're listening but also you're writing in English, lessons on grammar and many more. What marks them out as a cut above the rest is the fresh and simple presentation and the special focus on pronunciation. There are no scripts and no actors, just real, natural English language speaking. In common with many other language learning channels, there is interaction is interactivity as well.

### C. Conceptual framework

The theoretical framework in this research is shown in the diagram as follows:



Input : Using video presenting on YouTube as listening materials

Process : Practice listening through a video presenting on YouTube

Output : The students are able to improve their listening ability through a Video presentation on YouTube

### D. Hypothesis

A hypothesis was a tentative answer the problem of the research, the hypothesis of this research state that:

1. Null Hypothesis ( $H_0$ ) that there was no effective improvement in listening ability by using Video presentation on YouTube.
2. Alternative Hypothesis ( $H_1$ ) that there was an effective improvement in listening ability by using video presentation on YouTube.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents about the research method. It focus the method used in conducting this research which covers research design, population, sample and time, setting of the study, research Variables and indicators, research instrument, data collection procedures, and data analysis procedures.

#### **A. Research Design**

The researcher uses Pre-Experimental design. The design of this study is experimental design because the researcher wants to measure the effect of the video technology (YouTube) in the teaching video presentation on Youtube. According to Arikunto (2014) Experimental study is a study which aimed to know there is or not the effect of the variable studied. In line with this Arikunto said that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study.

The researcher use one-group pretest-posttest design usually involves three steps:

1. Administering a pretest measuring the depend variable
2. Applying the experimental treatment X to the subjects
3. Administering a posttest, again measuring the dependent variable.

Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post test score.

**Table 3.1 (Design of pre-test and post-test)**

Pre-test	Treatment	Post-test
Y1	X	Y2

Here:

Y1 : Pre-test

X : Treatment

Y2 : Post-test

In conducted the research, the researcher took action in the form of learning process as follows:

1. Pre-test

The researcher gave the test as a pretest (01) to measure prior knowledge on the students before gave treatment and to knew the problems that the students have.

2. Treatment



After giving a pre-test, the researcher gave treatment by using video presentation on YouTube. During the treatment, the student is given some material by used video presentation on YouTube.

### 3. Post-test

The researcher gave post-test (02) for the students after the treatment. The researcher gave the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the posttest.

## **B. Population, Sample and Time**

### 1. Population

A population is the entire organisms that both belong to the same group or species and live in the same geographical area. In ecology the population of certain area is estimated using the Lincoln Index. The area that is used to define a sexual population is such that inter-breeding is possible between any pair within the area and more probable than cross breeding with individuals from others areas. Normally breeding is substantially more common within the area than across the border.

According to Arikunto (2014) population is the whole of research subject, if someone wants to research all of the elements in research area this research is called population research on census study.

The population of this research is the tenth grade of SMA Muhammadiyah 4 Makassar. Where the number of this population are 16 students which is in one class only.

## 2. Sample

Since the number of population of the tenth grade students of SMA Muhammadiyah 4 Makassar is small. The researcher decided to take all the population as the sample of the research.

The researcher used purposive sampling technique the researcher chooses this class as the object of this research because the duration of English Learning in this class is longer than others class. The researchers hope this research is going to be finished earlier.

## 3. Time

The researcher conducted in 2 months. The experiment conducted in eight times of meeting, one meeting for introduced two meetings for the pre-test and post-test. There are four meetings for the treatment and quiz and the last meeting to close the experiment. The researcher took four meetings in order to take the data briefly.

**Table 3.2 (Design Meeting)**

No	Meeting	Explanation
1	First	Pre-test
2	Second	Treatment and quiz
3	Third	Treatment and quiz
4	Fourth	Treatment and quiz
5	Fifth	Treatment and quiz
6	Sixth	Post-test

### **C. Research Variables and Indicators**

There were two kinds of variable in this research. The variables were follows :

1. Independent Variable is *video presentation on YouTube*.
2. Dependent Variable is the students' listening ability.

The indicators in this research are:

The indicator in this research is the students' listening ability in term of accuracy of answer.

### **D. Research Instruments**

In this research, the researcher use 1 instrument for collecting data. The researcher used the test.

The test is used to know the students' listening ability in term of accuracy of answer and as the result of the students' in the class. The test constructs the questions by contents of video presentation on YouTube itself.

### **E. Procedures of Collecting Data**

The procedures of the research described as follows:

#### **a. Pre-test**

The test was given to know the students' listening skill before giving treatment. Pre-test was administered on the first meeting.

The students were asked some questions.

b. Post-test

The post test was given after treatments, the purpose is to know the improvement of the students' skill in listening after applied videopresentation on YouTube.

### F. Data Analysis

1. Calculation the mean of the students is answered by using formula:

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

Where:

$\bar{X}$  = Mean core

$\sum x$  = The raw of all score

N = The number of subjects

(Subana, et al, 2005)

2. The percentage of increasing achievement is used the following formula:  $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P= Percentage

$X_2$ = Average score of Post-test

$X_1$ = Average score of Pre-test

(Gay in Goestina, 2016)

3. After collecting the data of the students, we areclassified the score of the students into the following criteria:

**Table 3.5 Classify the Score of the Students**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud 2010)

4. The significance difference between the students' pre- test and post-test, the writer is applied the formula as follow:

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

Where:

T = Test of significance

D = The difference between the method pairs ( X<sub>1</sub> – X<sub>2</sub> )

Md = The mean of Ds

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

$(\sum d)^2$  = The square of  $\sum d$

N = Number of students

(Subana, et al, 2005)

5. The criteria for the hypothesis testing is as follows:

**Table 3.6 Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.5 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.



**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

In this chapter presents the findings and discussions of this research. The finding of this research deal with the scoring classification of the students' pre-test and post-test, mean score, standard deviation of the test of significance. The findings are described as follows.

**A. Research Findings**

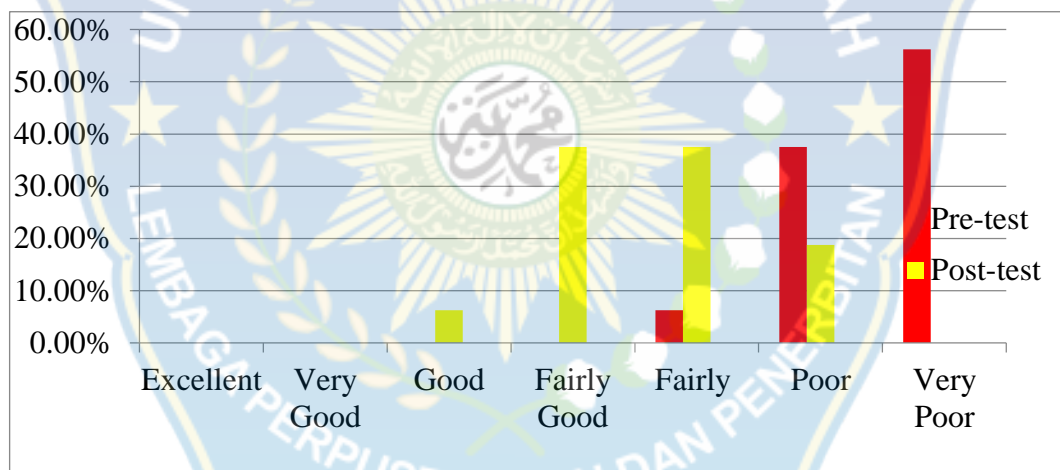
**1. The Classification of the Students' Score in Pre-test and Post-test**

**Table 4.1 The Rate Percentage of the Students' Score in Pre-test and Post-test**

NO	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
	Excellent	96 – 100	0	0%	0	0%
	Very Good	86 – 95	0	0%	0	0%
	Good	76– 85	0	0%	1	6.25%
	Fairly good	66- 75	0	0%	6	37.5%
	Fairly	56-65	1	6.25%	6	37.5%
	Poor	36-55	6	37.5%	3	18.75%
	Very Poor	0-35	9	56.2%	0	0
	<b>Total</b>		16	100%	16	100%

The table 4.1 above showed that the percentage and frequency of the students' pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, none students or 0% classified into very good, 1 student or 6.25% classified into good and 6 students or 37.5% classified into fairly good and 6 students or 37.5% classified into fairly and 3 students or 18.75% classified into poor . It is clearly shown in the graphic below.



**Figure 4.1. Graphic The Rate Percentage of the Students' Score in Pre-test and Post-test**

The figure 4.1 above showed that the rate percentage of the students' listening in pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, none students or 0% classified into very good, 1 student or 6.25% classified into good and 6 students or 37.5% classified into fairly good and 6 students or 37.5% classified into fairly and 3 students or 18.75% classified into poor .

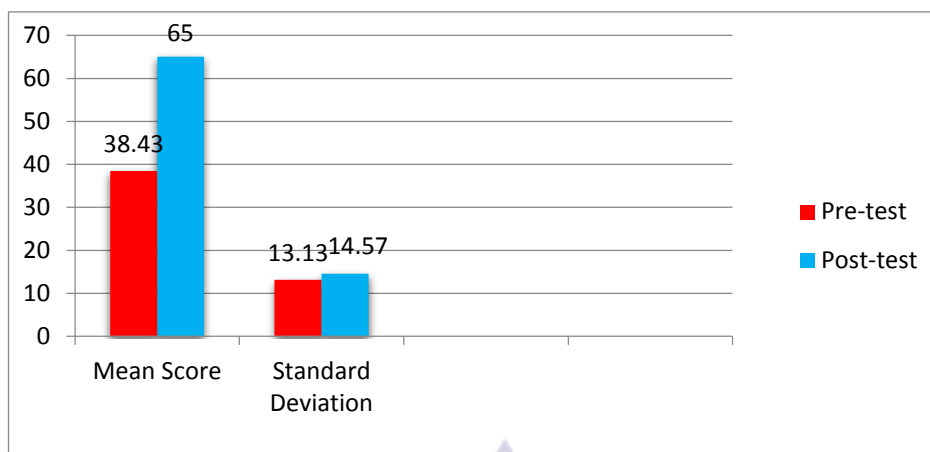
## **2. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.**

After calculating the result of the students' pre-test and post-test, the mean score are presented in following table.

**Table 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test**

<b>Test</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
Pre-test	38.43	13.13
Post-test	65	14.57

The table 4.2 above showed the statistical summary of the students' score and standard deviation both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 38.43 and the mean score of the students' post-test was 65. The standard deviation of the students' pre-test was 13.13 and the standard deviation of the students' post-test was 14.57. It was clearly shown in the graphic below.



**Figure 4.2. Graphic The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.**

The graphic 4.2 above showed that the mean score and standard deviation of the students' pre-test and post-test. The mean score of the students' pre-test was 38.45 and post-test was 65. It means that score of the students' post-test was higher than pre-test. While, the standard deviation of the students' pretest was 13.13 and post-test was 14.57. It means that standard deviation of the students' post-test was higher than pre-test

### **3. The Improvement of the Students' listening ability in term of accuracy of answer.**

The following table showed the improvement in Pre-test and Post-test.

**Table 4.3 The Improvement of the Students' listening ability in term of accuracy of answer.**

Component	Pre-test	Post-test	Improvement (%)
Accuracy of answer	38.43	65	0.06%

The table 4.3 above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 38.43 and post-test was 65. From pre-test to post-test can improve on 0.06%.

#### 4. Hypothesis Testing

In order to know whether or not the difference between pre test and post test was significant difference, the researcher used t-test analysis for on the level significance  $\alpha = 0.05$  with degree freedom  $df = N-1$ , where ( $df = 16-1 = 15$ ). Then the value of t-table was 2.131. the test statistical, analysis for independent sample was applied. The Following table below:

**Table 4.5 T-test and T-table of the students' listening ability.**

Variable	T-test Value	T-table Value	Remark
Listening ability	7.30	2.131	Significantly Different

The table 4.4 above showed that t-test value was higher than t-table value ( $7.30 > 2.131$ ). It means that there was an improvement of the students' listening ability before and after use Video presentation on Youtube to the students' listening ability of the first grade of SMA Muhammadiyah 4 Makassar. It could be concluded that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. It means that there was a significance difference in students' listening ability before and after using Video presentation on Youtube.

#### B. Discussions

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' listening ability in using video presentation on Youtube. Pamela Sherer (2011) Using Online Video to Support Students Learning and Engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors

and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities. Today, Youtube is the predominant resource but other online video resources are rapidly becoming available. A major challenges lies in harnessing the potential of these expanding resources as learning tools.

Sherer, P (2011) Using Online Video to Support Students Learning and Engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities. Today, Youtube is the predominant resource but other online video resources are rapidly becoming available. A major challenges lies in harnessing the potential of these expanding resources as learning tools.

Watkins, J (2011) Using Youtube in the EFL Classroom in his study English foreign language classes with access to the necessary technology can make good use of Youtube and other online video-streaming sites. However, it is important to realize that there are some limitation. First, Youtube is limited to what copyright restriction allow. If students are determined to focus on certain clips that are not available on Youtube due to copyright infringement laws, then students will have to procure these clips on their own. Secondly, given the vastness of the Youtube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. A third consideration teachers might need to take into account is the nature of much



of the material on Youtube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available. Teachers of younger students would be well advised to take this into account. Finally, certain countries have placed bans on Youtube and other video streaming site Toksabay(2010) meaning that classes in those countries might have greater difficulty accessing useful online video.

Meanwhile the result of this research showed that the students' listening ability at the first grade SMA Muhammadiyah 4 Makassar in the academic 2018/2019 has improved. Based on the result in applying video presentation on youtube the data was collected through listening test as explained in previous finding section showed that the students' listening was significantly improve and the students' score after applying video presentation on youtube was better than before the treatment was given to the students.

Before giving the treatment, students result showed that percentage and frequency of the students' pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

While the post-test showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, none students or 0% classified into very good, 1 student or 6.25% classified into good and 6 students or 37,5% classified into fairly good and 6 students or 37.5% classified into fairly and 3 students or 18.75% classified into poor.

While the listening ability of the students after the researcher gave the treatment there was 0 student got exelent score 0students got very good score 1 students got good score 6 students got fairly good score, 6 students classified into fairly and 3 students classified into poor. It means 0% students got exelent score, 0% students got very good score, 6.25% students got good score and 37.5% fairly good scor, 37.5% classified into fairly and 18.75% classified into poor.

The mean score and standard deviation of the students' pre-test and post-test. The mean score of the students' pre-test was 38.45 and post-test was 65. It means that score of the students' post-test was higher than pret-test. While, the standard deviation of the students' pretest was 13.13 and post-test was 14.57. It means that standard deviation of the students' post-test was higher than pre-test.

Based on the result above, hypothesis test shows that Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_1$ ) was accepted. Therefore the researcher concluded there was significant improvement of the students' in listening ability used video presentation on Youtube.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of video presentation on YouTube was effective. It was proved by the result of the students' pre test and post test where the mean score of post test was 65. It means score of post was greater than the mean score of pre test 38.43. It is also validity by the test value 7.30 which was bigger than t-table 2.131. It means the hypothesis of this research was accepted has significant improvement.

#### **B. Suggestions**

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. For the teacher
  - a. The teacher was suggested to using video on Youtube apply in teaching and learning process especially in teaching listening with Narrative text and descriptive text.
  - b. The teacher should be creative to create a new media and new method in learning process.

2. For the Next Researcher

- a. The researcher should be able to make the benefit of this research such as using this final project as a reference to do the research on listening ability.
- b. The researcher should be able to develop the use video on Youtube in teaching narrative text and descriptive text.

3. For the reader

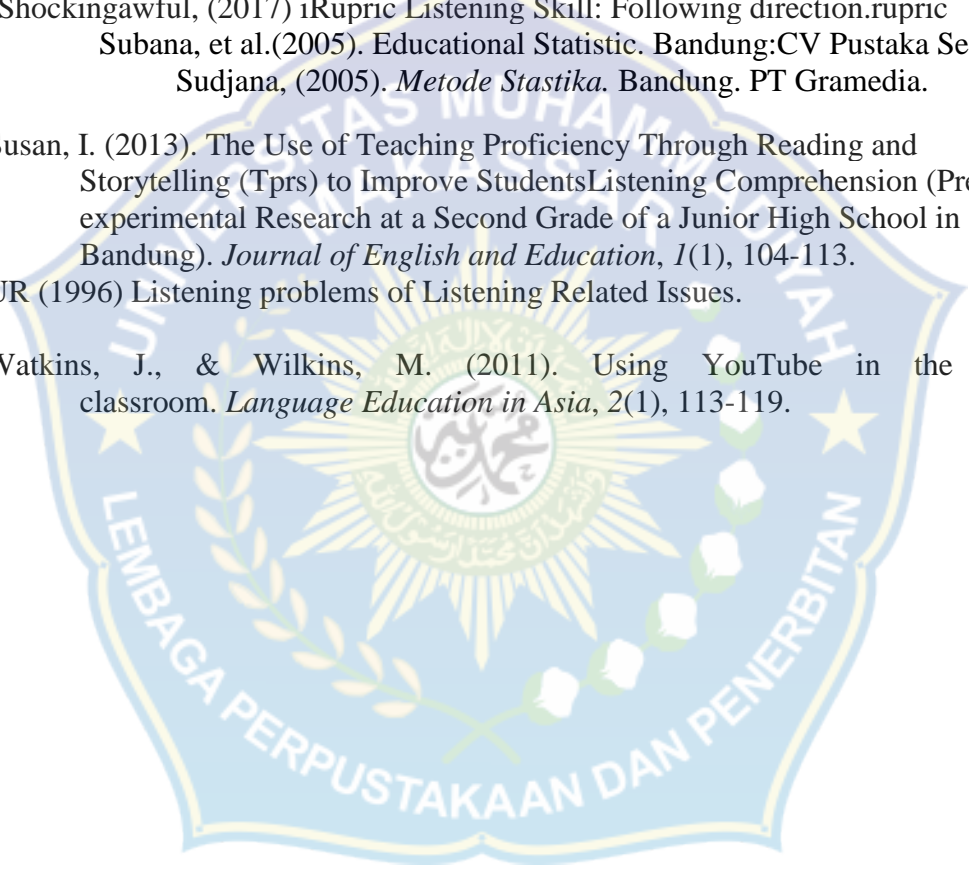
- a. The reader can improve their knowledge about video presentation on youtube.
- b. This research cab be a reference about how to learn narrative text and descriptive textthrough video presentation on youTube.



## BIBLIOGRAPHY

- A AlzuhdyYoza, M.Hum (2014) improving skill Listening through resources online learning.
- Arikunto,Suharismi.(2010).ProsedurPenelitianSuatuPendekatanPraktik. Jakarta: RinekaCipta.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching & Learning*, 5(1).
- Bonk J Curtis (2008) Youtube Anchors and Enders, The use of shared online video content as a Macrocontext for learning.
- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 2.
- Brown (2001) listening is the major component in language learning and teaching.
- Cooper, D. R., Schindler, P. S., & Sun, J. (2006). *Business research methods* (Vol. 9). New York: McGraw-Hill Irwin.
- Depdikbud. (2007).*Kurikulum* : Standar Kompetensi Mata Pelajaran. Jakarta: Depdiknas.
- Goestina. (2016). *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of Sma Pesantren Putri Yatama Mandiri Kabupaten Gowa*. Makassar Muhammadiyah University.
- GraciaBusa Maria (2010) sounding natural : improving oral presentation skill.
- Hasyuni (2006) material of listening, A suitable material can make the students want to learn.
- Howatt and Dakin (1974) Listening : Problems and solutions
- Jones and Cuthrell (2011). YouTube: Educational potentials and pitfalls
- Jones and Godwin (2007) the definition of youtube, video sharing website.

- Leloup W. Jean (2007) on the net, listening you have got to be carefully taught.
- Mayer and Clark (2002) some general guidelines, use of any media to improve learning.
- Nunan (2003) Listening is an active words.
- Ni Chang (2006) Flexible Learning Activities the Era of Digital Technology.
- Oddone, C. (2011). Using videos from YouTube and websites in the CLIL classroom. *Studies about languages*, (18), 105-110
- Oxford (1993) research update on teaching L2 listening
- Sherer, P., & Shea, T. (2011). Using online video to support student learning and engagement. *College Teaching*, 59(2), 56-59.
- Shockingawful, (2017) iRupric Listening Skill: Following direction.rupric
- Subana, et al.(2005). Educational Statistic. Bandung:CV Pustaka Setia.
- Sudjana, (2005). *Metode Statistika*. Bandung. PT Gramedia.
- Susan, I. (2013). The Use of Teaching Proficiency Through Reading and Storytelling (Tprs) to Improve Students Listening Comprehension (Pre-experimental Research at a Second Grade of a Junior High School in Bandung). *Journal of English and Education*, 1(1), 104-113.
- UR (1996) Listening problems of Listening Related Issues.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.





**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**



**APPENDIX A**

**The Raw Score of the Students' Pre-test and Post-test**

NO	RESPONDENTS	PRE-TEST		POST-TEST		D	D2
		(X <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>	(X <sub>2</sub> )	X <sub>2</sub> <sup>2</sup>	(X <sub>2</sub> -X <sub>1</sub> )	(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	Eni	25	625	60	3600	35	1225
2	Hapsari	25	625	65	4225	40	1600
3	Ibnu sabil	40	1600	75	5625	35	1225
4	Nur lail putri ramadhani	55	3025	70	4900	15	225
5	Rahmat	45	2025	55	3025	10	100
6	Renaldi	30	900	50	2500	20	400
7	Sri wahyuni S	30	900	70	4900	40	1600
8	Sulfikran	25	625	65	4225	40	1600
9	Sofyan	40	1600	80	6400	40	1600
10	Nahdatun nasya Ns	65	4225	65	4225	-	-
11	Muh ikbal maulana	55	3025	65	4225	10	100
12	Adnan arisandi	50	2500	70	4900	20	400
13	Nuramelia salsa	45	2025	75	5625	30	900
14	Nurul muhtia	30	900	60	3600	30	900
15	Nurmaya sari dewi	35	1225	45	2025	10	100
16	Wahyu	20	400	70	4900	50	2500
<b>Total</b>		<b>615</b>	<b>26225</b>	<b>1040</b>	<b>68900</b>	<b>425</b>	<b>14475</b>

## APPENDIX B

### The mean score of students' pre-test

a. Pre-test

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

$$\bar{X} = \frac{615}{16}$$

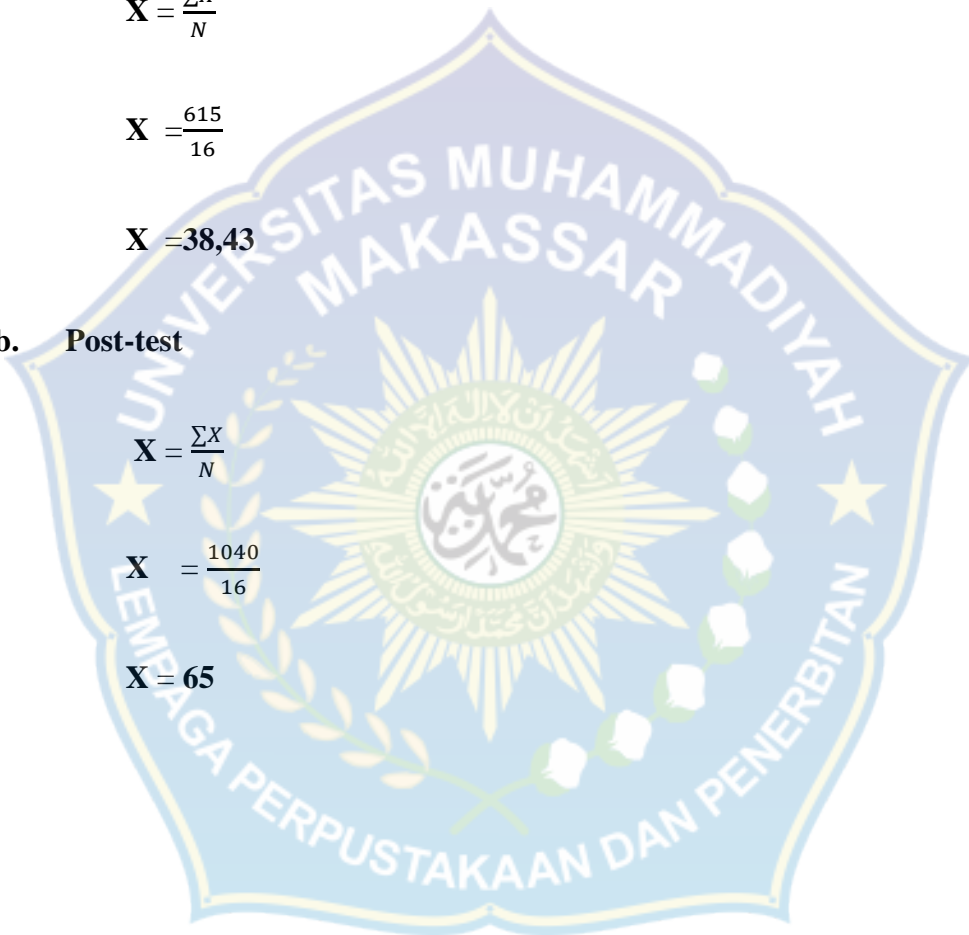
$$\bar{X} = 38,43$$

b. Post-test

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

$$\bar{X} = \frac{1040}{16}$$

$$\bar{X} = 65$$



## APPENDIX C

### The Improvement of the Students' listening ability

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{65 - 38,43}{38,43} \times 100$$

$$\% = \frac{26,57}{38,43} \times 100$$

$$\% = \frac{2,657}{38,43}$$

$$\% = 0.06\%$$



## APPENDIX D

### Standart Deviationof Pre test and Post test

#### a. Standard deviation of pre-test

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

$$= \sqrt{\frac{26.225 - \frac{(615)^2}{16}}{16-1}}$$

$$= \sqrt{\frac{26.225 - \frac{378.225}{16}}{15}}$$

$$= \sqrt{\frac{26.225 - 23.639}{15}}$$

$$= \sqrt{\frac{2.586}{15}}$$

$$= \sqrt{172,9}$$

$$= 13,13$$

#### b. Standard deviation of post-test

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

$$= \sqrt{\frac{14.475 - \frac{(425)^2}{16}}{16-1}}$$

$$= \sqrt{\frac{14.475 - \frac{180.625}{16}}{15}}$$

$$= \sqrt{\frac{14.475 - 11.289}{15}}$$

$$= \sqrt{\frac{3.186}{15}}$$

$$= \sqrt{212,4}$$

$$= 14,57$$





## APPENDIX E

### The Significance Difference between Pre-test and Post-test

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

Where:

$$\begin{aligned}\sum D &= X_2 - X_1 \\ &= 1040 - 615 \\ &= 425\end{aligned}$$

Found:

$$\begin{aligned}D &= \frac{\sum D}{N} \\ &= \frac{425}{16} \\ &= 26,56\end{aligned}$$

$$\begin{aligned}t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{26,56}{\sqrt{\frac{14.475 - \frac{(425)^2}{16}}{16(16-1)}}} \\ &= \frac{26,56}{\sqrt{\frac{14.475 - \frac{180.625}{16}}{16(15)}}} \\ &= \frac{26,56}{\sqrt{\frac{14.475 - 11.289}{240}}}\end{aligned}$$

$$= \frac{26,56}{\sqrt{\frac{3.186}{240}}}$$

$$= \frac{26,56}{\sqrt{13,27}}$$

$$= \frac{26,56}{3,64}$$

$$= 7,30$$



**APPENDIX F**

**Distribution of t-table**

	<b>(Level of Significance) (Two-Tailed test)</b>					
	<b>0.5</b>	<b>0.2</b>	<b>0.1</b>	<b>0.05</b>	<b>0.02</b>	<b>0.01</b>
<b>1</b>	<b>3.078</b>	<b>6.314</b>	<b>12.706</b>	<b>31.821</b>	<b>63.657</b>	<b>636.619</b>
<b>2</b>	<b>1.886</b>	<b>2.920</b>	<b>4.303</b>	<b>6.965</b>	<b>9.923</b>	<b>31.598</b>
<b>3</b>	<b>1.638</b>	<b>2.353</b>	<b>3.182</b>	<b>4.541</b>	<b>5.841</b>	<b>12.941</b>
<b>4</b>	<b>1.533</b>	<b>2.132</b>	<b>2.776</b>	<b>3.747</b>	<b>4.604</b>	<b>8.610</b>
<b>5</b>	<b>1.476</b>	<b>2.015</b>	<b>2.571</b>	<b>3.365</b>	<b>4.032</b>	<b>6.859</b>
<b>6</b>	<b>1.440</b>	<b>1.943</b>	<b>2.447</b>	<b>3.143</b>	<b>3.707</b>	<b>5.959</b>
<b>7</b>	<b>1.415</b>	<b>1.895</b>	<b>2.365</b>	<b>2.998</b>	<b>3.499</b>	<b>5.405</b>
<b>8</b>	<b>1.397</b>	<b>1.860</b>	<b>2.306</b>	<b>2.896</b>	<b>3.355</b>	<b>5.041</b>
<b>9</b>	<b>1.383</b>	<b>1.833</b>	<b>2.262</b>	<b>2.821</b>	<b>3.250</b>	<b>4.781</b>
<b>10</b>	<b>1.372</b>	<b>1.812</b>	<b>2.228</b>	<b>2.764</b>	<b>3.169</b>	<b>4.587</b>
<b>11</b>	<b>1.363</b>	<b>1.796</b>	<b>2.201</b>	<b>2.718</b>	<b>3.106</b>	<b>4.437</b>
<b>12</b>	<b>1.356</b>	<b>1.782</b>	<b>2.179</b>	<b>2.681</b>	<b>3.055</b>	<b>4.318</b>
<b>13</b>	<b>1.350</b>	<b>1.771</b>	<b>2.160</b>	<b>2.650</b>	<b>3.012</b>	<b>4.221</b>
<b>14</b>	<b>1.345</b>	<b>1.761</b>	<b>2.145</b>	<b>2.624</b>	<b>2.977</b>	<b>4.140</b>
<b>15</b>	<b>1.341</b>	<b>1.753</b>	<b>2.131</b>	<b>2.602</b>	<b>2.947</b>	<b>4.073</b>
<b>16</b>	<b>1.337</b>	<b>1.746</b>	<b>2.120</b>	<b>2.583</b>	<b>2.921</b>	<b>4.015</b>
<b>17</b>	<b>1.333</b>	<b>1.740</b>	<b>2.110</b>	<b>2.567</b>	<b>2.898</b>	<b>3.965</b>
<b>18</b>	<b>1.330</b>	<b>1.734</b>	<b>2.101</b>	<b>2.552</b>	<b>2.878</b>	<b>3.922</b>
<b>19</b>	<b>1.328</b>	<b>1.729</b>	<b>2.093</b>	<b>2.539</b>	<b>2.861</b>	<b>3.883</b>
<b>20</b>	<b>1.325</b>	<b>1.725</b>	<b>2.086</b>	<b>2.528</b>	<b>2.845</b>	<b>3.850</b>

21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	4.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.685	1.980	2.358	2.617	3.373

For level significance (D)

Degree of Freedom (df) = N-1 = 16-1=15

t-test ( 7,30 ) > t-Table (2.13)

## Appendix G

### Attendances List of Students Class X.aSmaMuhammadiyah 4 Makassar

No	Name	Meetings					
1	Eni	✓	✓	✓	✓	✓	✓
2	Hafsari	✓	✓	✓	✓	✓	✓
3	Ibnusabil	✓	✓	✓	✓	✓	✓
4	NurLailPutriRamadhani	✓	✓	✓	✓	✓	✓
5	Rahmat	✓	✓	✓	✓	✓	✓
6	Renaldi	✓	S	✓	✓	✓	✓
7	Sri wahyuni S	✓	✓	✓	✓	✓	✓
8	Sulfikran	✓	✓	S	✓	✓	✓
9	Sofyan	✓	✓	✓	✓	✓	✓
10	NahdaTunnasya NS	✓	✓	✓	✓	✓	✓
12	Muh IqbalMaulana	✓	✓	✓	✓	✓	✓
12	Adnan arisandi	✓	✓	✓	✓	✓	✓
13	NurameliaSalza	✓	✓	✓	✓	✓	✓
14	Nurul Muftia	✓	✓	✓	✓	✓	✓
15	Nurmaya Sari Dewi	✓	✓	✓	✓	✓	✓
16	Wahyu	✓	✓	✓	✓	✓	✓

## APPENDIX H

### LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Subject : ENGLISH

SKILL : Listening

CLASS : X (Experiment class)/ Treatment.

Duration :-

#### A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kopetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Memahami maknada dalam video presentation sederhana yang menggunakan ragam bahasa lisan yang akurat, lancar, berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: descriptive, narrative, dan procedure dalam konteks kehidupan sehari-hari.	3.5.1. Merespon dan berinteraksi melalui video presentation on youtube berisi materi sederhana tentang descriptive dan narrative. 3.5.1. Membuat teks descriptive dan narrative setelah menyimak video online.



<p>4.5 Unsur kebahasaan beberapa materi <i>video presentation on Youtube</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait ceritadan tokoh terkenal, sesuai dengan konteks penggunaannya.</p>	<p>i. Menangkap makna melalui pendengaran dan penglihatan terkait fungsi sosial, struktur bahasatubuh, dan unsur kebahasaan <i>video presentation on youtube</i>, terkait isi ceritadan ciri-ciri khusus suatu benda dll</p> <p>ii. Membuat teks <i>descriptive dan narrative</i> lisan dan tulis, dalam bentuk video online, terkait ceritadan tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
--	--

## B. Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat:

- 1) Peserta didik dapat merespondan berinteraksi melalui materi *descriptive dan narrative text* sederhana berbentuk *video presentation on youtube*.
- 2) Peserta didik dapat melakukan *descriptive dan narrative text* yang berbentuk *video presentation on youtube*.
- 3) Peserta didik dapat menjawab pertanyaan sederhana tentang *descriptive dan narrative text*.
- 4) Peserta didik dapat melakukan teks *descriptive dan narrative* berbentuk lisan dan tulisan.
- 5) Peserta didik dapat mempresentasikan teks *descriptive dan narrative* berbentuk lisan dan tulisan.

## C. Teaching material

There are two materials as a content of video presentation on youtube that appropriate they are :

- 1) Narrative text
- 2) Descriptive text

## APPENDIX I

### TEACHING MATERIAL

Video presentation on Youtube talking about descriptive text by Oxford online English

UNIVERSITAS MUHAMMADIYA  
MAKASSAR

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

YOUTUBE

41% 12:05 AM

OXFORD  
online English

How to Describe a Person in English -  
Spoken English Lesson  
906 rbx ditonton

13 rb 539 Bagi Simpan Laporkan

Oxford Online English  
1 jt subscriber

SUBSCRIBE

Berikutnya Autoplay

Basic Conversation  
Sleep Learning  
3.03.10

English Listening  
Practice ★ Basic English  
Conversation ★ Sleep...  
Sleep Learning  
2 jt x ditonton

GREBEK KULINER ATTA GOES TO

## Transcript

What is Descriptive Text?

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, "..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

## Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

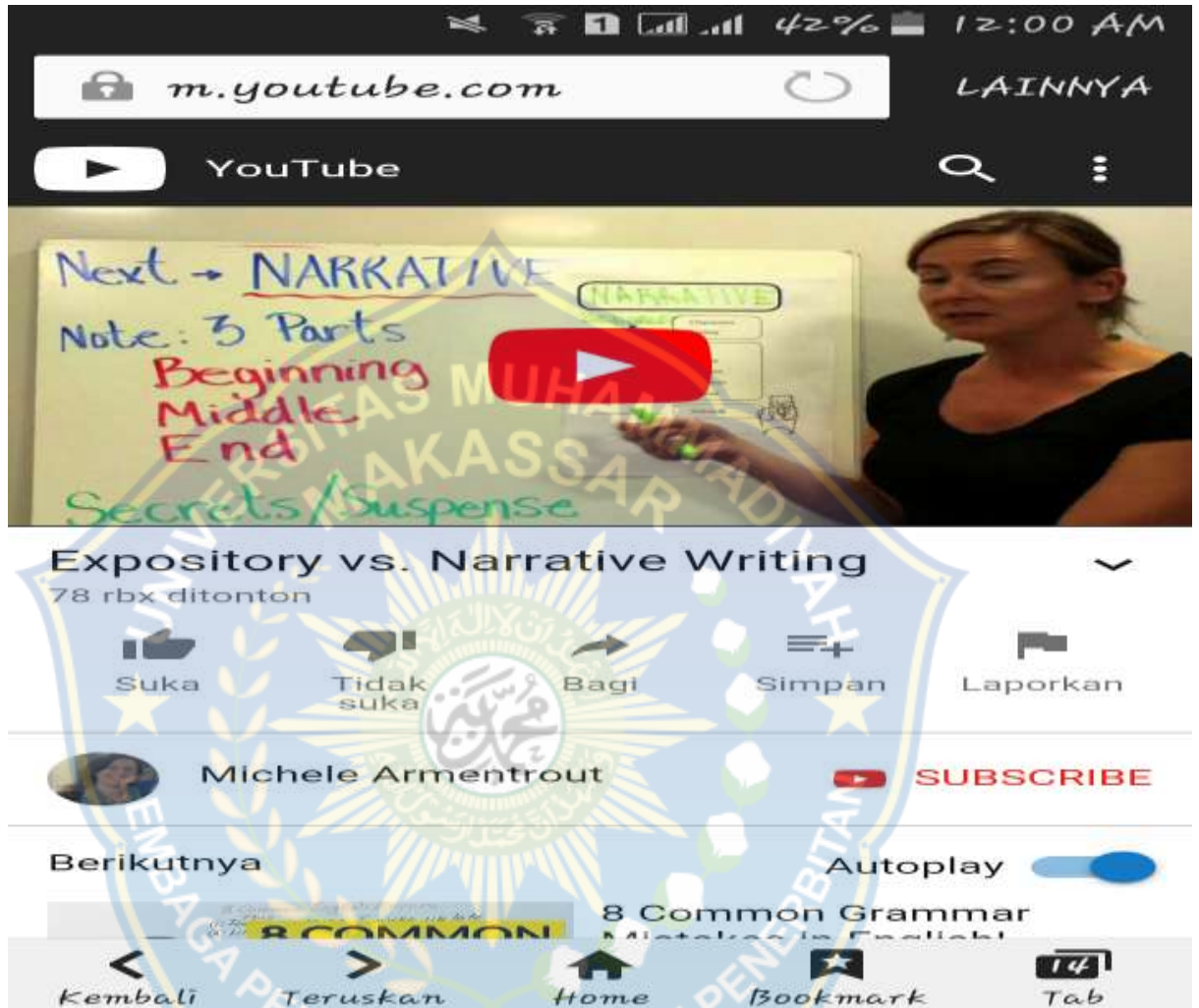
## Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

## Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one).  
for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

Video presentation on Youtube talking about narrative text by Michele channel



## Transcript

### A. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.



## B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

## C. Generic Structures of Narrative Text

### 1) Orientation

Sets the scene:(where and when the story happened )

introduces the participants of the story: (who and what is involved in the story)

### 2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

### 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

### 4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

## 3) Teaching procedure:

### a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/writer take attendance list and read the students name.
- 3) The teacher/writer give motivations



- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/writer play the video presentation on Youtube and explain about the content of video and how to understanding.
- 2) The teacher/ writer gives the paper about the content of video on Youtube and then ask the students to respond individually to the material
- 3) The students come together as a individually to discuss the material
- 4) The teacher/writer gives the opportunity to the students to present the reasons they felt their opinion were correct and to predict the material matter of the video presentation.
- 5) The teacher/writer asks the students to correct any misconceptions or wrong predict on their individually opinion.

c. Final activity

- 1) The teacher/writer review all students
- 2) The teacher/writer close meeting and say hamdalah

**4) Instrument and instructional resource**

- a. Instrument : test fill the blank (narrative and descriptive text)
- b. Resource instructional: Video presentation on Youtube

**5) Evaluation**

- a. Procedure:  
The teacher/writer did evaluation based on the students activity in the classroom
- b. Evaluation instrument: Fill the blank test: giving pre-test and post-test

**Rubric of the Students Score Classification**

No	Score	Score Classification
1	85-100	Very Good
2	65-84	Good
3	55-64	Fair
4	35-54	Poor

5	0-34	Very Poor
---	------	-----------

Makassar, April 2019

Peneliti



**APPENDIX J**

**DOCUMENTATION**

**PRE – TEST**



## Post test



## CURRICULUM VITAE



Hariyati, was born on April 27<sup>th</sup> 1994 in Makassar, South Sulawesi. She is the fifth child of Hasan and Baji. She has six sister namely Musdalifa, Diana, Nurjannah, Julianti, Dina Hasan, Alya Hasan and one brother, brother named Saddang Hasan. In 2000, she started her education first, in Elementary at SD DDIA inusyamsi and graduated in 2006.

She continued her education in Junior High School at SMP Muhammadiyah 5 Makassar and finished in 2009. Then, she continued her education in Senior High School at SMK Kesehatan Prima Mandiri Sejahtera Makassar and finished in 2012. In the different year she entered the English Education Department of Faculty Teachers and Training at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis entitle **“The Effectiveness of Using Video Presentation on Youtube to Improve Students Listening Ability (A Pre-Experimental Research at the First Grade of SMAMuhammadiyah4 Makassar).”**