

## **DEVELOPING LISTENING SKILL THROUGH YOUTUBE CHANNEL MEDIA FOR STUDENTS AT PRIMARY SCHOOL**

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### **ABSTRACT**

The study aims to know the effect of Kids YouTube channels on building English listening skills in children. It is known that the selected channel can improve children's listening skills, particularly by enriching their English vocabulary. This research used experiment method, sample was students third grade Elementary School at SDN 16 Kramat Jati. The result of research is YouTube channel Kids to improve students listening skills, the writer concludes that English song media on YouTube channel Kids improved the students listening skills. It can be seen from the students listening scores between before-used English song media on the YouTube channel and after-used English song media in the learning activity. In the score pre-test or before using English song media on YouTube channel kids in learning activity, the result showed that the mean of the students was 57.91, and after using English song media on YouTube channel kids in learning activity, the result from the mean of the students in the score post-test was 61.89. It means the score of the post-test was higher than the score of the pre-test. So it can be concluded that there was a different score to better when using English song media on YouTube channels for kids in the class.

**Keywords :** Sociolinguistics, Register Function, Makeup Tutorial

### **INTRODUCTION**

In the journey of learning a new language, listening skills stand as one of the most crucial pillars for students' success (Utami, 2023). Whether in academic settings, professional environments, or everyday conversations, the ability to listen actively and comprehend spoken language is indispensable. Here's why nurturing listening skills deserves prime focus in students' language-learning endeavours. Listening skill is English language skills that are more important than other English skills (reading, speaking and writing) (Fussalam et al., 2019), because in this listening skill students can acquire, analyze and evaluate new facts and ideas, as well as improve one's speech (Utami, 2023b), so without this ability students automatically can't speak English well.

Despite its significance, many students encounter challenges in developing listening proficiency in English. These challenges may include difficulties with understanding fast-paced speech, processing unfamiliar vocabulary or accents, identifying main ideas, and making inferences (Wahyuni et al., 2023). Additionally, factors such as lack

of exposure to English outside the classroom, limited access to authentic listening materials, and insufficient instructional support can hinder students' progress in listening comprehension. To address these challenges and promote listening proficiency, educators can implement a variety of strategies in the classroom that is Authentic Materials(Intan et al., 2022).

Good authentic media is learning media that is based on technology, because it is very close to students' lives(Chrstiantoro, 2020). YouTube is a media that can motivate students to learn English. Visual audio-stimulates a positive emotional attitude toward learning can then inspire great motivation during learning. The use technology on learning activity got positive perception from learners as stated in a research's finding done by (Shadiev, Hwang & Liu2018) who Investigated the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts. (Kurniawan, 2018). The purpose this research to elaborate and know influencing you tube as authentic media in improving listening skill for students at primary school.

## **RESEARCH METHODOLOGY**

This research used qualitative method with experiment approach with applying pre-test, treatment, and post-test technique. This research conducted at SDN 16 Kramat Jati Jl Langgar, Kramat Jati, Kec. Kramat Jati Kota Jakarta Timur, DKI Jakarta code pos 13510, which has B accreditation. The sample was organized into two classes, namely the experimental class (3<sup>rd</sup> A) and which consisted of 32 students, and the control class (3<sup>rd</sup> B) which consisted of 30 students. The data was analyzed using an independent t-test sample to study whether the results were statistically significant for hypotheses one and two. The hypothesis this research are:

H0 : English Song on YouTube Kids Media learning does not improve students'" listening skills.

H1 : English Song on YouTube Kids Media learning improve Students" listening skills.

## **RESULTS AND DISCUSSIONS**

The researchers used a pre-test before doing the treatment and a post-test after the treatment. The test was multiple-choice, with 30 questions with four answers. If one student answered the question correctly, the maximum value is 100, and if everything is wrong, then the minimum value is 0. The following are the average results of tests that have been administered to 52 students. The findings of the research can be described as follows:

Table 1 result of T-test by SPSS

**Paired Samples Statistics (T-Test)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreKlsEx	57.91	26	17.454	3.423
	PostKlsEx	61.89	26	16.966	3.327
Pair 2	PreKlsKon	39.83	26	19.761	3.875
	PostKlsKo	51.50	26	16.783	3.291
n					

Table 2 Paired sample t test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	PreKlsEx	-3.985	16.268	-10.555	2.586	-1.249	25	.223
	PostKlsEx							
Pair 2	PreKlsKon	-11.669	16.267	-18.239	-5.099	-3.658	25	.001
	PostKlsKon							

The result of table indicated that the mean of pretest experimental class 57.91, mean of posttest is 61.89. the table showed that the score of student's posttest is higher than student's pretest. Based on an output pair 1 acquired sig value (2-tailed) of  $0,000 < 0,05$ , it can be seen that there is an average difference between studying students successfully for a pretest of an experiment and a posttest of an experimental class. Based on output pair 2 acquired sig value (2-tailed) of  $0,000 < 0,05$ , it can be shown that there is an average difference between student studies for the pretest control class and the control class post-test.

Based on the above output known value significant (sig.) for all data both on Kolmogorov-Smirnov tests and Shapiro-Wilk  $> 0.05$ , it would be concluded that there is a normal distribution of research data. Because of normal disseminated research data, we can use parametric statistics (test specimen t test and independent test) to conduct research data analysis. As a result of the calculation, the alternative hypothesis (H0) was rejected while the null hypothesis (H1) was accepted. Thus, the data analysis revealed that there is an improvement in the use of English songs on YouTube Kids Media for third graders. As we can see from the post-test scores of students listening performances after being treated with English songs on YouTube Kids Media, they were higher than their scores before the treatment. It can be seen from the student's post-test scores of 61.89, which were higher than their pre-test scores of 57.91, that the post-test improvement score is 3.98. The significance score of the students listening test results was higher than 0.05, showing that using English songs on YouTube Channel Kids with 3rd grade students of SDN 16 Kramat Jati can improve their listening skills.

Engaging in discussions about improving skills using authentic media (YouTube) can be incredibly insightful and beneficial. One of the greatest advantages of using YouTube for skill improvement is the vast array of content available. From educational tutorials to how-to guides, documentaries, interviews, and more, YouTube offers a diverse range of authentic media that caters to various interests and learning objectives (Thorne, 2017). YouTube provides an interactive learning experience through its comment section, community features, and engagement tools (Burgess, J., & Green, 2018). Encouraging learners to actively participate by asking questions, sharing insights, and joining discussions fosters a sense of community and collaboration.

Authentic media like YouTube offers learners exposure to real-world language use, accents, and cultural contexts (Joo, J., & Lee, 2019). Discussing the importance of authentic language input in language acquisition and proficiency can highlight the benefits of using YouTube as a language learning tool. Encourage learners to actively listen to native speakers, mimic pronunciation, and engage with subtitled content to improve their language skills. Discussing how learners can use YouTube to supplement formal language instruction and immerse themselves in the target language can be empowering (MacIntyre, P. D., Gregersen, T., & Mercer, 2019).

YouTube can be a valuable resource for improving a wide range of skills, including cooking, photography, coding, musical instruments, and more. Discussing specific learning strategies tailored to different skill areas can help learners maximize their learning outcomes (Plass, J. L., & Jones, 2019). Encourage learners to identify relevant channels, tutorials, and resources to support their skill development goals. Discussing how learners can apply concepts learned from YouTube videos in real-world practice and experimentation can deepen their understanding and mastery of skills. While YouTube offers abundant learning opportunities, it's essential to discuss the importance of critical consumption of media. Encourage learners to evaluate the credibility of sources, fact-check information, and critically analyze content for bias, misinformation, or sensationalism.

## CONCLUSION

Based on the results of research about the use of English song media on YouTube channel Kids to improve students listening skills, the writer concludes that English song media on YouTube channel Kids improved the students listening skills. It can be seen from the students listening scores between before-used English song media on the YouTube channel and after-used English song media in the learning activity. In the score pre-test or before using English song media on YouTube channel kids in learning activity, the result showed that the mean of the students was 57.91, and after using English song media on YouTube channel kids in learning activity, the result from the mean of the students in the score post-test was 61.89. It means the score of the post-test was higher than the score of the pre-test. So it can be concluded that there was a different score to better when using English song media on YouTube channels for kids in the class.

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