

**THE EFFECTIVENESS OF USING ENGLISH CONVERSATION MEDIA
CHANNEL YOUTUBE IN TEACHING LISTENING AT EIGHT GRADE
STUDENTS OF SMP NEGERI 2 KAJUARA BONE REGENCY**



THESIS

Submitted to Fulfill one the Requirements

To Obtain a Bachelor's Degree In Education (S.Pd)

Submitted by:

RESKIA AMELIA

Reg. No. 200110021

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024**



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1. Dr. Muh. Judrah,,M.Pd.I.
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024**

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Sinjai, April 18th2024

The Researcher,



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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Using English Conversation Media Channel Youtube in Teaching Listening at Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency*, yang ditulis oleh Reskia Amelia, Nomor Induk Mahasiswa (NIM) 200110021, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Reskia Amelia. *The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency.* Skripsi.Sinjai : Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Ahmad Dahlan Sinjai, 2024.

Penelitian bertujuan untuk mengetahui English Conversation Media Channel Youtube efektif dalam pengajaran Listening pada Siswa Kelas Delapan di SMP Negeri 2 Kajuara, Kabupaten Bone.

Jenis penelitian yang digunakan adalah penelitian quasi eksperimental dengan desain one group pretest-posttest dengan VIII B SMP Negeri 2 Kajuara, Kabupaten Bone. Metode pengumpulan menggunakan teknik observasi, angket, tes dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa English Conversation media channel Youtube dalam pengajaran listening pada siswa kelas delapan SMP Negeri 2 Kajuara, Kabupaten Bone. Hal ini berdasarkan dari hasil Uji Paired Sample T-Test diperoleh nilai signifikansi sebesar $0,000 < 0,05$ yang berarti H_1 diterima atau dengan kata lain bahwa English Conversation Media Channel Youtube efektif dalam pengajaran listening pada siswa kelas VIII B di SMP Negeri 2 Kajuara, Kabupaten Bone.

Kata Kunci : Efektivitas, English Conversation, Media Channel Youtube, pengajaran Listening

ABSTRACT

Reskia Amelia. The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening at Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency. Thesis. Sinjai: English Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024.

The research aims to determine the effectiveness of English Conversation Media Channel Youtube in teaching Listening to Eighth Grade Students at SMP Negeri 2 Kajuara, Bone Regency.

The type of this research used is quasi-experimental research with a one group pretest-posttest design with VIII B SMP Negeri 2 Kajuara, Bone Regency. The collection method uses observation, questionnaire, test, and documentation techniques.

The results of this research indicate that English Conversation media channel Youtube in teaching listening to eighth grade students of SMP Negeri 2 Kajuara, Bone Regency. This is based on the results of the Paired Sample T-Test, a significance value of $0.000 < 0.05$ was obtained, which means that H_1 is accepted or in other words, the English Conversation Media Channel Youtube is effective in teaching listening to class VIII B students at SMP Negeri 2 Kajuara, Bone Regency.

Keywords: Effectiveness, English Conversation, Media Channel Youtube, teaching Listening

مستخلص البحث

رزقية عمالية. فعالية استخدام قناة يوتيوب للمحادثة باللغة الإنجليزية في تدريس مهارة الاستماع لدى طلاب الصف الثامن في مدرسة المتوسطة ٢ الحكومية، كاجورا، منطقة بوني. البحث. سنجائي: قسم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٤.

يهدف هذا البحث إلى تحديد فعالية قناة يوتيوب للمحادثة باللغة الإنجليزية في تدريس مهارة الاستماع لدى طلاب الصف الثامن في مدرسة ن المتوسطة ٢ الحكومية، كاجورا، منطقة بوني.

استخدم هذا البحث منهجاً شبه تجريبي بتصميم مجموعة واحدة قبلي وبعدي. استخدمت الباحثة الملاحظة والاستبيان والاختبار والتوثيق.

تشير نتائج هذا البحث إلى فعالية قناة يوتيوب للمحادثة باللغة الإنجليزية في تدريس مهارة الاستماع لدى طلاب الصف الثامن في مدرسة المتوسطة ٢ الحكومية، كاجورا، منطقة بوني. بناءً على نتائج اختبار "ت" للعينات المقترنة، تم الحصول على قيمة دلالة إحصائية $0.000 > 0.005$ ، مما يعني قبول H_1 ، أو بمعنى آخر، قناة يوتيوب الإعلامية للمحادثة باللغة الإنجليزية فعالة في تدريس الاستماع لطلاب الصف الثامن "ب" في مدرسة المتوسطة ٢ الحكومية، كاجورا، منطقة بوني.

الكلمات الأساسية: الفعالية، المحادثة باللغة الإنجليزية، قناة يوتيوب الإعلامية، تدريس الاستماع

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَمَوْلَانَا سَيِّدِنَاوَالْمُرْسَلِينَالْأَنْبِيَاءَ أَشْرَفَعَلَنُوا السَّلَامَ الصَّلَاةُ وَالْعَالَمِينَ بِرَّ لِلَّهِ الْحَمْدُ
أَمَّا بَعْدُ فَمَعَيْنَهُوَصَحْبُهُالْهُوَ عَلَيْنَا مُحَمَّدٍ

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Reskia Amelia
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CHAPTER 1

INTRODUCTION

A. Background of The Problem

English serves as a global language spoken by countless individuals facets of everyday life. Its widespread usage facilitates communication across different nations, encompassing domains such as technology, economics, social interactions, and politics. In Indonesia, language acquisition involves mastering essential skills like listening, speaking, reading, and writing, constituting an integral learning process. These skills enable individuals to comprehend information thoughts through speaking and writing. Enhanced proficiency in understanding and expressing oneself fosters the attainment of personal requirements and facilitates effective communication with others, given that communication is an inherent part of daily human interactions. Language-mediated communication allows the sharing of ideas, thereby fostering smooth and meaningful interactions among individuals (Hariyati, 2019).

Education involves an interactive exchange wherein teachers impart knowledge to students. Suryani in (Bella & Huda, 2022)underscores that learning constitutes a form of communication involving learners. Educators, and instructional resources. Hence, this process necessitates the use of mediums as facilitators to convey information between teachers and students reciprocally. Consequently contemporary advancements highlight the importance of learners actively engaganing in the learning procces.

As outlide in PERMEN No. 22 of 2006 regarding the prescribe English Language curriculum for high school, students are required to acquire proficiency in four essential language skills: Listening, Reading, Speaking, and Writing. The listening skill pertains to texts and provide appropriate responses.

The Qur'an discusses a lot about listening as a matter of principle. Listening is an important point of the concept explained by Al-Qur'an. One of the verses that discusses listening is found in Qs. Al – A'raf: 204, namely:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Translate:

"and when the Koran is read, listen carefully and pay attention closely so that you can receive grace"

Field in (Latupono & Nikijuluw, 2022) highlights that listening proficiency has distinct implications for both the classroom environment overall and individual students. Within the realm of learning a foreign language, mastering listening comprehension emerges as a fundamental skill, requiring individuals to thoroughly understand what they hear and subsequently offer suitable feedback. Listening stands out as the foremost skill extensively utilized in daily life.

Acoustic hearing is one of the most common barriers to listening effectively. When your mind wanders, you often don't listen until you hear one word or phrase that will grab your attention again. But at that moment, you don't can recall what the speaker actually said; but you think the speaker might say.

One of the reasons of thinking listeners tend to wander is because people think faster than when they talk. Most people speak around 120 to 150 words per minute, however. Listeners can process audio information at around 500 words per minute, however. Listeners can process audio information at around 500 words per minute. In other words, the brain is not directed, the brain will look for thousands of other things to think about. Make an effort to be conscious of staying focused on the speaker, and use the extra time available to analyze what you might need to ask. Overcoming the memory barrier is a slightly easier problem. The solution, but it requires some work.

Comprehending spoken English can be challenging, particularly for learners with limited proficiency. Grasping conversations from native speakers with varied accents and paces proves to be difficult. Listening

sessions are often perceived as tedious as students tend to repeatedly listen to recorded dialogues (Shafwati et al., 2021)

Currently, numerous students continue to struggle with inadequate listening abilities, finding it challenging to grasp discussed topics. When encountering issues with listening skill, various difficulties arise, such as an inability to catch conversation topics due to insufficient vocabulary mastery. Additionally, many face challenges in retaining and remembering the information they have heard.

Hence, a method exists to instruct students in enhancing their listening skills, fostering greater enthusiasm, enjoyment, engagement, and reducing monotony. Utilizing audio-visual aids like YouTube videos proves highly appropriate for teaching listening, thereby facilitating a more straightforward and more productive teaching and learning process (Rizqianita, 2022).

YouTube serves as an online platform where both educators and students utilize videos for learning purposes, offering flexibility in accessing content at any time and from anywhere with an internet connection. In the realm of English language learning, YouTube proves beneficial for enhancing vocabulary, accents, pronunciation, as well as bolstering skills in listening, reading, writing, and speaking. Its integration into classroom can significantly enhance students' comprehension of lessons. Notably, YouTube videos provide authentic examples of English usage in everyday conversations by native speakers, serving as valuable tools to enhance language skills comprehensively. An additional advantage lies in its accessibility and cost-free nature, making it easily available for students without any financial barriers (Ayu, 2016)

The researcher chose the YouTube application of English Conversation channel as the recommended learning media for students in teaching listening. The research title because this application is widely used by the majority of students today, students need to be personally involved so that the learning process becomes valuable, interesting and enjoyable. In

order for learning to be more interesting and exciting, it needs to be supported by a good and interesting teaching style and the media used in teaching and learning process.

Apart from that, class VIII students at SMP Negeri 2 Kajuara have poor listening skills. Students often experience difficulties in learning to listen. Apart from that, the teacher also only focus on text books in learning. Not using sophisticated media in today's technological era.

Based on the discussion above, in this study researcher used Media Channel Youtube in teaching listening for students junior high school. Therefore, researcher conduct the research with the title ***“The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students Of SMPNegeri 2 Kajuara Bone Regency”***

B. Problem Formulation of The Research

Based on the background of the problem above the problem formulation of this research is as follow :

Does the English Conversation media channel YouTube effective in teaching listening at Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency?

C. Objective of The Research

Based on the problem formulation above, this study aims to determine the effectiveness of English Conversation media channel YouTube in teaching listening at eight grade students of SMP Negeri 2 Kajuara Bone Regency

D. Significance of The Research

The result of this study are expected to be useful for teacher and students to apply the English Conversation Media Channel YouTube in learning to build better atmosphere and students interest in teaching and learning activities in the classroom.

1. For School, the result of this study can be used to assist in every lesson. Teacher can involve students in classroom activities that allow students to learn listening use the media channel English conversation.

2. For teacher, they can also use the media channel “English conversation” to learn listening so that they can be proficient in English. In addition, with this research, the author hopes to have a positive effect on students in the future, so that students can enjoy learning English by using smartphones.
3. For students, it is hope that this research will provide a learning experience in a more interesting or different atmosphere than the previous one, and students will understand the material being taught more easily and will be more enthusiastic and their interest and motivation to learn.
4. For Researcher, is expecte to again new experiences and insights for researcher in carring out the research process.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Media

a. Definition of Media

To enable the learning process to take place in the classroom, a number of learning componets are needed, such as learning objectives, teaching materials or resources, teaching materials or resources, techniques and media, evaluation, students or pupils, educators or teachers. The kind of media used for learning is undoubtedly strongly influenced by the teaching strategy chosen. When selecting a teaching strategy, it's important to take into account a number of factors, such as the learning objectives, the nature of the assignment, and the students' comprehension of and reaction to content covered.

The word "media" is derived from the latin word "medium," which meaning "intermediary" in its plural form. The intermediary serves as a bridge between the message's source and recipient. Media may excite students' thoughts, feelings, attention, and will so that messages can enhance the learning process in students. Media is a means for delivering information or channeling from intermediaries between message sources and message recipients. (Prisanti & Faidah, 2019).

According to Arsyad in (Jihan Nabilah et al., 2023) states that "Media is all forms and channels used to convey messages or information." In contrast to Arsyad, according to Heinich in (Rohima, 2023) media is a communication channel tool. Heinich provides instances of various media, including movies, TV shows, printed materials, computers, and teachers. The aforementioned reasoning leads to the conclusion that media can be used as a tool to assess impact and efficacy during the learning process.

b. Types of Media

Gerlach and Ely in (Silahuddin, 2022) group media based on physical characteristics into eight types, namely:

- a. Real objects and models, namely media from actual objects and models.
- b. printed verbal media in the form of printed verbal presentations which are words projected through a film frame (slide).
- c. printed visuals are printed visual media such as graphic presentation materials, charts, maps and graphs
- d. still pictures are portraits taken of various objects or events that might be presented in books.

In contrast to Gerlach and Ely, according to Aghni, the media consists of several, namely:

1) Visual Media

This type of media focuses on the use of the sense of sight. The use of visual media focuses on conveying messages verbally and non-verbally. There are several elements in visual media that support the suitability of using visual media in accounting learning, namely:

a) Lines

A line is a collection of points. The use of lines in accounting learning plays a very important role. One of its functions is to emphasize the form of a table for each material, describing the flow of the accounting cycle and so on

b) Shape

Shape is a symbolic concept that is built on lines or combined with other concepts. In accounting learning, the form most often drawn is a table. Tables are components that are often used to summarize data or describe the structure of a reporting format.

c) Audio-visual media

Audio-visual media is a combination of media that concentrates on the use of audio and media that concentrates on the use of visuals. This media is usually created in the form of videos, short films, sound images/slides or others. In learning, this type of media is very supportive for students developing motor skills. Especially media in the form of video tutorials, is very useful in supporting the learning process. One example of audio-visual media is YouTube.

d) Multimedia media

Out of all the media types that are now in use, multimedia is the most complex. The interaction and ability for users to manipulate the media with the control tools on the media is what makes multimedia so compelling. Multimedia is frequently employed in accounting education through computer or android-based game applications (Aghni, 2018).

Based on the explanation regarding media types, YouTube media is the kind content that the researchers will employ. YouTube is a social media platform where users can share videos that are publicly accessible, watch a variety of videos, and create their own videos (Setiadi et al., 2019). Since people no longer have to travel far from their homes to purchase newspapers, YouTube, as a mass communication medium, offers a variety of information and news that everyone wants, making it easier for everyone to look for news (Tinambunan & Siahaan, 2022). It can be concluded that YouTube is a media that can be accessed easily where there are various videos and there are various videos, especially learning videos.

2. YouTube App

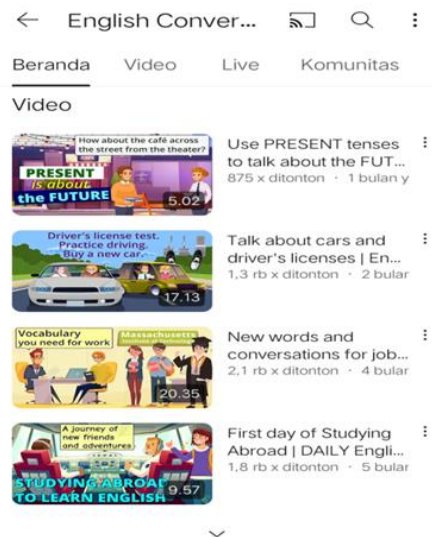
a. Understanding the YouTube Application

In the current digital era, almost everyone has experienced living in two worlds-the real world, particularly the realm of the

internet. From 2015 to 2016, YouTube's growth, especially in Indonesia, skyrocketed. YouTube, a video-sharing platform owned by Google Inc., is one the largest in the virtual world, offering millions of videos that can be freely accessed. It encompasses a range of content, from amateur videos uploaded by users to music videos produced by global music industry players. The platform is flooded with content creators due to the immense interest in YouTube. They compete to showcase their respective works, presenting diverse content such as vlogs, gaming short movies, pranks, and more. With over one billion users month worldwide, accounting for nearly a third of the total internet user base, YouTube's influence is substantial. The rapid growth of YouTube in Indonesia positions it as one of the most popular online platforms today, and its popularity is expected to continue increasing with the rising number of users and content creators. Research firm statista even estimated that the user count would reach 1.8 billion people worldwide by 2021 (Putra, 2019).

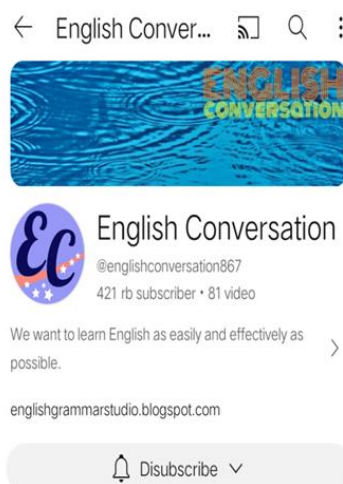
You Tube is a website that facilitates users to share their own videos or simply enjoy various videos clips uploaded by different parties. There are various types of videos that can be uploaded to this site, such as music video clips from specific artists, short, films, television shows, movie trailers, educational videos, vlogs from content creators, tutorial videos an various activities, and much more (Saputri et al., 2020).

Certainly, in this era of technological advancement, almost everyone is familiar with YouTube, and the ease of accessing the internet has contributed to its rapid growth. It can be said that for effective promotioan, a strategic platform with a substantial audience is necessary. Therefore, using YouTube as medium to promote an animation is highly suitable.



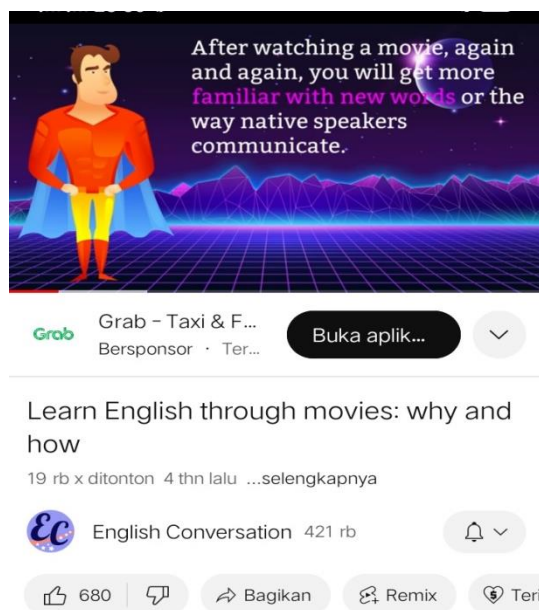
Picture 2.1

Hme Youtube Videos on the English Conversation Media Channel (www.youtube.com)



Picture 2.2

English Conversation Media Channel Youtube (www.youtube.com)



Picture 2.3

Video on English Conversation Media Channel (www.youtube.com)

Through an internet connection, individuals have the ability to conveniently access the YouTube application on both computers and smartphones at no cost, enabling them to utilize its advanced features from any location and at any time. This platform holds the potential to contribute to meaningful learning experiences, benefiting both secondary schools and tertiary institutions.

A significant benefit of employing YouTube lies in its capacity to generate compelling content and engage with students on a platform they enjoy. Educators can leverage photos, videos, and stories to simplify intricate concepts, inject enjoyment into learning, and foster valuable discussions. Furthermore, collaborative efforts among students in crafting subject-related content can enhance comprehension on a deeper level.

To optimize the advantages of incorporating YouTube into education, staying abreast of the platform's latest features and tools is essential. Through innovation and collaboration with experts in

educational technology, educators can craft more comprehensive and pertinent learning opportunities for a generation immersed in the digital age. Consequently, YouTube and other social media platforms can prove highly effective in bolstering modern education (Luhsasi & Sadjarto, 2017).

Teachers should consistently make an effort to stay informed about the latest advancements in technology and social media. Similar to other social platforms, YouTube regularly introduces new features and updates its usage policies. Hence, it is crucial to stay current with these developments and comprehend how these features can be incorporated into the educational process.

Moreover, working together with specialist in educational technology and exchanging insights with colleagues in the teaching profession can prove highly beneficial. Sharing ideas, effective teaching methodologies, and addressing emerging challenges can create avenues for refining teaching practices.

As educators explore innovation and collaboration in integrating YouTube and other social media into learning, they must consistently prioritize ensuring the security and privacy of students. Safeguarding students' personal data while providing appropriate supervision should always be at the forefront of considerations.

By dedicating themselves to staying abreast of technological advancements, introducing innovative teaching methods, and prioritizing student safety, YouTube and other social media platforms can serve as powerful instruments in advancing contemporary education. Crafting learning experiences that align with the current world inhabited by students can aid in fostering skills and knowledge that hold relevance for the future.

In the field of education, YouTube has become a new choice of media, supplementing traditional educational systems accepted by policymakers. Initially a social media platform for sharing

entertainment or relieving boredom, YouTube has transformed into a valuable tool for education. With a variety of user-uploaded videos, it serves as a source and learning material for both educators and learners, offering an alternative medium to find the needed educational resources (Mustika & Muharaeni, 2022).

From the above understanding, researchers can conclude that YouTube as a social media platform, has transformed from video sharing to a global network, boasting a monthly user base of 2.49 billion worldwide as of October 2023. With convenient internet accessibility, YouTube not only functions as a platform for sharing videos but also as a reservoir of information, inspiration, and potential support in the learning process. In an educational context, YouTube proves to be a valuable instrument, offering a diverse array of educational materials and the capability to disseminate knowledge and narratives to a wider audience. Consequently, YouTube assumes a pivotal role in both social and educational advancement, serving not just as a social media platform but also as a valuable educational tool.

b. Features in the YouTube Application

The features on YouTube include the following:

1. Search for videos

This website is an assortment of different types of videos that people have posted, it's obvious that YouTube features a wide variety of videos. With the search function, users can enter keywords to find a variety of videos.

2. Play videos

Once the user has found the desired film, all they have to do is click on it to start watching it. Naturally, for the video to play correctly, an internet connection is necessary.

3. Uploading (uploading) videos

After creating an account on YouTube, viewers can add videos to their account. The size of the video will have a greater impact on the upload time, provided that it has been registered.

4. Downloading (downloading) videos

YouTube videos can also be downloaded for free by viewers. There are other methods, like copying and pasting the video's URL address into a website like [www.savefrom . net](http://www.savefrom.net). Users can download videos in a variety of methods, including by doing a Google search for them.

5. Subscribe (Subscribe)

With the help of this free tool, users can subscribe to the most recent videos from the account where they hit the subscribe button. Users can receive direct notifications through their email inbox.

6. Live Streaming (Live Broadcast)

For consumers who already have a YouTube account or content creators, the internet offers a function called live streaming, which is undoubtedly very helpful. Anyone can stream videos that are happening at that moment as long as they have enough bandwidth or are connected to the internet (A. Akbar, 2018).

c. YouTube Characteristics

Many people find YouTube to be user friendly due to certain features. According to research findings by Faiqah, Nadjib, and Subhan, YouTube features are divided into five categories:

1. The length of videos that can be uploaded is unlimited. This is what sets YouTube apart from a number of other apps that have time limits, like Instagram, Snapchat, and so on.
2. Accuracy in the security system is beginning to improve. YouTube restricts its security by refusing to host videos with illicit content

and by requiring verification before allowing a video to be uploaded.

3. Acquired via payment. Right now YouTube is giving away honoraria to anyone who submits a video to the platform and receives at least 1000 views, as the video is currently going viral everywhere.
 4. No system available. An offline system is a new tool available on YouTube for viewers to watch videos. Users can watch videos. Users can watch videos offline more easily with this approach, but first they must download the video.
 5. There is a basic editor accessible. Users will be able to edit the first video in the video upload menu. There are menu options for trimming videos, applying color filters, and adding motion effects to videos (Faiqah et al., 2016).
- d. Advantages and Disadvantages of YouTube

Because benefits and drawbacks are subjective concepts with varying inclinations, they are inseparable parts of a larger whole. The benefits and drawbacks of YouTube media, a social media platform that is currently quite popular. This is due to YouTube's numerous advantages and user-friendly features. A website does, however, have benefits and drawbacks. As Sutarti and Astati, the benefits and drawbacks of YouTube include:

- 1) Advantages of YouTube
 - a) Able to access and watch a variety of YouTube videos that have never been shown on TV, ensuring you never miss out on news or entertainment.
 - b) Because YouTube has a "search" menu, you may quickly look for the video you want by noting down the kind of video you're looking for..
 - c) Using our video player program, you can select from a variety of video formats on YouTube.

d) YouTube has high-quality videos that you can watch in a clear and comfortable manner.

2) Disadvantages of YouTube

a) Taking videos on YouTube will be hampered by an interruption in the internet connection .

b) YouTube videos typically have very big file sizes or capacities.

c) You must use other programs, such YouTube downloader and keepvid, as there isn't video capture tool on the YouTube website.

d) Additionally, YouTube offers open access video uploading features, which raises the possibility that careless individuals may abuse them. For instance, some people post videos online demeaning specific groups (Sutarti & Astuti, 2021).

Similar to the opinion above, according to Mahendra, the advantages and disadvantages of a media can be used as feedback for media development. According to him, the advantage of YouTube is that there are various types of videos available that can help, then YouTube is a website that is very easy to access via computer, laptop or smartphone. The downside is that there are still videos that are not suitable for public viewing. Then, there is still hate speech that often occurs in the comments column (Rangga, 2020).

e. Indikator of YouTube Channel

There are 6 indicators from the YouTube channel. These indicators are credibility, attractiveness, power interesting YouTube channel content can accepted rakmat in (Hartati, 2020)

1) Credibility

Credibility here consists of two elements. These elements are confidence and expertise.

2) Attractiveness, has similarities with audience and familiarity of communicator to communicant

- 3) One's power communicant. (ability be a role model)
- 4) Content attracts attention has new things and contains different things
- 5) Content is understandable two-way. Scommunicate involved, the language used easy to understand
- 6) Content acceptable content provides information and is entertaining (Hartati, 2020).

f. The role of YouTube as a learning medium

The choice of YouTube media is one of the media that is suitable for implementing the teaching and learning process. The advantages for teachers in using YouTube media are YouTube as a good instructional resource, as a source of teaching motivation tools that can involve students and modern learning styles, as a free learning resource in considering the education budget, through the YouTube teaching and learning process is more practical by simply inserting the video URL on the YouTube site you want to choose. Users can create an account to display in front of the class. Students can select learning materials based on their own interests, which makes learning exciting, motivating, and attention-grabbing. This is another advantage of using YouTube media based on blended learning. However, teachers in the classroom still have to guide and direct students in choosing content that is appropriate to the learning material. However, what are the obstacles in implementing learning using YouTube?

1. Not all teachers are technologically literate

This means that there are still many teachers who are not as adept at using technology as teachers who were born in 1980 and below. But as a teacher you have to because the world of education will definitely change with the times.

2. Economic Limitations

There are still many teachers whose welfare is still low so that some of them do not have technological support devices as do their students, not all of whom come from the upper middle class.

3. Cost

An internet network is really needed and must be on standby in online learning using YouTube, but when the learning system uses YouTube, internet network usage or data quota purchases soar. This is also one of the factors that hinders the implementation of learning using YouTube (Ulandari et al., 2021).

3. YouTube Channel English Conversation

The YouTube channel English Conversation is an English learning platform that offers various types of content to help viewers improve their English skills. One of the main characteristics of this channel is that it provides everyday English video dialogues in various situations, from formal situations such as job interviews to informal situations such as shopping or talking in a restaurant. Each video is presented with transcription, making it easier for viewers to understand and learn the vocabulary and expressions used in the conversation.

Apart from that, the YouTube Channel English Conversation also offers grammar tutorials that are easy to digest. These videos provide detailed explanations of certain grammar rules and provide examples of their use in practical sentences. This helps viewers understand English grammar structures better and apply them in everyday conversations.

Third, this channel presents audio content with the aim of improving listening skills. Viewers can listen to live exchanges in a variety of accents and speaking rates, helping them adapt to commonly spoken varieties of English. This is very beneficial for improving listening comprehension and expanding vocabulary.

Apart from the learning aspect, this channel also includes entertainment elements in some of their videos. Some videos display

humorous conversations or comic situations that involve the use of everyday English and the use of various images in each video. This approach makes learning more interesting and enjoyable.

And finally, this channel regularly updates content, adding new videos on topics that are relevant and suit the needs of viewers. This keeps the channel fresh and gives viewers the motivation to keep learning. Overall, the YouTube channel "English Conversation" is not just an English learning channel, but also a dynamic learning community that provides various resources to help viewers achieve a good level of English proficiency (www.youtube.com : Youtube English Conversation)

4. Concept of Listening

a. Definition of Listening

In order to receive intelligible input listening comprehension is crucial. A fundamental linguistic ability is listening. Through these medium, people get the majority of their education, knowledge, comprehension of the world and human events, as well as their ideas, sense of value, and appreciation. (Hadi et al., 2021).

Language is learned via listening. It gives students the knowledge foundation from which to build their understanding. Aside from that, hearing someone else's desires requires the ability to listen. Effective listening necessitates the ability to organize and retain the information being delivered because learners need to comprehend the content being conveyed. Understanding the meaning of listening comprehension requires the listener to apply their prior knowledge. Language proficiency related to the topics covered in the listening material is part of this. Put another way, pupils need to adjust to and comprehend what they have already learned as well as what they have heard and listened to. (Azizah & Sholikhah, 2023).

Listening is the first language skill a person acquires in one's life and the one most frequently used throughout a lifetime. Listening begins in the pre-school period with individual efforts to understand

what is happening around them, the formation of a universe that contains current knowledge, feelings, thoughts and the development of basic mental structures. The capacity to recognize and comprehend what someone else is saying is known as listening. This entails comprehending the meaning as well as the grammar, vocabulary, and accent or pronunciation of the speaker. (Hakim, 2018)

One of the most vital human activities is listening. This is because the majority of individuals obtain information. By use of active listening, educators can facilitate students' acquisition of diverse forms of knowledge, data, and concepts. Aside from that, listening can help students learn new vocabulary and develop their social skills, which are two more advantages of listening to kids. To get the most out of listening, students need to think of it as fun activity. It has more to do than school. All courses will be taught to students through hearing. Numerous professionals offer definitions of listening. (Ghonivita et al., 2021)

Mandarani in (Ratminingsih, 2018) explains that learning to listen requires pupils to be proficient in a number of areas, including processing and comprehending spoken language. Aside from that, proficiency with vocabulary, comprehension of decipher words or sentences are all necessary components of listening abilities/ understanding what is heard, providing an explanation, and then evaluating what was said are the steps involved in communication skill of listening. Researcher is the skill of being able to recognize, comprehend, and explain what has been heard based on the explanation provided above.

Approaches to assessing listening. The process of creating assessments involves taking theoretical ideas about a construct and translating them into practical test items, which are parts of a test that require a scorable response from the test-taker. Historically, there have been three main approaches to language testing: discrete-point,

integrative, and communicative approaches. Each approach is associated with certain theoretical concepts about language comprehension and specific testing techniques.

While these approaches do not form a precise or or coherent set of ideas, they tend to emphasize different aspects of language ability. Despite considerable overlap in the testing techniques of each approach, the theoretical notions behind testing practices are not always testing practices are not always explicitly stated. Test developers might be aware of these theories or might rely on intuition or traditional methods. Even when the theoretical foundations are not clear to the developers, we can often identify the its assessment by examining the test is not always possible (Buck, 2001).f.

Information processing theory. Robert M. Gagne (1972) describes learning as a process through which individuals become part of a complex, functioning society by developing skills, knowledge, attitudes, and values-collectively referred to as competencies result from various behaviors. Students acquire these abilities through: Students acquire these abilities through:

- 1) stimuli and the environment,
- 2) cognitive processes (Zulfah & Mukhoiyaroh, 2022)

Gagne outlines several steps in the learning process, which involve information processing: first, information is captured by the five senses and the transmitted to the barain for for processing. Second, there is a filtering process where some information is stored temporarily, with some being retained long-term while others are discarded. Third, the information stored in memory integrates with existing memories, allowing the experience to be recalled after further processing (Suryana et al., 2022)

b. Types of Listening

According to Vani in his journal, classifying listening consists of:

- 1) Casual listening: this category includes listening that is done for no particular reason. Listeners who engage in this kind of listening lack earnestness. Casual listening includes things like listening to music and stories.
- 2) Focused listening : this kind of listening involves the listeners continuing to take the material seriously. This listening is done with intention. It involves listening to lectures and other important information.
- 3) Appreciative listening: in this kind, the listener pays attention to acknowledge and value what. (Vani & Veeranjanyulu, 2023)

c. Elements of Listening

Shockingawful said that there are four elements of listening, namely:

- 1) The ability of listeners or pupils to concentrate while listening to the audio information is referred to as ability to focus. Capacity to concentrate on three things: reading, matching the text to the audio, and focusing on the eyes to listen to the audio. These eyes might have trouble adjusting to the various distractions found in a regular classroom as well as some loud noises coming from outside the building.
- 2) General understanding refers to the listeners' or students' ability to comprehend the text's primary topic. The concept of the text is typically quickly understood by the listeners. The basic meaning of what they hear can be imagined by the listeners.
- 3) Paying attention to specifics sometimes referred to as listening for certain data. It entails comprehending the assignment and paying attention to specific details.
- 4) The ability of learners or listeners to complete the task with the right response is known as accuracy of response. To receive the right response, you must comprehend the content and language. (Azizah & Sholikhah, 2023).

Harmer in (Ratminingsih, 2018) describe the two types of listening extensive and intensive. When students listen intently to practice both listening comprehension and English pronunciation, this is known as intensive listening takes place in a classroom or language lab setting, where teachers are present to assist students in their learning. On the other hand, listening that is done outside of the classroom is referred to as extensive listening. Usually, it seeks improvement or other objectives.

d. Principles of Listening

It takes a little more effort on the part of the teacher than the students to teach listening. The material does not have to be visually displayed first should be one of the guiding concepts of listening instruction. Appropriate listening lessons include associated activities both before and after the listening to extend beyond the core listening skills should go beyond comprehension and move on to action. According to Brown in (Latupono, 2022) the teacher should know some principles of teaching listening skills.

- 1) First, early in the ESL teaching process, listening should be the main focus. It implies that pupils need to get accustomed to hearing in order to learn English.
- 2) Second, the learning resources used in listening instruction should be applicable to the students everyday life. It can help pupils understand the relevance of the subject matter in everyday life.
- 3) Third, when a teacher chooses a word that presents a barrier for the pupils to grasp, listening should make the most of actual language.
- 4) Fourth, when it comes to the gender, age, dialect, accent, topic, speed, noise level, and genre of the speakers, listening should be varied. In order to swiftly assimilate the content of material, the idea is to pique pupils interest in it.

- 5) Fifth, asking pupils to listen and demonstrate their understanding of a task is a consistent teaching strategy. It can hone their listening abilities.
- 6) Sixth, it is never appropriate to start teaching language lessons on listening comprehension with a visual component. The audio must first be known to the kids. In addition, educators need to focus on the principles of both teaching and listening. As per the aforementioned listening teaching approach. The instructor must consistently request that the pupils listen for comprehension objectives. Thus, if the students are already aware of the goals of listening, they will be able to learn how to listen more skillfully. Using a straightforward dialogue to demonstrate how people might listen differently based on their goals in one method to accomplish that.

e. Listening Processes

A strategy that can help students overcome listening comprehension problems is to apply Top-Down and Bottom-Up processing in classroom learning. Top-down processing in listening involves developing meaning based on assumptions, inferences, goals, and other relevant knowledge. Meanwhile, Bottom-Up processing focuses more on grammatical details and word meaning (Andini, 2018).

Gebhard distinguishes between two types of information processing : top-down processing and bottom-up processing. Processing from the bottom up. Understanding information by examining sounds, word meanings, or grammar is known as “bottom-up” processing. Top-down processing , on the other hand, describes how information is understood by using schemata or, prior knowledge to analyze sounds, word meanings, or syntax. On the other hand, top-down processing describes how information is understood by using

prior knowledge or schemata are connected to the speakers everyday experiences with the subject being discussed. (Andini, 2018).

f. Procedure of Listening

In implementing Listening comprehension learning in the classroom, class activities will be divided into three activities, namely pre-listening, while listening and post-listening.

1) Pre-Listening

Pre-listening exercise serve to get you ready to listen. Prelistening allows the teacher to establish objectives, plan ahead for content to be listened to, prepare any necessary language or prior knowledge, and decide whether to proceed top down (from the overall meaning) or bottom up (which concentrates on words and phrases) students are therefore aware of the many kinds of listening that occur as well as the intent behind what is heard.

2) While Listening

Even though hearing is closely linked to text engagement, students practice listening during class.

3) Post Listening

Teachers might use questioning techniques during post-listening to help students deduce new words meanings from the context in which they appear. This activity is crucial because it helps improve students comprehension of how to deduce the meaning of unfamiliar words in a specific. (Mandarani, 2017).

g. Listening Assessment Indicator

Table 2.1 Listening Assessment Indicator

Understanding	
5	Understand: the listener perfectly responds for understanding
4	Understand: the listener perfectly responds for understanding with only mistake/fault
3	Understand: the listener perfectly responds for understanding

	with some mistakes
2	Understand: the listener only understood the material the material given
1	Understand: the listener doesn't perfectly responds for understanding
Duplicating	
5	Duplicating: the listener perfectly repeats or translates the message
4	Duplicating: the listener repeats or translates the message with only a few of mistakes
3	Duplicating: the listener only can repeat the message
2	Duplicating: the listener only can repeat the message with some mistakes
1	Duplicating: the listener can't repeat or translate the message
Transferring	
5	Transferring: the listener perfectly transforms the message such as making a personal identification, description, and/or drawing chart/table
4	Transferring: the listener can transform the message such as making a personal identification, description and/or drawing chart/table
3	Transferring: the listener transforms the message such as making a personal identification, description, and/or drawing chart/table with some mistakes
2	Transferring: the listener only can understand the message but can't transforms the message such as making a personal identification, description, and/or drawing chart/table
1	Transferring: the listener can't transform the message such as making a personal identification, description, and/or drawing

	chart/table
Answering	
5	Answering: the listener answers questions about the text perfectly.
4	Answering: the listener answers questions about the text with only a few of mistakes
3	Answering: the listener answers questions about the text with some mistakes
2	Answering: the listener only knows the questions but can't answer it.
1	Answering: the listener can't understand the questions and answer questions about the text

Source : <https://www.angelfire.com/journal/fsulimelight/listen.html>

B. Result of Relevant Research

In this research the author refers to previous research that is relevant to the research to be conducted. The following are some research results that are relevant to this research, namely:

1. Research conducted by Putu Enik Kristen & Diah Ayu Manik Pradnyadewi with the title "The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills" in 2023. The results of this research show that YouTube can help learners to improve their language skills, especially speaking skills (Kristiani & Pradnyadewi, 2021). The similarity between previous research and what I examine lies in the applications used in learning and also involving students during learning. The difference is, previous research focused more on speaking skills, while researchers focused more on teaching listening.
2. Relevant research was conducted by Fitria Zana Kumala with the title "The Effect of Using YouTube on Interest and Motivation in Learning Mathematics" in 2021. The results of this research show that YouTube has a significant positive effect on students' interest and motivation to learn in online mathematics learning (Kumala, 2021). The similarity of previous

research with what researcher lies in the use of the application used, namely the YouTube application. However, the research that will be carried out will focus on the Media Channel on YouTube, namely "English Conversation". The next difference can be seen from the dependent variable which refers to interest and motivation in learning mathematics, while researchers focus more on teaching listening.

3. Another relevant research is research conducted by Murni Mahmud, Abdul Halim, and Muftihaturrahmah Burhamzah entitled "Students' Perception on the use of YouTube in EnglishLanguage Teaching” in 2021. The results of this research show that students have a positive perception of using YouTube as a teaching medium in the English Literature Study program (Mahmud et al., 2021). The similarity between previous research and the research to be conducted is using YouTube. The difference between previous research and the research to be conducted is that the previous research focused more on student perceptions and therefore used qualitative research, while the research to be conducted focuses on the effectiveness of the "English Conversation" media channel on YouTube
4. The next research relevant to the research that will be carried out is research conducted by Tryas Mutoharoh, Maya Dewi Kurnia, Jaja, Cahyo Hasanudin with the research title “Using YouTube Applications for Learning Media”(Mutoharoh et al., 2022). The similarity between this research and the research that will be carried out is using the YouTube application. However, the difference between this research and previous research is that the previous research only focused on learning media, but the research that was carried out focus on teaching listening.
5. The latest relevant research to the research to research condicted by MicaSiar Meiriza and Andreas Raja Tengah Seberang with the research title “The Influence of YouTube Social Media on Learning Achievement of Economics Education Students Stambuk 2018 UNIMED” (Meiriza & Sebayang, 2023).The similiarity between this research and the research that will be carried out is using the YouTube application. However, the

difference between the previous research and the research to be conducted is that the previous research aimed at student learning achievement while the research that was conducted aims at teaching listening.

C. Hypothesis

The research hypothesis are formulate as follows :

1. H0 : The use English ConversationMedia Channel YouTube is not effective in teaching listening of eight grade students at SMPN 2 Kajuara
2. H1 : The use English ConversationMedia Channel YouTube is effective in teaching listening of eight grade students at SMPN 2 Kajuara

CHAPTER III

RESEARCH METHOD

A. Types and Approach of the Research

The type of the research that use in this research is experimental research. The goal of experimental research is to test a hypothesis on the existence of an effect of a treatment or action, or to ascertain the impact of an educational intervention on student behavior (R. Akbar et al., 2023). In this research, researcher used quasi experiment. A quasi-experiment is an experiment in which the assignment of the smallest experimental units into experimental and control groups is not carried out random (nonrandom assignment) (Hastjarjo, 2019).

The research approach that used in this research is a quantitative approach (Harmilawati et al., 2024). The main goal in this research is to test a hypothesis or answer a research question using statistical methods, the hypothesis of this research is the use of Media Channel "English Conversation" effective in teaching listening at Eight Grade Students of SMPN 2 Kajuara. The approach took in this research is a quantitative approach that focuses on the effectiveness of using Media Channel English Conversation in teaching listening at eight grade of SMPN 2 Kajuara. The design of this experimental research can be seen in the table below.

Table 3.1

One-Group Pretest-Posttest Design

Pretest	Treatment	Posttest
01	X	02

(Sugiyono, 2017)

Note:

01: Pretest Score (Before treatment)

02: Posttest scores (After Treatment)

X: Treatment (Media Channel "English Conversation")

B. Variable Definition

Research variables refer to elements that are related or attached to the research subject. The objects of the study may include individuals, objects, transactions, or events gathered from the research subjects, reflecting a condition or value held by each research subject. In this research there were 2 research variables, these variables were:

- a. Independent variable: Independent variables are variables that influence or cause changes in the dependent variable or variable Y, which is the problem in this research (Ningsih, 2021). The independent variable in this research is the use of media channel “English Conversation”
- b. Dependent variable: The dependent variable is the variable dependent that is influenced by variables X or Independent variable, is the main focus in observation and is the aim of the research (Ningsih, 2021). The dependent variable in this research is teaching listening at eight grade students of SMPN 2 Kajuara.

C. Place and Time of the Research

1. Place of The Research

This research take place at class VIII B of SMPN 2 Kajuara. The reason researcher chose this place was because there had been no similar research in this place was easily accessible to researcher.

2. Time of The Research

The research conducted from May to June 2024. Data is collect completely

D. Population and Sample

1. Research Population

Population refers to the total number of entities, units, or individuals whose characteristics you want to investigate. Especially students of class VIII B SMPN 2 which amounts to 29 students.

Table 3.2
Class VIII Students at SMPN 2 Kajuara

Class	Total
VIII A	29
VIII B	29
VIII C	27
Total	79

(Documentation of SMPN 2 Kajuara, 2023)

2. Research Sample

Population can be interpreted as all elements in the research included objects and subjects with certain characteristics and characteristics (Amin et al., 2023). Purposive sampling is the method of sampling, according to sugiyoni, is a technique for selecting data sources with specific considerations, such as the one who is thought to be the most knowledgeable about our expectations. (Chan et al., 2020). The researcher chose this sampling technique because only students in class VIII B possess smartphones, and they are permitted to use Youtube.

E. Data Collection Techniques

This Research used a quantitative approach. Therefore, data collection techniques were in the form of observation, questionnaire, test, and documentation.

1. Observation

Observation is a very useful method in research, especially when the research involves human behavior, work processes, or natural phenomena. The use of observation becomes relevant when the number of respondents observed is not too large, so that researcher can focus more on observations. Observation was conducted to assess the implementation of using English Conversation Media Channel YouTube in teaching listening at eight grade students of SMPN 2 Kajuara.

2. Questionnaire

This data collection technique was carried out by presenting questions or statements to respondents to answer. The aim is to obtain data on the extent of students' understanding of Youtube media channel English Conversation as a teaching listening. The questionnaire to be used in this research a closed-ended questionnaire utilizing the Likert scale.

3. Test

This data collection technique was used to collect data to compare in the resultscore of students before and after using the Youtube Media Channel English Conversationin teaching listening.

a. Pretest

This pre-test process can be tailored to the specific needs and grade levels. When using Youtube media channel “English Conversation” as a teaching listening, a pre-test can be designed to measure the initial understanding listening skills of students before engaging in learning activities with this platform.

b. Treatment

After giving the pre-test, the researcher gave treatment of students. Researcher was carried out YouTube application on the English Conversation channel. There 2 treatments meeting. The treatments steps that researcher tookwere:

- 1) Researcher carried out listening lessons
- 2) Researcher introduced the English Conversation YouTube channel to students
- 3) The researcher explain the learning materials on the English Conversation YouTube channel
- 4) Researcher learn listening with students using listening using the English Conversation Youtube channel

c. Posttest

The post-test is an evaluation conducted after students engage in teaching listening using Youtube media channel English Conversation. Its purpose is to measure the extent to which students have understood and improved their listening skills after participating in learning activities using this social media platform.

4. Documentation

In various activities or research, documentation plays a crucial role in supporting transparency, efficiency, and sustainability. In the context of this research, the documents to be collected include attendance lists, questions, student grades pre/post-tests, observation sheets, questionnaire forms, as well as the organizational structure within the school.

F. Research Instruments

Research instruments are devices that are used to collect data in a research context. In this research, the instruments used include observation sheets, questionnaire sheets, test (pretest and post-test), and list of documentation.

1. Observation sheets

The observation sheets, there are ten questions that can be used as guidelines to observe and evaluate the implementation of English Conversation media channel in teaching listening classes for VIII-grade students at SMPN 2 Kajuara. In the observation sheets, there are eight questions serving as guidelines to observe and evaluate the implementation of English Conversation media channel YouTube in teaching listening for class VIII at SMPN 2 Kajuara. Firstly, the observation focuses on how the teacher introduces content through Youtube, assessing the extent to which the use of this social media platform can spark interest and engagement among students. Secondly, monitoring includes observing student interactions with the platform, assessing the level of participation, discussions, and active involvement in the learning activities. Additionally, observation is

directed towards students' responses to the learning content presented via English Conversation media channel YouTube, identifying whether this media is effective in delivering information in an engaging and understandable manner.

Fourthly, assessment aspects are also observed, including how teachers provide feedback on assignments or projects submitted through the Youtube platform. Observations are made regarding the extent to which students' creativity can be expressed through this medium. Moreover, attention is given to how teachers respond to questions or comments posed by students through the platform. The sixth and seventh observations cover technical aspects of using Youtube Media Channel in teaching listening, such as the availability of internet access, devices used, and potential technical barriers that may affect the implementation of learning. Finally, special attention is given to the classroom atmosphere, involving elements such as student enthusiasm, clarity of instructions, and the overall learning environment. By using these observation guidelines, a comprehensive assessment of the effectiveness of using Media Channel “English Conversation” in teaching listening at eight grade students of SMPN 2 Kajuara can be obtained.

2. Questionnaires sheets

The questionnaire sheets, there are 10 questions that answered by students using the Likert scale.

3. Test

In this research, two test was carried out, pretest and posttest, where the test given is a written test consisting of ten numbers. The administration of pre-tests and post-tests can provide an overview before and after using media channel English Conversation, helping to measure progress and the effectiveness in listening skills.

4. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, an attendance list is implemented to identify participants, ensure consistent attendance, and facilitate the verification of the representativeness of the participant group. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under investigation and laying the foundation for in-depth data analysis. Additionally, student grades before and after interventions are recorded to evaluate the impact of the independent variable on academic performance. Observations are conducted through observation sheets to record behaviors, situations, or events that may be challenging to quantify, offering a deeper understanding of contextual and non-academic variables (Zulfikar, 2023). The use of questionnaire forms adds a subjective dimension by collecting views, perceptions, or opinions from respondents that may not be revealed through other objective data. Lastly, understanding the school's organizational structure is crucial for a deeper context, identifying hierarchies, divisions, and responsibilities that may influence research outcomes. By integrating all these elements, this research can yield comprehensive and diversified data, providing profound insights into the impact of interventions or variables under investigation.

G. Validity and Reliability Test

Data that has been collected, such as questionnaires, tests, and observation sheets, was tested using Validity Test and Reliability Test are carried out, this is an absolute requirement to get research results that are valid and reliable.

1. Validity Test

Is the degree of consistency between the data that actually occurs on the object and the data collected by the researcher.

Validity Test Criteria were as follows:

- a. If $0.05 > T\text{-table}$ then the questionnaire item is valid.
- b. If $0.05 < T\text{-table}$ then the questionnaire item is said to be invalid

The instruments that undergo validity testing are the questionnaire sheet and test sheet. Before a research instrument is used, it must be tested for validity first. If the instrument has been validated, it can then be used in the research to determine its validity using SPSS 22.0, with the requirement of comparing the value of $r\text{-hitung}$ with the value of $r\text{-tabel}$. If the value of $r\text{-hitung}$ is greater than $r\text{-table}$, the the questionnaire and test can be considered valid.

The validity test results of the questionnaire statements and test items in this research are as follows:

Table 3.3
Questionnaire Validity of The Test

Items	r-count	r-table	Criterion
1	0,485	0,367	Valid
2	0,444	0,367	Valid
3	0,430	0,367	Valid
4	0,418	0,367	Valid
5	0,431	0,367	Valid
6	0,475	0,367	Valid
7	0,511	0,367	Valid
8	0,534	0,367	Valid
9	0,494	0,367	Valid
10	0,505	0,367	Valid

(Source: Results of data analysis with SPSS 22)

Based on the table above, it is known that an item is declared valid if the pearson correlation calculation is $> r\text{-table}$ (Sig. 0,05). The results of testing the validity of 10 questionnaire statement items for 29 respondents showed that $r\text{-count} > r\text{-table}$.

The results in the table above on the r-count value being greater than the r-table with a value of 0,36

Table 3.4

Validity of the pre-test

Name of Items	r-count	r-table	Criterion
Understanding	0,711	0,367	Valid
Duplication	0,653	0,367	Valid
Transferring	0,739	0,367	Valid
Answering	0,648	0,367	Valid

(Source: Results of data analysis with SPSS 22)

From table 3.4 it can be seen that it is declared valid if r-count > r-table (Sig.0.5). can be seen in Sig. r-table is 0.05, it is known that the r-table value for 29 respondents is 0.367. Thus, the r-count value for each pretest question item shows a result greater than 0,367 so that 10 pretest questions are declared valid.

Table 3.5

Validity of The Post-Test

Name of Items	r-count	r-table	Criterion
Understanding	0,681	0,367	Valid
Duplication	0,553	0,367	Valid
Transferring	0,747	0,367	Valid
Answering	0,735	0,367	Valid

(Source: Results of data analysis with SPSS 22)

From table 3.5 it can be seen that it is declared valid if r-count>r-table (Sing. 0,5) can be seen in Sig. r-table is 0,05, it is know that the r-table value for 29 respondents is 0,367. Thus, the r-count value for each posttest question item shows a result greater than 0,367 so that 10 posttest questions are declared valid.

2. Reliability Test

It is the extent to which measurement results using the same object was produced the same data. A questionnaire was said to be

reliable or reliable if students' answers to statements are consistent or stable over time. The instruments that undergo reability testing are the questionnaire sheet, and test sheet.

Table 3.6
Questionnaire Reliability of the Test

Cronbach's Alpha	N of Items
.609	10

(Source: Results of data analysis with SPSS 22)

The reliability test results shown in table 3.6 indicate that the cronbach's alpha value is either 0,609 or $0,609 > 0,60$. Indicating that the degree of trustworthiness of statement items is high.

Table 3.7
Pre-test Reliability of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.631	4

(Source: Results of data analysis with SPSS 22)

Based on table 3.7 of the reliability test results above, it can be seen that the cronbach's alpha value is 0,631 or $0,631 > 0,60$. Meaning that statement items have a high level of reliability

Table 3.8
Post-test Reliability of the test

Cronbach's Alpha	N of Items
.618	4

(Source: Results of data analysis with SPSS 22)

Based on table 3.8 of the reliability test results above, it can be seen that the cronbach's alpha value is 0,618 or $0,618 > 0,60$. Meaning that statement items have a high level of reliability.

H. Data Analysis Technique

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of data before and after treatment using the Youtube Media Channel, this research used the Shapiro-Wilk Test. This test will be use the SPSS application, and the significance level used was 0.05. Normality test results are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed

2. Homogeneity test

Used to determine whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 25 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.
- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2017).

3. Test for Hypothesis

A parametric test called the paired Sample T-Test is used to determine whether two variables hypotheses are the same or not. The two measurements made by the paired participants during the two distinct observation periods provided the data. The paired sample test is used to ascertain whether the average score before and after treatment differs significantly. If the significant of the paired samples t-test $< 0,05$, then H_0 rejected and accepts H_a .

After obtaining pretest and posttest values, the researcher analyzes the scores using the normality gain test. This analysis is utilized to assess the effectiveness of the given treatment. The classification of normality gain values is interpreted as follows (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$N-Gain = \frac{\text{Post-Test Score} - \text{Pre-Test Score}}{\text{Max Possible Score} - \text{Pre-Test Score}}$$

Note:

Post-Test Score : Post-Test Score is the score after treatment or learning.

Pre-Test Score : Pre-Test Score is the score before treatment or learning.

Maximum Possible Gain: Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference between the maximum score after treatment and the initial score.

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below :

Tabel 3.9

Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019)

CHAPTER IV

RESEARCH FINDING

A. General Description of Research Location

1. Profil of SMP Negeri 2 Kajuara

- a. Name of School : SMP Negeri 2 Kajuara
- b. School Address : Road Sinjai Palattae Axis, Wetuwow
Village, Kajuara sub-district, Bone
Regency
- c. Phone Number : -
- d. School Status : Country, level, and accreditation B
- e. Name of the School Foundation : -
- f. NPSN : -
- g. Surface Area : Land area 12.298 m
Building area : -
- h. Number of Study rooms : 13 room
- i. Study Time : 7.30-13.00
- j. Foreign Subjects : English
- k. Form of Education : SMP
- l. Ownership status : Local government
- m. School establishment decree : In 1997

2. Vision of SMP Negeri 2 Kajuara

Excel in achievement, culture and character based on faith and piety.

3. Mission of SMP Negeri 2 Kajuara

- a. Establishing harmonious cooperation between school residents and the environment, educational institutions and non-educational institutions
- b. Improve academic and non-academic skill with an entrepreneurial perspective
- c. Developing graduate competency standards (SKL)
- d. Develop content standards (curriculum at educational unit level)

- e. Developing educational process standards
- f. Developing educational standards and educational personnel
- g. Develop standards for educational facilities / infrastructure
- h. Develop school management standards
- i. Develop financing standards
- j. Developing standards of faith and devotion to the almighty God, respecting the diversity of cultures, ethnicities, races and socio-economic groups within the national scope
- k. Appreciate works of art and national regional culture to improve creative abilities.
- l. Develop a learning process that is based on national character and has a creative economy perspective
- m. Improve discipline
- n. Improve character / culture and national character

4. Goals of SMP Negeri 2 Kajuara

- a. Achieving a 100% graduation rate with an average of average value 7,50.
- b. Increasing the percentage of graduates accepted into state schools (SM/SMK/MA) as safe as possible less than 90% of graduates.
- c. Winning competency sharing, OSN and various competition at district, provincial and even levels national level.
- d. Implementation of various activity programs religious matters such as tutoring in reading and writing the Koran, express Islamic boarding school, and commemoration of major holidays religious.
- e. Implementation of the 9 k program (keamanan, ketertiban, keindahan, kebersihan, keterbukaan, dan keteladanan) so that the school becomes conducive.
- f. Implementation of the 5 S program (salam, sapa, senyum, sopandansantun).
- g. Availability of standard learning media required.

- h. Established cooperation between residents/extended families school and surrounding environment.
- i. Implementation of student self-development programs according to their respective talents and interests
- j. Improve service to all parties based on SAS (standaradministrasisekolah)
- k. Fulfilling learning media needs.
- l. Implementation of national day and day celebrations big religious.

B. The Result and Discussion of the Research

1. Result of the Research

a. Normality test

Normality test is a that assesses a normally distributed data distribution. This test aims to determine that the data obtained by the researcher is normally distributed. The normality test requirement is that if the significance is $> 0,05$ then the data can be said to be normal. The normality test used in this research is the Shapiro Wilk test. The normality test results from this results from this study are as follows:

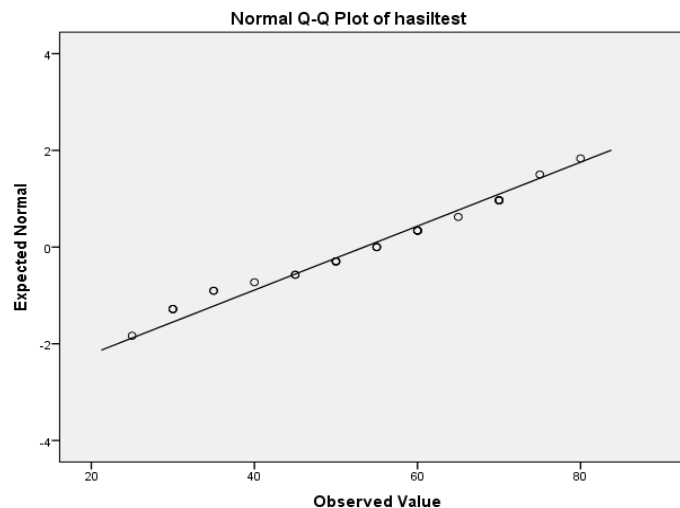
Table 4.1

Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest	.116	29	.200*	.955	29	.240
posttest	.190	29	.009	.933	29	.067

Source : Results of data analysis with SPSS 22

Based on the research normality results table above, it is known that the significance value of the pretest results is $0,240 > 0,05$, while the significance value of the posttest results is $0,067 > 0,05$. Therefore, based on the results of the table above, it can be concluded that the pretest scores can be normally distributed.

Graphic 4.1**Q-Q Plot**

(Source : Result of data analysis with SPSS 22)

Normality test with Q-Q Plpt can be seen by looking at the distribution of ponts on the diagram. If the points are close to the diagonal line, it can be concluded that the data is normally distributed, but if on the contrary the ponts are away from the diagonal line the the data is not normally distributed.

Based on the results of the normal Q-Q Plot in the research above, it can be seen that the points are close to the diagonal line. It can be concluded that the test result values are normally distributed.

b. Homogeneity test

To find out whether the data homogenous or do not have the same variance as each other, a homogeneity test is used. Homogeneity test using the ANOVA test with the SPSS 22 program. The homogeneity test criteria for this research were as follows.

Table 4.2
Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Test Results	Based on Mean	2.137	1	56	.149
	Based on Median	2.207	1	56	.143
	Based on Median and with adjusted df	2.207	1	55.656	.143
	Based on trimmed mean	2.205	1	56	.143

(source : Results of data analysis with SPSS 22)

Based on the table above, the results of the homogeneity test in this research were obtained with a significance value of $0,147 > 0,05$. From these results it can be concluded that the data is homogenous.

c. Hypothesis Test

1) Paired Sample T-test

Once it is known that the data is normally distributed and homogeneous, hypothesis testing was carried out. This aims to answer the research hypothesis contained in this research. The test carried out is the Paired Sample T-test. The following are the results of the Paired Sample T-test using SPSS 22.

Table 4.3
T-test (Paired Sample Test) Results

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	- 23.44828	6.56063	1.2182 8	- 25.9438 1	-20.95275	- 19.24 7	28	.000

(Source : Results of data analysis with SPSS 22)

Based on the table above, the Sig. value is obtained (2-tailed) of 0,000. This value is smaller than 0,05 or $0,000 < 0,05$. The H_0 is rejected and H_1 is accepted, meaning that Media Channel English Conversation is Effective in Teaching listening of eight grade students at SMP Negeri 2 Kajuara.

2) N-Gain Test

The N-Gain test was carried out on the results of students listening tests with the aim of finding out the effectiveness of media channel conversation is effective in teaching listening of eight grade students at SMP Negeri 2 Kajuara. The N-Gain test is carried out by calculating the difference between the pretest and posttest scores so that it is known whether the results can be said to be effective or not.

Table 4.4

N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_score	29	.31	.78	.5243	.12569
NGain_persen	29	30.77	77.78	52.4309	12.56920
Valid N (listwise)	29				

Source : (Results of data analysis with SPSS 22)

Based on the table of the results of the n-gain test above, the mean score value was obtained at 0.57. This can be seen based on the improvement criteria from the following pretest and posttest results :

Table 4.5
N-Gain Level Criteria

Gain normality value	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n \leq 0,70$	Medium
$0,00 \leq n \leq 0,30$	Low

(Source : Karianingsih in(Oktavia et al., 2019))

Based on the N-Gain score criteria, the score in the second interval, namely $0,30 < g < 0,70$, is categorized as medium-gain. So there is a moderate increase in the use of the media channel English Conversation is effective in teaching listening of eight grade students at SMP Negeri 2 Kajuara.

Table 4.6
N-Gain Effectiveness Interpretation Category

Percentege (%)	Interpretation
<40	Non Effective
40-50	Les Effective
56-75	Fairly Effective
>76	Effective

(Source : Nasir in (Nawir & Khaeriyah, 2019))

Based on the N-Gain percent value, the percentage obtained is 52% so it can be interpreted that N-Gain value is in third place, namely 56-76. The interpretation of the presentation means that the English Conversation media channel YouTube for teaching listening to students has increased on a scale of 56-76 which is included in the quite effective category.

2. Discussion

The research that has been conducted shows that there is effectiveness in using the English Conversation media channel YouTube in teaching listening to students. Judging from the results of the students listening test data before and after being given treatment or treatment in the form of using the English Conversation media channel YouTube, it shows an increase, which is indicated by the average test results increasing after students use the application to learn listening.

Based on previous research related to this research, there have been several studies that discuss influence and effectiveness an application or video based learning media for listening skills such as research written by AiniSafitri (2021) which examines the use of the YouTube application in teaching students vocabulary, research written by Ni KadekAriani et.al (2021) regarding animated video media to improve listening skills in early childhood by RiyanMaulana and Rahmad (2020) which discusses the use of English Video Cartoons combined with the Total Physical Response (TPR) technique in teaching listening. This shows that research using both video based and applicationbased learning media on listening skills has researched using other variables, methods and results. However, there has been no research that specifically discusses regarding the effectiveness of using English Conversation media channel YouTube towards listening teaching as in this research.

Based on a hypothetical test, the N-Gain score test results on the research instrument, namely 0,52 on the test results which are categorized as having moerated effectiveness. It can be seen that there is a medium increase between the pre-test and post-test scores. The value in N-Gain percentage on the test is 52%. Therefore, the scores on the N-Gain test on the research instrument are in the inetval second, namely $0,3 \leq g \leq 0,7$ where the use of the English Conversation media channel YouTube in teaching students listening was quite effective to implement. Apart from that, based on the hypothesis test, it shows that the significance value is

less than 0,05, which means that H_0 is rejected and H_1 is accepted. The significance value is $0,000 < 0,05$, so H_1 is accepted which states that the effectiveness of using english conversation media channel youtube in teaching listening at eight grade students of SMP Negeri 2 Kajuara Bone regency.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on the research results, in hypothesis testing, a Sig (2-tailed) value of 0,000 was obtained. Because $\text{Sig} < 0,05$ H_0 (The use of English Conversation Media Channel YouTube is not Effective in teaching listening of eight grade students at SMPN 2 Kajuara) rejected and accepted H_1 (The use of English Conversation media channel YouTube is effective in teaching listening of eight grade students at SMPN 2 Kajuara). It can be seen that the results of the students listening tests after the treatment (English Conversation media channel YouTube) were applied were higher than the results of the N-Gain score test on research instrument, the N-Gain value on the test instrument 0,52 or in percentage, namely 52% score on the test N-Gain for the research instrument is in the second interval, namely $0,3 \leq g \leq 0,7$. Therefore, the results of the N-Gain percentanage were tested on the research instrument classified as quite effective. Based on the problem formulation in this research, is the English Conversation Media Channel YouTube effective in teaching listening at Eight Grade Students of SMPNegeri 2 Kajuara Bone Regency, it was concluded that the use of the English Conversation media channel in teaching students listening was quite effective to implement.

B. Suggestion of The Research

Based on the results of research on the effectiveness of using english conversation media channel youtube in teaching listening at eight grade students of SMP Negeri 2 KajuaraBone Regency, the researcher was provided the following suggestions:

1. English Teacher

English Teacher at SMPN 2 Kajuara are expected to be able to apply various things more interesting methods, techniques and learning media to support listening teaching well and improve students.

2. Students

Students are expected to be able to master listening because one of the important parts that supports English language skills is being able to listen to English pronunciation

3. Next Researcher

It is hoped that for future researchers, if want to conduct research that is identical to theme of this research, it is hoped that you will add variabls new to find out the effectiveness of using the YouTube application and provide a better picture of the contribution of the variable that have been used.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

Appendix 1

RESEARCH INSTRUMENT GRID

The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students of SMP Negeri 2 Kajura Bone Regency

No.	Variables	Indicators	Instruments	Data Resource
1.	English conversation media channel YouTube		Media, and questionnaire sheet	Students
2.	Listening	a. Understanding	Test sheet	Students
		b. Duplicating	Test sheet	Stundets
		c. Transferring	Test sheet	Stundets
		d. Answering	Test sheet	Stundets

Appendix 2

OBSERVATION SHEET STUDENTS

A. Respondent indentity

Name :

Class :

Number :

B. Filling Instructions

1. Read carefully each question in this observation sheet before anserwing it
2. Give your answer by ticking (✓) on the answer choices provided
3. This answer is puruly scientific
4. Thank you for your help and participation
5. Description

Yes : iya

No : tidak

No	Aspect	Yes	No
1.	Students are able to access the YouTube application smoothly		
2.	Students are able to master the fuatures of the YouTube application		
3.	Students Responded Well To The English Conversation Media Channel YouTube		
4.	Students are motivated to learn listening by using the YouTube application on the English Conversation media channel		
5.	The teacher understands the level of listening comprehension in students		
6.	The teacher is able to direct students to access the English Conversation media channel on the YouTube application		
7.	The delivery of listening material by the		

	teacher using the English Conversation media channel can attract students attention		
8.	The teacher provides an evaluation of students understanding in listening learning through questions		
9.	Students felt that learning with the YouTube channel helps improve their listening skills		
10.	The teacher ensures that all students can access the selected YouTube videos		

Appendix 3

QUESTIONNAIRE SHEET STUNDETS

The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency

A. Instructions for filling out the questainnaire

1. Fill in your identity in the column that has been provided
2. Read each statement carefully and thoroughly.
3. Answer each statement by choosing one of the four alternative answers that have been provided.
Alternative Answer
4 : Strongly Answer
3 : Agree
2 : Disagree
1 : Strongly Disagree
4. Answer by putting a check mark (✓) on one of the answers
5. Answer according to your opinion

B. Respondent identity

Name :

Number :

Class :

No	Pernyataan	Answer			
		4	3	2	1
Media Channel Youtube “English Conversation”					
1.	I know what the YouTube English Conversation media channel				
2.	The English Conversation medi channel helped me in learning				
3.	I was helped in practicing listening in my				

	daily life with the English Conversation media channel				
4.	I am interested in using the YouTube application because there are media channels that can help me in teaching listening				
5.	I felt that my listening learning progress has increased after using the YouTube application on the English Conversation media channel				
Teaching Listening					
6.	I really enjoy listening lessons				
7.	I use the application in learning listening				
8.	I like using application in learning listening				
9.	I am motivated to learn listening when the teaching methods are varied and interesting				
10.	Listening teaching can improve my mastery of English				

Appendix 4

PRETEST AND POSTTEST SHEET

The Effectiveness of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students of SMP Negeri 2 Kajuara Bone Regency

Pre-Test and Posttest

1. Excuse me, do you.... .. if I sit here
 - a. Mine
 - b. Mind
 - c. Wine
 - d. Think
2. I'm a freelance I write articles and blog posts for various clients
 - a. Writer
 - b. Waiter
 - c. Writing
 - d. Read
3. And with the of digital media, there are more opportunities for writers than ever before
 - a. Rice
 - b. Nice
 - c. List
 - d. Rise
4. I have a job interview And I don't want to be late.
 - a. Uptown
 - b. Towndown
 - c. Downtown
 - d. Road
5. I have a background in marketing and I'm for this opportunity
 - a. Excited
 - b. Exit
 - c. Backstreet
 - d. Explicit
6. I like playing sports,..... and listening to music
 - a. Hiking
 - b. Traking
 - c. Walking
 - d. Touring
7. I've been working in the same company for a Now and I just enrolled in a masters program.
 - a. New years
 - b. Few years
 - c. Theree years
 - d. Six years

8. I've always been interested in technology and I want to With the latest developments in the field.
- a. Clean up c. Sit up
 - b. Swip up d. Keep up
9. They have a lot of interesting and artifacts that will give you a good understanding of the place's history and culture
- a. Exhibits c. Exit
 - b. Inhabits d. Exbition
10. I get to a lot of amazing places and meet new people.
- a. Sea c. See
 - b. She d. Sit

APPENDIX
DATA AND ANALYSIS OF
THE RESEARCH

Appendix : 5 Respondents

No	Name	Reg. No	Class
1.	Raihan	2906	VIII B
2.	Riswan	2907	VIII B
3.	Farah	2908	VIII B
4.	Aqilah	2909	VIII B
5.	Aulia	2910	VIII B
6.	Husna	2911	VIII B
7.	Dinda	2912	VIII B
8.	Fairul	2913	VIII B
9.	Fajri	2914	VIII B
10.	Febi	2915	VIII B
11.	Ferdi	2916	VIII B
12.	Irkah	2917	VIII B
13.	Leoni	2918	VIII B
14.	Manjja	2919	VIII B
15.	Marchel	2920	VIII B
16.	Hafrisan	2960	VIII B
17.	Meutia	2921	VIII B
18.	Meysyah	2922	VIII B
19.	Nifta	2923	VIII B
20.	NurAyini	2924	VIII B
21.	Rezki	2957	VIII B
22.	RezkiMuliani	2926	VIII B
23.	Rifaldi	2927	VIII B
24.	Rista	2928	VIII B
25.	Rusdi	2929	VIII B
26.	Sri Maharani	2930	VIII B
27.	Subhan	2931	VIII B
28.	Syahrul	-	VIII B
29.	Miftahul	-	VIII B

Appendix 6 : Result of Observation Sheets

[illegible]

Appendix 7 : Results of the Questionnaires Sheets

Name	1	2	3	4	5	6	7	8	9	10	Amount
R1	4	3	4	4	4	4	4	3	4	3	37
R2	3	4	2	4	3	3	4	4	3	2	32
R3	3	4	3	3	2	3	2	2	2	4	28
R4	2	3	4	2	2	4	3	4	3	3	30
R5	1	3	3	3	3	3	4	3	2	2	27
R6	4	4	2	3	4	2	2	3	3	3	30
R7	3	3	3	3	3	4	4	3	4	4	34
R8	4	4	1	2	2	1	3	2	3	2	24
R9	2	2	2	3	1	1	4	2	4	1	22
R10	2	3	3	4	1	3	2	3	3	1	25
R11	3	4	4	4	2	4	4	4	4	2	35
R12	4	2	3	2	3	3	2	3	2	3	27
R13	3	1	4	3	4	3	3	3	3	4	31
R14	3	3	3	4	4	2	4	4	4	3	34
R15	4	4	4	3	2	3	2	4	3	4	33
R16	2	2	2	3	1	4	1	3	3	2	23
R17	2	1	3	2	3	3	2	4	2	3	25
R18	3	4	1	3	4	4	4	3	4	4	34
R19	4	3	3	2	3	4	4	3	4	2	32
R20	4	4	4	4	2	4	4	2	2	3	33
R21	3	2	3	3	2	3	4	2	3	4	29
R22	2	3	2	2	3	3	3	1	3	1	23
R23	1	2	2	3	4	4	4	3	1	2	26
R24	3	4	3	2	3	3	2	2	3	3	28
R25	2	3	4	2	2	4	3	3	4	4	31
R26	4	2	4	3	1	3	1	2	3	3	26
R27	3	4	4	3	1	3	4	4	4	3	33
R28	3	2	3	4	3	4	3	3	4	2	31
R29	4	4	3	3	4	4	4	4	4	3	37

Appendix8:Results of the Pre-Test

Name	U	D	T	A	Amount
R1	3	2	4	2	11
R2	2	4	1	3	10
R3	1	3	4	2	10
R4	2	3	4	3	12
R5	2	4	3	1	10
R6	4	2	1	5	12
R7	3	4	2	3	12
R8	2	3	3	3	11
R9	2	4	2	4	12
R10	4	4	4	2	14
R11	2	2	1	1	6
R12	3	2	1	1	7
R13	1	2	1	3	7
R14	2	1	1	2	6
R15	1	4	2	2	9
R16	4	2	3	3	12
R17	1	2	3	2	8
R18	3	4	2	4	13
R19	1	2	2	4	9
R20	4	2	4	4	14
R21	3	4	4	3	14
R22	2	1	1	1	5
R23	3	4	4	3	14
R24	4	3	4	4	15
R25	1	2	1	2	6
R26	4	4	3	3	14
R27	2	3	3	3	11
R28	4	4	4	4	16
R29	3	3	2	2	10

Appendix9 :Results of the Post-Test

Name	U	D	T	A	Amount
R1	4	4	5	4	17
R2	4	3	4	5	16
R3	2	4	5	4	15
R4	5	4	4	5	18
R5	4	5	4	3	16
R6	4	3	4	4	15
R7	4	3	5	4	16
R8	4	5	3	4	16
R9	4	4	3	5	16
R10	4	4	5	5	18
R11	3	4	3	2	12
R12	4	3	2	3	12
R13	4	3	2	2	11
R14	3	3	2	4	12
R15	3	4	3	4	14
R16	4	3	5	4	16
R17	4	3	4	3	14
R18	5	3	4	5	17
R19	4	3	4	3	14
R20	4	4	5	4	17
R21	5	4	4	5	18
R22	2	3	2	3	10
R23	4	4	3	5	16
R24	5	4	2	4	18
R25	3	4	2	4	13
R26	5	5	4	3	17
R27	4	5	5	4	18
R28	5	5	4	5	19
R29	4	4	3	4	15

Appendix 10 : The Output of SPSS

a. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.116	29	.200 [*]	.955	29	.240
posttest	.190	29	.009	.933	29	.067
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

b. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
HasilTes	Based on Mean	2.137	1	56	.149
	Based on Median	2.207	1	56	.143
	Based on Median and with adjusted df	2.207	1	55.656	.143
	Based on trimmed mean	2.205	1	56	.143

c. Paired Sample Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	53.4483	29	15.12469	2.80858
	posttest	76.8966	29	11.75750	2.18331

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	29	.911	.000

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-23.44828	6.56063	1.21828	-25.94381	-20.95275	-19.247	28	.000

APPENDIX III

DOCUMENTATION





APPENDIX

CORRESPONDENCES



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 605.D1/III.3.AU/F/KEP/2023**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Muh. Judrah, M.Pd.I.	Irmayani, S.S., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Reskia Amelia
NIM : 200110021
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Media Channel "English Conversation" in Teaching Listening at Eighth Grade Students of SMP Negeri 2 Kajuara

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 20 Jumadil Awal 1445 H

04 Desember 2023 M

Dekan,

Dr. Mukdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

	UIAD UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Lamp	: -	27 Mei 2024 M
Hal	: <u>Pernohonan Izin Penelitian</u>	
Kepada Yang Terhormat		
Kepala SMP Negeri 2 Kajuara		
Di -		
Sinjai		
<i>Assalamu 'alaikum Warahmatullahi Wabarakatuh.</i>		
Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-I), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :		
Nama	: Reskia Amelia	
NIM	: 200110021	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Semester	: VIII (Delapan)	
Akan melaksanakan penelitian dengan judul:		
<i>"The Effectiveness Of Using English Conversation Media Channel Youtube In Teaching Listening At Eight Grade Students Of SMP Negeri 2 Kajuara Bone Regency".</i>		
Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di SMP Negeri 2 Kajuara Bone Regency.		
Atas perhatian dan kerjasama yang baik diucapkan terima kasih.		
<i>Wassalamu 'alaikum Warahmatullahi Wabarakatuh.</i>		
 Dekan Dr. Fikri M.Pd.I NIM. 1713495		
Tembusan disampaikan Kepada Yth :		
1. Rektor UIAD Sinjai		
2. Kepala Dinas Pendidikan Kabupaten Bone		

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PEMERINTAH KABUPATEN BONE
DINAS PENDIDIKAN
SMP NEGERI 2 KAJUARA

Alamat : Jl. Poros Palattae – Sinjai (Buhu Kec. Kajuara Kab. Bone)



SURAT KETERANGAN PENELITIAN

NOMOR : 421.3 / 098 / DP / 2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Kajuara Menerangkan bahwa :

Nama : RESKIA AMELIA
NIM : 200110021
Program Study : TADRIS BAHASA INGGRIS
Konsentrasi : SISWA KELAS VIII B
Alamat : DESA KALERO

Telah selesai mengadakan penelitian pada SMP Negeri 2 Kajuara dari tanggal 12 Juni s/d 15 Juni 2024 dengan judul :

**“ THE EFFECTIVENESS OF USING ENGLISH CONVERSATION MEDIA CHANNEL
YOUTUBE IN TEACHING LISTENING AT EIGHT GRADE STUDENTS OF SMP
NEGERI 2 KAJUARA REGENCY BONE ”**

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.



Kajuara, 19 Juni 2024
Kepala Sekolah

H. AGUS, S. Ag., M. Pd. I
Nip. 197112041997021001

BIOGRAPHY

Full Name : Reskia Amelia

Reg. Number : 200110021

Place/Date of Birth : Kalero, 09 June 2002

Address : Kalero

Organizational : 1. English Students Association (ESA)

Experience

Education Background :

1. Elementary : SD Negeri 274 Kalero
2. Junior High School : SMP Negeri 2 Kajuara
3. Senior High School : SMK Negeri 6 Bone

Phone Number : 081241602748

Email : reskiaamelia00@gmail.com

Parents Name : Hasmiati

Amir



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Nama : **Reskia Amelia**
 Nim : **200110021**
 Prodi : **TBI**
 File : **Skripsi**
 Status : **Lulus dengan 1% Similarity Check**

Adalah benar telah dilakukan **Similarity Check** dan **Lulus** sebagaimana data terlampir, dan surat ini dibuat berdasarkan keadaan yang sebenarnya untuk bisa dipergunakan sebagaimana mestinya.

Sinjai, 23 Mei 2025
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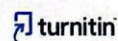
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A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

