

# CHAPTER I

## INTRODUCTION

### 1.1 Background

In today's era, along with the development of the era, technology is also increasingly developing, now we can access and learn various new things easily as well as languages that we can learn easily with the help of current technology, but there are still many students in Indonesia who still view English as a language that is difficult for them to learn or master even though with technology we can use it as a tool to learn various things including languages.

Currently, digital technology is one of the tools that is very much needed in the modern era. This is because digital technology offers convenience, practicality, and effectiveness in supporting various jobs done by humans. Achmad Baihaqi et al. (2020) stated that the world has now entered the era of the industrial revolution 4.0.1 One of the impacts of changes in this era is that many educational units have implemented digital technology in the learning process. From the above statement, the researcher concludes that today is a very practical era for us to learn various things easily because of technological advances

In the world of education, digital technology is also a tool that is very much needed to support the learning process in schools. Yunita et al. (2024) stated that the role of digital technology in the transformation of modern learning also affects the role of teachers as learning facilitators, teachers are no longer only a source of knowledge, but also become managers of digital learning environments, guiding students to use technology as a tool to support their learning process.

One of the most frequently used media in learning media is YouTube. YouTube has been a very useful teaching tool because the explanations are complemented by audiovisuals, making it easier for students to understand. According to Yasin et al. (2018), video is an excellent teaching medium since it communicates body language and contextual information while simultaneously providing students with "short attention spans".

Therefore, in learning a foreign language, YouTube is a media tool that is very much needed, especially in learning English, in learning English there are several abilities that are very important for us to improve, one of the most important abilities for us to improve and develop is listening comprehension. And practical media that we can use in this learning is YouTube media.

Based on the EF English Proficiency Index (EF English Proficiency, 2023) data in 2023, Indonesia's English proficiency is still ranked 79<sup>th</sup> out of 113 countries with a score of 473, and the country that is ranked first is the Netherlands with a score of 647 and is ranked second by neighboring Singapore with a score of 631. This shows that our English language skills are still far above our neighboring countries such as Singapore and Malaysia.

Based on the results of pre-research experiences conducted by researchers after observations in several high schools in the city of Palopo, researchers found that there were problems faced by SMA Frater students and after interviewing several students, the main problem they faced was that they lacked motivation in learning English, especially in listening lessons. This happens because they are not used to listening to English. In addition, in learning at school, their English teachers also rarely or never teach how to practice listening comprehension skills to improve their understanding of English. For that teachers must prepare the right approach, methods, and media to encourage students to be active and motivate them to be involved in learning. Of course in this era where technology is used by almost everyone and cannot be separated from their lives, teachers can also use it as a teaching media tool. Yunita et al. (2024) in his research stated that learning technology in modern education today refers to the use of various technological devices and digital applications that are specifically designed to improve the learning and teaching process.

One way to overcome this is by introducing YouTube media as a teaching aid to improve their listening comprehension skills. Researchers expect that by introducing student to YouTube material, they would be able to learn quickly and improve their English listening skills. Previous research has shown that using YouTube as a

teaching medium is more successful in enhancing students' listening comprehension since it may increase their enthusiasm and motivation to learn, for example Endang Novita Efruan et al (2023) found that the YouTube media application was effective and had an influence on listening skills and improved the listening comprehension skills of class X students at SMA Negeri 10 Gowa.

Based on the explanation above, the researcher concluded that to attract students' interest in learning, YouTube is the right media to use. In addition, by using YouTube media, many opinions say that YouTube media has an effect on improving students' listening comprehension. By watching English videos on YouTube such as folk tales, students can see pictures to see objects directly and hear the pronunciation of the words they hear. So it will be easy for students to understand and remember what vocabulary they hear because the story has been visualized. Therefore, the researcher are interested in conducting research entitled "The Effect of Using Youtube as Teaching Media to Improve Students' Listening Comprehension".

## **1.2 Problem Statement**

Based on the above background, the researcher formulated the following research problem : " Is the use of YouTube as a teaching media effective to improve students' listening comprehension at the second grade of Frater Palopo High School?"

## **1.3 Objective of the Research**

Based on the study's subject, the aims of this research are to find out the effect of using YouTube as teaching media to increase listening comprehension of students in the second grade of SMA Frater Palopo

## **1.4 Significance of the Research**

### **1. For students**

This research is expected to help students as a reference on how to improve listening comprehension in English in a fun way and can also motivate them in learning English.

2. For teachers

The results of this study are expected to be useful information for teachers in teaching English, especially in teaching listening comprehension by utilizing YouTube media as a teaching tool.

3. For future researcher

This research can be a reference for future researchers who focus on finding ways to develop students' listening comprehension in learning English

### **1.5 Scope of the Research**

The scope of this research is to optimize and improve students' listening comprehension by watching animated story videos or narrative texts where the story is monologue. The type of media that is the focus of this research is YouTube media and the example channel that researcher use is the YouTube channel from “The Fable Cottage”.

### **1.6 Operational Definition**

The following is an operational definition of some of the main terms of this research:

1. Listening Comprehension

Listening comprehension refers to the ability to understand, interpret, and respond to information expressed in a language. In the context of English language learning, listening comprehension refers to the skill of listening to and understanding conversations, speeches, or audio in English.

2. Youtube

YouTube is a digital platform that provides a variety of audiovisual content in the form of videos. YouTube can be used as a learning medium that offers a variety of educational materials, including learning videos, native conversations, and listening exercises to improve one's language skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Some Pertinent of Ideas**

##### **1. Listening**

###### **a. Definition of Listening**

Listening is one of the most important language skills and should not be underestimated, especially in academic contexts and when learning a foreign language. According to Gilakjani & Sabouri (2016), listening is one of the most crucial abilities for learning a foreign language because obtaining input in the target language is critical to the learning process. This skill is extremely important in language learning, particularly English. In addition, listening is also a skill that we use in our daily lives and remains useful throughout our lives.

Through Listening, it can help us to master pronunciation, vocabulary, and sentence patterns and also listening is very important to improve all skills in learning English such as speaking, reading, and writing. This means that listening activities greatly improve other language skills (Kundharu and Slamet in Darius et al .2025).

Listening is the most fundamental of all language skills. According to Barker in Zhaowen et al. (2020), listening is defined as "hearing, attention, understanding, and remembering," which clearly includes cognitive and behavioral events. According to Brown in Eicha et al. (2021), listening is an action that allows people to put what they have heard into context. It implies that listening is a vital skill for students, particularly in the teaching and learning process. Furthermore, listening is the practice of paying attention to the speaker and attempting to derive meaning from what is heard (Underwood, 1989: 1; Eicha et al. 2021). Khoironi and Hadi (2018) have defined listening as the process of paying attention in order to get a message from something we hear.

From the various opinions of the experts above, researchers can conclude that listening is the process of hearing and understanding the sounds or words spoken. Listening is not just hearing, but also paying attention to the meaning of what is

heard. And also listening can also support and improve all abilities in English such as pronunciation, reading, writing, and speaking.

#### **a. Elements of Listening**

Listening is influenced by the components that comprise it. According to Shockingawful (2017), there are four elements to listening, which include:

##### **1) Ability to focus.**

The ability to focus refers to students' or listeners' ability to listen to audio content. Ability to focus in two ways: on the ears to listen to the audio and on the eyes to read and match the text to the audio. For example, eyes may be struggling to adjust to the multiple distractions in a regular classroom, as well as some noisy sounds from outside the classroom.

##### **2) General Understanding**

The term "general understanding" refers to the ability of a student or listeners to understand the main idea of the text's content. Typically, listeners grasp the text's concept quickly. The listener can imagine understanding the general meaning of what they hear.

##### **3) Listening for Details**

Listening for details is also known as "listening for specific information." It involves understanding the task and concentrating on gathering specific information. Listening carefully will help you understand more.

##### **4) Accuracy of Answer**

Answer accuracy refers to students' or listeners' ability to correctly complete the assignment. To acquire the proper answer, you must understand the text and its vocabulary. The characteristics of listening that underlie the listening.

From the expert explanation above, the researcher can conclude that listening is not only about hearing, but also about understanding, focusing, and being able to answer correctly based on the information obtained.

## **2. Listening Comprehension**

### **a. Definition of Listening Comprehension**

Listening comprehension is the ability to hear, understand, and interpret information delivered orally. According to Rost and Hamouda in Gilakjani and Sabouri (2016), listening comprehension is an interactive process in which listeners participate in producing meaning. According to Lestari et al. (2023), listening comprehension is an active process of constructing meaning that involves applying knowledge to the received sound. This includes understanding words, sentence meaning, and context in a conversation or audio. Gilakjani & Sabouri (2016) also demonstrated that understanding what someone is saying requires listening comprehension. As a result, it takes into account not just the listener's expectations, the circumstances and context, past knowledge, and the topic, but also linguistic units like as phonemes, words, and grammatical structures.

From all the explanations of the experts above, the researcher can conclude that in listening, we do not only hear what other people say or we hear from audio, but we also have to understand the meaning of the conversation we are listening to, therefore it is important for us to have listening comprehension skills.

### **b. General Principles in Teaching Listening Comprehension**

Morley and Lawrence in Ahmadi (2016) identify general concepts for teaching listening comprehension. They are as follows.

- 1) Lessons on listening comprehension should have defined goals and objectives.
- 2) To improve listening comprehension, classes should be carefully planned step by step. This shows that listening activities progress from simple to more complicated; that learners understand the activities and are given instructions on "what to listen for, where to listen, when to listen, and how to listen."
- 3) The listening comprehension structure should require substantial student participation. That is, the most visible student participation involves a written response to auditory comprehension content, and instant feedback on performance helps learners remain interested and motivated.

- 4) Lessons on listening comprehension should emphasize the importance of remembering and developing focus skills. This necessity should stem from the instruction. This is accomplished by giving the students the writing task before listening to the information.
- 5) Lessons in listening comprehension should place an emphasis on conscious memory practice. One of the goals of listening is to improve students' instant recall in order to enhance their memory spans. It signifies that listening involves receiving, and receiving requires thinking, which requires memory; listening, thinking and remembering cannot be separated.
- 6) Lessons on listening comprehension should "teach" rather than "test." It indicates that the purpose of assessing student responses should be considered solely as feedback, helping the learners to understand how they performed and how they are progressing.

From the explanation of the experts above, the researcher concluded that in listening lessons, especially to improve students' listening comprehension, learning must have clear objectives, be structured in stages, and actively involve students. Listening activities also need to be linked to communication needs and memory work to improve concentration. In addition, listening learning should focus more on teaching than just testing, with feedback that helps students understand their progress.

### **c. The Types of Listening Comprehension Material**

Listening comprehension is often considered the most challenging skill by many students. Therefore, teachers need to find effective strategies so that students can practice their listening comprehension outside the classroom.

According to Abbot in Ratnawati (2013), the categories of listening content that students prefer to hear are as follows:

#### **1. Dialogue**

Dialogue is a deliberate talk with the objective of enhancing knowledge, resolving difficulties, and challenging beliefs or actions. It engaged both the

emotions and the head. It differs from usual conversation in that it is focused and meaningful.

- a) Unscripted is spontaneous conversation and discussion between :
  - 1) The teacher and other foreign language speakers
  - 2) The learners and native English speaker and
  - 3) Other foreign language speaker without the learner's participations
- b) Scripted conversations, such as those in plays and films, are frequently between native speakers.
- c) Authentic dialogue. The benefits of authentic discourse are most likely concentrated in the area of listening comprehension. Using authentic dialogue, students are reassured by real-life circumstances in which they will need to function. The teacher expresses meaning through these authentic discussions, which focus on structures. By having students focus on such areas, they can discuss and practice appropriate types of openings, as well as other appropriate language (or as the case may be). Other, subtle issues can also be addressed by using authentic dialogue, for an advanced class, as an example.
- d) Scripted dialogue. Using scripted conversation is generally most beneficial when a teacher is attempting to emphasize on proper form. This is especially appropriate when seeking to simulate oral labor. By using scripted dialogue, the teacher can steer the class towards the new or regaled language skill while maintaining classes, where communication skills are generally the primary target of such and activity. The use of scripted dialogues allows the teacher to concentrate on bare-bark structures without having to worry about confusing the students. The issue of shared knowledge, as well as other language nuances (such as flaunting cooperative principles to indicate irony), do not need to be addressed, and the teacher can understand the class's capacity to imitate conversational flow.

## 2. Monologue

A monologue is a moment in a play, film, or novel in which a character. These speeches can be addressed to a specific person, the actor himself, or the public.

Another sort of speech, particularly in novels, is the interior monologue, in which a character thinks about personal matters for an extended period of time without being disturbed by speech or actions. The monologue can be used in several ways. It can advance the plot by representing the character's cognitive processes, or it can simply help to fill out a character.

Based on the explanation of the experts above, the researcher concludes that in English language learning, listening material preferred by students consists of two types, namely dialog and monologue. Dialogue can be spontaneous, authentic, or scripted, with the aim of improving students' listening skills and language skills. Meanwhile, monologues are in the form of speech or thoughts of characters in dramas, movies, or novels that help students understand characters and storylines.

Materials like this can make students more motivated and feel happy in learning English. In this study, the researcher used monologue-shaped materials, because they are considered more effective in helping students improve their listening skills. Through monologues, students can learn to understand the context and plot of the story they are listening to. Thus, it is hoped that students' listening skills can improve, and they will become more confident in speaking English.

### **3. Media**

#### **a. Definition of Media**

Using media in the classroom can help students take more responsibility of and control over their education, participate in collaborative syllabus creation, and adopt longer-term learning views. Masterman in Nasution (2019). Since everyone knows that media provides many benefits and can also make their work easier. Teachers also consider what media they will provide to students in the teaching and learning process. That is because it can help teachers in the learning process and can also optimize learning in the classroom. According to Leslie J. Briggs in Kusumawardani et al. (2022), the meaning of media is a tool that is physically used to convey the contents of the material. Musfiquon In Puspitarini et al. (2019), also state that Learning media can be characterized as a tool that teachers utilize to provide information to students more effectively and efficiently, both physically and virtually. Meanwhile,

according to Miarso In Puspitarini et al. (2019) Anything that may be utilized to spread a message and excite students' emotions, thoughts, willingness, and attention while promoting learning is considered learning media.

The researcher came to the conclusion that media is a tool or medium used to deliver information or messages based on the previous experts' explanations. Teachers can use media in the classroom to assist students understand the topic more readily, clearly, and in an engaging way. Additionally, media can increase student motivation and engagement by making learning more dynamic.

#### **b. Kinds of Media**

According to Omodara O.D. & Adu E.I. (2014) Media can be categorized in a variety of ways. electronic media, print media, and non-print media.

1. Print media: They include: books, journals, magazines, newspapers, workbooks, and textbooks
2. Non-print media: They include: projected and non-projected media.
3. Electronic media: They include audio media, visual media and audio-visual, projected media and non-projected media
  - a. Projected media: They require light source for projection, for example, film projector slides, and so on.
  - b. Non-projected media: They do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.
4. Audio media, Visual media & Audio-visual
 

Audio media: These types of media only contain sounds, such as record players, audio cassettes,

  - a. Visual media: hese are those that are visible. For instance, a computer, television, or white board
  - b. Audio-Visual: This phrase describes educational materials, such as television, video cassettes, and closed circuit television (CCTV), that give students simultaneous auditory and visual experiences.

## 5. Hardware and Software

- a. Hardware: This category refers to the devices or devices used in the teaching process. These devices—such as television sets and tape recorders—are where the software is conveyed.
- b. Software: all items utilized with the machine fall under this category. They are the true information or knowledge carriers. Films, tapes, and transparencies are among them.

Based on the explanation of the experts above, media can be in the form of videos, pictures, books, television, and others. Media is used to help the learning process to be more easily understood. In this research, the researcher uses audio visual media, which is media that can be seen and heard, to help improve students' listening comprehension and the media used in this research is YouTube Media, because YouTube provides many interesting learning videos, is easily accessible, and suits the needs of students.

## 4. Youtube

### a. Definition of Youtube

In the modern era, digital media can help train students' listening skills (Tan et al., 2020). Qomariyah et al. (2023) in his research stated that Google Classroom, Moodle, blogs, e-learning, iTunes, Vimo, YouTube, and many other educational resources are available as alternatives to traditional classroom instruction. YouTube is currently one of the most widely used.

According to Pamungkas (in Lidia Ratnaningsih et al. 2022), Millions of videos in many genres, including music, movies, and educational programs, can be found on YouTube. Qomariyah et al. (2023) state that YouTube is a video-sharing website that enables users from all over the world to submit and view videos that other users have posted. Additionally, YouTube videos can be entertaining, political, historical, medical, educational, or personal.

Rustam and Muhammad Danial (2022) in his research stated that Using YouTube videos as media to teach in language lessons engender enlightened learning circumstances since this video channel has been widely familiar for students.

Therefore, using YouTube as a digital learning medium will also feel different in the classroom. Lestari et al. (2023) in his research stated that The use of Youtube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere.

Based on the explanation of the experts above, the researcher concluded that YouTube is a video sharing platform that allows users to watch, upload, and share videos online. In learning, YouTube is very useful because it provides many educational videos that can help students understand the material more easily and interestingly. Teachers can also use YouTube to explain lessons through interactive videos, so that learning becomes more effective and enjoyable. And in this research the researcher used one of the channel from YouTube “The Fable Cottage” to help students in optimizing students’ listening comprehension in learning English

#### **b. The Use of Youtube In Teaching Listening**

The use of YouTube in teaching listening helps students improve their English by providing real, authentic audio from native speakers. With videos on various topics like vlogs, folklore, animations or cartoons, news, and tutorials, students can practice listening in a fun and interesting way. YouTube also offers visual support and subtitles, making it easier to understand the meaning of words and sentences. Students can pause and replay videos anytime, which helps them learn at their own pace. This method trains their ears to recognize different accents and speaking speeds, builds vocabulary, and increases their motivation to learn. Teachers can use YouTube by showing short videos, asking questions, discussing the content, or letting students copy and repeat the speech.

Berk Additionally, Pratama et al. (2020) offer eight stages for teaching via a video clip. These are as follows:

1. To present the material or demonstrate an idea or principle, the teacher selects a certain video.
2. To give students instructions on what to see, hear, and look for, the instructor sets particular guidelines or discussion questions. What is the clip's purpose? The instructor explains it to the pupils;

3. The teacher gives a brief introduction to the video in order to underline its purpose;
4. The instructor plays the clip;
5. The instructor pauses the video at any moment to emphasize a point or rerun it for a particular in-class practice;
6. The teacher schedules a period of time for contemplation on the viewpoint;
7. The teacher provides an interactive learning task to talk about certain concerns, problems, or concepts in the video;
8. The teacher organizes a conversation around those questions in both small and large group settings.

Based on the expert explanation above, the researcher concluded that the use of videos in learning, especially for listening skills, must be done in a structured and directed manner. The eight steps given show that teachers not only show videos, but also prepare clear objectives, provide guidance, stop the video at important parts, and involve students in reflection and discussion activities. With these steps, the use of videos, such as YouTube, can be an effective active learning tool to help students understand the contents of the video, improve their listening skills, especially their listening comprehension, and build a deeper understanding of concepts.

### **c. Advantages and Disadvantages of Youtube**

YouTube has certain benefits and drawbacks for educational purposes, according to Jalaluddin (2016). The following are the benefits and drawbacks:

#### **1) Advantages of Using YouTube videos:**

- a) YouTube videos are a great resource that may be accessible both within and outside of the classroom. The reason for this is because YouTube videos are accessible from any location with an internet connection. Thus, it provides learning flexibility and allows the teacher to allocate the students to watch more relevant films outside of the classroom.
- b) YouTube videos provide viewers to real English and present real-life examples of people speaking the language. It gives students access to native

English speakers. Additionally, utilizing actual content will improve student self-assurance in handling real-world situations.

- c) Using YouTube videos encourages a more independent and student-centered learning method. In addition to the teacher's function as facilitator, the students will actively participate in their education. Additionally, students have the ability to learn on their own without being spoon-fed by their teacher thanks to YouTube's ease of access to a variety of videos. Additionally, videos that incorporate both voice and visuals help pupils better comprehend abstract concepts.
- d) Using YouTube videos in the classroom substantially draws students' interest, making language learning in the classroom highly dynamic. The reason for this is that they find watching videos to be both fascinating and difficult since it demonstrates how people act in the language that they are learning.
- e) Students can leave comments on any YouTube video, particularly when they watch it online. Thus, it even helps kids strengthen their other language skills.

## 2) Disadvantages of Using YouTube Videos:

- a) Students may have trouble comprehending the language used in the videos.
- b) The videos' language level may be confusing to students.
- c) Privacy invasion may be a problem.
- d) Copyright problems may exist.
- e) Videos may occasionally and unexpectedly be unsuitable.
- f) Comments cannot be controlled.
- g) Uncontrolled overindulgence.
- h) Students may encounter offensive and tasteless material while searching for sources.

## 2.2 Previous Study

1. Rustam et al. (2022). "Youtube-Sourced Videos As Teaching Media For Listening Comprehension: An Optimizing Of Authentic Updated Learning Source". Eleventh graders from SMK Negeri 2 Majene served as the study's

subject. One group took a pre-test and a post-test as part of this study's quantitative pre-experimental methodology. The alternative hypothesis (H1) in this study is accepted based on the analytical data since the T-value is greater than the T-table ( $6.89 > 1.699$ ). It shows that YouTube videos may be used to help 11th grade students at SMK Negeri 2 Majene learn English.. The difference between this research and the research by Rustam et al. (2022) lies in the research instrument used by these researchers. In this research the researcher used a listening test, namely 15 multiple choice questions to measure students' listening comprehension. Meanwhile, in the research by Rustam et al. (2022) the instrument used was also a listening test in which students were asked to fill in the blanks based on video clips that were shown during treatment. As for similarities, researchers both examine how much effect YouTube has in improving students' listening comprehension.

2. Pratiwi Lestari et al. (2023). "YouTube: A Teaching Media to Optimize Students' English Listening Comprehension Skill." This study focused on the use of YouTube as a medium for enhancing listening comprehension skills among students. The researchers conducted a literature review to analyze various studies related to the effectiveness of YouTube in language learning. The findings indicate that YouTube offers diverse and accessible materials, making it an excellent resource for students, particularly those with audio-visual learning preferences. The review highlights that YouTube can significantly improve students' motivation and listening comprehension outcomes, supported by evidence from previous studies. The authors emphasize the necessity for educators to carefully select appropriate materials that suit students' needs, interests, and proficiency levels to maximize the benefits of using YouTube in language instruction. The difference between this research and the research by Pratiwi Lestari et al. (2023) lies in the methods and research designs used by these researchers. In this research, the researcher used quantitative method with a pre-experiment design. While in the research by Pratiwi Lestari et al. (2023) only conducted a literature review

to analyze various studies related to the effect of YouTube in language learning, especially in improving and optimizing students' listening comprehension without conducting experiments directly and as for similarities, researchers both examine how much effect YouTube has in improving students' listening comprehension.

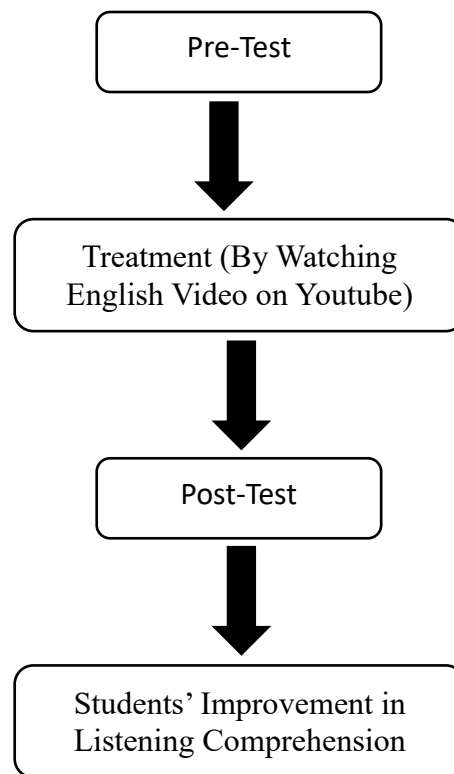
3. Endang Novita Efruan et al. (2023). "The Impact of Youtube English Videos on Students' Listening Comprehension Skills at Senior High School in Gowa". The Control class and the Experiment class are used in this quasi-experimental study. Thirty students from SMA Negeri 10 Gowa's Experimental class and thirty from the Control class made up the study's sample. According to the study's findings, the Experiment class's post-test average score was 78.50 and the pre-test was 69.07, whereas the Control class's post-test average score was 51.57 and the pre-test was 34.97. The alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected after the data were evaluated using the Paired t-test, which revealed that Sig. (2-tailed) was 0.000 less than 0.05. Lies in the method used by these researchers. In this research the researcher used a quantitative method with an experimental design (one group class). While in the research by Endang Novita Efruan et al. (2023) used a quasi-experimental method with two classes, namely the experimental class and the control class. and as for similarities, researchers both examine how much effect YouTube has in improving students' listening comprehension.
4. Mesis Arianti (2023). "The Effect Of Using Media Youtube Channel English Learning Vlog Towards Students' Listening Comprehension at SMKS 6 Muhammadiyah Lebong Utara". This Research used Quasi-Experimental method with quantitative approach. The subjects of this study were students at SMK 6 Muhammadiyah with a research sample consisting of 50 class X students. 25 students in class Ac were used as samples as the Experimental class and 25 students in class Op 1 were used as samples as the Control class. Based on the results of the study, the average score of students from the same

group who were taught using the Youtube Channel English Learning Media obtained an average score of 85.56 in the Experimental class, higher than the average score of 77.44 in the Control class. And based on the results above, the researcher found that the Youtube Channel English Learning Vlog technique improved students' listening comprehension and there was a significant difference between students who were taught using the Youtube Channel English Learning Vlog Media application technique and those who were not taught. The difference between this research and the research by Mesis Arianti (2023). Lies in the method used by these researchers. In this research the researcher used a quantitative method with an experimental design (one group class). While in the research by Mesis Arianti (2023). Used a quasi-experimental method with two classes, namely the experimental class and the control class. And as for similarities, researchers both examine how much effect YouTube has in improving students' listening comprehension.

5. Delis Meta Tiana et al. (2023). "Enhancing Listening Comprehension Through Youtube Videos For Non-English Major Students". This study uses classroom action research with the Kemmis and Taggart design as its methodology and the subjects of this study consisted of 35 non-English students. Based on the results of the study, the researcher showed a significant increase in students' listening comprehension. After the teaching and learning process using YouTube videos, it was revealed that the average score of students in cycle 1 was 68.3, with 68.57% passing the minimum standard score. This continued into cycle 2 with an average score of 71.0 and a passing percentage of 85.71%, which showed a significant increase in listening test results. In cycle 3, the average score of students was 84.2, and 94.29% passed the minimum standard score. From the results above, the researcher concluded that the application of YouTube videos as a learning medium can help students improve their listening comprehension. This is evidenced by the increase in the average score and student learning achievement in each cycle. The difference between this research and the

research by Delis Meta Tiana et al. (2023) lies in the method used by these researchers. In this research, the researcher used a quantitative method with an experimental design (one group class). While in the research by Delis Meta Tiana et al. (2023) used a class action research method with Kemmis and Taggart design as the methodology. And as for similarities, researchers both examine how much effect YouTube has in improving students' listening comprehension.

### 2.3 Conceptual Framework



Picture 2. Conceptual Framework

The mention of conceptual framework indicates that the researcher's goal in this study was to enhance the listening comprehension of SMA Frater Palopo second graders. The researcher concentrated on students listening comprehension in the table above. To identify the students first listening comprehension, the researcher first

administered a pre-test. The researcher then given the treatment, which involves using YouTube as a teaching tool to enhance listening comprehension. The researcher will administer a post-test following treatment. The researcher hopes that by using YouTube as a teaching tool, second grade students at SMA Frater Palopo would be able to increase their listening comprehension.

## 2.4 Hypothesis

Hypotheses are temporary statements or conjectures made based on the formulation of problems or initial observations related to the problem to be studied and need to be tested through research. Related to the previous explanation, the researcher formulates the hypothesis as follows :

$H_0$  : There is no significant effect between the using of YouTube as a teaching media on students' listening comprehension.

$H_1$  : There is a significant effect between the using of YouTube as a teaching media on students' listening comprehension.

Hypothesis Testing :

If  $\text{sig} < \alpha = H_0$  is rejected and  $H_1$  is accepted

If  $\text{sig} > \alpha = H_1$  is rejected and  $H_0$  is accepted

Based on the criteria above it can be explained that if a significant value is lower than  $\alpha$  ( $\alpha=0.05$ ), it indicates that  $H_1$  is accepted. This means there is a significant difference between students' pre-test and post-test results after Listening Comprehension treatment by watching folklore and animated stories videos on YouTube. Meanwhile, if a significant value is higher than ( $\alpha$  ( $\alpha=0.05$ ), it indicates that  $H_0$  is accepted. This means there is no significant difference between students' pretest and post-test results after Listening Comprehension treatment by watching folklore and animated stories videos on Youtube.