

**IMPROVING STUDENTS' LISTENING SKILL BY USING
YOUTUBE VLOG AT THE TENTH GRADE OF
MA AL-MAWASIR LAMASI**

Thesis

*Submitted to the English Education Study Program Education and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement
for S.Pd Degree In English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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2023

THESIS APPROVAL

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Palopo, 6th September 2023

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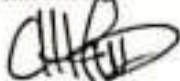
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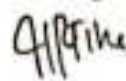
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

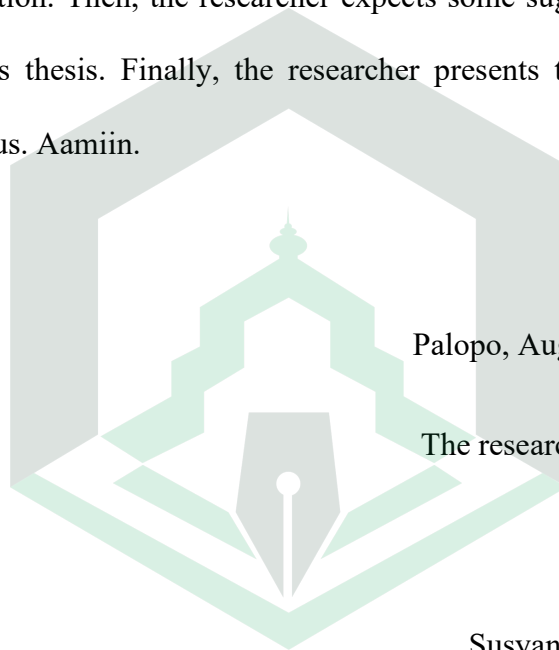
Alhamdulillah Rabbil' Alaamiin, the researcher shows her highest praise and thanks to the almighty God, Allah SubhanahuWaTa'ala for the blessing, mercy, and health in composing the thesis. Shalawat and Salam upon to Prophet Muhammad ShallallahuAlaihiWasallam who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled "Improving Students' Listening Skill By Using Youtube Vlog at the Tenth Grade of Ma Al-Mawasir Lamasi" that submitted to fulfillment of the requirement for the undergraduate degree of English Education Study Program at Education and Teacher Training Faculty, State Islamic institute of Palopo. Some people contributed advice, support, motivation, and valuable things while composing the thesis. However, the researcher would sincerely thank to:

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Palopo, August 8th, 2023

The researcher,

Susyanti

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ABSTRACT

SUSYANTI, 2023. "*Improving Students' Listening Skills By Using Youtube Vlogs At the Tenth Grade Of Ma Al-Mawasir Lamasi,*" a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Wahibah and St. Hartina.

This research aims to determine the effects of using YouTube vlogs in improving student listening skills on tenth-grade students of MA Al-Mawasir Lamasi. Pre-experimental research was used in the research. The design focuses on one group pre-test and post-test design. The samples were taken using a total sampling technique consisting of 25 students, but there were only 15 students who were active in class. At the same time, the research instrument used was listening test consisted of multiple-choice with a total of 15 questions. The data were analyzed using the paired sample T-test and calculated using SPSS 22. This research showed that the mean score of post-test (71.40) was higher than the pre-test (61.27). the value of the significant (2-tailed) = 0.000, which means smaller than 0.05 (0.000<0.05). The value of the significant (2-tailed) = 0.000, which means smaller than 0.05 (0.000<0.05). the standard of significance level 0.05 (5%) on df (degree of freedom) value 14 was 2.145, which means the data stated that the value of t_{count} is higher than the value of T_{table} . On the other hand, it reveals that hypothesis alternative (H_1) was accepted, and hypothesis null (H_0) was rejected. It can be concluded that using YouTube vlogs is effective and can be recommended in teaching listening skills to improve students' listening skills.

Keywords: Listening Skills, YouTube Vlogs, *MA AL-Mawasir Lamasi*

CHAPTER I

INTRODUCTION

A. Background

Listening is the first skill and essential ability in learning a new language that beginners have to learn. It is a receptive skill that language learning beginners receive new words from what they have heard or listened to sound. The ability to receive will affect the ability to produce if they listen well. As a result, they will understand and have a good competency in productive skills, namely writing and speaking.¹

In Quran Allah says in surah Sajdah verse 9:

ثُمَّ سَوَّاهُ وَ نَفَخَ فِيهِ مِن رُّوحِ رَبِّهِ وَ جَعَلَ لَكُمُ السَّمْعَ وَ الْبَصَرَ وَ الْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

"Then he perfected it and breathed His spirit (creation) into it (body), and he made hearing, sight and heart for you, (but) you are very little grateful."

Listening is the most significant part of communication as it is vital in providing a substantial and meaningful response. Especially in learning a language for communicative purposes, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax, and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent; and it is only possible when we listen. Without

¹Nirmala Hendrawaty, *Loquen English Studies Journal* (Vol 12 No1 (2019): January-June 2019),57.

understanding input appropriately, learning cannot get any improvement. In addition, without listening skills, no communication can be achieved.² It is one of the essential skills that students should have learned in learning a language, such as learning English but learning to be good at listening is not easy as it seems. It cannot be separated from the influences of listening in constructing students' vocabulary and enhancing language usage. Additionally, listening facilitates students to obtain 45% of the total language competencies.³

Based on the researcher's preliminary observation in MA Al-Mawasir Lamasi found many problems. In listening subject according to the teacher, the problems were (1) the audio used in listening is too long, and students do not understand and make lazy to listen; (2) the listening audio listens too fast; (3) it is unable to distinguish between words and sounds. According to students' problems, (1) the duration of the audio is too long; (2) the students lack vocabulary and pronunciation; (3) students lack concentration in listening.

Regarding the problem above, youtube will be an alternative solution to solve the students' listening problem. Youtube is an online video, and this site is a medium for finding, viewing, and sharing original videos to and from all corners of the world through the web (Budiargo 2015; 47). Youtube has had a tremendous impact on society, especially people who have a passion for making videos, ranging from short films and documentaries to video blogs, but do not have the land "to publish their work." Youtube is easy to use, does not require high fees, and can be accessed anywhere with a compatible gadget. The platform allows

³Ron Iwancovitsch, *The Importance of Listening, Language Arts Journal of Michigan*, 17, 2001. p. 5.

amateur video makers to freely upload their content for publication if the video gets a good reception. The number of viewers will increase. Many viewers will invite advertisers to place advertisements in their next video. In line with television program content that is liked by the public, in this case, the rating is high, which will automatically attract advertisers.

It is digital media that contains individual monologues about opinions or personal experiences. In this case, government officials are public figures who enliven the youtube universe and other social media with vlog content about their daily work.⁴

Vlogs are a form of activity using the video medium instead of text or audio as the primary media source. Various devices are used in youtube vlogs, such as cameras, phones, digital cameras that can record video, or cameras equipped with microphones. Youtube vlogs make commonly known as vloggers. In addition, vloggers upload their video content, of course, of various kinds.

The researcher proposes a method of teaching listening using youtube vlogs because it become an explosion of passion among the internet community, and the internet is now everyone's friend. It is a prevalent phenomenon among people in daily life. Video blogging is a new trend in blogging, as defined. According to Wikipedia, youtube vlogs are shortened to vlogs, a form of blogging in which the medium is video, and is a form of web television. Vlogs often incorporate embedded videos (or video links) with supporting text, images, and more. With the youtube vlogs in listening lessons, students will be interested in

⁴Conway, C. (2016). *The Vlogger entrepreneurs.international journal of Entrepreneurship and Innovation*, 15(4) 258.

participating in the learning process because the atmosphere and the media used are also new.⁵

Based on the statements above, the researcher conducted research in the tenth grade of MA Al- Mawasir Lamasi entitled "*Improving student's listening skills by using youtube vlogs at the tenth grade MA Al-Mawasir Lamasi.*"

B. Problem Statement

Based on the background above, the research question of the research is:

"Does using youtube vlogs improve the students' listening skills in the tenth grade of MA AL-Mawasir Lamasi."

C. The Objective of the Research

The research objective is to find out whether using youtube vlogs can improve the students' listening skills in the tenth grade of MA Al-Mawasir Lamasi.

D. Significance of the Research

1. Theoretical Significance

Hopefully, this research can add insight to readers about listening skills using youtube vlogs and become a reference for other researchers.

2. Practical Significance

a. For Teacher

The teacher can use learning outcomes as a reference and feedback for effect in teaching. Hopefully, students will be more focused and understand

⁵Julia Amalia Lestari, *The Use of Youtube Vlog to Improve the Students' Listening Skills of MTS Samarinda*, (Journal: 2019).

listening and learning using youtube vlogs, making it easier for teachers in the teaching process.

b. For Students

For students, learning outcomes can stimulate their understanding of English, especially listening, and feel fun in the teaching and learning. It is hoped that it will increase their understanding.

c. For Other Research

Other researchers can use the result of this study as a reference to conduct further research on teacher activities in supporting students learning. This research is expected to anchor previous researchers to pay more attention to listening learning.

E. Scope of the Research

The scope of the research is restricted to listening for specific information focus on detail information. It refers to the occasions when we do not need to understand everything but only a specific part. Specific to youtube vlogs, we listen selectively for this specific information in the tenth grade of MA Al-Mawasir Lamasi. The listening content was the youtube vlogs about food and drink. From Laurence Benson, UPT PB IAIN Salatiga, Shalsa putri, and Lidya Ahf channel.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

In this research, the researcher summarizes some relevant researchers who have performed previous research.

Julianti Amalia Lestari (2019), in her research entitled "*The Use of Youtube Vlogs to Improve the Students' Listening Skills of MTS Samarinda*," This study uses the type of Classroom Action Research (CAR) as a form of reflective systematic study by the perpetrators of the action what is done to increase the rational stability of the action them in carrying out their duties, deepen their understanding of the actions he took, as well as improving conditions. YouTube vlogs are a learning media suitable for learning English, especially listening skills. Based on the previous description above, the researcher can conclude that the similarity between the researchers and before is the same as using listening learning and YouTube vlogs. However, the difference is that previous research used vlogs about education while researchers used vlogs personally.⁶

Nunu Mahnun (2021), in his research entitled "*The Effectiveness of Learning Video Media From YouTube on Listening Skills and Play Tembang Macapat Class IV*," Prove the effectiveness of using the tool aids or media in the teaching and learning process in class. The similarities between researchers and

⁶ Julianti Amalia, "*The Use of Youtube Vlog to Improve the Students' Listening Skills of MTS Samarinda*" (Journal: Samarina), 2019.

previous using the same method, namely the experimental method. The difference is that previous studies used macapat song media.⁷

Feno Rizaldi (2022), in his research entitled "*Application of YouTube Media to Improve Students' Listening Skills at the Pesantren Darul Aitami Islamic Aceh Selatan.*" This study uses experimental research. The results of this study indicate that teacher activities and student responses during the learning process of applying YouTube media to improve students' listening skills are very effective in learning. The similarities between researchers and previous studies are similar to using listening skills and YouTube. However, the difference is that previous researchers focused on listening skills using intima-media, while researchers focused on personal YouTube vlogs.⁸

David B (2020), in her research entitled "*Utilization of YouTube as a Learning Media for Students in The Middle Covid 19Pandemic.*" This study used a descriptive qualitative method. The result of this study are that each individual or group will choose media actively meet their information needs. This is related to the phenomenon that occurs currently, students are choosing media actively because of this pandemic in learning as a process of fulfilling information. The similarities between researcher and previous studies are similar to using youtube, the difference is that previous focus on get information, while researchers focused on listening skills.⁹

⁷Mahnun, Nunu. "*The Effectiveness of Learning Media From YouTube on listening ListeningSkills and Tembang Macapat Class IV*" Vol.37 No.1 (27-35)

⁸ Feno Rizaldi, *Application of YouTube Media to Improve Students' Listening Skills at the Pesantren Darul Aitami Islamic Aceh Selatan* (Journal : Aceh Selatan), 2022.

⁹ David, B. "*Utilization of YouTube as a learning media for Students in The Middle Covid 19 Pandemic*".

Syafruddin Nugroho (2020), in his research entitled "*The Use of YouTube Media Application Efforts in Increasing Listening Skills Oral Story Elements.*" This research uses a qualitative descriptive method. The results of this study indicate that learning to listen using YouTube media (oral story elements) can be effectively taught because it can provide motivation students to learn to listen well and give students a new experience in learning so that students are more interested in studying. The researchers can conclude that the similarities between researchers and previous research are the same in using listening skills and YouTube media. However, the difference is that it uses elements of oral stories from YouTube media while vlogs personal researchers from YouTube.¹⁰

B. Theoretical Review

1. The Concept of Listening Skills

a. Definition of Listening Skills

Gwen (2016) said it is a listening skill that looks like passive activity but is not. It is listening to what the speaker said, and the receiver processes what they heard in the sound. In processing the information, listeners listen to at least five elements inside the process hearing, attending, understanding, responding, and remembering.¹¹ If the elements are incomplete, it is only hearing, not listening. Listening is paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to work out what

¹⁰ Syafruddin Nugrohi, *The Use YouTube Media Application Efforts in Increasing Listening Skills Oral Story Element*, (Journal :Karangharjo 2020).

¹¹Gwen Nyhus Stewart, B.S.W., M.G., H.T., *Types of non-verbal Communication Listening Skillss*, 2016, (<http://www.Leehopkins.com>).

speakers mean when they use particular ways on particular occasions and not simply understand the words themselves.

Michael Rost (2001) said listening in language teaching refers to a uniquely complex process allowing listeners to understand spoken language by pacing, encoding units, and pacing factually.¹² In short, listening asks the listeners to process what they hear to gain information informed by the speaker. Also, Harmer (1991) categorizes listening as receptive skills, including in sub-skills areas. He also stated differences in how people understand specific and general information through listening.¹³ In short, from some definitions above, listening is a language skill with a complex process that needs some elements to complete that process for gathering spoken language information by hearing the sense of humans.

The definitions above are about listening in general. While listening skills are a core component of second-language proficiency.¹⁴ Unlike other language skills, listening is an internal process that cannot be directly observed. Nobody can say what happens when we listen to and understand another person. Psycholinguistics has, however, put forward some theories about what they think happens when one listens to language.

¹²Michael Rost, "Listening", Ronal Carter And David Nunan (Eds), *The Cambridge Guide To Teaching English To Speakers To Other Language*, (Cambridge: Cambridge University Press, 2001), P,7

¹³Jeremy Harmer, *The Practice Of English Language Teaching*, (Essex: Longman Group, 1991), P.18

¹⁴Jack C Richards, *Teaching Listening And Speaking*, (New York: Cambridge University Press, 2008), P.1

b. Nature Listening Skills

When people listen, they identify the sound or speech of what the speaker is saying and use their prior knowledge to fully understand what they are hearing when their understanding is ultimately formed from the listening process. Most people generally listen to confirm their expectations or get detailed or specific information. However, informing an understanding of spoken language, listeners must overcome several difficulties or problems, both internal and external problems. Internal problems can refer to the listener's prior knowledge, while external problems can refer to the situation of the listening process. For some problems, listeners must practice listening more often and get as much exposure as possible to spoken English, such as through English films and songs.

c. Types of Listening

Listening skills, however, are not to master. There are many types of listening to know before somebody wants to learn the skills. Those are:¹⁵

- 1) Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is said.
- 2) Selective; focus on main ideas, pre-set task. Learner attempts to extract critical information and utilize information in a meaningful way.
- 3) Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

d. Listening Stage

¹⁵Michael rost, *teaching and researching listening*, (Edinburg gate: person education limited, 2011), 2nd ed., p. 182-183

The following are the stages in listening according to (Tarigan:1990:58) there are four, namely:

- 1) The listening stage is the process carried out by the speaker in a speech or conversation. Is it only in the listening stage, or is it in the hearing stage?
- 2) The content needs to be understood after the conversation stage, after the process of listening, or the conversation is delivered.
- 3) Interpreting stage, a good careful, though listener is not satisfied if he only hears and understands the contents of the speaker's utterance, but there is a desire to interpret or interpret the contents implied in the utterance. This stage has reached the interpreting stage.
- 4) The evaluation stage is the last in listening activities.¹⁶

Listening activities are often vaguely understood and considered passive in the communication process. According to Devito (2013), listening activities can be interpreted as an active process of receiving stimuli (stimulus) in the aural ear. Listening is an action that does not just happen without awareness but must be done intentionally.¹⁷

e. The Teaching of Listening

The teaching of listening is assumed not to be a skill that requires much attention because listening is not as necessary as speaking. This assumption appears because listening is believed to develop naturally with speaking.

¹⁶Djago tarigan, *pokok pendidikan berbahasa*, (Jakarta: universitas terbuka,2005),h. 2.6-2.10

¹⁷Devito,j. (2013), *the international communication book*. 13th edition. New jersey: person education

Nowadays, this assumption ends, and after listening gets more attention. Also, it believes one of the skills must be taught more often, actively, and effectively in the language classroom. Recently, many methods and approaches have been developed and examined to develop the student's listening skills. Some methods and approaches are direct-method, audio-lingual, discrete item, communicative, task-based, and integrated approaches.¹⁸

f. Difficulties in Listening Skills

Listening is usually a complex skill to master by the students. The reason is that the students do not have the text to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country's dialects and regional accents can confuse the listener. All of these make listening learning a significant challenge, and it is no surprise that the students can find it difficult. There are some students' difficulties in learning: trouble with sounds, having to understand every word, cannot understand fast and natural native speech, needing to hear things more than once, and challenges keeping up and getting tired.¹⁹

The other problem in learning listening is that the students have no control over the speed of their hearing and cannot go back or rewind to listen. Although, in class, the listening materials are recorded and can be played again, or students can listen to the control. Teachers must think carefully about making the activities

¹⁸John Flowerdew and Lindsay Miller, "*Second Language Listening: Theory and Practice*, (New York: Cambridge University Press, 2005), 3

¹⁹Anonym Listening-skills, [http:// difficulties-listening-skills.html](http://difficulties-listening-skills.html), the internet available online, accessed on 3 July 2012.

successful and the content interesting. We can create an exciting activity in learning listening, such as listening to English songs. Creating high student motivation, it is hoped, can reduce listening difficulties. Furthermore, the students will be stimulated and not panic or worry when learning to listen.²⁰

2. The Concept of Youtube Vlogs Learning Media

a. Definition of YouTube

YouTube is a website that uses the internet to run its features. Where with YouTube, a user can post or display videos or animations in order can be seen and enjoyed by many people. The number of YouTube users is very profitable for promotion using the media. However, the large number of YouTube users, of course, will cause a problem with intense competition, especially in terms of conducting promotional activities. We need media that can display uniqueness in the promotion process.²¹ Using Youtube vlogs as English learning media, especially listening, aims to familiarize students with English. On this site, teachers can look for different learning materials with audio-visuals to improve student listening skills.

YouTube is a video online, and this site's primary use is a medium for searching, viewing, and sharing original videos to and from all corners of the world via the web (Budiargo, 2015; 47). Presence YouTube brings tremendous influence to society, particularly people who have a passion for video creation, from film shorts and documentaries to video blogs, but do not have land "to

²⁰Anonym Learning_listening, <http://www.org>, the internet available online, accessed on 22nd November 2012.

²¹ Aditya Jatiagung Nirwana, *New Media, Land fo Creative Content Creators*, (Yogyakarta : Mercu Buana University, 2016).

publish their work." YouTube is easy to use, requires high costs, and can be accessed anywhere with compatible gadgets. It makes amateur video makers can freely upload their video content for publication. If their video gets a good reception, the number of viewers will increase. Many viewers will invite advertisers to advertise in their following videos. In line with television, program content television that is liked by the public, in this case, the rating is high, will automatically excite advertisers.²²

b. Definition of Vlogs

According to Safko Lon (2012), a video blog, shortened as Vlogs, is user-generated content in which a user publisher combines consistent storytelling and audio-visual content in a video-sharing platform. Video blog users interact with other users by commenting on each other's content.

Video blogs, or what is often called Vlogs, are "user-generated content" or content generated. Users who publish regularly / periodically containing storytelling and audio-visual content on video-sharing platforms. Vlogs users can interact with others and comment on their respective content.

3. The Use of YouTube Vlogs in Teaching Listening

Using YouTube vlogs to learn English, especially listening, aims to make students accustomed to English. On the site, the teacher can search for various learning materials with audio-visuals to improve students' listening skills.

Listening is essential in language teaching and can improve language skills such as speaking and writing. Therefore listening learning needs to get the

²² Erika Ruthelia David, Mariam Sondakh, Stefi Harilama, *Influence of Vlog Content in YouTube on the Formation of Students Attitudes*, (Sam Ratulangi University, 2017).

teacher's attention to be more severe in providing suitable media and producing more appropriate exercises. Media that can be used in teaching listening must be adapted to the plans, methods, and strategies of the teacher himself in the teaching and learning process because the purpose of using media is so that learning is more easily understood by students so that an efficient and effective teaching process occurs so that learning objectives can be achieved.

C. Conceptual Framework

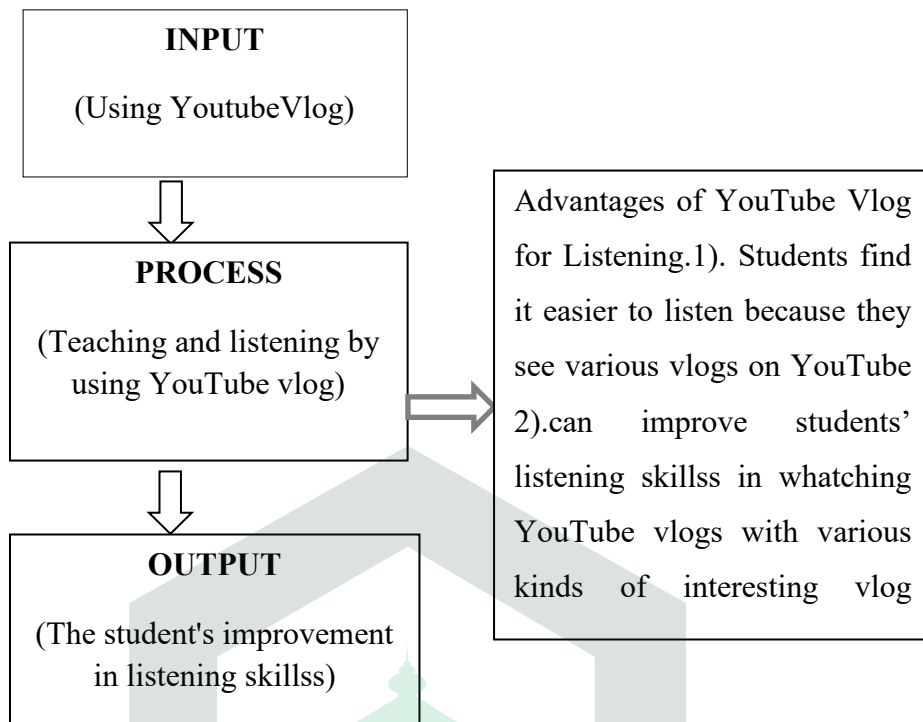
Listening is one of the most important skills we can have. How well we listen significantly impacts our job effectiveness and the quality of our relationship with others. Because we listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.

Listening is the ability accurately receive messages in the communication process. Listening is critical to all effective communication. Without the ability to listen effectively, messages are easily misunderstood-communication breakdowns, and the message's sender can quickly become frustrated or irritated.

Therefore, as a researcher, I believe that youtube vlogs can improve students' listening skills because YouTube vlogs are videos that can be watched many times with various animation, the accents used are clearer, so we can hear clear vocabulary from the YouTube videos. YouTube vlog videos also make it easier for students to understand the material, thereby attracting students' interest in watching and listening to YouTube vlog videos compared to other media.

Based on the statement above, this research aims to Improve students' Listening Skills through YouTube vlogs. The conceptual framework in this research is shown in the diagram as follows:





D. Hypothesis

The statistical hypothesis of this research is given as follows:

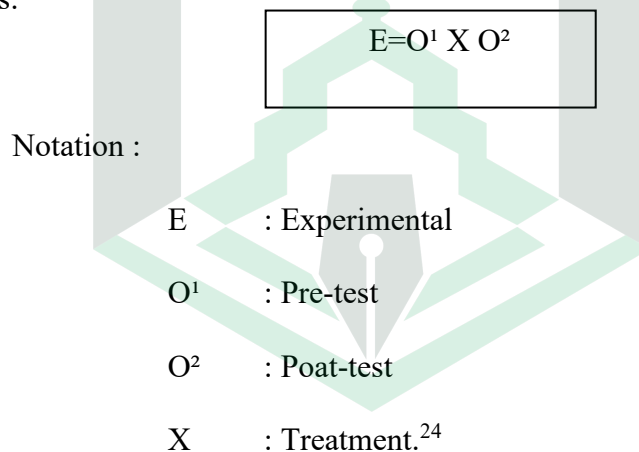
1. (Ha) There is a significant improve in students' listening responses through YouTube vlogs for students of Ma Al-Mawasir Lamasi.
2. (Ho) There is no significant improve in students' listening responses through YouTube vlogs for students of Ma Al-Mawasir Lamasi.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research method, the researcher applied pre-experimental research.²³ Pre-experimental design is the research design focused on one group or class that is given the test (Pre-test and Post-test) and treatment without any class comparison. It is to determine whether using YouTube vlogs can improve students' listening skills. This research involved one group of students with a Pre-test, treatment, and Post-test design. The design of the research can be described as follows:



B. Time and Place of the Research

1. Time of the Research

This research started 5 June until 16 June 2023

²³M. Suban and Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung:Pustaka Setia, z2001),p.

²⁴Suharsimi Arikunto, *Procedure Penelitian*, (Jakarta: Rineka Cipta, 2001,p.84.

Time	Activity
Tuesday, 13 June 2023	Pre-test
Thursday, 15 – 22 June 2023	Treatment
Thursday, 22 June	Post-test

2. Location of the Research

The research was conducted at MA Al-Mawasir Lamasi, in Lamasi Desa Padang Kalua, Luwu district, South Sulawesi, Indonesia.

C. Variable of the Research

There are two variables in this research. The researcher decided that the following:

1. The Independent variable is the use of YouTube vlogs

YouTube vlogs is a video blog, and shortened vlogs are user-generated content in which a user publisher combines consistent storytelling and audio-visual content in a video-sharing platform. Video blog users interact with other users by commenting on each other content.

2. The dependent variable is Listening skills.

Listening skills are listening to symbols and symbols with full attention, understanding, appreciation, and interpretation to obtain information,

capture the content or message, and understand the meaning of communication that the speaker has conveyed through speech or spoken language.

D. Population and Sample

1. Population

The population of the researched, the tenth grade students' of MA Al-Mawasir Lamasi. The population of this research amounted to 25 students consisting of one class.

2. Sample

The sample was taken by using total sampling. The sample consisted of 25 students because it only consisted of one class, but only 15 students were active because some of them followed extracurricular training.

E. Instrument of the Research

In this research, the instrument used was a test and YouTube vlogs.

1. Test

It used the listening test to measure the student's listening skills. The test is given by watching and listening to youtube vlogs. After that, the student answer questions related to the contest by youtube vlogs. The type of questions used in the Pre-test and Post-test are multiple-choice, totaling 15 numbers. The purpose of the Pre-test is to find out students' listening skills using YouTube vlogs, while the Post-test aims to determine whether there is an increase in listening skills after treatment.

F. Procedure of Collecting Data

The procedure for collecting data for the research follows the procedure as follows:

1. Pre-test

The test is given by giving students to watch and listen to youtube vlogs entitled "*This is what Jason Derulo thinks about Indonesian food*" and work on 15 multiple-choice questions. This test aims to determine students' listening skills before being given treatment. Then, the students answer the short questions and practice what they have heard. This listening test aims to determine the level of students' listening skills.

2. Treatment

In the treatment process, the researcher conducts four meetings following the procedure.

1) Opening Activity

- a) The researcher opened the class and asked the student to pray
- b) The student was given the warming up
- c) The researcher explained listening skills

2) Whilst activity

- a) The researcher explains the detailed information
- b) The researcher gave a handout to the student
- c) The researcher explained the use of hand out given to the student

- d) The researcher played a youtube vlog used are laptops and lcd and then asked the students to watch and listen carefully
 - e) The students listened to the YouTube vlogs for 5-7 minutes
 - f) The researcher distributed 5 number of multiple choice and two essays
 - g) The student was listening while answering the questions
 - h) The researcher checked the students' answer
 - i) The teacher gave feedback on student answers.
- 3) Closing activity
- a) The researcher gave an evaluation of the student.
 - b) The researcher asked about student difficulties during the listening process.
 - c) The researcher concluded the lesson

The Topic For each Meeting		
No	Meeting	Video Titles and Links
1	1 st	Hunting Bule (https://youtu.be/c0a9c7Bm6Zg)
2	2 nd	A Day in My Life (https://youtu.be/3VIsusJS7gM)
3	3 rd	Goes to the Tourist Attractions of the Valley of Nirvana (https://youtu.be/MRdBxTZ4kEs)
4	4 th	Food Review (https://youtu.be/DJUKU7PVLtE)

3. Post-test

The post-test procedure is the same as the Pre-test. The researchers provided a YouTube vlog entitled "*What do bule think about Indonesian ice drinks,*" the students watched and listened to it. Students must answer questions in multiple-choice form, totaling 15 numbers according to students' listening skills. It is done to determine students' level of ability in listening skills.

G. Data Analysis Technique

The result of the student's answer was scored by using a formula that used by the researcher as follows:

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

Then, the researcher categorized the students' scores by using a scale of H. Douglas Brown following categorization:

No	Score	Correct Answer	Classification	Criteria
1	91-100	14-15	Excellent	If the students understand all instructions without difficulties, they feel that they can do all the instructions in a way that is fast and precise.
2	81-90	13-14	Very good	The students can follow all the directions accurately, even if repeated in certain

				places while understanding practically all of them.
3	71-80	12-13	Good	The students understand most of what was said/instructed when instructed and repeat so slowly in doing what is instructed, even sometimes wrong.
4	61-70	10-11	Average	If the students' hard to follow what was instructed, but still much/no instructions are carried out correctly.
5	51-60	8-9	Bad	Only a fraction are instructed if the students are very hard to do as instructed.
6	0-50	0-7	Very Bad	The students cannot do what is instructed, although only one instruction.

The researcher calculated the student score result by using SPSS 20.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In the previous chapter, the researcher mentioned applying the Pre-test and Post-test to collect data in this research. The pre-test and post-test aim to accumulate students' group listening skills using the pre-experimental method.

The results of the research can be seen as follows:

1. The Analysis of Students' Scores in the Pre-test and Post-test

a. Pre-test

Table 4.1 Pre-test score of the students' listening test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	8	54	Bad
2	S2	6	40	Very Bad
3	S3	8	54	Bad
4	S4	8	54	Bad
5	S5	11	74	Good
6	S6	9	60	Bad
7	S7	8	54	Bad
8	S8	12	80	Good
9	S9	11	74	Good
10	S10	11	74	Good
11	S11	10	67	Average
12	S12	9	60	Bad
13	S13	7	47	Very Bad
14	S14	10	67	Average
15	S15	9	60	Bad
Mean score			61.27	Average

Table 4.1 displays the students' pre-test scores and listening skills. It was found that the pre-test score showed that (4) four students got a good score, (2)

two students' got an average score, (7) seven students got a bad score, and (2) students got a very bad score.

Table 4.2 The mean score of students in the Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	40	80	61.27	11.260
Valid N (listwise)	15				

Table 4.2 Informs the descriptive statistics of students' pre-test scores. The minimum value is 40, the maximum is 80, the mean is 61.27, and the standard deviation is 11.260.

Table 4.3 Rate Percentage of students scoring in the Pre-test

Total	Score	Frequency	Percentage
Excellent	91-100	-	-
Very Good	81-90	-	-
Good	71-80	4	26%
Average	61-70	2	14%
Bad	51-60	7	46%
Very Bad	0-50	2	14%
Total		15	100%

Table 4.3 describes the student's listening skills before being given treatment. Of all the students, there were four students (26%) got a good score, two students (14%) got an average score, seven students (46%) got a bad score, and two students (14%) got a very bad score.

2. The Analysis of Students' Listening Scores in Post-test

a. Post-test

Table 4.4 Post-test score of the students' listening test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	10	67	Bad
2	S2	8	54	Bad
3	S3	18	54	Bad
4	S4	12	80	Good
5	S5	12	80	Good
6	S6	10	67	Average
7	S7	10	67	Average
8	S8	13	87	Very Good
9	S9	12	80	Good
10	S10	13	87	Very Good
11	S11	10	67	Average
12	S12	9	60	Bad
13	S13	8	54	Bad
14	S14	13	87	Very Good
15	S15	12	80	Good
Mean score			71.40	Good

Table 4.4 displays the students' post-test scores for listening skills. It is described that the post-test score showed that (3) three students got a very good score, (4) four students got a good score, (3) three students got an average score, and (5) five students got a bad score. It can be concluded that there was an increase in scores on the Post-test after giving treatment.

Table 4.5 The mean score of students in the Post-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	15	54	87	71.40	12.368
Valid N (listwise)	15				

Table 4.5 shows the descriptive statistic of students' post-test scores. It can be explained that the highest students scored 87, and the lowest was 54. It was also stated that the average Post-test was 71.40 with a standard deviation of 12.368.

4.6 Rate percentage of students scoring in the Pre-test

Total	Score	Frequency	Percentage
Excellent	91-100	-	-
Very Good	81-90	3	20%
Good	71-80	4	26%
Average	61-70	3	20%
Bad	51-60	5	34%
Very Bad	0-50	-	-
Total		15	100%

Table 4.6 shows that the percentage of students' scores is the Post-test. From all student scores, there were three students (20%) who got very good scores, four students (26%) got good scores, three students (20%) got average scores, and then five students (34%) got bad scores. It means that students' listening skills improved after using YouTube vlogs. Looking at the mean score of students in the Post-test, the researcher calculated it by using SPSS windows. The result was presented in the Table, descriptive statistics as follows:

Table 4.7 The mean score and standard deviation in Pre-test and Post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	40	80	61.27	11.260
Post-test	15	54	87	71.40	12.368
Valid N (listwise)	15				

Table 4.7 shows that the mean score of the students on the Pre-test was 61.27, and the mean score on the Post-test was 71.40. The Table above shows that the mean score of students in the Post-test was higher than in the Pre-test. It concludes that using YouTube vlogs was effective in teaching listening.

Table 4.8 The paired samples statistic of the Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.27	15	11.260	2.907
	Post-test	71.40	15	12.368	3.193

Table 4.8 describes the result of the paired sample statistic test score. The data indicates the total N value is 15, which means the total number of students. The mean score on the Pre-test is 61.27, and the standard deviation is 11.260. Besides, the post-test mean score is 71.40, and the standard deviation is 12.368. Based on the Table above, there is an increase after treatment in giving the Pre-test; the mean score of students is 61.27, increasing to 71.40 after treatment.

Table 4.9 The Paired samples correlation of Pre-test and Post-test
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Post-test	15	.784	.001

Table 4.9 presents the data on the correlation between Pre-test and Post-test. The correlation score is 0.784, with a significance value of 0,001. This data proves a correlation between students' listening skills before and after treatment. The correlation table 0,784 shows the two variables' correlation is strong.

**Table 4.10 The Pairs Sample T-test
Paired Samples Test**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test - Post-test	-10.133	7.827	2.021	-14.468	-5.799	-5.014	14	.000

Table 4.10, the paired sample test illustrates the value of t_c (t_{count}) was 5.014 with the df (degree of freedom) value 14 while the t_t (t_{table}) for the standard of significance level 0.05 (5%) on df = 14 is 2,145. It means the value of t-count is higher than the value of the t-table.

The Table above shows the value of the significant (2-tailed) = 0.000, which means smaller than 0.05 ($0.000 < 0.05$). The value in the Table above proves that the research H_a (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The result confirms that the use of YouTube vlogs can improve the student's listening skills in the experimental class.

B. Discussion

The background of this research the researcher found several problems that appeared at the S.M.A. Al-Mawasir Lamasi, those are: (1) the audio used in listening is too long, and students do not understand and make lazy to listen; (2) the listening audio has listened too fast; (3) it is unable to distinguish between words and sounds. According to the students' problem, (1) the duration of the audio is too long; (2) the students lack vocabulary and pronunciation; (3) students

lack concentration in listening. On the problem above, the researcher provides a solution to overcome these problems by using YouTube vlogs to improve students' listening skills. YouTube vlogs are one of the learning media suitable for listening, which can stimulate students' motivation to learn English, especially learning English.

In the treatment at the first meeting, the researcher found that most of the students had difficulty in listening skills because most of them still did not understand the information. Until the second meeting, the students still made mistakes, and they thought the audio shown in the videos was too fast. However, in the third and fourth meetings, they tried to focus on listening and understanding the information conveyed. In the post-test activities, students' listening skills improved. Students can hear the audio clearly even though only a few can understand what is being conveyed because the vocabulary they hear is not too foreign, so they can hear what is conveyed in the vlogs.

Based on the experimental class to analyze listening skills using YouTube vlogs, there were differences in student test results after the treatment stage. It can be seen that the average score at the pre-test stage is 40, and increase to 54 scores at the Post-test. Students achieved the highest score in listening skills, with a maximum score of 80 and a mean score of 61.27 during the pre-test session. In the post-test session, students get a maximum score of 87 and a mean score of 71.40. In this case, students can listen to the information conveyed and get more vocabulary from each theme meeting until the last meeting.

This research was conducted on several results. The first is the positive impact of using new learning media on SMA Al-Mawasir Lamasi. This research is in line with the findings of previous research by Julianti Amalia Lestari (2019), which states that with new learning media, YouTube vlogs can be improved so that students are happier learning English because based to students, new and interesting media is very fun in the process. The researcher found suitable learning media based on students' needs in this research. The second is the theme and duration of the vlogs as an element in English conversation. According to Dian Shafwati (2018), using YouTube vlogs can improve students; listening skills. Suwaibah (2022) also states that YouTube vlogs can improve students' listening skills.

The novelty of this research is that in the video section, videos made in English and made into vlogs are then uploaded to the YouTube vlogs because the videos presented come from YouTube. The selection of presented vlogs must be based on the level of students. The conversation conveyed must be understood by the vocabulary. The themes in YouTube vlogs are interesting.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that using YouTube vlogs improves the listening skills of tenth-grade of MA Al-Mawasir Lamasi. Because the video that the researcher uses is not long in duration and has a clear accent. It is proven by the significant difference between the mean score in the pre-test and post-test and significance value mean. The mean score is post test (61.27) is higher than in the pre test (71.40). Also significant value is less than $\alpha=0.000$ ($\alpha=0.000 < 0.005$).

B. Suggestion

The researcher gives suggestions for this research result as follows:

1. For Teachers

The researcher expects them to be more active in learning since the media is interesting. By using YouTube vlogs media, it is hoped that they can improve their listening skills.

2. For Students

The researcher expects the teacher to use an aid or YouTube vlog media, such as vlog videos, to make learning activities in English more enjoyable. It is also hoped that English teachers should use a variety of learning videos can improve students' motivation and skills in learning English, especially for the listening section.

3. For Other Researcher

The researcher hopes that more aspects can be investigated regarding listening skills and using YouTube vlogs. The researcher can use YouTube vlogs as the media to teach English, especially listening skills, to be more contextual so that they can experience the teaching method with the common things around them.



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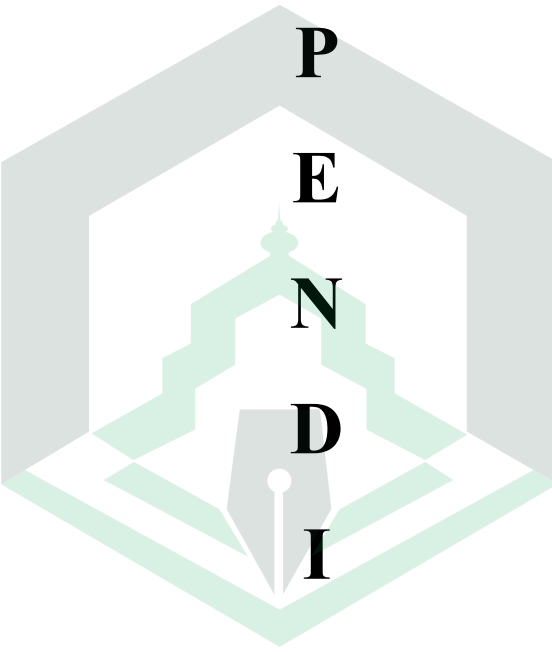
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PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat: J. Cpu Dsng Ribu No. 1, Belopa Telpon: (0471) 3314115

Nomor : 225/PENELITIAN/21.01/DPMP/TPM/2023
 Lamp : -
 Blase : Biasa
 Perihal : Izin Penelitian

Kepada
 Yth. Ka. MA Al-Mawasir Lamasi
 di -
 Tempal

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo : 1086/In.19/F.TIK/UM.01/05/2023 tanggal 30 Mei 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Suciyanti
 Tempat/Tgl Lahir : Padang Kelua / 11 Februari 2002
 Nim : 1902020048
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Dan, Padang Kelua
 Desa Padang Kelua
 Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/institusi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

IMPROVING STUDENTS LISTENING SKILL BY USING YOUTUBE VLOG AT THE TENTH GRADE OF MA AL-MAWASIR LAMASI

Yang akan dilaksanakan di MA. AL-MAWASIR LAMASI, pada tanggal 06 Juni 2023 s/d 07 Juli 2023

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menaatii semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaatii ketentuan-ketentuan tersebut di atas.



120231931500228



Diberikan di Kabupaten Luwu
 Pada tanggal : 06 Juni 2023

Kepala Dinas

1902020048

1902020048

Dr. ANCHASO YENRESA, MPA, M.Si

Pangkal Pembina Utama Muda IV/c

NIP : 19561231 199203 1 091

Terselenggara :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kecamatan dan Linnas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Suciyanti;
5. ANPP;



**KEMENTERIAN AGAMA
MADRASAH ALIYAH AL-MAWASIR LAMASI**

Jln. Poros Lamasi Desa Pakung kalua Kec. Lamasi Kab. Luwu

SURAT KETERANGAN SELESAI MENELITI

Nomor : B-947/MA.21.09/PP.00.6/07/2023

Yang bertanda tangan di bawah ini :

Nama : **H. SAMAN, S.Pd,M.Si**
NIP : 196412312008011022
Jabatan : Kepala MA. AL-MAWASIR LAMASI

Menerangkan bahwa :

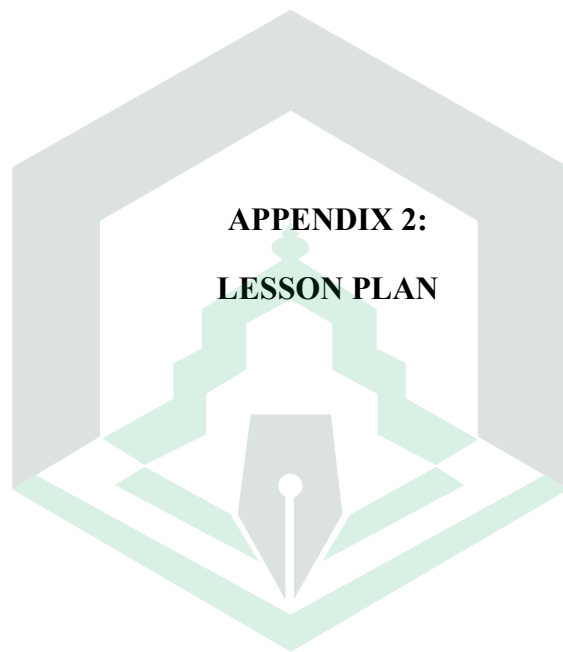
Nama Siswa : **SUSYANTI**
NIM : 1902020048
Tempat/Tanggal Lahir : Padang Kalua, 11 Februari 2022
Asal Perg. Tinggi : Institut Agama Islam Negeri Palopo
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Desa Padang kalua Kecamatan. Lamasi

Telah selesai melaksanakan Penelitian di **MADRASAH ALIYAH AL-MAWASIR LAMASI** Terhitung Mulai Tanggal 07 sampai dengan tanggal 21 Juli 2023 guna untuk penyusunan penulisan karya ilmiah (Skripsi) sebagai salah satu syarat penyelesaian studi dengan Judul " **IMPROVING STUDENTS LISTENING SKILL BY USING YOUTUBE VLOG AT THE TENTH GRADE OF MA AL-MAWASIR LAMASI**"

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikumWarahmatullahiWabarakatuh.





LESSON PLAN

(Listening)**Meeting 1**

Education Units	MA Al-Mawasir Lamasi
Subject	English
Theme	Hunting Bule
Skill	Listening
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present :Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Focus...Focus S : Everybody Smile	T-SS	5 minutes
Warm up <ul style="list-style-type: none"> • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material	T-SS	10 minutes

to be studied		
Lead in		
Presentation		
<ul style="list-style-type: none"> • The teacher gives handouts to students • The teacher explains the use of the handouts given to students 	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase S-TT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>Practice (Listening to the YouTube Vlog)</p> <ol style="list-style-type: none"> 1. The researcher opened the class by greeting the students and asked their condition 2. The teacher introduced herself 3. The teacher play a YouTube vlog than ask the students to watch and listen carefully 4. The student listened the YouTube vlog for 5-7 minutes 5. The researcher distributed 5 number of multiple choice and 2 essay 6. The student was listening while answering the questions 7. The researcher checked the students' answer 8. The teacher gave feedback on students answer. 	T-SS	25 minutes

Produce :Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<p>Produce</p> <p>The teacher will give an evaluation to the students</p> <ol style="list-style-type: none"> 1. The teacher evaluates the students' answer 2. The teacher asks about students' difficulties during the listening process 3. The teacher concludes the lesson <p>Conclusion</p> <ul style="list-style-type: none"> • Closing 	T-SS	5 minutes

(Listening)**Meeting 2**

Education Units	MA Al-Mawasir Lamasi
Subject	English
Theme	A Day in My
Skill	Listening
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present :Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Are you ready? S : Yes.... Ready.....Ready	T-SS	5 minutes
Warm up <ul style="list-style-type: none"> • Teacher tells the students how to do this activity. These are the rules: • The teacher gives an overview of the material 	T-SS	10 minutes

to be studied		
Lead in		
Presentation		
<ul style="list-style-type: none"> The teacher gives handouts to students The teacher explains the use of the handouts given to students 	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>Practice (Listening to the YouTube Vlog)</p> <ol style="list-style-type: none"> The researcher opened the class by greeting the students and asked their condition The teacher introduced herself The teacher play a YouTube vlog than ask the students to watch and listen carefully The student listened the YouTube vlog for 5-7 minutes The researcher distributed 5 number of multiple choice and 2 essay The student was listening while answering the questions The researcher checked the students' answer The teacher gave feedback on students answer. 	T-SS	25 minutes

Produce :Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<p>Produce</p> <p>The teacher will give an evaluation to the students</p> <ol style="list-style-type: none"> 1. The teacher evaluates the students' answer 2. The teacher asks about students' difficulties during the listening process 3. The teacher concludes the lesson <p>Conclusion</p> <ul style="list-style-type: none"> • Closing 	T-SS	5 minutes

LESSON PLAN

(Listening)

Meeting 3

Education Units	MA Al-Mawasir Lamasi
Subject	English
Theme	Goes to the Tourist Attractions of the Valley of Nirvana
Skill	Listening
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present :Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamualaikum warahmatullahi wabarakatuh</p> <p>T : Good morning?, How are you today?, Attendance and Praying</p>	T-SS	5 minutes
<p>Grab attention</p> <p>T : Attention Please?</p> <p>S : Attention.....Attention....Attention</p>	T-SS	5 minutes
<p>Warm up</p> <p>1. Teacher tells the students how to do this activity. These are the rules:</p> <p>2. The teacher gives an overview of the</p>	T-SS	10 minutes

material to be studied		
Lead in		
Presentation		
<ol style="list-style-type: none"> 1.The teacher gives handouts to students 2.The teacher explains the use of the handouts given to students 	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>Practice (Listening to the YouTube Vlog)</p> <ol style="list-style-type: none"> 1. The researcher opened the class by greeting the students and asked their condition 2. The teacher introduced herself 3. The teacher play a YouTube vlog than ask the students to watch and listen carefully 4. The student listened the YouTube vlog for 5-7 minutes 5. The researcher distributed 5 number of multiple choice and 2 essay 6. The student was listening while answering the questions 7. The researcher checked the students' answer 8. The teacher gave feedback on students 	T-SS	25 minutes

answer.		
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Produce :Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Produce The teacher will give an evaluation to the students 1. The teacher evaluates the students' answer 2. The teacher asks about students' difficulties during the listening process 3. The teacher concludes the lesson Conclusion • Closing	T-SS	5 minutes

LESSON PLAN

(Listening)**Meeting 4**

Education Units	MA Al-Mawasir Lamasi
Subject	English
Theme	Food Review
Skill	Listening
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present :Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Where are you? S : Hey Teacher... Look at This!!	T-SS	5 minutes
Warm up 2. Teacher tells the students how to do this activity. These are the rules: 3. The teacher gives an overview of the material	T-SS	10 minutes

to be studied		
Lead in		
Presentation		
<ul style="list-style-type: none"> The teacher gives handouts to students The teacher explains the use of the handouts given to students 	T-SS	10 minutes

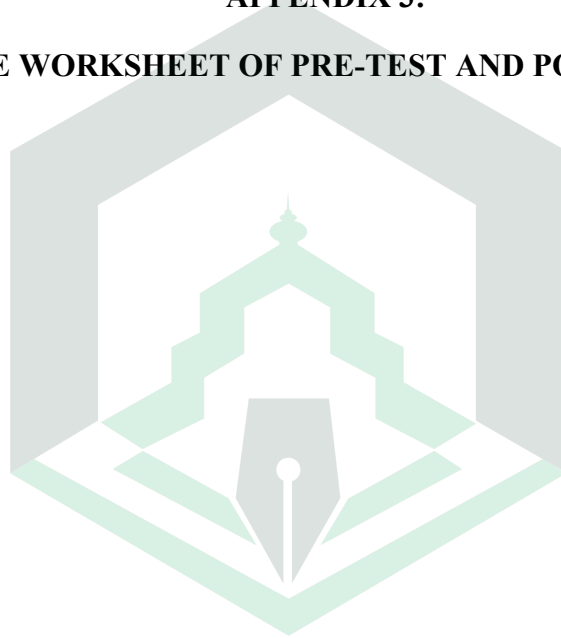
Practice: Create a few practice activities using the new language. Try to increase S-TT and decrease T-TT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>Practice (Listening to the YouTube Vlog)</p> <ol style="list-style-type: none"> The researcher opened the class by greeting the students and asked their condition The teacher introduced herself The teacher play a YouTube vlog than ask the students to watch and listen carefully The student listened the YouTube vlog for 5-7 minutes The researcher distributed 5 number of multiple choice and 2 essay The student was listening while answering the questions The researcher checked the students' answer The teacher gave feedback on students answer. 	T-SS	25 minutes

Produce :Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<p>Produce</p> <p>The teacher will give an evaluation to the students</p> <ol style="list-style-type: none"> 1. The teacher evaluates the students' answer 2. The teacher asks about students' difficulties during the listening process 3. The teacher concludes the lesson <p>Conclusion</p> <ul style="list-style-type: none"> • Closing 	T-SS	5 minutes

APPENDIX 3:
THE WORKSHEET OF PRE-TEST AND POST-TEST



SOAL PRE-TEST

$$\frac{40}{6}$$
Name: *Riska*

Class: X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. The food reviewed or introduced by Jazon and his friends is food....
 - a. Indonesian food
 - b. Other country food
 - c. Jazz food
 - d. Restaurant food
- ✓ 2. What is the topic of the YouTube vlog?
 - a. Indonesian food
 - b. This is Jazon derulo thinks about Indonesian
 - c. Jazon reviews Indonesian food with his friend
 - d. Introduction of Indonesian food
- ✓ 3. What is the man talking about
 - a. Indonesian food reviews
 - b. Try authentic Indonesian food
 - c. Introduce of Indonesian food
 - d. Serve the first dish
4. How many participants in introducing authentic Indonesian food?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
- ✓ 5. One of the participants who took part in introducing Indonesian food came from the country of South Korea which is usually referred to as the country....
 - a. Ginseng
 - b. Bamboo
 - c. Sakura
 - d. Democratic people's republic of Korea

- ✓ 6. Below is a food in the form of a pastel is...
- Rendang
 - Jalangkote
 - Fried rice
 - Nasi Uduk
7. Based on the Jazon the rank of 10 given for fried rice is...
- 10 out of 10
 - Not good
 - 7 out of 10
 - Very nice
8. The most favorite food in Indonesian which has a slightly runny egg style based to the invited guests is.....
- Fried rice
 - Nasi uduk
 - Rendang
 - Martabak manis
9. The third dish served in a round shape, topped with cheese and chocolate is.....
- Nasi uduk
 - Chocolate
 - Cake cheese
 - Martabak manis
10. Based to the invited guests, one good impression for martabak manis is.....
- He likes it because the martbak mania is very chewy, soft, and topped with chocolate
 - Tiny shape
 - Dessert has lots of cheese
 - Very sweet taste
- ✓ 11. What do Jazon and his friends think about Indonesian food?
- Very like and rich in taste
 - Good but not all Indonesian food is good
 - Just normal
 - Varies greatly
12. The fourth food served is rending. Rending is a food that comes from....
- South Sumatra

- b. West Sumatra
- c. Sumatra-Java
- d. North-Sumatra

13. Rending is a popular food among the people. One of the right modifications for this food is.....

- a. Texture
- b. Flavor
- c. Form
- d. Content

14. Choose one correct answer

- a. Jazon's goal of introducing Indonesian specialities is to Foster tolerance
- b. Jazon's goal of introducing Indonesian specialities is to promote Indonesian food
- c. Jazon's goal of introducing Indonesian specialities is to add insight
- d. A form of cultural diversity. If you know the local language and food, it means that we are taking part in preserving culture

15. What is the uniqueness of nasi udak?

- a. Eat nasi udak by hand
- b. Has taste
- c. The spices are attached so that the taste makes the invited guests enjoy it
- d. Comes with side dishes

SOAL PRE-TEST

$$\frac{39}{5}$$
Name : *Siti A*Class : *X*

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. The food reviewed or introduced by Jazon and his friends is food....
 - a. Indonesian food ✓
 - b. Other country food
 - c. Jazz food
 - d. Restaurant food
2. What is the topic of the YouTube vlog?
 - a. Indonesian food
 - b. This is Jazon derulo thinks about Indonesian
 - c. Jazon reviews Indonesian food with his friend
 - d. Introduction of Indonesian food
3. What is the man talking about
 - a. Indonesian food reviews
 - b. Try authentic Indonesian food
 - c. Introduce of Indonesian food
 - d. Serve the first dish
4. How many participants in introducing authentic Indonesian food?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
5. One of the participants who took part in introducing Indonesian food came from the country of South Korea which is usually referred to as the country....
 - a. Ginseng
 - b. Bamboo
 - c. Sakura
 - d. Democratic people's republic of Korea

6. Below is a food in the form of a pastel is...
- a. Rendang
 - b. Jalangkote ✓
 - c. Fried rice
 - d. Nasi Uduk
7. Based on the Jazon the rank of 10 given for fried rice is...
- a. 10 out of 10
 - b. Not good
 - c. 7 out of 10
 - d. Very nice
8. The most favorite food in Indonesian which has a slightly runny egg style based to the invited guests is.....
- a. Fried rice
 - b. Nasi uduk
 - c. Rendang
 - d. Martabak manis
9. The third dish served in a round shape, topped with cheese and chocolate is.....
- a. Nasi uduk
 - b. Chocolate
 - c. Cake cheese
 - d. Martabak manis ✓
10. Based to the invited guests, one good impression for martabak manis is.....
- a. He likes it because the maribak manis is very chewy, soft, and topped with chocolate
 - b. Tiny shape
 - c. Dessert has lots of cheese
 - d. Very sweet taste
11. What do Jazon and his friends think about Indonesian food?
- a. Very like and rich in taste
 - b. Good but not all Indonesian food is good
 - c. Just normal
 - d. Varies greatly
12. The fourth food served is rending. Rending is a food that comes from....
- a. South Sumatra

- b. West Sumatra
- Sumatra-Java
- d. North-Sumatra

13. Rending is a popular food among the people. One of the right modifications for this food is....

- a. Texture
- Flavor ✓
- c. Form
- d. Content

14. Choose one correct answer

- Jazon's goal of introducing Indonesian specialities is to Foster tolerance
- b. Jazon's goal of introducing Indonesian specialities is to promote Indonesian food
- c. Jazon's goal of introducing Indonesian specialities is to add insight
- d. A form of cultural diversity. If you know the local language and food, it means that we are taking part in preserving culture

15. What is the uniqueness of nasi uduk?

- a. Eat nasi uduk by hand
- b. Has taste
- The spices are attached so that the taste makes the invited guests enjoy it ✓
- d. Comes with side dishes

SOAL PRE-TEST

$$\frac{90}{6}$$

Name : IRVAN SANY SANJAYA

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. The food reviewed or introduced by Jazon and his friends is food....
 - a. Indonesian food ✓
 - b. Other country food
 - c. Jazz food
 - d. Restaurant food
2. What is the topic of the YouTube vlog?
 - a. Indonesian food
 - b. This is Jazon derulo thinks about Indonesian
 - c. Jazon reviews Indonesian food with his friends
 - d. Introduction of Indonesian food
3. What is the man talking about
 - a. Indonesian food reviews
 - b. Try authentic Indonesian food
 - c. Introduce of Indonesian food
 - d. Serve the first dish
4. How many participants in introducing authentic Indonesian food?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
5. One of the participants who took part in introducing Indonesian food came from the country of South Korea which is usually referred to as the country.....
 - a. Ginseng ✓
 - b. Bamboo
 - c. Sakum
 - d. Democratic people's republic of Korea



6. Below is a food in the form of a pastel is...
- Rendang
 - Jajangkote ✓
 - Fried rice
 - Nasi Uduk
7. Based on the Jazon the rank of 10 given for fried rice is...
- 10 out of 10
 - Not good ✓
 - 7 out of 10
 - Very nice
8. The most favorite food in Indonesian which has a slightly runny egg style based to the invited guests is.....
- Fried rice
 - Nasi uduk ✓
 - Rendang
 - Martabak manis
9. The third dish served in a round shape, topped with cheese and chocolate is.....
- Nasi uduk
 - Chocolate ✓
 - Cake cheese
 - Martabak manis
10. Based to the invited guests, one good impression for martabak manis is.....
- He likes it because the martbak manis is very chewy, soft, and topped with chocolate ✓
 - Tiny shape
 - Dessert has lots of cheese
 - Very sweet taste
11. What do Jazon and his friends think about Indonesian food?
- Very like and rich in taste
 - Good but not all Indonesian food is good
 - Just normal ✓
 - Varies greatly
12. The fourth food served is rendang. Rendang is a food that comes from....
- South Sumatra ✓

- b. West Sumatra
- c. Sumatra-Java
- d. North-Sumatra

13. Rendang is a popular food among the people. One of the right modifications for this food is.....

- a. Texture
- b. Flavor ✓
- c. Form
- d. Content

14. Choose one correct answer

- a. Jazon's goal of introducing Indonesian specialities is to Foster tolerance
- b. Jazon's goal of introducing Indonesian specialities is to promote Indonesian food
- c. Jazon's goal of introducing Indonesian specialities is to add insight
- d. A form of cultural diversity. If you know the local language and food, it means that we are taking part in preserving culture ✓

15. What is the uniqueness of nasi udak?

- a. Eat nasi udak by hand
- b. Has taste ✓
- c. The spices are attached so that the taste makes the invited guests enjoy it
- d. Comes with side dishes

SOAL PRE-TEST

Ba
8

Name : Hos, Pol

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. The food reviewed or introduced by Jazon and his friends is food....
 - a. Indonesian food
 - b. Other country food
 - c. Jazz food
 - d. Restaurant food
2. What is the topic of the YouTube vlog?
 - a. Indonesian food
 - b. This is Jazon derulo thinks about Indonesian
 - c. Jazon reviews Indonesian food with his friend
 - d. Introduction of Indonesian food
3. What is the man talking about
 - a. Indonesian food reviews
 - b. Try authentic Indonesian food
 - c. Introduce of Indonesian food
 - d. Serve the first dish
4. How many participants in introducing authentic Indonesian food?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
5. One of the participants who took part in introducing Indonesian food came from the country of South Korea which is usually referred to as the country....
 - a. Ginseng
 - b. Bamboo
 - c. Sakura
 - d. Democratic people's republic of Korea

- ✓ 6. Below is a food in the form of a pastel is...
- a. Rendang
 - ✗ Jalangkote
 - c. Fried rice
 - d. Nasi Uduk
- ✓ 7. Based on the Jazon the rank of 10 given for fried rice is...
- ✗ 10 out of 10
 - b. Not good
 - c. 7 out of 10
 - d. Very nice
8. The most favorite food in Indonesian which has a slightly runny egg style based to the invited guests is.....
- a. Fried rice
 - b. Nasi aduk
 - ✗ Rendang
 - d. Martabak manis
- ✓ 9. The third dish served in a round shape, topped with cheese and chocolate is.....
- a. Nasi aduk
 - b. Chocolate
 - c. Cake cheese
 - ✗ Martabak manis
10. Based to the invited guests, one good impression for martabak manis is.....
- a. He likes it because the martabak manis is very chewy, soft, and topped with chocolate
 - ✗ Tiny shape
 - c. Dessert has lots of cheese
 - d. Very sweet taste
- ✓ 11. What do Jazon and his friends think about Indonesian food?
- a. Very like and rich in taste
 - b. Good but not all Indonesian food is good
 - c. Just normal
 - ✗ Varies greatly
- ✓ 12. The fourth food served is rendang. Rendang is a food that comes from....
- a. South Sumatra

- b. West Sumatra
- c. Sumatra-Java
- d. North-Sumatra

✓ 13. Rending is a popular food among the people. One of the right modifications for this food is.....

- a. Texture
- b. Flavor
- c. Form
- d. Content

✓ 14. Choose one correct answer

- a. Jazon's goal of introducing Indonesian specialities is to Foster tolerance
- b. Jazon's goal of introducing Indonesian specialities is to promote Indonesian food
- c. Jazon's goal of introducing Indonesian specialities is to add insight
- d. A form of cultural diversity. If you know the local language and food, it means that we are taking part in preserving culture

15. What is the uniqueness of nasi uduk?

- a. Eat nasi uduk by hand
- b. Has taste
- c. The spices are attached so that the taste makes the invited guests enjoy it
- d. Comes with side dishes

SOAL PRE-TEST

8/54

Name : M. TRY UTAMA . P

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. The food reviewed or introduced by Jazon and his friends is food.....
 - a. Indonesian food
 - b. Other country food ✓
 - c. Jazz food
 - d. Restaurant food
2. What is the topic of the YouTube vlog?
 - a. Indonesian food
 - b. This is Jazon derulo thinks about Indonesian
 - c. Jazon reviews Indonesian food with his friend ✓
 - d. Introduction of Indonesian food
3. What is the man talking about
 - a. Indonesian food reviews
 - b. Try authentic Indonesian food ✓
 - c. Introduce of Indonesian food
 - d. Serve the first dish
4. How many participants in introducing authentic Indonesian food?
 - a. 3
 - b. 4 X
 - c. 5
 - d. 6
5. One of the participants who took part in introducing Indonesian food came from the country of South Korea which is usually referred to as the country.....
 - a. Ginseng
 - b. Bamboo X
 - c. Sakura
 - d. Democratic people's republic of Korea

6. Below is a food in the form of a pastel is...
- Rendang
 - Jalangkote
 - Fried rice
 - Nasi Uduk
7. Based on the Jazon the rank of 10 given for fried rice is...
- 10 out of 10
 - Not good
 - 7 out of 10
 - Very nice
8. The most favorite food in Indonesian which has a slightly runny egg style based to the invited guests is.....
- Fried rice
 - Nasi uduk
 - Rendang
 - Martabak manis
9. The third dish served in a round shape, topped with cheese and chocolate is.....
- Nasi uduk
 - Chocolate
 - Cake cheese
 - Martabak manis
10. Based to the invited guests, one good impression for martabak manis is.....
- He likes it because the martbak manis is very chewy, soft, and topped with chocolate
 - Tiny shape
 - Dessert has lots of cheese
 - Very sweet taste
11. What do Jazon and his friends think about Indonesian food?
- Very like and rich in taste
 - Good but not all Indonesian food is good
 - Just normal
 - Varies greatly
12. The fourth food served is rending. Rending is a food that comes from....
- South Sumatra

- West Sumatra
- c. Sumatra-Java
- d. North-Sumatra

13. Rendang is a popular food among the people. One of the right modifications for this food is....

- a. Texture
- b. Flavor
- c. Form
- d. Content

14. Choose one correct answer

- a. Jazon's goal of introducing Indonesian specialities is to Foster tolerance
- b. Jazon's goal of introducing Indonesian specialities is to promote Indonesian food
- c. Jazon's goal of introducing Indonesian specialities is to add insight
- d. A form of cultural diversity. If you know the local language and food, it means that we are taking part in preserving culture

15. What is the uniqueness of nasi uduk?

- a. Eat nasi uduk by hand
- b. Has taste
- c. The spices are attached so that the taste makes the invited guests enjoy it
- d. Comes with side dishes



SOAL POST-TEST

40

Name : RISK A

6

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. What is the topic of the YouTube vlog?
 a. Indonesian ice ✓
 b. Reviews ice
 c. Introduction ice
 d. Enjoy Indonesian drink
2. From the following answer choices, which country is Mikayla from?
 a. Australia
 b. U.N
 c. Singapore
 d. America
3. They will serve drinks from other countries.....
 a. Australia
 b. Singapore
 c. U.N
 d. Indonesia ✓
4. What's in the Cendol ice?
 a. Jelly
 b. Only coconut milk
 c. Syrup, milk
 d. Drops of flour, coconut milk, palm sugar and jelly
5. Below which is the color of Cendol ice is.....
 a. White
 b. Pink
 c. Green
 d. Green, pink

6. Based to the invited guests, ice Cendol has a taste. One of the flavors in question is....
- a. Feels cool
 - b. It taste good
 - c. Tastes random
 - d. Unique taste
7. Which drink has a bad impression on the invited guests in the vlog?
- a. Ice Cendol
 - b. Ice pisang ijo ✓
 - c. Ice campur
 - d. Ice coconut
8. One of the processed fruit to make ice drinks is....
- a. Ice campur
 - b. Ice pisang ijo
 - c. Ice cendol
 - d. Ice coconut
9. Which iced drink has a runny texture?
- a. Ice Cendol
 - b. Ice pisang ijo ✓
 - c. Ice coconut
 - d. Ice campur
10. The main ingredients for making ice Pisang Ijo are.....
- a. Syrup
 - b. Banana
 - c. Coconut milk
 - d. Green flour
11. Green banana ice is a traditional drink originating from.....
- a. South Sumatra
 - b. Ambon ✓
 - c. Makassar
 - d. West sumatra
12. Namita really likes Indonesian ice. She is very happy to be able to try Indonesian ice. Below is the country of origin of Namita.
- a. U.N

- b. Korea
 - c. America
 - d. Singapore
13. There are 3 people who review Indonesian drinks including....
- a. One woman, and two men
 - b. Two women ✓
 - c. Two women, and two men
 - d. Two women, and one man
14. Below is a sentence which is a fact impressed by the invited guests in the vlog, it is?
- a. Invited guests were impressed with various processed Indonesian iced drinks
 - b. The invited guests were surprised by the shape of the Cendol ice
 - c. The mixed ice that was served amazed the invited guests with a mixture of colored pieces of fruit
 - d. Invited guests like Indonesian drinks
15. The following is the moral message conveyed in the YouTube vlog, namely.....
- a. Don't judge a book by its cover
 - b. Give a good impression of the dishes that are provided
 - c. Tolerance between countries
 - d. Try to give personality to drinks from Indonesian

SOAL POST-TEST

47
1Name : *Sulic*Class : *X*

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. What is the topic of the YouTube vlog?
 - a. Indonesian ice
 - b. Reviews ice
 - c. Introduction ice
 - d. Enjoy Indonesian drink
2. From the following answer choices, which country is Mikayla from?
 - a. Australia
 - b. U.N
 - c. Singapore
 - d. America
3. They will serve drinks from other countries.....
 - a. Australia
 - b. Singapore
 - c. U.N
 - d. Indonesia
4. What's in the Cendol ice?
 - a. Jelly
 - b. Only coconut milk
 - c. Syrup, milk
 - d. Drops of flour, coconut milk, palm sugar and jelly
5. Below which is the color of Cendol ice is.....
 - a. White
 - b. Pink
 - c. Green
 - d. Green, pink

6. Based to the invited guests, ice Cendol has a taste. One of the flavors in question is.....
- a. Feels cool
 - b. It taste good
 - c. Tastes random
 - d. Unique taste
7. Which drink has a bad impression on the invited guests in the vlog?
- a. Ice Cendol
 - b. Ice pisang ijo ✓
 - c. Ice campur
 - d. Ice coconut
8. One of the processed fruit to make ice drinks is...
- a. Ice campur
 - b. Ice pisang ijo ✓
 - c. Ice cendol
 - d. Ice coconut
9. Which iced drink has a runny texture?
- a. Ice Cendol
 - b. Ice pisang ijo
 - c. Ice coconut ✓
 - d. Ice campur
10. The main ingredients for making ice Pisang Ijo are.....
- a. Syrup
 - b. Banana
 - c. Coconut milk
 - d. Green flour
11. Green banana ice is a traditional drink originating from.....
- a. South Sumatra
 - b. Ambon
 - c. Makassar ✓
 - d. West sumatra
12. Namita really likes Indonesian ice. She is very happy to be able to try Indonesian ice. Below is the country of origin of Namita.
- a. U.N

- Korea
c. America
d. Singapore
13. There are 3 people who review Indonesian drinks including....
a. One woman, and two men
b. Two women
 Two women, and two men
d. Two women, and one man
14. Below is a sentence which is a fact impressed by the invited guests in the vlog, it is?
a. Invited guests were impressed with various processed Indonesian iced drinks
b. The invited guests were surprised by the shape of the Cendol ice
c. The mixed ice that was served amazed the invited guests with a mixture of colored pieces of fruit
 Invited guests like Indonesian drinks
15. The following is the moral message conveyed in the YouTube vlog, namely.....
 Don't judge a book by its cover
b. Give a good impression of the dishes that are provided ✓
c. Tolerance between countries
d. Try to give personality to drinks from Indonesian

SOAL POST-TEST

59

Name : IRVAN SANY SANJAYA

8

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. What is the topic of the YouTube vlog?
 - a. Indonesian ice
 - b. Reviews ice ✓
 - c. Introduction ice
 - d. Enjoy Indonesian drink
2. From the following answer choices, which country is Mikayla from?
 - a. Australia
 - b. U.N
 - c. Singapore
 - d. America
3. They will serve drinks from other countries.....
 - a. Australia
 - b. Singapore ✓
 - c. U.N
 - d. Indonesia
4. What's in the Cendol ice?
 - a. Jelly
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c. Tolerance between countries
 d. Try to give personality to drinks from Indonesian

SOAL POST-TEST

11 74Name: HaspialClass: X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. What is the topic of the YouTube vlog?
 a. Indonesian ice ✓
 b. Reviews ice
 c. Introduction ice
 d. Enjoy Indonesian drink
2. From the following answer choices, which country is Mikayla from?
 a. Australia
 b. U.N
 c. Singapore X
 d. America
3. They will serve drinks from other countries.....
 a. Australia
 b. Singapore X
 c. U.N
 d. Indonesia
4. What's in the Cendol ice?
 a. Jelly X
 b. Only coconut milk
 c. Syrup, milk
 d. Drops of flour, coconut milk, palm sugar and jelly
5. Below which is the color of Cendol ice is.....
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- b. Korea ✓
c. America ✓
✗ Singapore
13. There are 3 people who review Indonesian drinks including....
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✗ Two women, and one man
14. Below is a sentence which is a fact impressed by the invited guests in the vlog, it is?
✗ Invited guests were impressed with various processed Indonesian iced drinks ✓
b. The invited guests were surprised by the shape of the Cendol ice ✓
c. The mixed ice that was served amazed the invited guests with a mixture of colored pieces of fruit ✓
d. Invited guests like Indonesian drinks ✓
15. The following is the moral message conveyed in the YouTube vlog, namely....
✗ Don't judge a book by its cover ✓
b. Give a good impression of the dishes that are provided ✓
c. Tolerance between countries ✓
d. Try to give personality to drinks from Indonesian ✓

SOAL POST-TEST

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10

Name : M. TRY UTAMA P

Class : X

Watch the YouTube vlog then answer the question by giving a cross mark (X) on the answer sheet (a, b, c, or d)

1. What is the topic of the YouTube vlog?
 a. Indonesian ice
 b. Reviews ice
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 d. Enjoy Indonesian drink
2. From the following answer choices, which country is Mikayla from?
 a. Australia
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b. The invited guests were surprised by the shape of the Cendol ice
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- Don't judge a book by its cover ✓
b. Give a good impression of the dishes that are provided
c. Tolerance between countries
d. Try to give personality to drinks from Indonesian



Pre-Test



1st meeting: The material presented is listening skill and Youtube vlogs and working on multiple choice and essay questions entitled Hunting Bule



2nd meeting: The material presented is listening skill and Youtube vlogs and working on multiple choice and essay questions entitled A day in my life



3rd meeting: The material presented is listening skill and Youtube vlogs and working on multiple choice and essay questions entitled Goes to the tourist attractions of the valley of nirvana



4th meeting: The material presented is listening skill and Youtube vlogs and working on multiple choice and essay questions entitled Food review



Post-test



BIOGRAPHY



Susyanti, was born on February, 6 2002 in Padang kalua, she is the fifth child of the couple Said and Tukinem, and now the researcher 21 years old. When she was six year old, she started studying in kindergarten at RA Al-Mawasir Padang kalua, and graduate in 2007, after that, she continued elementary school at MI Al-Mawasir padang kalua, and graduate in 2012, then she continued studying in junior high school at MTS Al-Mawasir padang kalua, she graduate in 2015. Then she continued her study at MA Al-Mawasir padang kalua, she graduate in 2019. She continued again for her degree (S1) in the state for Institute Islamic Studies (IAIN) Palopo. She took English Education Study Program In Tarbiyah And Teacher Training Departmen. She wrote her thesis with the title “Improving Students’ **Listening Skill by Using YouTube vlog at the Tenth Grade of MA AL-Mawasir Lamasi**”.

