



TEACHING LISTENING SKILL TO FIFTH GRADE STUDENTS OF SD NEGERI GEUMPANG KABUPATEN PIDIE BY WATCHING YOUTUBE CHANNEL PRACTICAL PSYCHOLOGY

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ABSTRACT

The goal of this study is to determine whether students in SD Negeri Geumpang's fifth grade who receive listening instruction via YouTube Channel Practical Psychology do better than those who receive listening instruction without it. In the case of the experiment research method, quantitative research is used to conduct this study. The research's design is a pre-experiment with one group that underwent pre- and post-testing. One class is used in this arrangement, and pre- and post-tests are administered before and after treatment. The purpose of this treatment is to test the effects of a certain treatment. The kids of SD Negeri Geumpang's fifth grade during the academic year 2022/2023 make up the study's population. 28 students make up the entire student body, which is divided into one class. Only 28 pupils in the fifth grade are used in this study's sample because there are so few of them. N-Gain Score was used to analyze the data that was obtained. The study's findings indicate that fifth-grade students at SD Negeri Geumpang perform better when listening skills are taught via YouTube Channel Practical Psychology than when listening skills are taught without it. This is supported by It is demonstrated by the N-Gain score calculation result, which is 0.58. Utilizing the Practical Psychology YouTube channel to teach listening skills is not sufficient or effective enough.

Keywords: *YouTube Channel Practical Psychology, Listening Skill.*

INTRODUCTION

Listening is an essential skill for student's language development. Speaking and listening are two of the four language skills, and both are crucial for communicating in a target language. Thus, English as foreign language students are supposed to have good ability in listening skill. While a listener is actively engaged in the opinion and comprehension of ideas and facts, speaker and listener have a position function to perform: the speaker has to encode the message to be conveyed in appropriate language, while listener has less actively, has decode or interpret the message. Thus, it requires much effort and practice on the part of students learning a foreign language on order to be able to understand native speech at normal speed. In other words, if a student wants to improve his or her listening skills, they must familiarize for developing listening skill. Listening skill needs to be developed through a variety of activities in which the learner can see the quality of listening. The speaker must encode the message to be delivered in the right language, and the listener must less actively decode or interpret the message while the listener is actively involved in the opinion and interpretation of ideas and facts. In order to be able to understand native speech at a regular rate, students studying a foreign language must put in a lot of work and practice. In other words, if a student wants to acquire better listening abilities, they must get familiar with the necessary material. The development of listening skills requires a range of activities where learners can observe the quality of their hearing (Kurniawati, 2016). When a tale, a decent television show, or a piece of music are all more enjoyable to listen to in the target language, the student will notice the quality.

However, many students get difficulties to learn listening skill. The students get problems mastering listening skill because the way they learn English is inappropriate. The teachers teach listening skill through reading books, instead of listening to conversation. Though reading is a good way to learn English, it is only providing with vocabulary and the meanings of the words. Generally, these ways are not effective to overcome the students' problems in leaning listening.

Students at SD Negeri Geumpang in fifth grade likewise experience the issues. The most students still got difficulties in learning listening skill. There were many factors that made them difficulties to learn listening skill and one of them was the media used by lectures who taught listening skill were not comfortable. The lecturer only read a text and asked them to listen to the text read. This way made them bored and they were not motivated to learn listening skill. Consequently, their ability in mastering listening skill could not increase.

Next, to overcome the students' problems in learning listening, the researcher tries to use YouTube Channel Practical Psychology as on media that

can be used in teaching listening skill. Over the time, traditional media for teaching such as audiotape and videos cassette are transformed into modern one due to the involvement of technology. Nowadays, instead of using audiotape to teach students, teachers commonly choose videos. Accordingly, today's learners are easier to watch videos by simply connecting their technology devices to the internet network. Regarding to this fact, YouTube is viewed as a top-rated video website among students.

As explained above, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information. Brunner states that YouTube Channel Practical Psychology prepare and presents listening materials that are effective for English learners who are learning listening skill. The listening materials in the YouTube are easier to be understood by the learners. Thus, the learners are easier to master listening skill through the YouTube.

Based on the problem and the explanation which is exposed above, it is obvious that many students of SD Negeri Geumpang still have problems in learning listening skill and the problems should be solved as soon as possible. Therefore, it needs to be conducted a research about improving the students' ability of SD Geumpang in listening skill by watching YouTube Channel Practical Psychology.

States that listening is regarded as a passive skill but in fact it is in active process listening, like all acts of perception, is a dynamic, active process involving the communicator and the recipient. Listening is a dynamic process that activated when we are communicating with others to be able to understand the speaker. Listening also require lots of focus to understand what is the meaning behind the sentences that speaker said.

Mentions that listening is as an active process in which the listener plays a very active part in constructing the overall message that eventually exchanged between listeners and speaker. According to the definition given above, the researcher comes to the conclusion that the ability to listen is a skill needed for someone to be able to understand someone through sentences or words uttered by someone who is speaking with a lot of information in them. Listening ability is the ability or power to relate the sound to meaning, when a student's listen to a passage means that the student uses his listening ability to communicate with the passage means that the student uses his listening ability to communicate with the passage by understanding the vocabulary spelling, grammar, and the meaning of the passage.

According to (Zubaidah, 2018), developing listening skills requires a range of exercises that enable students to gauge the effectiveness of their

listening. When the learner has gradually grown more amused while listening to a tale, a great television show, or a song in the target language, they will be able to evaluate the effectiveness of their listening.

One of strategies that be used in teaching listening by using YouTube channel Practical Psychology. The YouTube channel Practical Psychology is a short-animated video from YouTube that gives informative videos to everyone who wishes to learn. This channel uploads animated book review, inspirational and motivational videos, as well as tutorials on many topics. Next, Brunner adds that YouTube channel Practical Psychology consists of financial tips, romance, and happiness to psychological tips, personal development, and even productivity advice.

The Other researcher, (Etman et al., 2012) states that YouTube channel Practical Psychology is a YouTube Channel that consists of a short-animated video and the video contains romance, and happiness to psychological tips, personal development, and even productivity advice. Next, Etman states that YouTube channel Practical Psychology is YouTube channel that is effective to be used in teaching and learning process especially speaking and listening skil.

One of the most widely used video-sharing websites today is Youtube. Students may view YouTube as a useful learning tool for fostering their interest in and comprehension of academic ideas. The use of YouTube videos has had a favorable and notable impact on pupils' listening comprehension abilities. English language acquisition is positively and significantly impacted by using YouTube video as a teaching tool.

According to (Rizawayani et al., 2017), there are two kinds of visual aids and audiovisual aids. The use of picture or visual aids and audiovisual aids in language classroom engagement is evident in both cases. One type presents a setting or subject with a number of actors and activity. In this case, the researchers used the video as an aid which is a kind of picture or visual aids and audiovisual aids. Audio-visual media is the most powerful aids among the resources for teaching and learning. The thing can not only be shown but also heard and seen by using audio-visual media. Three categories of audiovisual media exist: (3) Overhead projector, (1) Computer or laptop, (2) Video compact disc.

According to (Jayul & Irwanto, 2020), videos can be used in the classroom to demoAnstrate a variety of behaviors. Videos are a well-known method of depicting a genuine situation, and they can be used as an illustration of the benefits of integrating both audio and visual aids while educating students on listening skills. The student can use the material in the classroom or in real

life while also knowing that the other pupils will be able to comprehend the scenarios depicted in the videos.

A rough conclusion can be drawn from the statement that using visual aids or images can be beneficial for both teachers and students during the teaching and learning process. Visual resources that can help the language teacher create situations that are not contained within the four walls of the classroom. The introduction of real-life circumstances in many facets of language acquisition can also be facilitated by the use of visual aids or pictures in the teaching-learning process.

METHODS

1. Research Design

This research was conducted at SD Negeri Geumpang. Next, the researcher used a quasi experimental design with nonequivalent control group design. The experimental research was used to find out the effect of treatment in teaching listening by using YouTube Channel Practical Psychology.

2. Population and Sample

The population of this research is the fifth-grade students of SD Negeri Geumpang in academic year 2023-2024. The total population of this research is 28 students who are composed of one class. Since there were only 28 students of the fifth grade who were composed of one class thus the students were taken as the sample for this research.

3. The Instrument

Tests were utilized as a data collection tool. The pupils' listening skills were then tested, using the practical psychology techniques from a YouTube channel. Pre-test and post-test were the two tests that made up the test. 25 multiple-choice questions made up the pre-test. 25 multiple-choice questions were also included in the post-test to gauge student understanding of the material covered by the YouTube channel Practical Psychology. This course required 70 minutes per meeting.

The test is a series of searches or exercises that are used to measure the skills, knowledge, and talents of a person or group (Theriana, 2020). In addition, Brown states that the test is a method for measuring a person's ability, performance, or knowledge in a particular treatment (Puspita et al., 2017). In this research, researchers used tests to measure students' listening skill ability.

Hence, the tests were divided into two types which were called pre-test and post-test.

a. Pre-test

The pre-test was a test that is distribute to participants before the instructions were presented. The pre-test was carried out at the first meeting to determine the the students’ abilities in listening skill before the treatment was carried out. In the pre-test, the researcher prepared questions to students about the listening skill. Students had 70 minutes to answer questions.

b. post-test

Post - test refers to measuring students' abilities after being applied YouTube Channel Practical Psychology. In addition, in the post-test, the students were asked to answer the post-test questions within 70 minutes.

4. The Data Analysis

The author used quantitative data in this investigation. The writer then utilized the following formula proposed by Meltzer in Sugiyono to calculate N-Gain Score in order to determine the differences between pre-test and post-test as well as the test success after watching YouTube Channel Practical Psychology.

RESULTS AND DISCUSSION

After gathering the data, the researcher determines the students' pre- and post-test average scores. To get the average score, the researcher uses SPSS Version 23 to calculate the data. The following table displays the calculation's outcome.

Table 1. Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
N Gain Score	28	.31	.80	.5844	.13436
N Gain Percentage	28	30.77	80.00	58.4438	13.43570
Valid N (list wise)	28				

The N-Gain Score (GS) score is 0.58 according to the statistical analysis shown in the above table. It denotes that there is a difference between the students' listening skills before and after they are taught listening skills using YouTube Channel Practical Psychology, and the difference is 0.58 points, or 58.44%. As a result, after being taught using YouTube Channel Practical Psychology, the students' listening skill improves by 0.58 points, or 58.44%.

Furthermore, the N-Gain score is related to the category based on the N-Gain score in percentage and the category is presented in the following table.

Table 2. Category of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Low
41 - 55	Less
56 – 75	Sufficient
> 76	Effective

Source: Hake, R.R. in Sugiyono (2017)

Based on the table, it can be stated that the effectiveness of using YouTube Channel Practical Psychology in teaching listening skill is sufficient/effective enough because the N-Gain score is 0.58. Next, it may be said that using the YouTube channel Practical Psychology to teach listening skills is successful enough. In other words, it can be said that the fifth-grade students at SD Negeri Geumpang achieve higher results when listening skills are taught via YouTube Channel Practical Psychology than when listening skills are not taught.

In accordance with the statistical study, the N-Gain Score (GS) score is 0.58. According to the N-Gain Score, it can be concluded that using the YouTube channel Practical Psychology to teach listening skills is sufficiently successful. Next, there is a discrepancy between the students' proficiency in listening before and after applying the lessons from YouTube Channel Practical Psychology, and the difference is 58.44%. As a result, after being instructed by the YouTube channel Practical Psychology, the students' listening skills improve by 58.44%.

Additionally, this study is innovative in that it uses the YouTube channel Practical Psychology, a new medium, to teach listening skills to fifth-grade students at SD Negeri Geumpang Elementary School in Kabupaten Pidie. Additionally, this study's methodology is experimental research. While employing a classroom action research methodology, the previous researchers who did a study on the use of YouTube Channel Practical Psychology in

listening skill also used pre-experimental research with one group and a pre-test and post-test design.

CONCLUSION

The fifth-grade pupils at SD Negeri Geumpang perform better when listening skills are taught using YouTube's Practical Psychology channel than when listening skills are not taught at all. Before utilizing media to teach them and after using media to teach them, there is a 58% difference in the pupils' listening skill ability. Next, the calculation of the N-Gain Score result, which is 0.58, further supports the claim. According to the N-Gain Score, it can be concluded that using the YouTube channel Practical Psychology to teach listening skills is sufficiently successful.

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