The Impact of Youtube English Videos on Students' Listening Comprehension Skills at Senior High School in Gowa

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ABSTRAK
Technological developments in this modern era have made many people accustomed to using technology that is fast and easily accessible anywhere as an information space, especially in the world of technology. One of the information technologies used by researchers in this research is online social media, namely the YouTube application media. This research aims to determine the impact of YouTube English videos on students' listening skills at SMA Negeri 10 Gowa. This research is quasi-experimental research using the Control class and the Experiment class. The sample for this research consisted of 30 Experiment class students and 30 Control class students at SMA Negeri 10 Gowa. The results of this research show that the post-test results for the Experiment class have an average score of 78.50 and the pre-test is 69.07, while the post-test for the Control class has an average score of 51.57 and the pre-test is 34.97. The results of the data were analyzed using the Paired t-test, which showed that Sig. (2-tailed) was 0.000 lower than 0.05 so that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. These results show the Impact of YouTube Videos on Listening Skills Student. Based on the results of this research, it can be concluded that the YouTube application media is effective and has an impact on the listening skills of class X SMA Negeri 10 Gowa.

Kata kunci: Impact, Youtube Videos, Listening Comprehension Skills

INTRODUCTION
Language is a statement of one's thoughts through the names of objects and utterances that reflect one's ideas. Language is useful as a tool for human interaction as well as a tool for thinking (Sujarwo et al., 2022). Likewise with English. English is the third most spoken mother tongue in the world. As said by Goni, R., Muntuuntu, M., and...
Sanger, M. (2021) “In Indonesia, English is a compulsory subject that is studied in several schools, from elementary school to university (Febrianti et al., 2022). This is one of the subjects taught from elementary school to university and is tested in the national exam to determine student graduation.

In English, language skills consist of four things known as single chess (Imran et al., 2023). The four skills are or listening, speaking, reading, and writing (Walia et al., 2023). Single chess means that these four things are a unit so they must be developed in an integrated manner. But of the four language skills, listening or listening skills must be mastered first (Sukmawati et al., 2023).

Listening is the first and most basic language skill among other language skills. As a receptive skill, listening is about the ability to receive and understand messages conveyed through sound and sound in the communication process. According to Khoironi and Hadi (2018), listening is the process of paying attention to receive a message from something we hear. Listening is a very important skill because it is widely used in everyday life, and we can get many benefits. Wallace (2016) argues that listening is a very important skill because it allows people to gain insight, understand knowledge or information, and achieve success in communicating with others.

From the explanation above, it can be concluded that listening is one of the abilities that must be mastered by students so that information can be received properly. In other words, learning to listen to English is an important way so that listeners can easily understand the gist of what the other person is saying. This is mainly due to various limitations in listening skills, so their performance tends to be low when learning languages. For students to be good listeners not only gives them benefits in learning languages but also in other subjects, the basic purpose of listening is to get information, and being a good listener means students can get a lot of information just by listening.

Based on the experience of researcher during PPL at SMA Negeri 10 Gowa, researcher chose to listen as a research title because of the problems experienced by researcher at SMA Negeri 10 Gowa. Researcher found the problem of class X students who felt that learning to listen would not be easy and, lack of motivation in learning English, especially in listening skills so students find it difficult to understand the vocabulary they listen to.

As a result, the students find it difficult to know the words and their meanings, so it is difficult to understand the teacher’s speech when teaching using English. Listening is one of the most difficult skills in English, especially for students with low competence (Cahyono, 2017). It happens because of the lack of skill in listening to the articulation of words. Related to the problems experienced by these students, the researcher has an idea to improve students’ listening skills to be more creative by proposing a method of teaching and learning listening using YouTube videos. In addition, the use of videos helps students to understand various contexts and interpret spoken words. Istiqomah (2019) conducted a study that showed that students improved their listening achievement by using YouTube videos and the class was more entertaining. In addition, it makes teachers creative and increases students’ interest in learning to listen.
Youtube is one of the media platforms on the internet that provides exposure to foreign languages. The most popular video-sharing site was founded in 2005. People stream on YouTube about one billion hours per day, content per day that generates billions of views and more than 2 billion logged-in users. visit it every month (YouTube, 2020).

Alqahtani (2014) states that various types of videos are included on YouTube, such as educational, entertainment, political, historical, medical, and personal. It is an online resource containing all kinds of videos that can be searched specifically according to the purpose of the viewer. YouTube videos provide students with audio and visuals that allow them to think about speech or words they hear while watching content. So, students not only listen to audio but also, have visual exposure to videos. So, watching English videos is also beneficial for students because they can see the interactions between native speakers and can practice them directly. A study shows that the use of YouTube videos effectively improves students’ English skills, especially listening (Ayu, 2016).

Rorimpandey (2019) showed that listening comprehension scores in Listening learning are higher when using YouTube videos compared to conventional media. Rizkan, Mukhairyar & Refnaldi (2019) found that YouTube was more effective for students’ listening skills than just using audio. The activities are a more dynamic learning atmosphere and not monotonous. Overall, the use of YouTube can be configured as a teaching medium for intensive listening activities efficiently (Saputra & Fatimah, 2018). In addition, it makes teachers creative and increases students’ interest in learning to listen. Likewise, Lestari (2019) also found that watching YouTube videos can improve students’ listening skills because learning English with such a method is fun. According to Nurmala Hendrawaty (2019), if someone is skilled at a hearing, they would grasp what they are saying and may even be competent in speaking and writing, two productive abilities. Listening is a habitual activity that is always practiced in daily life and is crucial for obtaining information (Nushi & Orouji, 2020). Because it is how pupils first comprehend and separate sounds in a foreign language. Being able to recognize and understand input in English is a requirement for the receptive skill of listening (Alzamil, 2021). More effort is needed to master listening than any other English talent, and it is viewed as a significant difficulty (Alzamil, 2021). Due to the importance part played by listening skills for language learning, these listening skills are related to learners of English as a second language (Suhart Irajuuddin, 2021).

Complexity in the listening process can create anxiety in EFL learners, this is in line with the opinions of 2 Graham in Pan (2016), that the complexity of listening can often cause irritation and anxiety among students* from the second or foreign language learner and it is one of many contributing factors that can block student’s listening. And remembering audio-visual inputs, and lastly interpreting their meaning (Hutapea et al., 2020).

The improvement of listening abilities in foreign languages also aims to help students recognize semantic changes brought on by emphasis, stress, and intonation in a context, as well as become proficient at fully comprehending and accurately understanding the contents of speech (Kim in Oteir & Aziz, 2017). A person’s mind is
actively functioning when they listen to hear language to try and understand and interpret what the speaker is saying, and they must have an emotional reaction to what they hear (Gao et al., 2020). Listening comprehension is defined by Rost and Hamouda in Gilakjani and Sabouri (2016: 1671) as an interactive process in which listeners are participating in the construction of meaning. By sound discrimination, prior knowledge, grammatical structures, stress, intonation, and other linguistic or nonlinguistic cues, listeners can understand oral input.

According to Kurita in Ahmadi (2016), students may find it challenging to master listening comprehension skills, necessitating that teachers modify their listening exercises to be more productive. To succeed in language acquisition and increase their intelligible input, learners need to develop their listening comprehension skills. As listening comprehension can boost learners' self-confidence, they are driven to have access to spoken English, such as conversations with native speakers. There are four components to listening, according to Shockingawful (2017) in Rubric. These components are as follows Attention spans, General comprehension, Hearing Specifics Listening for specific information, Accuracy of Answer.

Web 2.0 platform YouTube is primarily focused on viewing, commenting on, and sharing videos. The viewers can add their videos, comment on the submitted videos, and tag the videos appropriately. When watching YouTube videos to learn, even reluctant students are inspired to do so, and because their affective filters are lowered and their cognitive demands are reduced, learning happens more quickly (Dinh, 2018, & York, 2011). In the current environment, YouTube videos have tremendous educational value (Bakaret al., 2019). YouTube is an alternate source for developing listening skills because its videos encourage pupils to pay attention in class. Within a short amount of time, YouTube gained widespread acclaim.

Dwyers' (2014) investigation points out that student achievement develops when visual cues are integrated with precise instructions. YouTube is no longer just a platform for entertainment. It not only provides digital entertainment but also provides a great environment for learning (Srinivasacharlu, 2020).

Syafiq et.al (2021) found that YouTube videos as English learning material improved the speaking skill of students including their fluency, vocabulary, pronunciation, grammar, and content consisting of 85 students from the nonEnglish program. Even, Sari, et.al (2020) claimed that the video project provided EFL learners' the opportunity to improve themselves innovatively. Using Youtube as a learning medium by Kamila (2021) “Learning media YouTube has an advantage in the world of education, namely YouTube is the most popular site in the world of internet and delivers edit values towards education, easy to use by students and teachers, providing educational information, facilitating for discussions, has features to share on social networks and is free”. According to Kamila (2021) The use of YouTube as a learning medium to increase knowledge, help get information about assignments, find out information developments, deepen material, know technical matters as an example of the real form of the material being studied. As Brandon Gaille (2017) said, several how-to videos are online thanks to YouTube, making it possible to learn how to fix your car, make your favorite cookies, or learn mathematic theorems.
There are several studies related to English YouTube videos and students' listening skills that have been carried out by other researchers showed that all students enjoyed implementing YouTube in online listening classes (Dzaky, 2022). The application of YouTube videos has a positive and significant effect on students' listening comprehension performance (Permana, 2021). The use of YouTube videos can have a positive effect on teaching students to listen (Hariyati, 2019). The research was conducted by Resti Aulia Nengsih (2022) found that there is a significant effect of using YouTube videos on listening comprehension in SMA Negeri 1 Bangkinang students. Dewi (2017) revealed that there was a significant difference between the two classes' post-test mean scores. In other words, providing English captioned video as a medium to enhance students' listening comprehension is effective.

The significant difference between the author's research and several previous studies is the place and media that the authors use in this study. Several previous studies used fairy tales, and English songs in the form of videos, while the author's media for this study will be Animation Video. Therefore, the researcher chose to conduct a new study entitled "The Impact of Youtube English Videos on Students' Listening Comprehension skills."

In this research, researcher investigated the impact of YouTube videos in English on the listening comprehension skills of class X students at SMA Negeri 10 Gowa.

**Significance of the Research**

Researcher consider this research to have some results for teachers, students, and future researchers as follows practically, it is hoped that the results of this study can be given to English teachers and students about the impact of YouTube English videos on students' listening comprehension skills. In addition, teachers can use this research as a reference in teaching listening.

In this research, the researcher only focused on class X students, because the researcher wanted to know the impact of YouTube English videos on the listening skills of class X students of SMA Negeri 10 Gowa, especially for animation videos such as Moana, Encanto, The Lion king and Turning red.

**Hypothesis**

This research is to answer the question about the significant effect of hearing using YouTube videos and hearing not using YouTube videos. Therefore, this study proposes the following hypothesis:

1. (H1): There was a significant influence on the listening ability using YouTube videos at Senior High School in Gowa.
2. (Ho): There was no significant difference in students' listening ability after using YouTube videos at Senior High School in Gowa.

**METHOD**

**Research Design**

Research design provides a suitable framework for research. This research is quantitative research with Quash Experimental design. According to Ladjagang et al., (2022) quantitative research discusses relationship, causes, and effects, or questions of the current state that researchers can answer by collecting and statistically analyzing
The researcher will use the Quash Experimental design with two classes, namely the control class and the Experiment class. This design involves two classes as pre-test (O1), exposed to treatment (X), and post-test (O2). This design involves two classes that will carry out a pre-test, receive treatment and carry out a post-test. This aims to find out whether YouTube English videos have an impact on students' listening comprehension skills.

For more details on the research design, it can be seen in the following table:

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1</td>
<td>X</td>
<td>O2</td>
</tr>
</tbody>
</table>

(Sugiyono in Fadli, 2021)

**Description:**
- O1 = Pre-test
- X = Treatment (Using English Youtube videos)
- O2 = Post-test.

**Research variable**

According to Sari et al., (2016) research variable is something that is a symptom of research. The intended research symptom is a target of research. Variable can be classified in several ways. The most important classification is based on their use within the research under the consideration when they are classified as independent variables or dependent variables.

**Population and Sample**

According to Puspitorini (2018), quoted in Sugiyono, (2017) "The population is a generalization consisting of items that have certain sizes and characteristics determined by the researcher to be studied, this research population is class X students of SMA Negeri 10 Gowa, as many 60 people constitute the study population. The following is information about the number of students in class X SMA Negeri 10 Gowa:

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>X IPA 1</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>X IPA 2</td>
<td>17</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

The sample is part of the number and characteristics of the population. If the population is large, researchers cannot study everything that exists due to technical, time and cost considerations, then the sample must represent all the facts so that conclusions can be obtained with a certain level of confidence that can represent the population (Puspitorini, 2018). The sample was be obtained at SMA Negeri 10 Gowa, namely class X with a total number of 60 students as a sample and receive learning based on certain criteria according to H. Syamsunie (2018).
Table Sample

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**Instrument of The Research**

An instrument is a tool used in research to collect data from a subject under study to facilitate data collection and data analysis. So, in this study researcher was used instruments in the form of:

1. **Test**
   
   To get the data, the researcher was starting a test which consists of a pre-test and post-test. The purpose of this pretest is to find out how far the students' listening skills are before using YouTube videos in English.

2. **Documentation**
   
   Documentation is intended to obtain data directly from the research location, including related books, regulations, activity reports, photographs, documentation of relevant research data.

**Technique Of Data Collection**

Data collection serves to determine research results. This research was carried out through three activities, namely:

1. **Pre-Test**
   
   Pre-test was be carried out to find out how to listen to students before being given treatment. In this case, researcher ask students to answer the listening understanding test. In this test, researcher distribut paper to students, and students were asked to fill in multiple choice as many as 20 questions. The test lasts for 60 minutes.

2. **Treatment**
   
   After giving the pre-test, the researcher gave treatment using YouTube videos in English. During treatment, students are given English animation videos using YouTube. Researcher gives treatment in meetings four times for the control class and the experimental class. the experimental class gets material using Youtube videos and the control class gets material without using Youtube Videos

3. **Post-test**
   
   It is the same as pre-test, researcher provide post-test to find out the effects of treatment by comparing pre-test and post-test results that was see an increase in student listening skills. After watching and listening to YouTube videos, researcher was asked students to answer the listening understanding test. The test that was distributed namely multiple-choice test totaling 20 questions with the researcher distributed multiple choice paper sheets, and students were required to answer questions on the multiple-choice test lasting for 60 minutes and after filling out the answer sheet the researcher and students discuss questions and answer keys on the questions.

**The technique of data analysis**

Sugiyono (2018) claims that the quantitative data analysis method is a step taken after collecting data from all respondents (population/sample). Data analysis tasks include grouping data based on variables and categories of respondents, presenting data for each research variable, performing calculations to answer the problem formulation, and performing calculations to test the proposed hypotheses.
Methods of Statistical Analysis

This time, the researcher looks at the results of the students' listening tests. The form of the test is listening using visual and audio Youtube videos.

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<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81-100</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>71-80</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>61-70</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>51-60</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>&lt;50</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

(Sudijono in Mustakim, 2014).

The formula is as follows to determine the average or average score of students' Listening on each test:

\[ \bar{x} = \frac{\sum x}{N} \]

Explanation:

- \( \bar{x} \) = Mean score of pretest/posttest
- \( \sum x \) = Sum of individual score
- \( \bar{x} \) = Total number of individuals

In this research, there are three different types of data checked. Including the homogeneity test, normal test, and T-test testing, will be evaluated using the SPSS program.

1. Normality Test
   - Data normality test is one of the conditions that must be met. Normality testing is carried out to make the researcher easier in determining the type of statistical analysis used. The data is said to be distributed normally if the significance value is more than 0.05 (GIS > 0.05). To calculate the normality test, researchers use SPPS 22 for Widana & Muliani Window (2020).

2. Homogeneity Test
   - The homogeneity test, which is performed manually using samples from the population and data collected using the SPSS 22 for Windows application, will a required test for statistical analysis that had to demonstrate whether the experimental class and control class were identical or not.

3. T-Test
   - T-test is used to determine the effects of each independent variable in part of the dependent variable (dependent) and analysis of hypothesis test data processing data obtained using the formula or rules of someone that applies to the research or design approach taken. The hypotheses tested in this study are as follows:
     - If \( t < 0.05 \) then it is rejected, and if \( t > 0.05 \) then is accepted.
     - a) The null hypothesis (\( H_0 \)) is rejected and the alternative hypothesis (\( H_a \)) is accepted, if the results of the t-test show a value less than the t table with a significance level of 0.05.
     - b) The null hypothesis (\( H_0 \)) is accepted and the alternative hypothesis. (\( H_a \)) is rejected, if the results of the t-test show a more than t table with a significance level of 0.05.

FINDING AND DISCUSSION

The researcher used a pre-test in the control class and an experiment to find out student achievement before implementing Youtube Video in English to find out the impact of understanding the listening skills of class X students at SMA Negeri 10 Gowa. An overview of student pre-test results can be seen in the table below:
Based on Table 1.5, there were 9 (30%) students in the control class and 8 (27%) students in the experiment class that showed low listening comprehension during the pre-test. Although the fact that 21 (70%) of the control students and 22 (73%) of the experimental students showed very poor listening comprehension, none of the students got a minimum completeness score or a score of 70. In a result, kids’ experience pre-test listening skills were quite low.

b). Description of students’ post-test score for the control and experiment classes

The researcher used the post-test in the control class and the Experimental class to find out student achievement after implementing Youtube Video in English to find out the impact of understanding the listening skills of class X students at SMAN 10 Gowa. An overview of student post-test results can be seen in the table below:

<table>
<thead>
<tr>
<th>Interval of Score</th>
<th>Classification</th>
<th>Experimental class</th>
<th>Control class</th>
<th>Minimum Completeness criteria score: 70</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>81 - 100</td>
<td>Very good</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>71 - 80</td>
<td>Good</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61 - 70</td>
<td>Fair</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>51 - 60</td>
<td>Poor</td>
<td>8</td>
<td>27%</td>
<td>9</td>
</tr>
<tr>
<td>&gt;50</td>
<td>Very Poor</td>
<td>22</td>
<td>73%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100%</td>
<td>30</td>
</tr>
</tbody>
</table>

Based on Table 1.6 above it can be seen that the results of the students’ posttest scores have improved. In the posttest scores of the experimental class, there were 4 (10%) students who had a very good listening comprehension classification, 10 (33%) students had a good classification, 7 (23%) students had an adequate classification, 6 (20%) students had a bad classification and based on the table shows that there were 3 (10%) students with very poor listening classification, and in the post-test control class there was 1 (5%) student having a very good listening comprehension classification 9 (30%) students having a good listening comprehension classification 11 (37%) students having a sufficient listening comprehension classification 3 (10%) students having a
good listening comprehension classification less and 7 (23%) very less. This means that there is an increase in students on the minimum valid criteria of completeness.

c). Descriptive data analysis

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreTest Experimen</td>
<td>30</td>
<td>53</td>
<td>80</td>
<td>69.07</td>
<td>8.208</td>
</tr>
<tr>
<td>PostTest Experimen</td>
<td>30</td>
<td>66</td>
<td>93</td>
<td>78.90</td>
<td>6.562</td>
</tr>
<tr>
<td>PreTest Control</td>
<td>30</td>
<td>3</td>
<td>53</td>
<td>34.97</td>
<td>15.082</td>
</tr>
<tr>
<td>PostTest Control</td>
<td>30</td>
<td>20</td>
<td>76</td>
<td>51.57</td>
<td>16.307</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IBM SPSS Statistics Version 22

Based on table 1.7 above it can be seen that N = Valid 30 and zero students not present in class. The Mean score pre-test in the control class was 34.97 and the post-test in the control class was 51.57 std. The deviation of the control class pre-test was 15.082 and the control class post-test was 16.307. The control class pre-test was at least 3 and the control class post-test was at least 20. The control class pre-test was 53 and the control class’s maximum post-test was 76, while in the experiment class the average pre-test was 69.07 and post-test was 78.90 std. Deviation of pre-test 8,208 post-test 6,562 and minimum pre-test 53 post-test 66 maximum pre-test 80 and maximum post-test 93 Based on the data there is an increase from the control class to the experiment class.

2. Inferential Statistical Analysis

a. Normality test

Researcher analyzed the normality of the data before analyzing the hypothesis. The results of the normality test are used to see whether the research data are normally distributed or not. Normality test using Shapiro Wilk using SPSS statistics version 22. The hypothesis criteria are:

A). If the significance value is > 0.05, the data is normally distributed.
B). If the significance value is <0.05, the data is not normally distributed.

Based on table 1.8. Researcher used the concept of The Kolmogorov-Smirnov. This theory finds for <50 samples. The data should be normally distributed if the significance
value is more than 0.05 (sig > 0.05). then the data in Table 4.4 is normally distributed because the sign in Table 4.4 is more than 0.05.

b. Homogeneity test
Homogeneity test to determine whether the data comes from a homogeneous variance or not. The homogeneity test uses the Levene test in SPSS Statistics version 22. The research criteria for determining data homogeneity are:
A). If the significance value is > 0.05 the data is said to be homogeneous.
B). If the significance value is <0.05 then the data is not homogeneous.

<table>
<thead>
<tr>
<th>Listening comprehension</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.700</td>
<td>1</td>
<td>76</td>
<td>.058</td>
</tr>
</tbody>
</table>

Source: IBM SPSS Statistics Version 22

Based on Table 1.9, the output above it is known that the significance value (sig) based on the mean is 0.058 > 0.05 so it is concluded that the variance of the experimental class and control class post-test data is the same or homogeneity.

c. T-test
Hypothesis testing was analyzed using the T-test to find out whether the impact of YouTube videos in English on the listening comprehension skills of class X students of SMA Negeri 10 Gowa. The T test is used after testing for normality and homogeneity with normal distribution and homogeneity, then the analysis is continued with hypothesis testing using the Paired sample T-test. This technique is used to test whether a certain value is significantly different or not from the test. The t-test uses the Paired sample Test on SPSS Statistics version 22. The research criteria for determining the data hypothesis are: If t > 0.05 then $H_0$ is rejected, and if t < 0.05 then $H_0$ is accepted.

<table>
<thead>
<tr>
<th>Table Independent Samples T. Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene’s Test for Equality of Variances</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Listenig Comprehension Pretest - Posttest</td>
</tr>
<tr>
<td>55.31</td>
</tr>
</tbody>
</table>
Based on the table above, the sig 2-tailed value (0.000) <0.05, so that there is an acceptable influence on the listening ability scores of class X students of SMA Negeri 10 Gowa who use English Youtube videos and do not use Youtube videos and there are significant differences significant. Based on the sig (2 tailed) value of 0.000 <0.05 it was concluded that (Ha) was accepted because there was an influence on the listening ability scores of students who used English Youtube videos and did not use English Youtube and there was a significant difference. From the results of testing the hypothesis, it is evident that "the use of Youtube videos in English has an impact on the listening comprehension of class X students of SMA Negeri 10 Gowa."

This research was conducted to find out whether the use of YouTube videos in English could impact the listening comprehension of class X students of SMA Negeri 10 Gowa. The researcher wanted to know the impact of using YouTube videos in English on students' listening skills, and make the student learning atmosphere more interesting and easier to understand.

In this study, researcher used a Quasy-experimental design using two class designs, control, and experiment. The purpose of this study was to determine the impact of YouTube English videos on the listening skills of students at SMA Negeri 10 Gowa. This research was conducted for 1 month. The population in this study were tenth grade students. The sample of this research was 30 students in the Experiment class and the control class. In the process of this research, the researcher gave an initial test or pre-test to students before giving treatment using Youtube videos in English for determine the extent to which the impact of the ability of students' listening skills. Then, the researcher gave the final test or Post-test after being given treatment using English films.

To solve this problem, according to (Ayu, 2016) a study shows that the use of YouTube videos is effective in improving students' English skills, especially listening. Meanwhile, the students' learning process using Youtube videos that cause students to become more motivated in learning English, especially listening to students becomes easier to understand, and students are more courageous to start a conversation with the teacher.

In this study, four meetings were held to conduct treatment. In the treatment, students were given 4 animated English films with 4 different titles. For listening assessment criteria, there are several criteria that researcher use, namely the ability to focus, general understanding, listening to details, and accuracy of answers. Focus ability is focused on students' ability to listen to material from audio. In the tests used in the pre-test and post-test, the researcher classifies the listening assessment criteria before being carried out by the students. Based on the research findings, it can be concluded that the use of video presentations on YouTube is effective in improving students' listening skills in terms of the accuracy of answers Supported by Hariyati (2019)

Based on the results of research regarding the comparison of statistical values, the number of samples is 60 students. The control class post-test score was 51.57 and the experimental class post-test score was 78.90. This means that the ability of students before being given treatment is still very lacking. Based on previous observations, this happened because most students felt bored and lacked motivation in learning English, especially listening. Istiqomah (2019) conducted a study that showed that students improved their listening achievement by using YouTube videos and the class was more entertaining. In addition, it makes teachers creative and increases students' interest in learning to listen, which means that there was an increase in listening comprehension after watching using English YouTube videos. It can be said that the
hypothesis is accepted, namely that the use of YouTube videos in English is effective in teaching listening comprehension to class X students of SMA Negeri 10 Gowa. It was stated that there was a significant influence on the use of YouTube videos on students’ listening comprehension supported by Resti Aulia Nengsih (2022).

The increase in the use of YouTube videos in English in learning can be seen through hypothesis testing, namely by statistical analysis which states that the value of Sig is 0.000 <0.05 and \( t \) (count) Sig < is 0.000 <0.05 Thus, \( H_0 \) is accepted, and \( H_a \) is rejected. So, there is a significant increase in students' listening comprehension after being taught using YouTube videos in English for class X students of SMA Negeri 10 Gowa.

**CONCLUSION AND RECOMMENDATION**

Based on the finding and discussion in Chapter IV it is shown that the Impact of YouTube English Videos on students’ Listening Comprehensions Skills at Senior High School in Gowa greatly impacts students’ Listening. This can be seen from the Mean score of students who experienced an increase in the posttest of the experimental class, namely 78.90 and the pretest of 69.07. In addition, the posttest value of the control class students was 51.57 and the pretest of 34.97 indicating that no students met the minimum completeness criteria, while in the Experiment class posttest 4 students met the minimum completeness criteria. Furthermore, from the listening assessment criteria, it can be concluded that the best ability of students in listening assessment is the ability to focus and the criteria for accuracy of answers. This can be seen in the posttest increase in the Experiment class. The results of this study indicate that YouTube English Video can be applied in the teaching and learning process and has an impact on students’ Listening Comprehension Skills.

Researcher recommend to future researchers who will conduct research on similar topics to improve the results of the analysis. In terms of improving the quality of research, researchers can provide more interesting methods so that students can easily understand and feel interested and motivated to be even more active in learning English, especially listening.

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