

**IMPROVING STUDENTS LISTENING SKILL THROUGH THE
USE OF YOUTUBE APPLICATION: A CLASSROOM ACTION
RESEARCH AT UIN PALOPO**

A Thesis

*A thesis submitted to the English Language of S1 Education Department of State
Islamic University of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education*



UIN PALOPO

Compiled by:

Andi Nur Khopifah

REG. NUM. 21.0202.0040

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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Regards,

Andi Nur Khopifah

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This thesis entitled “**Improving Students Listening Skill Through The Use of YouTube Application: A Classroom Action Research At UIN Palopo**” Which is written by Andi Nur Khopifah Registration Number 2102020040, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 10Th September 2025/Muharram 21st 1447 H. It has been approved by the examiners as a requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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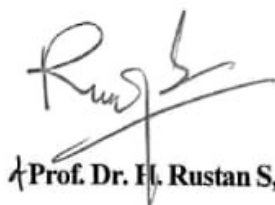
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وَصَحْبِهِ وَمَنْ وَاَلَاهُ

In the name of Allah SWT. Who has bestowed grace, guidance, physical and spiritual, so that the researcher can finish this thesis with the title “Improving Students’ Listening Skill through the Use of YouTube Application A Classroom Action Research on the Second Semester Students of English Language Education Study Program at UIN”.

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Palopo, 23th August 2025

The Researcher

Andi Nur Khopifah

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ABSTRAK

Andi Nur Khopifah, 2025. *"Peningkatan Keterampilan Menyimak Mahasiswa melalui Penggunaan Aplikasi YouTube: Penelitian Tindakan Kelas di UIN Palopo."* Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S. dan Yuyun Ruqiyat S.

Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris UIN Palopo melalui penggunaan aplikasi YouTube. Penelitian ini dilakukan dengan menggunakan metode Penelitian Tindakan Kelas (PTK) yang terdiri atas dua siklus. Setiap siklus meliputi empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Partisipan dalam penelitian ini adalah 15 mahasiswa semester dua Kelas B. Instrumen yang digunakan dalam pengumpulan data meliputi tes, observasi, dan angket. Hasil penelitian menunjukkan bahwa prestasi menyimak mahasiswa meningkat secara signifikan melalui penerapan strategi pembelajaran yang efektif dengan menggunakan aplikasi YouTube. Strategi tersebut meliputi kegiatan pra-menyimak, pemilihan audio yang sesuai dengan tingkat kemampuan mahasiswa, pengenalan kosakata kunci, penggunaan audio berkualitas jernih, pengulangan bila diperlukan, serta penyediaan lembar kerja yang disederhanakan untuk membantu pemahaman materi. Nilai rata-rata mahasiswa meningkat dari 51,55 pada tes awal menjadi 60,33 pada Siklus I, dan selanjutnya meningkat menjadi 78,11 pada Siklus II. Hal ini menunjukkan adanya peningkatan yang substansial dalam kemampuan menyimak mereka. Data observasi juga menunjukkan bahwa mahasiswa menjadi lebih fokus, lebih mudah memahami instruksi, dan menunjukkan antusiasme yang lebih tinggi selama proses pembelajaran. Hasil angket memperlihatkan respons positif; sebagian besar mahasiswa setuju atau sangat setuju bahwa YouTube merupakan media yang efektif dan menyenangkan untuk belajar menyimak. Mereka menjadi lebih termotivasi, terlibat aktif, dan tertarik untuk berpartisipasi dalam kegiatan kelas. Dengan demikian, dapat disimpulkan bahwa penggunaan aplikasi YouTube terbukti efektif dalam meningkatkan kemampuan menyimak mahasiswa sekaligus mendorong partisipasi aktif serta menciptakan pengalaman belajar yang positif di kelas.

Kata Kunci: Keterampilan Menyimak, Aplikasi Youtube, Penelitian Tindakan Kelas

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ABSTRACT

Andi Nur Khopifah, 2025. *"Improving Students' Listening Skill through the Use of YouTube Application: A Classroom Action Research at UIN Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo. Supervised by Rustan S. and Yuyun Ruqiyat S.

This study aims to improve the listening skills of second-semester students of the English Education Study Program at UIN Palopo through the use of the YouTube application. The research employed a Classroom Action Research (CAR) design consisting of two cycles. Each cycle included four stages: planning, action, observation, and reflection. The participants of this study were 15 second-semester students from Class B. The instruments used for data collection included tests, observation sheets, and questionnaires. The findings revealed that students' listening performance improved significantly through the implementation of effective teaching strategies utilizing the YouTube application. These strategies involved pre-listening activities, selecting audio materials appropriate to students' proficiency levels, introducing key vocabulary, ensuring clear audio quality, providing repetition when necessary, and using simplified worksheets to enhance comprehension. The students' average score increased from 51.55 in the pre-test to 60.33 in Cycle I, and subsequently to 78.11 in Cycle II, indicating a substantial improvement in their listening performance. Observation data also showed that students became more focused, better understood instructions, and displayed greater enthusiasm during the learning process. The questionnaire results demonstrated positive responses; most students agreed or strongly agreed that YouTube is an effective and enjoyable medium for learning listening skills. They reported being more motivated, actively engaged, and interested in classroom activities. In conclusion, the use of the YouTube application has proven to be an effective approach to enhancing students' listening achievement, fostering active participation, and creating a positive learning experience in the classroom.

Keywords: Listening skills, YouTube application, Classroom Action Research

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الملخص

أندي نور حُفَيْفَة، ٢٠٢٥. "تحسين مهارة الاستماع لدى الطلاب من خلال استخدام تطبيق يوتيوب: بحث تطبيقي صفي في الجامعة الإسلامية الحكومية بالوبو". رسالة جامعية، برنامج دراسات تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف: رُستَان، ويُن رُقِيَة سعيد

يهدف هذا البحث إلى تحسين مهارة الاستماع لدى طلاب الفصل الثاني في برنامج دراسات تعليم اللغة الإنجليزية بجامعة الإسلام الحكومية بالوبو من خلال استخدام تطبيق يوتيوب. وقد أُجري البحث باستخدام البحث الإجرائي الصفّي المكوّن من دورتين، تضمنت كل دورة أربع مراحل هي: التخطيط، والتنفيذ، والملاحظة، والتأمل. وشارك في الدراسة خمسة عشر طالباً من الصف الثاني (الشعبة ب). أما أدوات جمع البيانات فشملت الاختبارات، والملاحظات الصفية، والاستبيانات. أظهرت نتائج البحث أن أداء الطلاب في مهارة الاستماع تحسن بشكل ملحوظ بفضل الأساليب الفعالة في تدريس الاستماع من خلال تطبيق يوتيوب، مثل: التهيئة قبل الاستماع، اختيار المقاطع الصوتية المناسبة لمستوى الطلاب، تقديم المفردات الرئيسة مسبقاً، ضمان جودة الصوت الواضحة، تكرار المقاطع عند الحاجة، واستخدام أوراق عمل مبسطة تساعد الطلاب على فهم المادة بشكل أفضل. وقد ارتفع متوسط درجات الطلاب من ٥١,٥٥ في الاختبار القبلي إلى ٦٠,٣٣ في الدورة الأولى، ثم إلى ٧٨,١١ في الدورة الثانية، مما يدل على تحسن جوهري في أدائهم في مهارة الاستماع. كما أظهرت بيانات الملاحظة أن الطلاب أصبحوا أكثر تركيزاً وأسهل في فهم التعليمات وأبدوا حماساً أكبر أثناء عملية التعلم. وأكدت نتائج الاستبيان وجود استجابة إيجابية، حيث اتفق معظم الطلاب أو أبدوا موافقة قوية على أن تطبيق يوتيوب وسيلة فعّالة وممتعة لتعلم مهارة الاستماع. كما أصبحوا أكثر دافِعاً، وانخراطاً، واهتماماً بالمشاركة في الأنشطة الصفية. وتخلص الدراسة إلى أن استخدام تطبيق يوتيوب يُعدّ أحد الأساليب الفعّالة في تحسين أداء الطلاب في مهارة الاستماع، كما يساهم في تشجيع المشاركة النشطة وخلق تجربة تعليمية إيجابية داخل الصف.

الكلمات المفتاحية: مهارة الاستماع، تطبيق يوتيوب، البحث الإجرائي الصفّي

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CHAPTER I

INTRODUCTION

A. Background

In today's digital era, technology has become an integral part of daily life, including in the field of education. One digital platform that has gained significant popularity is YouTube. According to Chun Lai a and Mingyue Gu, YouTube is not only used for entertainment but also as an effective learning resource. One area where YouTube has shown its potential is in the teaching and learning of English, specifically in improving listening skills.¹

One of the most important abilities in learning any language, including English as a foreign language (EFL), is listening. Many language-learning activities, both within and outside of the classroom, entail listening. It indicates that listening is crucial to language acquisition and cannot be disregarded or treated differently than in an academic setting. According to Richard, listening's primary purpose is to make spoken discourse easier to understand. This includes figuring out a speaker's accent or pronunciation, their vocabulary and syntax, and their meaning. One of the most crucial oral communication skills for foreign language learners is listening comprehension. According to Nunan, listening will account for more than half of the time students spend using a foreign language.²

Prior knowledge plays a crucial role in listening comprehension. When students listen to spoken language, they rely not only on their language skills but

¹ Chun Lai a & Mingyue Gu. Self-regulated out-of-class language learning with technology

² Bariqotul Hidayat, The Use of Youtube Movie Clips in Teaching Listening: Lecturer Practice and Student's Opinions.

also on connecting new information to their prior experiences and knowledge. This process helps them predict the content of the conversation, guess the meaning of unfamiliar vocabulary, and grasp the flow of the topic more quickly and efficiently. If the topic they are listening to is relevant to their daily lives or fits their sociocultural context, comprehension will be smoother. For example, students living in coastal areas find it easier to understand conversations or spoken texts related to marine life than to topics unfamiliar to them.³

According to Hasan utilizing YouTube as a medium for learning listening skills not only provides extensive access to a variety of authentic English-language materials but also increases students' active involvement in the learning process. Through the features available on this platform, students are not merely passive recipients of information, but can also provide feedback through comments, share learning experiences, and even produce simple content in response to the material they listen to. These activities support multimodal-based learning, where visual and audio input and active student participation combine to strengthen their understanding and retention of the material. Thus, YouTube serves not only as a supplementary learning resource but also as an interactive space that encourages students to develop language skills in a more contextual, communicative, and 21st-century manner.⁴

At the English Language Education Department of UIN Palopo, students in the English Language Education Program face various challenges in mastering the

³ Rahmah, N. (2024). The Influence of Background Knowledge on Students' Listening Comprehension in Coastal Areas. *Teacher Journal*, 6(2).

⁴ Hasan, M. M. (2021). The impact of YouTube as a multimodal learning tool on EFL students' listening skills. *Journal of Language Teaching and Research*, 12(3), 456–464.

four English language skills listening, speaking, reading, and writing. Among these, listening is considered one of the most difficult skills to develop. Several problems were identified. Many students find it difficult to catch the meaning of spoken texts when listening to English audio or video materials. They often complain that the speakers talk too fast, use unfamiliar vocabulary, or have different accents that make it hard for them to follow. As a result, students tend to miss key information, misunderstand the content, or become easily distracted during listening activities. Some of them rely heavily on reading transcripts or translations, indicating that their listening comprehension remains weak. At UIN Palopo, the use of YouTube in the English language learning process can be an effective alternative to address these challenges. By providing more diverse and relevant audio materials, students can gain a better listening experience and improve their overall English comprehension skills. Additionally, YouTube allows students to learn independently, which can enhance their motivation and engagement in the learning process.

This proposal aims to explore how the use of YouTube Application can be used to improve the listening skills of second-semester students in the English Language Education Study Program. It is hoped that this research can provide new insights into how digital technology, such as YouTube Application, can be integrated into English language teaching and learning to enhance students' listening skills.

B. Research Question

Based on the background of the research above, the research question for this study is:

1. How can the use of YouTube application improve the listening skill of second semester students of English Language Education Study Program?
2. What are the students' responses toward the use of YouTube application in learning listening?

C. Purpose of Research

The purposes of this study are twofold.

1. It aims to investigate how the use of the YouTube application can enhance the listening skills of second-semester students in the English Language Education Study Program.
2. The study seeks to explore the students' responses toward the implementation of YouTube in listening activities.

D. Significant of the Research

1. Theoretical Significance

This study contributes to the existing literature on the use of technology in language teaching and learning. Specifically, it provides insights into the effectiveness of using YouTube Application as a tool for improving listening skills. The findings of this study can inform future research on the use of digital technology in language education.

2. Practical Significance

a. For Students

This research is expected to help students improve their listening skills through engaging and authentic learning materials available on YouTube.

b. Teachers

The findings can provide insight into the effectiveness of using YouTube as a supplementary tool in teaching listening and may inspire teachers to innovate their instructional media.

c. For Institutions

The study can be a reference for integrating digital media into the curriculum to enhance language learning, particularly listening comprehension.

d. Future Researchers

This research can serve as a foundation or reference for similar studies on the use of digital media in language learning.

E. Scope of the Research

This study is limited to the use of YouTube videos as a teaching tool to improve students' listening skills, specifically focusing on *listening for detail and information*. The research targets second semester students of the English Language Education Study Program at UIN Palopo during the academic year 2024/2025. The scope of listening in this study emphasizes students' ability to comprehend specific information, details, and key points from spoken English texts presented through YouTube audio. The research is conducted through a Classroom Action Research (CAR) method in two cycles, each involving planning, action, observing, and reflecting stages.

F. Definition of Key Terms

1. YouTube Application

A digital platform used to share and watch videos. In this research, it refers to the use of selected English-language videos from YouTube to support listening activities.

2. Listening Skill

The ability to identify and understand spoken language, which includes recognizing sounds, understanding vocabulary and grammar, and interpreting meaning.

3. Classroom Action Research (CAR)

A reflective process of progressive problem solving led by teachers to improve their educational practices, particularly within their classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Several studies have been conducted to examine the role of YouTube in improving listening skills, particularly in English as a Foreign Language (EFL) contexts. These studies have consistently highlighted the advantages of using YouTube as a tool for listening instruction due to its accessibility, authentic content, and engaging nature. Below is a discussion of relevant previous research findings

Research by Lee J and Park explored the use of YouTube videos to enhance listening comprehension skills. The study revealed that students who regularly watch YouTube videos show improvement in their listening abilities, particularly in identifying key information and understanding conversational context.⁵

Setiawan and Lestari examined the impact of YouTube media on the listening abilities of students in the English Education Program. The study found that regular use of YouTube in listening instruction enhances listening comprehension and the ability to identify key information in spoken texts.⁶

Zhang F and Liu examined students' perceptions and outcomes of using YouTube for listening practice in EFL classrooms. The study found that students felt more confident and were more interested in participating in listening activities

⁵ Lee, J., & Park, H. (2022). Enhancing Listening Comprehension Skills through YouTube Videos: A Case Study. *Journal of Language Teaching and Research*.

⁶ Setiawan, D., & Lestari, P. (2022). Pengaruh Media YouTube terhadap Kemampuan Mendengarkan Mahasiswa Program Studi Pendidikan Bahasa Inggris. *Jurnal Pendidikan dan Pengajaran*.

when using YouTube. The results also showed a significant improvement in students' listening skills.⁷

Research by Wulandari and Rahayu investigated the use of YouTube as a listening learning tool for EFL students in Indonesia. The study found that students who incorporated YouTube into their learning process experienced a significant improvement in their listening skills. YouTube was regarded as an effective and engaging medium for students.⁸

According to research by Garcia and Rey, the use of YouTube in ESL classrooms aids students in improving their listening skills. YouTube videos provide real-world contexts that help students understand language use in everyday situations. The study also found that students are more motivated and engaged in the learning process when using YouTube.⁹

Based on the explanation above, there are several similarities and differences in this research.

All studies agree that YouTube is effective in improving listening skills, particularly in helping students understand the context of conversations and identify key information. YouTube enhances students motivation and interest in listening activities, and it is also an engaging and relevant learning medium. Other studies highlight that YouTube provides real-world contexts that help students comprehend

⁷ Zhang, F., & Liu, Y. (2023). Utilizing YouTube for Listening Practice in EFL Classrooms: Students' Perceptions and Outcomes. *International Journal of Language and Linguistics*,

⁸ Wulandari, A., & Rahayu, N. (2021). Pemanfaatan YouTube sebagai Media Pembelajaran Listening bagi Mahasiswa EFL. *Jurnal Pendidikan Bahasa Inggris*

⁹ Garcia, M., & Rey, S. (2021). YouTube as a Tool for Improving Listening Skills in ESL Classrooms. *TESOL Quarterly*

the use of everyday language, aligning with the author's view of utilizing authentic media for listening practice.

In terms of approach, previous studies tend to focus on perceptions and general learning outcomes, while the researcher research may specifically direct the use of YouTube in a particular context, such as Classroom Action Research for second-semester students at UIN Palopo. Regarding the population, previous studies involved EFL students in general, whereas the author focuses on a local context in Palopo. The research methods also differ; most previous studies employed quantitative methods, while the researcher uses a more in-depth cyclical approach. Additionally, the researcher theory may include supplementary learning strategies, such as group discussions or learning reflections, which were not addressed in previous studies. Thus, the researcher theory offers a more specific and contextual perspective compared to earlier studies.

B. Literature Review

1. Listening

a. Listening in the Context of English Language Learning

Listening is one of the most fundamental skills in language learning and plays a central role in acquiring a new language, particularly in the context of English as a Foreign Language (EFL). It is defined as the active process of receiving, constructing meaning from, and responding to spoken or non-verbal messages. According to Vandergrift and Goh, listening is not a passive activity but

rather a complex, active process of interpretation in which the listener constructs meaning by using both bottom-up and top-down processing strategies.¹⁰

In English language learning, listening is often considered the foundation for the development of other language skills such as speaking, reading, and writing. This is because learners are typically exposed to spoken language before they can produce it themselves. As pointed out by Gilakjani and Sabouri, listening comprehension is the most important skill in language learning because it is the most frequently used language skill in everyday life.¹¹

Moreover, in the context of formal English learning environments, listening plays a critical role in academic success. Students are required to understand spoken English in lectures, discussions, and multimedia content. Osada emphasized that poor listening skills can significantly hinder students' academic progress and communication abilities.¹²

The goal of listening comprehension is to emphasize specific microskills. This is intended to help students improve their ability to comprehend spoken English at an intermediate to pre-advanced level, including identifying key concepts and specific details in both literal and inferential narratives.¹³

¹⁰ Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–133.

¹¹ Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3, 53-66.

¹² Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.

¹³ Sahraini Sahraini "Helping Islamic Higher Education Students Learn Listening Skills by Using Video-cast" 114-116

b. Types of Listening

Listening is a multifaceted skill that plays a crucial role in language acquisition. To facilitate effective language teaching, it is essential to distinguish between the different types of listening, each of which serves specific pedagogical and communicative purposes. According to Brown, listening can be categorized into five main types: intensive, extensive, responsive, selective, and interactive listening. These types reflect both the goals of listening and the level of learner engagement with the spoken material.

1. Intensive Listening

Intensive listening remains a key component in language classrooms, focusing learners' attention on fine-grained features such as sounds, word forms, and grammatical structures. A recent study by Ruswandi, Purnawarman & Gunawan investigated the use of Google Sites to facilitate intensive listening tasks, finding that students improved their recognition of phonological details and sentence patterns within short audio segments. This form of listening supports bottom-up processing by drilling learners in the accurate perception and analysis of spoken forms.

2. Extensive Listening

Extensive listening involves longer, meaning-focused materials that engage learners in general comprehension. Prasongngern & Soontornwipast note that learners who practiced extensive listening exhibited increased fluency, motivation, and vocabulary growth. Moreover, Fitri et al. Found that incorporating multimedia

(audio + visual) in extensive listening tasks improved students' contextual understanding and sustained attention in an Indonesian university context.

3. Responsive Listening

Responsive listening refers to immediate comprehension and short responses in conversational exchanges (e.g., greetings, questions). Though recent research focuses more on extensive and intensive types, interactive studies such as Gao et al. Emphasize that even brief back-and-forth dialogues engage listeners in negotiation, feedback, and meaning-making, aligning with responsive listening at a micro-interactive level.

4. Selective Listening

This type of listening requires learners to extract specific information from a larger spoken text (e.g., dates, names, facts). While less frequently the primary focus of recent studies, selective listening naturally occurs in extensive exposure settings. For example, students practicing extensive listening often show improved ability to filter and recall key details a skill identified in Ruswandi et al.'s work on intensive/extensive tasks.

5. Interactive Listening

Interactive listening engages learners in two-way communication, requiring real-time listening, speaking, and meaning negotiation. Frontiers Education outlines that listening models rooted in cognitive psychology especially interactive (combined bottom-up and top-down) yield statistically significant better listening outcomes than purely form-focused methods. This supports Brown's earlier

framing by showing that interactive listening facilitates deeper comprehension and learner satisfaction.

c. Cognitive processes in listening (bottom-up and top-down processing).

Listening is not a passive activity but a complex cognitive process that involves the interplay of various mental operations to make sense of spoken language. In second language acquisition (SLA), especially in the context of English as a Foreign Language (EFL), understanding the cognitive mechanisms that underpin listening is critical to designing effective pedagogical interventions. Two fundamental types of processing bottom-up and top-down are central to how listeners interpret spoken input.

1. Bottom-Up Processing

Bottom-up processing refers to the decoding of the auditory input by focusing on the smallest units of language, such as phonemes, syllables, words, and sentence structures. It is a data-driven process in which the listener builds meaning step by step from the incoming acoustic signal. According to Rost, bottom-up skills are essential for recognizing sounds and word boundaries, understanding grammatical relationships, and processing syntactic structures. Learners rely on this processing especially when they are unfamiliar with the topic or context of the conversation.

Recent studies support the importance of bottom-up strategies for beginner and intermediate learners. As Putri, Sundari, & Prayogo explain, bottom-up processing helps EFL learners identify specific details and improve accuracy in comprehension tasks, especially in intensive listening activities. Activities such as

dictation, gap-filling, and phoneme discrimination are designed to strengthen these skills.¹⁴

2. Top-Down Processing

In contrast, top-down processing involves the use of background knowledge, context, expectations, and prior experiences to understand the overall message. It is concept-driven, where the listener interprets what is heard based on pre-existing schemata and predictions. When learners engage in top-down listening, they infer meaning even when parts of the message are unclear or missing. According to Gao et al, top-down processing plays a key role in real-time comprehension, particularly in interactive settings where contextual clues and discourse-level understanding are necessary. For example, when listening to a news report, a learner may rely on their knowledge of world events to predict the content and structure of the report, thereby enhancing understanding even with limited vocabulary.¹⁵

In practice, teachers can encourage this integration by designing listening tasks that activate learners' prior knowledge (top-down) while also requiring close attention to language form (bottom-up). For instance, previewing vocabulary before listening, using prediction tasks, or encouraging note-taking can help learners engage both processing routes simultaneously.

d. Teaching Listening in the EFL Context

¹⁴ Putri, E. N., Sundari, H., & Prayogo, J. A. (2022). Investigating Bottom-Up and Top-Down Processing in EFL Students' Listening Strategies. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 7(2), 200–210.

¹⁵ Gao, R., Roever, C., & Lau, J. H. (2023). *Interaction Matters: An Evaluation Framework for Interactive Dialogue Assessment on English Second Language Conversations*. arXiv.

Strategies and Techniques for Teaching Listening

1. Predicting

Prediction is a top-down strategy in which learners anticipate content based on contextual cues, such as titles, visuals, or prior knowledge. This technique activates learners' schemata and helps them mentally prepare for incoming information. According to Azizah and Marlina, pre-listening prediction activities significantly improve students' engagement and comprehension because they create expectations that guide attention during listening¹⁶. For example, before playing a news audio, teachers might ask students to guess what the report will be about based on a headline or image.¹⁶

2. Note-taking

Note-taking is a cognitive strategy that aids listening comprehension by allowing learners to record key information for later recall and processing. This strategy is especially useful for academic contexts where learners must extract and retain specific data. Research by Sugiarto and Wijayanti shows that teaching students how to take structured notes such as using keywords, abbreviations, and symbols significantly improves their performance in listening comprehension tests. Furthermore, note-taking supports learners' ability to organize information hierarchically and distinguish main ideas from supporting details.¹⁷

3. Inferencing

¹⁶ Azizah, N., & Marlina, L. (2021). Using Predicting Strategy in Teaching Listening Comprehension. *Journal of English Language Teaching*, 10(2), 235–244.

¹⁷ Sugiarto, R. H., & Wijayanti, F. (2023). Enhancing Students' Listening Comprehension through Note-Taking Strategy. *PROJECT (Professional Journal of English Education)*, 6(1), 1–8.

Inferencing refers to the ability to deduce meaning from incomplete or indirect information using contextual clues, background knowledge, and linguistic indicators. It is essential for real-world listening where listeners often encounter unfamiliar vocabulary or unclear pronunciation. As highlighted by Rahmawati and Suryani, inferencing allows learners to make logical guesses, fill in gaps, and maintain comprehension even when full understanding is not possible. Teachers can develop this skill through activities such as "guess the meaning" tasks or by stopping audio at key points and asking learners to infer what might come next.¹⁸

e. The Difficulties Encountered by Students on Listening Activities

Difficulties encountered by students during listening activities can stem from various factors. Here's an overview of some common challenges

1. Limited Vocabulary

Limited vocabulary is a significant barrier to effective listening comprehension. Students with restricted vocabulary may struggle to fully grasp the meaning of spoken words, affecting their ability to understand and follow the listening material. For instance, if students are unfamiliar with specific vocabulary used in a listening passage, they may miss out on key information or the overall context. This limitation can slow down comprehension and undermine students' confidence in using the target language.¹⁹

2. Fast Speech Rate

¹⁸ Rahmawati, R., & Suryani, S. (2020). The Use of Inferencing Strategy to Improve Students' Listening Comprehension. *JELLT (Journal of English Language and Language Teaching)*, 4(2), 147–155.

¹⁹ Gilakjani, A. P., & Sabouri, N. B. (2016). "English pronunciation instruction: A literature review." *International Journal of Research Studies in Language Learning*, 5(2), 23-34.

A fast speech rate can present a significant challenge for students. Many listening materials, especially in natural settings like everyday conversations, are spoken at speeds that might be difficult for learners to follow. If a speaker talks too quickly, students may not have enough time to process and understand each word before moving on to the next, potentially missing crucial parts of the information being conveyed. This can hinder overall comprehension and retention of the material.²⁰

3. Accents and Pronunciation Variations

Accents and pronunciation variations can be major obstacles to listening comprehension. English, for example, has a wide range of accents that vary significantly from one region to another. Students may struggle to understand these variations if they are not accustomed to them, as different accents can alter intonation, stress, and even the pronunciation of consonants and vowels. This unfamiliarity with accentual and pronunciation differences can make it difficult for students to follow and comprehend spoken content.²¹

4. Inadequate Listening Strategies

Without effective listening strategies, students may find it difficult to understand and retain information from listening activities. Listening strategies include skills such as predicting, inferring, and summarizing. If students do not employ these strategies, they may only grasp information literally and struggle to

²⁰ Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.

²¹ Osada, C. (2004). "Listening comprehension research: A brief review of the past thirty years." *Language Education in Asia*, 7(1), 1-15.

connect and integrate different parts of the spoken material. Using appropriate strategies can enhance comprehension and retention of the information.²²

f. The Role of Teachers in Facilitating Effective Listening Instruction

Teachers play a critical role in shaping the effectiveness of listening instruction in English as a Foreign Language (EFL) classrooms. Listening is not simply about exposing students to spoken texts but requires pedagogical support, scaffolding, and strategy training all of which rely on the teacher's professional knowledge and classroom practices. Effective listening instruction depends heavily on how teachers design, deliver, and reflect on listening activities that meet learners' cognitive, affective, and linguistic needs.

1. Designing Meaningful Listening Activities

Teachers are responsible for selecting or creating listening materials that are appropriate to learners' proficiency levels, interests, and real-world needs. This involves choosing content that is not only linguistically accessible but also culturally relevant and engaging. According to Astuti and Rasyid, EFL teachers who tailor their listening materials to students' daily contexts (e.g., news, podcasts, or YouTube videos) help improve students' motivation and listening performance. Moreover, effective teachers use a combination of intensive and extensive listening activities to balance skill-building and comprehension fluency.²³

2. Scaffolding the Listening Process

²² Xu, Y. (2011). "Listening strategies in second language acquisition: A review of research." *International Journal of Applied Linguistics*, 21(3), 215-234.

²³ Astuti, A. P., & Rasyid, Y. (2021). Teachers' Strategies in Teaching Listening Comprehension for Senior High School Students. *Journal of English Language Teaching and Learning*, 2(2), 85–93.

An essential part of the teacher's role is to guide students through the stages of listening: pre-listening, while-listening, and post-listening. During the pre-listening stage, teachers activate students' background knowledge and introduce keywords or key concepts. In the while-listening phase, they provide clear tasks such as gap-filling, identifying main ideas, or making inferences. Post-listening activities help students reflect on their performance, discuss content, and correct misunderstandings. Kurniawan and Kuswandono highlight that well-structured scaffolding boosts students' confidence and helps reduce listening anxiety.²⁴

3. Teaching Listening Strategies Explicitly

Teachers must not assume that learners will acquire listening skills automatically through exposure. Rather, they need to explicitly teach listening strategies, such as prediction, inferencing, summarizing, and note-taking. As shown by Putri and Nugraheni, students who receive strategy instruction demonstrate significantly better listening outcomes than those who do not. Teachers should model these strategies through think-alouds and guided practice to ensure learners internalize and apply them independently.²⁵

4. Creating a Positive Listening Environment

Teachers contribute to an environment that supports active and attentive listening. This includes managing classroom noise, ensuring good audio quality, and fostering an atmosphere where students feel safe to ask questions or seek

²⁴ Kurniawan, Y., & Kuswandono, P. (2023). EFL Teachers' Scaffolding Strategies in Teaching Listening: A Qualitative Case Study. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 8(1), 1–11.

²⁵ Putri, M. I. A., & Nugraheni, A. D. (2023). Investigating the Use of Listening Strategies to Improve EFL Learners' Listening Proficiency. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 20(1), 54–64.

clarification. Teachers who promote collaborative listening activities such as peer discussion or group summarizing help develop learners' interpersonal and interpretive skills.²⁶

2. YouTube

a. What is YouTube Application

YouTube is a video-sharing application that allows users to upload, watch, and share various types of content, from entertainment and music to education. The application features interactive features such as comments, live streaming, and video recommendations, creating a more personalized user experience and increasing audience engagement.

Beyond entertainment, YouTube has also become a source of information and a learning medium widely used in various fields. Research shows that YouTube plays a crucial role as an effective user-generated content platform for disseminating information widely and quickly (Mostafa, Feizollah, & Anuar).²⁷

b. The Use of YouTube in Learning English

According to Duffy “YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL (English as a Second Language) course”. Therefore, this section will provide suggestions from educators

²⁶ Handayani, D. (2022). The Role of Teacher Feedback in Developing Listening Skills among EFL Learners. *JET (Journal of English Teaching)*, 8(1), 51–60.

²⁷ Mostafa, M. M., Feizollah, A., & Nor Badrul Anuar, A. (2022). Fifteen years of YouTube scholarly research: knowledge structure, collaborative networks, and trending topics. *Multimedia Tools and Applications*, 82(8), 12423-12443.

and teachers from around the world who have used YouTube as a teaching tool in language teaching.²⁸

In overcoming students' problems in learning English, English teachers must be selective in choosing teaching methods expected to overcome students' difficulties in learning English, especially in online classes. Project-Based Learning (PBL) can be used to teach English online in a different way.²⁹

Using YouTube in an English as a Foreign Language (EFL) classroom can be highly effective for enhancing listening skills and overall language acquisition. Here are some suggestions for integrating YouTube into learning English:

- 1) Authentic Listening Materials: Use YouTube to provide students with authentic listening experiences. Select videos that feature native speakers in various contexts such as interviews, discussions, or everyday conversations to expose students to natural language use.
- 2) Interactive Listening Activities: Create activities where students watch videos and then complete comprehension tasks, such as filling in missing words, summarizing content, or answering questions. This can help reinforce listening skills and ensure that students are actively engaging with the material.
- 3) Variety of Accents and Dialects: Select videos featuring different English accents and dialects. This exposure helps students become accustomed to diverse pronunciations and speaking styles.

²⁸ Duffy, P. (2008). The Role of YouTube in Language Teaching and Learning. *Educational Technology Review*, 14(3), 120-134.

²⁹ Devi Ismayanti, Andi Tenrisanna Syam , Rustan Santiara "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School"

c. Advantages and Disadvantages of Using YouTube for Improving Listening Skill

YouTube is a video-sharing application that allows users to upload, watch, and share various types of content, from entertainment and music to education. The application features interactive features such as comments, live streaming, and video recommendations, creating a more personalized user experience and increasing audience engagement. (Mostafa, Feizollah, & Anuar).³⁰

1) Advantages

a. Improving Listening Skills

Using YouTube as a listening learning medium allows students to develop two main types of listening skills: literal (understanding explicit meaning) and inferential (understanding implicit meaning). Authentic videos such as news, interviews, and documentaries provide contextual information that helps students grasp the intent and meaning of conversations as a whole. According to Vandergrift & Goh, listening is not just about capturing sounds, but rather an active process of interpreting the message conveyed by the speaker.³¹

b. Provides a Variety of Accents and Speaking Styles

YouTube allows students to listen to English speakers from diverse cultural and geographic backgrounds. This allows them to become familiar with different accents, such as British, American, or Australian English, as well as different

³⁰ Mostafa, M. M., Feizollah, A., & Nor Badrul Anuar, A. (2022). *Fifteen years of YouTube scholarly research: knowledge structure, collaborative networks, and trending topics*. *Multimedia Tools and Applications*, 82(8), 12423-12443.

³¹ Vandergrift, L., & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge. 35-36

registers. This enriches their listening experience and strengthens their ability to adapt to cross-cultural communication.³²

c. Increasing Motivation and Interest in Learning

The engaging visualizations and interactive content on YouTube significantly increase student engagement in the learning process. This medium creates a learning environment that is less monotonous, thereby increasing students' intrinsic motivation. Hafner & Miller note that students tend to be more enthusiastic about learning when given the freedom to choose content that aligns with their personal interests.³³

d. Supporting Independent and Flexible Learning

With features like the ability to pause, fast-forward, or rewind videos, students can set their own learning pace. This is especially helpful in accommodating diverse learning styles and reinforcing learning outside of the classroom. According to Murcia, this flexibility supports the principles of student-centered learning.

2. Disadvantages

a. Distractions

One of the primary drawbacks of using YouTube for educational purposes is the potential for distractions. YouTube's algorithm frequently recommends unrelated content based on a viewer's previous watch history, leading students to be sidetracked by videos that do not align with their learning objectives. For example,

³² Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3, 53–66.

³³ Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for Science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 68–86.

after watching a language lesson, students might be directed to entertainment or irrelevant content, breaking their focus and wasting valuable learning time. Additionally, YouTube's comment sections and pop-up ads can divert attention away from the educational video itself. This distraction can significantly hinder the effectiveness of the learning experience, as the cognitive load is split between the intended content and unrelated stimuli.³⁴

b. Quality Control

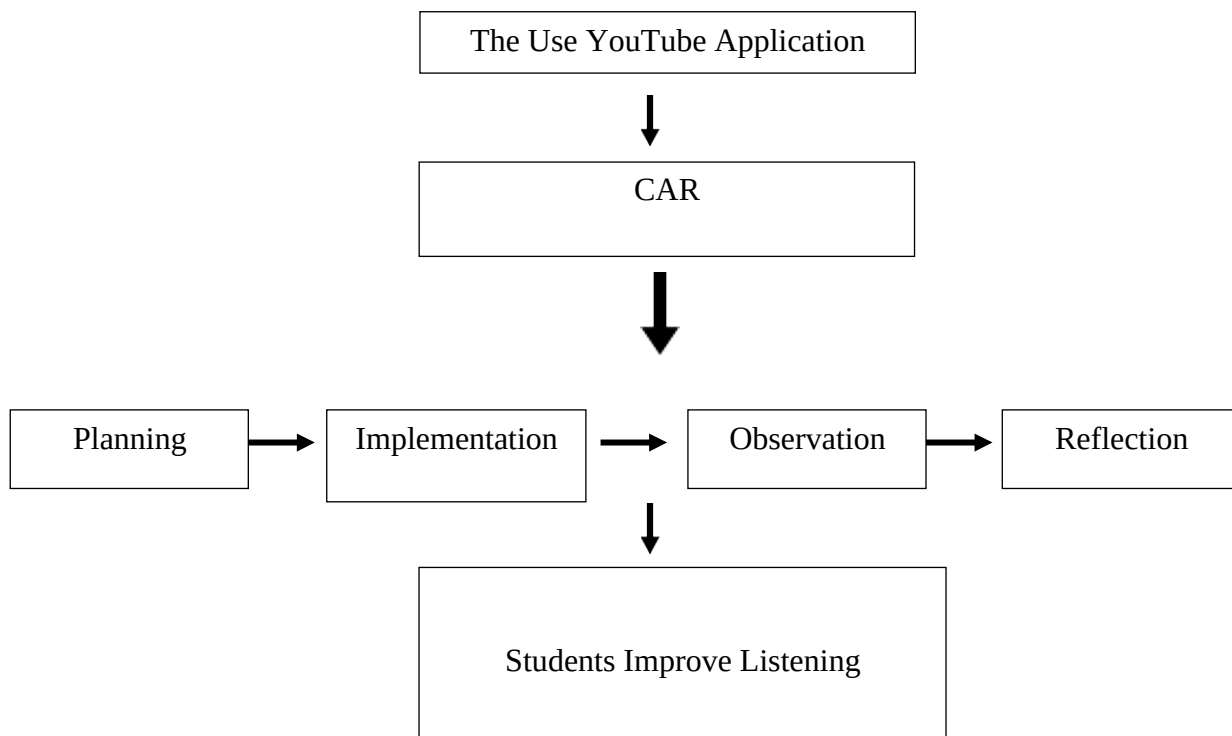
The content available on YouTube is not curated or regulated by professional educators or experts, which can result in variable quality. While some educational channels produce high-quality, reliable, and well-researched content, others may feature videos that are poorly produced, contain inaccuracies, or lack clarity. Poor audio quality (e.g., distorted sound or background noise) can also be an issue in some videos, making it difficult for learners to understand the spoken language. Moreover, the videos may not be structured in a pedagogically sound way, which could confuse students or lead to incomplete learning. For example, language learners might watch a video that is technically accurate but fails to explain critical concepts or provides misleading language usage examples.³⁵

C. Conceptual Framework

Current listening condition of
students at IAIN Palopo

³⁴ McDaniel, M. A., & Butler, K. A. (2015). *The disadvantages of multitasking: A review of the literature on the effects of multitasking on academic performance*. *Journal of Educational Psychology*, 107(3), 750-759.

³⁵ Si, L., & Choi, J. (2020). *The challenges of YouTube-based learning: Quality issues and the need for instructors' involvement*. *Educational Technology Research and Development*, 68(5), 2581-2597.



This conceptual framework begins with the analyzing the condition of students' listening skills at IAIN Palopo. This is the starting point to find out how well students understand conversation in English.

Researcher collect initial data, such as observations to identify the main problems faced by students.

Based on the results of the initial analysis, YouTube Application was chosen as a learning aid to improve students' listening skills.

Next the researcher chooses videos that are appropriate to the topic or material to be taught and are relevant to the difficulties found in the first stage.

This research uses the Classroom Action Research (CAR) approach, which is carried out in two cycles.

CAR is implemented with four main stages, namely Planning, Implementation, Observation, and Reflection, which will be carried out repeatedly in two cycles.

a. Planning (Planning)

At this stage, the researcher plans what will be done in listening learning. This includes selecting the right YouTube videos, designing the activities students will do, and determining the goals they want to achieve.

b. Implementation

Researcher can give instructions during viewing, such as asking them to focus on certain parts. Students are also asked to answer questions related to the audio after listening.

c. Observation

After implementation, observations are made to observe how students respond to the material.

d. Reflection

After observing the students, the researchers conducted a reflection to evaluate the effectiveness of using YouTube in improving listening skills.

By going through two repeated CAR cycles, students are expected to be able to understand conversations in English better, capture vocabulary and information more effectively

CHAPTER III

RESEARCH METHOD

A. Types and Design of Research

1. Types of Research

The research was conducted using Classroom Action Research (CAR). Classroom Action Research (CAR) is the methodical study of what works in the classroom with the aim of enhancing student learning, according to Levin (2001: 108). She clarified that Classroom Action Research (CAR) involves teachers or researchers collecting both qualitative and quantitative data from several sources and sharing the findings with people who would be directly impacted so that others can act on them.³⁶

Teachers who do Classroom Action Research (CAR) adhere to the same broad procedures that are typical of any research project, according to Levin (2001: 109). Ask a thoughtful question, gather data (both qualitative and quantitative), analyze the data to find the answer, make inferences from the analysis, then act on the findings.³⁷ Classroom activity Research activities include recurrent cycles of preparation, activity, observation, and reflection (Kemmis & McTaggart 1988: 14). Here, it is explained that the outcome of one cycle is utilized to assess if a subsequent cycle is necessary; the researcher can halt the cycle based on the reflection's outcome.³⁸

³⁶ Levin, B. (2001). Classroom action research: Understanding the theory and practice. In H andbook of action research (106-117). Sage Publications.

³⁷ Levin, B. (2001). Classroom action research: Understanding the theory and practice. In H andbook of action research (108-110). Sage Publications.

³⁸ Kemmis, S., & McTaggart, R. (1988). The action research planner. Deakin University Press.

2. Research Design

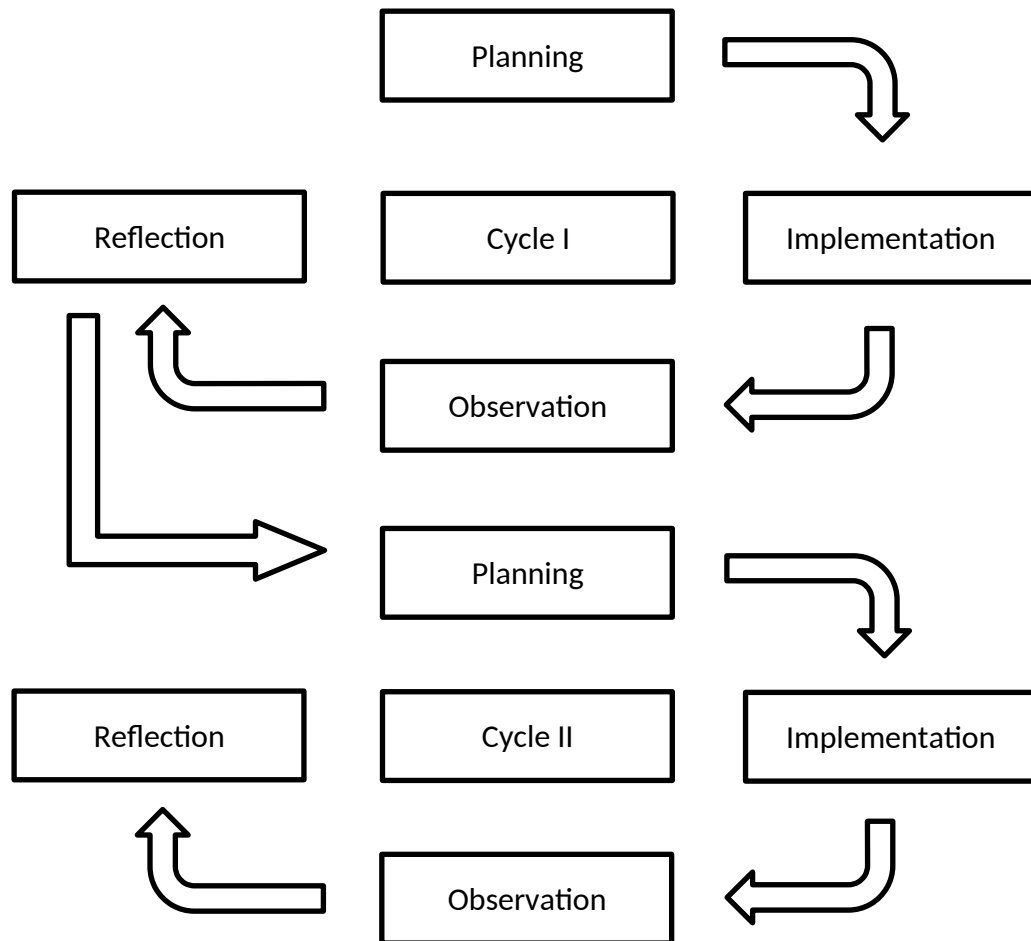


Chart 1 : The Show of Car Process

Based on the classroom action research design, there is some planning before carrying out the research. The research implementation plan is carried out in 4 stages, namely:

1. Planing

The researcher prepared the lesson plan, students' worksheet, observation checklist, instructional materials, and everything else associated with the activity for three meetings every cycle during the preparation phase.

Follow certain procedures in order to create a listening worksheet. The following stages were outlined: initially, the writers used questionnaires to perform a need analysis. According to the needs survey's findings, there was a definite demand for useful listening resources that did more than just assess students' listening skills. Second, the course grid was created by the writers and had four sections: the unit title, warm-up, major activity, and follow-up. There are 14 units in the worksheet, with four to five assignments in each unit.³⁹

2. Implementation

Implementing a properly thought-out plan or intervention to solve a specific problem or combination of problems is known as the action phase (Huang 2012: 16). Here, the researcher tried to gather the results after putting the plan into action. In actuality, this phase involves three primary tasks.⁴⁰

Every element of learning's implementation component is in the "very good" range. The observers rated every facet of the lecturer's and students' activities as well as the use of KBM in the "very good" category. Because it will determine whether or not the built module can be implemented correctly, implementation is crucial. The module's usefulness will be diminished if it is not implemented.⁴¹

a. Pre-activities

The pre-activities began with a greeting and an explanation of learning activity goal.

b. Rules activities

³⁹ Dewi Furwana&Andi Tenrisanna Syam ““Listening is Hard”: ADDIE Model on the Developmentof English Listening Worksheets”

⁴⁰ Huang, S. (2012). Action research in the classroom: A guide to practice. Routledge.

⁴¹ Husnaini “Development of Self Esteem-Oriented Micro Teaching Materialsfor IAINPalopo English Education Students”

The learning activity began with an explanation of the rules to the students, followed by the planning of the audio clip in the listening phase and the application of the technique.

c. Post activities

Students and the teacher had a conversation during post-activities, as well as the conclusion of their feelings and experiences in the class. Every action phase activity is contingent upon the planning in each cycle.

Each cycle has a unique plan that is based on the reflection phase's outcome. Therefore, if cycle one consists of three sessions, the action phase has its own action at the first meeting. The first and second meetings in cycle two or the second meeting in cycle one would be different.

3. Observation

To ascertain what is occurring, systematic observations of specific, pertinent facets of classroom practice are conducted throughout the observation phase. Both quantitative and qualitative data were gathered during the Classroom Action Research observation phase. The students' scores were used as quantitative data, while the observation of the teaching and learning activities in the classroom was used as qualitative data. After the approach and assignment were given, the students' score was determined by calculating the percentage of their score.⁴²

4. Reflection

⁴² Huang, S. (2012). *Action research in the classroom: A guide to practice*. Routledge.

Reflect on the current situation during the reflection phase, then create updated action plans based on any new insights or queries that surfaced during the earlier stages (Huang 2012: 15). Here, the reflection phase demonstrated the outcome of using the listening audio clip as a technique in the listening stage. Students' competency would be measured using the results of their assessment, which would also serve as the foundation for revisions in the following cycle.⁴³

B. Research Location

The research was conducted at UIN Palopo, with participants selected from second-semester students class B in the English Language Education Study Program. The researcher choose this location because they implements boarding activities where students are required to speak English.

C. Subject of the Research

The population for this study consists of second-semester students in the English Language Education Study Program at UIN Palopo. These students have been chosen as the population as they represent the research aims to understand - English language learners who are at a stage in their education where the development of listening skills is crucial.

Second-semester English language education study program students from Class B at UIN Palopo make up the study's sample. Since the second-semester students in this class are just beginning their formal English language education at the university level, their selection is regarded as representative. One of the main

⁴³ Maniku, Jein, Mister Gidion Maru, Nihta V.F. Liando "Watching Movie Clips as a Strategy to Improve Students Listening Skill."

goals of learning English as a foreign language (EFL) at this point is improving listening abilities.

The sample size includes all students enrolled in Class B of the second semester, with the total number of participants adjusted based on attendance and active participation during the implementation of the study.

Through this approach, the research is expected to provide an accurate depiction of the effectiveness of using YouTube to improve the listening skills of second-semester students at UIN Palopo.

D. Instrument of Research

One of the most crucial components of this research is the data collection instrument. The instruments were designed to help the researcher obtain valid and reliable data related to the improvement of students' listening skills through the use of YouTube application. The instruments used in this study consisted of a listening test, an observation sheet, and a questionnaire.

Before being implemented, all instruments were validated by experts to ensure their appropriateness and accuracy. The validation process involved two lecturers from the English Language Education Study Program of UIN Palopo who examined the instruments in terms of content validity, clarity, relevance, and suitability with the research objectives. Based on their feedback, several revisions and adjustments were made to improve the quality of the instruments.

1. Listening test, to determine whether students' listening skills are improving, the researcher administers this test both before and after treatment. The test takes the pupils roughly half an hour to complete. The researcher uses the

fill-in-the-blank exam. There were twenty blank words and fifteen numbers on the test.

2. Observation

The observation was conducted to monitor the learning process during the implementation of the action. The observation instrument was in the form of an observation checklist containing indicators of students' engagement and the implementation of the learning process by the researcher.

3. The Questionnaire

The purpose of the questionnaire was to find out how the students felt about the YouTube application as a media tool. The questionnaire, which has eleven numbers with four points for positive statements and one point for negative ones, was created by the researcher using the Likert scale. Using a Google Form, the researcher distributes and gathers the questionnaire.⁴⁴

Before being used in the research, all instruments including the listening test, observation sheet, and questionnaire were validated by experts to ensure their validity, clarity, and suitability with the research objectives. The validation process aimed to make sure that each instrument could accurately measure what it was intended to measure.

1. Validation of the Listening Test

⁴⁴ Wahyuni "The use of Miracle English application to improve student's listening skills at SMAN 6 Luwu Timur"

The listening test was designed to measure students' achievement in understanding spoken English after being taught using YouTube materials. The test consisted of several items related to the topics taught during the research.

To ensure its validity, the test was reviewed by expert validators lecturer from the English Language Education Study Program at UIN Palopo who assessed the items based on content validity, clarity of instructions, language appropriateness, and relevance to learning objectives. Based on their suggestions, several improvements were made, such as adjusting the difficulty level of questions, simplifying instructions, and ensuring that the test content matched the learning materials provided during each cycle.

2. Validation of the Observation Sheet

The observation sheet was used to record students' participation, engagement, and behavior during the implementation of YouTube-based listening activities. The validators examined each indicator to ensure that it clearly represented observable classroom behaviors related to listening skill development. The feedback resulted in minor revisions, such as rephrasing indicators for clarity and ensuring that they aligned with the objectives of the Classroom Action Research (CAR).

3. Validation of the Questionnaire

The questionnaire aimed to gather students' perceptions and attitudes toward the use of YouTube in learning listening. It consisted of positive and negative statements on a Likert scale ranging from "strongly agree" to "strongly disagree." The validators checked the construct validity of the questionnaire by ensuring that all statements accurately reflected aspects of motivation, interest, and learning effectiveness. Some wording was revised to make the items clearer and easier for students to understand.

After the validation process, the final versions of all instruments were approved and considered valid and appropriate to collect data. This validation ensured that the instruments were reliable tools for measuring students' listening improvement, engagement, and perceptions throughout the research.

E. The procedure of Collecting Data

1. Test

The purpose of the test is to assess pupils' abilities before to treatment. The researcher administered a listening test to the students at the first meeting, asking them to compose a sentence based on the audio they had heard.

a. Cycle 1

The test is an initial assessment conducted before the treatment is applied to participants. Its purpose is to evaluate students' baseline abilities, in this case, their listening skills, to establish a starting point for comparison with the test results.

Stages in Cycle 1:

- a. Planning: Designing the actions, such as selecting appropriate YouTube audio and creating lesson plans.

- b. Implementation: Executing the planned actions in a classroom setting.
- c. Observation: Monitoring and recording how students respond to the treatment.
- d. Reflection: Evaluating the observations to assess the effectiveness of the treatment and planning improvements for the next cycle.

b. Cycle 2

Cycle 2 is the second iteration in the CAR process, aimed at refining or enhancing the results from Cycle 1. Adjustments are made based on the reflections and outcomes of the previous cycle to improve the effectiveness of the actions applied.

2. Questionnaire

A questionnaire is a tool for collecting qualitative data by asking students a series of structured questions about their experiences and perceptions about YouTube Application

F. Technique Analysis Data

In this study, the data analysis technique used refers to the Classroom Action Research (CAR) approach, which involves two cycles. The analysis was conducted on quantitative and qualitative data as follows

a. Quantitative Data

Quantitative data was obtained from the results of the pre-test and post-test, which aimed to determine the improvement in students' listening skills after using YouTube. The analysis was carried out using the following steps:

1. Calculating the average (mean) pre-test and post-test scores for each cycle.
2. Comparing the average scores between the pre-test and post-test to determine improvements in learning outcomes.

Scoring the students test in pre-test and post-test

$\bar{X}$: Mean Score

$\sum x$: Total Score

N : Total Sample

Score = Students correct answer X 100

Total Number

Classification the level of the students score:

Excellent	: 96 – 100
Very good	: 86 – 95
Good	: 76 – 85
Fairly good	: 60 – 75
Poor	: 36 – 59
Very poor	: 0 - 35

3. Calculating the test the result of listening by using the SPSS program version.

b. Qualitative Data

Qualitative data were obtained from:

1. Observation sheets, which were used to determine student engagement and activity during the listening learning process using YouTube. Data were analyzed descriptively by examining changes in behavior and activeness from cycle I to cycle II.

2. Questionnaires, which were used to determine student responses to the use of the YouTube application in listening learning. Data were analyzed by calculating the number and percentage of answer choices for each question.

3. Technique questionnaire analysis

The researcher use the Google forms application to get the result of the questionnaire.

Tabel 3.1 : Likert Scale Category

No.	Likert Scale Category	Score Value Positive	Score Value Negative
1	Strongly Agree	4	4
2	Agree	3	3
3	Disagree	2	2
4	Strongly Disagree	1	1

BAB IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Description

This section describes the data obtained from the research activities conducted during the implementation of Classroom Action Research (CAR) aimed at improving the students' listening skills through the use of YouTube application. The data were collected through pre-test, post-test, classroom observations, and student questionnaires.

The data collected can be categorized into two types: quantitative data (test) and qualitative data (from observations and questionnaire responses). The participants of this study were second-semester students of the English Language Education Study Program at UIN Palopo, with a total of 15 students actively involved.

The learning materials used in each meeting were selected and determined by the supervising lecturer, while the researcher implemented the designed learning strategies and instruments according to the Classroom Action Research framework.

a. The Result of Test

The test was administered before the implementation of Cycle I, in order to assess the students' initial listening skill. The test consisted of an audio listening, followed by a gap-filling worksheet to complete based on what students heard.

Tabel 4.1
Students Test Score

Student Code	Test Score	Category
S1	46,66	Poor
S2	80	Good
S3	40	Poor
S4	33,33	Very Poor
S5	33,35	Very Poor
S6	53,33	Poor
S7	46,66	Poor
S8	26,66	Very Poor
S9	53,33	Poor
S10	20	Very Poor
S11	46,66	Poor
S12	86,66	Very Good
S13	73,33	Fairly Good
S14	53,33	Poor
S15	80	Good

Tabel 4.1 above explain student's test scores along with their categories

Tabel 4.2
Percentage and Frequency Student's Test Score

Category	Frequency	Percentage (%)
Excellent	0	0%
Very Good	1	6,67%
Good	2	13,33%
Fairly Good	1	6,67%
Poor	7	46,67%
Very Poor	4	26,67
Total	15	100%

Based on table 4.2 analysis of the pre-test given to 15 students, the distribution of value categories is as follows: no students are in the Excellent or Fairly Poor categories. As many as 1 student (6.67%) is included in the Very Good category, indicating very good listening skills. Furthermore, there are 2 students (13.33%) who are in the Good category, and 1 student (6.67%) is in the Fairly Good category. However, most students show low results, namely 7 students (46.67%) are

in the Poor category, and 4 students (26.67%) are classified as Very Poor. These data indicate that the majority of students do not have adequate listening skills before being given treatment, so further action is needed to improve their learning outcomes.

Tabel 4.3: Descriptive Statistic

	N	Maximum	Minimum	Mean	Std. Deviation
Test	15	86.66	20.00	51.55	20.386
Valid	15				

Tabel 4.3 explain the descriptive statistic of student's est scores which can be seen in the maximum (86.66), minimum (20.00), mean (51.55), and standar deviation (20.386).

b. Cycle One

In the first cycle, learning activities consisted of three meetings. Two meetings focused on providing treatment using audio from YouTube as a listening learning medium. The materials used have been determined by the supervising lecturer. During the treatment, students were given the opportunity to listen to audio, understand the content, and answer questions related to the material. In the third meeting, an evaluation was carried out through a post-test to measure the improvement in students' listening skills after being given treatment in the previous two meetings.

1. Planning Phase

In the planning stage, researcher prepare a learning plan for the first cycle. This activity includes selecting appropriate listening materials, determining learning media in the form of audio from YouTube, preparing RPP (Learning Implementation Plan), and creating instruments such as worksheets. The purpose of this stage is to ensure that the learning process runs in accordance with the research objectives and can improve students' listening skills gradually.

2. Action Phase

In the implementation phase (action phase), learning is carried out according to the plan that has been prepared. Students attend two listening learning meetings using audio from YouTube as the main media. During the learning process, the researcher acts as an observer. Students are asked to listen to the audio carefully, understand the contents of the material, and answer the questions provided. This activity aims to train their listening skills through relevant and interesting content.

In the first meeting, students studied listening material with the topic of “Job and Interview”. Before the learning began, the researcher opened the class with a greeting, gave attention grab, provided vocabulary related to the material, then the researcher read the learning objectives. After that, students were given a worksheet containing comprehension questions based on audio from YouTube that had been selected according to the topic. After that, the audio was played, and students simultaneously listened while immediately working on the questions on the worksheet. This activity aims to train students' listening skills in the context of a job interview situation, including recognizing common questions, appropriate answers,

and vocabulary related to the world of work. The researcher observed student involvement during the learning process.

In the second meeting, the topic raised was Describing Things. Just like before, students first received a worksheet containing questions related to the audio content. After that, audio from YouTube that was relevant to the topic was played, and students were asked to listen carefully while answering questions directly on the worksheet. The purpose of this activity is to help students understand the description of objects orally, train them to recognize adjectives, shapes, colors, and descriptive sentence structures in real contexts.

3. Observation Phase

In the observation phase, the researcher recorded all learning activities that occurred during the treatment process in the first and second meetings. Observations focused on student involvement in listening to audio from YouTube, their activeness in working on worksheets, and their responses to the instructions given. The researcher used observation sheets to document student learning behavior, such as focus while listening, ability to answer questions, and participation in discussions after learning. The results of these observations became evaluation materials to determine the extent to which the learning process was effective and whether there were obstacles that needed to be fixed in the next cycle.

Tabel 4.4
The Result of Observation Student's

Research : Improving Students' Listening Skill through the Use of YouTube Application A Classroom Action Research on the Second Semester Students of English Language Education Study Program at UIN Palopo Observer's Name : Dewi Furwana, S.Pd., M.Pd. Date of Observation : Tuesday, 3rd June 2025 Class : PBI IIB Purpose of Observation : To observe students' engagement, responses to YouTube use, and researcher performance in managing listening activities. Guidelines : 1 = Poor 2 = Fair 3 = Good 4 = Excellent			
No	Observed Aspects	Score 1-4	Observer's Notes
A	Students		
1	Students focus while listening to audio	3	Most students were focused, although some were still casually talking.
2	Students understand the instructions given	4	The researcher's instructions were clear and easy to understand.
3	Students work on worksheets seriously	3	Completed quite seriously, but some students still depended on their peers.
4	Students are able to answer questions based on audio content	3	Able to answer, although some needed further guidance.
5	Students actively ask questions or respond to discussions	2	Only a few students were active; most were still passive.
6	Students show interest in	3	The YouTube video was not

	the material		displayed, but the material suited students' interests.
7	Obstacles that arise during learning	3	Some students had difficulty understanding new vocabulary.
8	Class atmosphere	3	The classroom atmosphere was conducive.
B. Researcher			
1	Clarity of instruction by researcher	4	Instructions were delivered clearly, systematically, and easy to follow.
2	Use of media (YouTube audio) in Teaching	4	YouTube media was very relevant, interesting, and effective.

Based on the observation checklist, students' performance during the listening activity using YouTube audio showed positive progress, although some challenges were still identified. Most students were able to focus while listening (score 3), with only a few engaging in light conversations during the activity. The researcher's instructions were clearly understood by students (score 4), which indicates that the directions given were well-structured and easy to follow. Students worked on the worksheets with a good level of seriousness (score 3), though several of them still depended on their peers rather than completing the tasks independently.

Regarding their listening comprehension, students were able to answer questions based on the audio content (score 3), even though some required additional guidance. However, active participation in asking questions or contributing to discussions remained relatively low (score 2), as only a small number of students responded actively, while most remained passive. On the other hand, students demonstrated a reasonable level of interest in the material (score 3),

especially since the YouTube audio was relevant to their learning context, although the absence of video might have reduced engagement for some learners.

In terms of difficulties, the main obstacle identified was that some students experienced problems in understanding new vocabulary (score 3). Nevertheless, the class atmosphere was generally conducive (score 3), which supported the learning process.

From the perspective of the researcher, the clarity of instruction received the highest score (4), showing that the researcher was able to give directions in a clear, systematic, and understandable manner. The use of YouTube audio as a medium also obtained an excellent rating (4), as it was considered relevant, interesting, and effective in supporting listening comprehension.

Overall, the observation results highlight that the use of YouTube audio in the listening classroom was effective in maintaining students' focus, providing clear guidance, and fostering understanding of listening material. However, students' limited active participation and difficulties with vocabulary remain challenges that need further improvement in the next cycle.

4. Reflection Phase

In the reflection phase, the researcher analyzed the results of students score and student observation sheets during the learning process in the first cycle. The reflection results showed that although some students showed an increase in their listening skills, the majority were still in the poor categories. This indicates that students' understanding of the listening material is not optimal. In addition, the observation results also show that some students are still less focused when

listening to audio, and are not yet fully accustomed to working on questions while listening. Based on these findings, it is concluded that improvements need to be made in the second cycle, such as strengthening learning strategies, providing additional exercises, and choosing audio materials that are more appropriate to students' level of understanding so that the results achieved can be maximized.

a. The Result of Test

Table 4.5

The Student's Listening Score Test Cycle 1

Name of Students'	Score	Category
S1	57,14	Poor
S2	82,14	Good
S3	53,57	Poor
S4	42,86	Poor
S5	58,63	Poor
S6	60,71	Fairly Good
S7	57,14	Poor
S8	39,29	Poor
S9	57,14	Poor
S10	28,57	Very Poor
S11	53,57	Poor
S12	89,29	Very Good
S13	78,57	Good
S14	60,71	Fairly Good
S15	85,71	Good

Tabel 4.5 above explain student's test scores in cycle 1 with their categories.

Tabel 4.6**Percentage and Frequency of Student's Scores Test Cycle 1**

Category	Frequency	Percentage (%)
Excellent	0	0%
Very Good	1	6.67%
Good	3	20%
Fairly Good	2	13.33%
Poor	8	53.33%
Very Poor	1	6.67%
Total	15	100%

Based on table 4.6 it is known that out of a total of 15 students, none were in the Excellent category (0%). Only 1 student (6.67%) was in the Very Good category, indicating very good listening skills. A total of 3 students (20.00%) were in the Good category, while 2 students (13.33%) were in the Fairly Good category, meaning their abilities were at a fairly good level. The majority of students were in the low category, namely Poor with 8 students (53.33%), followed by Very Poor with 1 student (6.67%). These data indicate that more than half of the study participants still had inadequate listening skills before corrective actions were taken. This finding is the basis for the need to implement learning strategies using audio from YouTube to improve students' listening skills in the next cycle.

Tabel 4.7**Descriptive Statistic**

	N	Maximum	Minimum	Mean	Std. Deviation
test siklus 1	15	89.29	28.57	60.33	17.264
Valid	15				

Based on 4.7 descriptive statistic of the test scores in the first cycle, it is known that the number of students who took the test was 15 people ($N = 15$). The highest score obtained by students was 89.29, while the lowest score was 28.57. The average (mean) score of students was at 60.33, which indicates that in general the students' listening ability was still at a moderate level. Meanwhile, the standard deviation value of 17.264 indicates that there was a fairly high variation or distribution of scores among students. This indicates that students' listening ability is still uneven, with most still needing improvement.

Tabel 4.8

Paired Sample Statistic

Listening Skill	Mean	N	Std. Deviation	t	Sig. (2-tailed)
Pair 1 Test	51.5533	15	20.38671	5.984	0.000
test.cycle 1	60.3360	15	17.26450		

Table 4.8 presents the results of descriptive statistics between test before treatment and test scores in cycle I. The average (mean) score of students' listening ability during the test was 51.55, while in the test of cycle I it increased to 60.34, with each sample size (N) of 15 students. The standard deviation value for the test was 20.39, and for the test of cycle I it was 17.26, indicating a slight decrease in the variation in values after the action was taken. Furthermore, the t-value of 5.984 and the significance value (Sig. 2-tailed) of 0.000 (less than 0.05) indicate that there is a significant difference between the results of the test before treatment and test of

cycle I. This means that the actions taken in the first cycle, namely learning using audio media from YouTube, have had a significant impact on improving students' listening ability. This increase is an early indicator of the success of the learning strategy implemented before improvements are made in the next cycle.

Tabel 4.9

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre.test - Post.test.siklus.1	-8.78267	5.68450	1.46773	-11.93064	-5.63470	-5.984	14	.000

Based on the results of the paired sample t-test shown in Table 4.9, a significance value (Sig. 2-tailed) of 0.000 was obtained, which means it is smaller than the significance level of 0.05. Thus, it can be concluded that there is a significant difference between the test before treatment and test after treatment values of cycle I. The average difference value (mean difference) of -8.78 indicates that the test results are higher than the test before treatment. This is supported by the calculated t value of -5.984 with degrees of freedom (df) = 14, and the 95% confidence interval range is from -11.93 to -5.63. Because this range does not include zero, the differences that occur can be considered statistically significant. In other words, the use of YouTube audio media in the listening learning process in the first cycle has had a positive impact on improving students' listening skills.

b. The Result of Observation in Class

No	Observed Aspects	Observer's Notes/Remarks
1	Students focus while listening to audio	Most students focus when listening to YouTube audio, but a number of student Still Busy story with Friend.
2	Students understand the instructions given	At first, there were some students who asked for an explanation again, but they started to get used to it in the second meeting.
3	Students work on worksheets seriously	The majority of students immediately worked on the worksheet while the audio was playing.
4	Students are able to answer questions based on audio content	Some students were able to answer well, but some had difficulty, especially in understanding the details of the audio content.
5	Students actively ask questions or respond to discussions	On meeting First only 1-2 students are active ask . However , on meeting to two Already more than 3-5 active people ask .
6	Students show interest in the material	Students appear enthusiastic when the topics are related to daily life, such as 'Job Interview' and 'Describing Things'.
7	Obstacles that arise during learning	Obstacles that arise include poor audio clear And lack of understanding student to audio content.
8	General class atmosphere	The class was quite quiet and students followed the activities in an orderly

		manner.
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Based on observations in Cycle I, the implementation of listening activities using YouTube audio demonstrated several advantages. Most students were able to maintain focus throughout the activity, immediately engaged in the worksheets, and several students were able to answer questions related to the audio content effectively. Furthermore, students appeared enthusiastic when the material related to everyday life, such as topics such as "Job Interviews" and "Describing Things." The classroom atmosphere was also quite conducive, as students participated in the activities in an orderly and calm manner. This indicates that the use of YouTube audio can capture students' attention and create a learning environment that supports listening skills.

However, several shortcomings were identified in this cycle. Some students were still busy talking with their friends during the activity, and many students initially struggled to understand the teacher's instructions. Not all students were able to answer questions correctly, especially in sections that required detailed understanding of the audio content. Only a few students actively asked questions or responded to the discussion, resulting in low participation. Technical constraints, such as unclear audio quality, also hindered student comprehension. These shortcomings indicate the need for improvements in classroom interaction management, providing clearer instructions, and ensuring audio quality to effectively develop students' listening skills in the next cycle.

c. Cycle Two

In Cycle Two, learning activities were carried out in one meetings treatment. Treatment was carried out to correct deficiencies found in the first cycle. In this treatment meeting, the researcher provided different listening materials but remained relevant to the students' abilities. The audio used came from YouTube with better sound quality, and the worksheets have been simplified to make them easier for students to understand.

1. Planning Phase

In the planning phase of the second cycle, the researcher evaluated the learning outcomes and observations in the first cycle. Based on this reflection, the researcher prepared an improvement plan to increase the effectiveness of listening learning.

Some of the planned steps include:

- a. Providing audio from YouTube with clearer sound quality.
- b. Preparing simpler and more focused worksheets, so that students do not have difficulty answering questions while listening to audio.
- c. Providing more detailed directions at the beginning of learning so that students understand the instructions better.
- d. Motivating students to be more active in learning activities and increasing concentration while listening.

This plan was prepared so that the implementation of the second cycle would be more effective and able to provide a greater positive impact on improving students' listening skills.

2. Action Phase

In the implementation stage of the second cycle, learning activities were carried out in one treatment meeting. The researcher began the learning by providing clearer and more structured directions regarding the objectives of the activity and how to work on the worksheet. This was done to overcome the confusion experienced by students in the first cycle.

Students then listened to audio from YouTube that had been selected with better sound quality. While listening, they immediately worked on the worksheet containing questions related to the content of the audio. The topics used in the audio were adjusted to the students' ability level and were relevant to everyday life to increase their interest.

During the learning process, the researcher observed student participation, their focus in working on assignments, and obstacles that might arise. This activity aims to provide a more effective learning experience as well as a basis for evaluation to measure the improvement of students' listening skills.

3. Observation Phase

In the second cycle observation phase, researchers conducted direct observations of student activities during the learning process. The focus of observation included students' concentration levels when listening to audio, their activeness in working on worksheets, their understanding of instructions, and their responses to the material provided.

Tabel 4.10 : Observation Result

Research : Improving Students' Listening Skill through the Use of YouTube Application A Classroom Action Research on the Second Semester Students of English Language Education Study Program at UIN Palopo Observer's Name : Dewi Furwana, S.Pd., M.Pd. Date of Observation : Tuesday, 3rd June 2025 Class : PBI IIB Purpose of Observation : To observe students' engagement, responses to YouTube use, and researcher performance in managing listening activities. Guidelines : 1 = Poor 2 = Fair 3 = Good 4 = Excellent			
No	Observed Aspects	Score 1-4	Observer's Notes
A	Students		
1	Students focus while listening to audio	3	Most students were focused, although some were still casually talking.
2	Students understand the instructions given	4	The researcher's instructions were clear and easy to understand.
3	Students work on worksheets seriously	3	Completed quite seriously, but some students still depended on their peers.
4	Students are able to answer questions based on audio content	3	Able to answer, although some needed further guidance.
5	Students actively ask questions or respond to discussions	2	Only a few students were active; most were still passive.

6	Students show interest in the material	3	The YouTube video was not displayed, but the material suited students' interests.
7	Obstacles that arise during learning	3	Some students had difficulty understanding new vocabulary.
8	Class atmosphere	3	The classroom atmosphere was conducive.
B. Researcher			
1	Clarity of instruction by researcher	4	Instructions were delivered clearly, systematically, and easy to follow.
2	Use of media (YouTube audio) in Teaching	4	YouTube media was very relevant, interesting, and effective.

Observations showed that student engagement was quite good. Most students were able to focus while listening to the audio (score 3), although some still engaged in light conversation in class. The instructions given by the researcher were clear and easy to understand (score 4), allowing students to follow the activities effectively.

Students worked on the worksheets quite seriously (score 3), although some still relied on their peers to complete the assignments. Students' ability to answer questions based on the audio content was deemed good (score 3), although some still needed further direction. Student activeness in asking questions and responding to discussions was still low (score 2), as only a small number were actively engaged, while others tended to be passive.

Students' interest in the material was considered good (score 3), as the audio topics were relevant to their needs, although the lack of video presentations limited their engagement. In terms of obstacles, students still experienced difficulty

understanding new vocabulary (score 3). However, the classroom atmosphere was generally conducive (score 3), allowing learning activities to proceed smoothly.

From the researcher's perspective, clarity of instructions received the highest score (4), indicating that the researcher was able to provide coherent and easily understood directions. In addition, the use of YouTube audio media was considered very relevant and effective (score 4) in helping students understand listening material.

4. Reflection Phase

In the second cycle reflection stage, the researcher conducted a comprehensive evaluation of the learning process and outcomes that had been implemented. This evaluation included observations of student activities during the learning process, the results of the second cycle test, and student responses and attitudes towards the use of learning media. The observation results showed positive changes in student attitudes and involvement compared to the previous cycle. Students appeared more focused, actively followed instructions, and showed higher enthusiasm when working on audio-based worksheets from YouTube. This reflects that the learning strategies used in the second cycle were more effective in attracting attention and increasing student participation. Thus, this reflection confirms that the improvements made after the first cycle have had a real impact on improving the learning process and student learning outcomes.

a. The Result of Test

Tabel 4.11

NAME	SCORE	Category
S1	87	Very Good
S2	86	Very Good
S3	80	Good
S4	73	Fairly Good
S5	73	Fairly Good
S6	73	Fairly Good
S7	73	Fairly Good
S8	63	Fairly Good
S9	87	Very Good
S10	53,33	Poor
S11	80	Good
S12	90	Very Good
S13	80	Good
S14	80	Good
S15	93,33	Very Good

The Student's Listening Scores in The Test Cycle 2

Table 4.11 above explain student's test scores cycle two along with their category.

Tabel 4.12**Percentage dan Frequency of Student's Test Cycle Two Scores**

Category	Frequency	Percentage (%)
Excellent	0	0%
Very Good	5	33,33%
Good	4	26,67%
Fairly Good	5	33.33%
Poor	1	6,67%
Very Poor	0	0%
Total	15	100%

Based on Table 4.12, it can be seen that most students are in the Very Good, Good, and Fairly Good categories. As many as 5 students (33.33%) are in the Very Good category, which shows that they have a good understanding of the listening material. Meanwhile, 4 students (26.67%) are in the Good category, and 4 students (26.67%) are in the Fairly Good category. This shows that the majority of students experienced a significant increase in their listening skills after participating in learning in the second cycle.

There were no students in the Very Poor or Excellent categories. These results show that the learning strategy used in the second cycle namely by utilizing audio from YouTube combined with worksheets was quite effective in improving students' listening skills. The decrease in the number of students in the low category compared to the previous cycle also shows the success of the improvements that have been taken.

Tabel 4.13
Descriptive Statistic

	N	Maximum	Minimum	Mean	Std. Deviation
Test cycle 2	15	93.33	53.33	78.11	10.537
Valid	15				

Based on Table 4.11, the results of the descriptive statistical analysis of the test cycle II show that of the 15 students who took the test, the highest (maximum) score obtained was 93.33, while the lowest (minimum) score was 53.33. The average score (mean) achieved by students was 78.11, which indicates that in general students have shown an increase in their listening skills.

In addition, the standard deviation value of 10.537 shows the level of variation or spread of students' scores from the average. The smaller the standard deviation value, the more homogeneous the results obtained. In this case, the results of the test cycle II show that most students obtained scores that were not much different from the average.

Thus, it can be concluded that the corrective actions taken in the second cycle have had a positive impact on improving students' learning outcomes in listening skills.

Tabel 4.14
Paired Sample Statistic

Listening Skill		Mean	N	Std. Deviation	t	Sig. (2-tailed)
Pair 1	Test before treatment	51.5533	15	20.38671	7.649	0.000
	test cycle 2	78.1107	15	10.53713		

Table 4.14 shows the results of descriptive statistics to compare the test before treatment and test cycle two scores of cycle II. From the table, it can be seen that the average (mean) test score of students was 51.55, while the average test score in cycle II increased to 78.11. The number of participants in both measurements was 15 students, with a standard deviation of 20.39 for the test and 10.54 for the test cycle two. The t-value of 7.649 and the significance value (Sig. 2-tailed) of 0.000, which is much smaller than 0.05, indicate that the increase in the score is statistically significant. This confirms that learning using audio media from

YouTube in cycle II has had a positive and effective influence in improving students' listening skills.

Tabel 4.15**Paired Sample Test Cycle 2**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre.test - Post.test.siklus. 2	-26.55733	13.44779	3.47220	-34.00447	-19.11019	-7.649	14	.000

Based on the results of the paired sample t-test in Table 4.16, a significance value (Sig. 2-tailed) of 0.000 was obtained, which means it is smaller than the significance limit of 0.05. This indicates that there is a significant difference between the test and test results in cycle II. The average difference value (mean difference) of -26.56 indicates a significant increase in scores after the action was taken, where the test score in cycle II was generally much higher than the test before treatment score. The calculated t value of -7.649 with degrees of freedom (df) = 14 and a 95% confidence interval range between -34.00 and -19.11, which does not include the zero value, further strengthens that the increase is statistically significant. Thus, it can be concluded that the action in the second cycle using audio media from YouTube accompanied by worksheets was effective in significantly improving students' listening skills.

Tabel 4.16**Paired Sample Statistic**

Listening Skill	Mean	N	Std. Deviation	t	Sig. (2-tailed)
Pair 1 Test before treatment	51.5533	15	20.38671	7.649	0.000
Test cycle 2	78.1107	15	10.53713		

Table 4.16 shows the results of descriptive statistics and paired sample t-test to compare the test and test scores of cycle II. From the table, it can be seen that the average (mean) test score of students was 51.55, while the average test score in cycle II increased to 78.11. The number of participants in both measurements was 15 students, with a standard deviation of 20.39 for the test and 10.54 for the test cycle two. The t-value of 7.649 and the significance value (Sig. 2-tailed) of 0.000, which is much smaller than 0.05, indicate that the increase in the score is statistically significant. This confirms that learning using audio media from YouTube in cycle II has had a positive and effective influence in improving students' listening skills.

b. The Result of Observation in Class

No	Observed Aspects	Observer's Notes / Remarks
1	Student focus moment listen to audio	Student looks more focus And No easy distracted during learning .
2	Student understand instructions given	Instructions understood with Good Because researcher give direction more clear .
3	Student work on the worksheet with Serious	Student direct fill out the worksheet and seen enthusiastic .
4	Student capable answer question based on audio content	Part student answer with right , but there are still some difficulty with audio details.
5	Student active ask or respond discussion	Student Not yet show participation active in discussion . Only part active students
6	Student show interest to material	Topic interesting and suitable with life

		them , so them more interested .
7	Obstacles that arise during learning	No found obstacle technical and also disturbance in implementation .
8	Atmosphere class in a way general	Class walk with calm And orderly.

Based on observations, it was apparent that most students demonstrated good focus while listening to the audio, preventing them from being easily distracted during the lesson. The instructions given by the researcher were also easily understood because they were delivered clearly. Students appeared serious in completing the worksheets and showed enthusiasm when filling in the answers. Regarding understanding the audio content, some students were able to answer correctly, although they still had some difficulty grasping the details of the information. Active participation in asking questions and discussing the material was not evenly distributed, as only a small number of students participated. However, the topics studied were quite interesting and relevant to the students' lives, so they showed good interest in the material. During the learning process, no technical or other obstacles were encountered, and the classroom atmosphere was generally calm and orderly.

2. Student's Perception Using YouTube Application

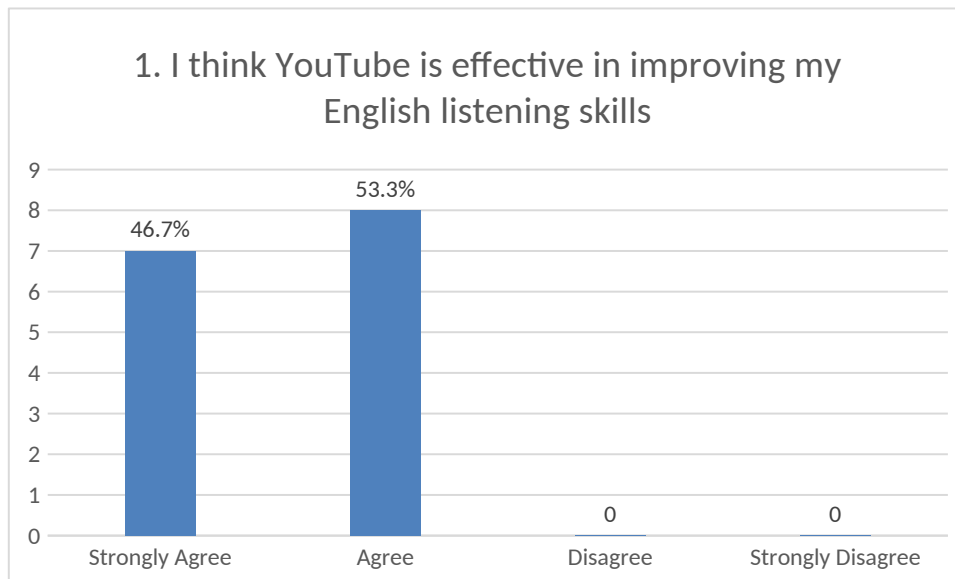


Chart 4.1: Perception of Using YouTube Application

Based on chart 4.1, it can be seen that all respondents had a positive view of YouTube's effectiveness in improving English listening skills. Fifty-three percent of respondents agreed, while 46.7 percent strongly agreed. No respondents disagreed or strongly disagreed. This indicates that YouTube is viewed as an effective learning medium for developing English listening skills. With no respondents having a negative view, it can be concluded that YouTube is generally considered a useful tool in the language learning process, particularly in the aspect of listening comprehension.

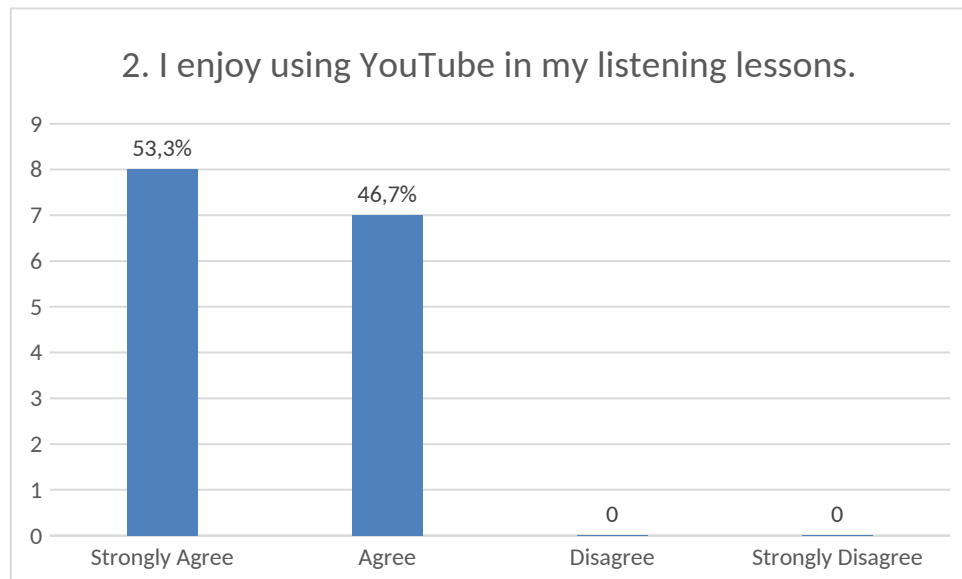


Chart 4.2: Perception of Using YouTube Application

Based on Chart 4.2 shows that all respondents had a positive view of the use of YouTube in learning. Fifty-three percent of respondents strongly agreed, and 46.7 percent agreed. No respondents disagreed or strongly disagreed. This indicates that YouTube is not only considered effective but also enjoyable to use in the learning process, particularly in listening lessons. Therefore, using YouTube can be an engaging and enjoyable alternative learning medium for students.

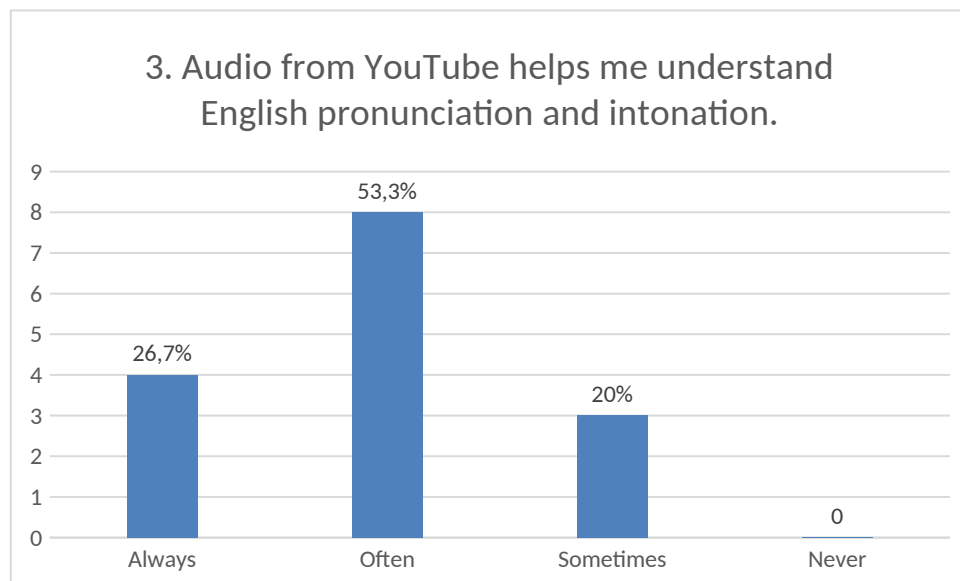


Chart 4.3: Perception of Using YouTube Application

Based on the chart 4.3, the majority of respondents gave positive responses. As many as 53.3% of respondents stated they often, and 26.7% stated they always. This indicates that the majority of respondents felt that YouTube audio was beneficial in improving their understanding of English pronunciation and intonation. However, 20% of respondents choose sometimes, indicating that a small number of participants did not feel these benefits significantly. However, no respondents stated never, indicating there was no strong rejection of the effectiveness of YouTube audio in this aspect. This data indicates that YouTube is considered quite helpful in learning English pronunciation and intonation by the majority of respondents, although not all respondents felt the benefits equally.

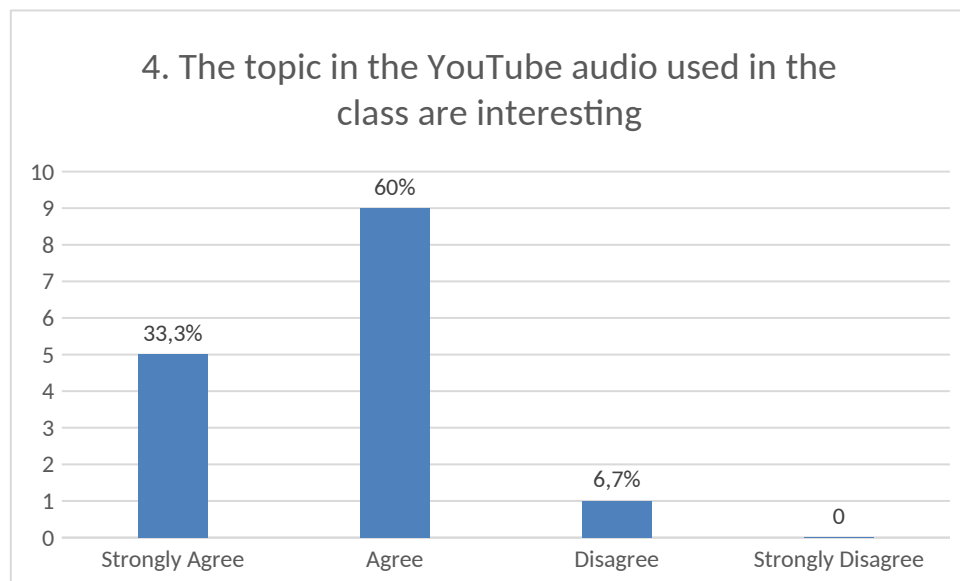


Chart 4.4: Perception of Using YouTube Application

Based on chart 4.4 above, it can be concluded that the majority of students gave positive responses, as many as 60% of respondents stated that they agreed, and 33.3% of respondents stated that they strongly agreed, which indicates that most students felt interested in the topics presented in the YouTube audio during class learning. Only 6.7% of respondents stated that they disagreed, and none strongly disagreed, indicating that almost all students found the audio material used interesting and able to motivate them in listening learning activities. These results indicate that the selection of topics in the YouTube audio has succeeded in attracting students' attention and interest.

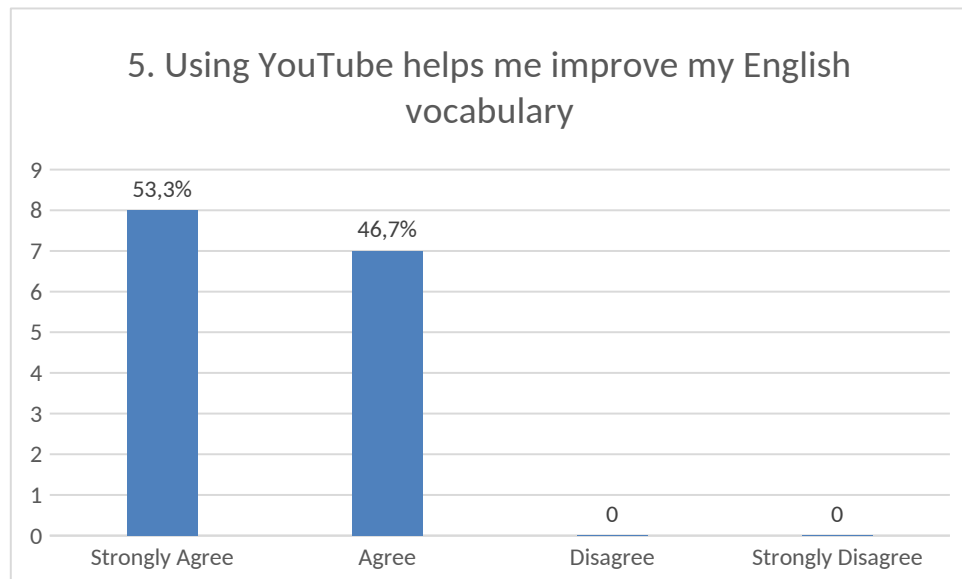


Chart 4.5: Perception of Using YouTube Application

Based on chart 4.5 above, it can be concluded that all respondents gave a positive response, with 53.3% strongly agreeing and 46.7% agreeing. None of the respondents chose "disagree" or "strongly disagree," indicating that all students found YouTube beneficial in developing their English vocabulary. This finding confirms that YouTube is an effective listening learning tool that significantly expands students' vocabulary.

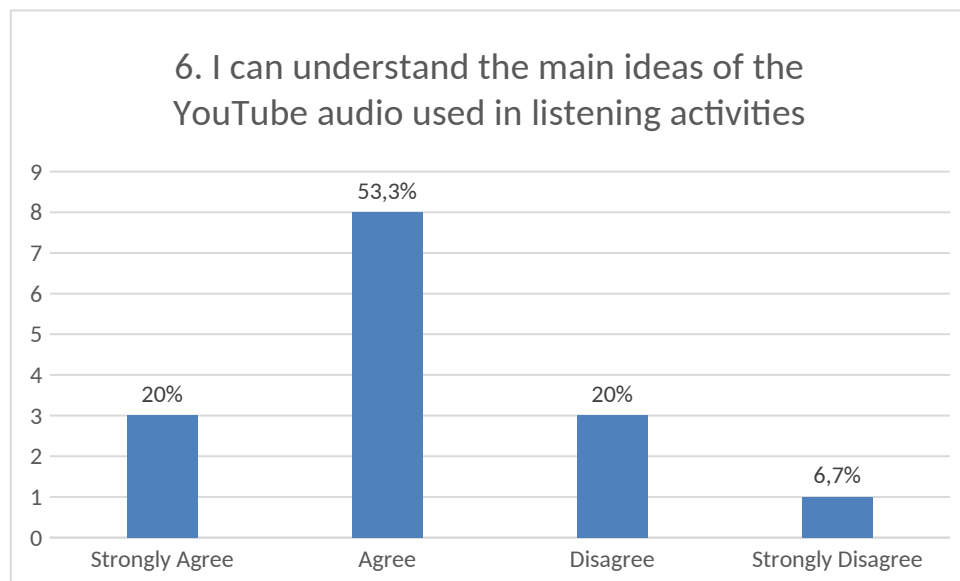


Chart 4.6: Perception of Using YouTube Application

Based on chart 4.6 above, the majority of respondents stated that they were able to understand the main idea of the YouTube audio used in the listening activity. As many as 53.3% of respondents chose "Agree," indicating that more than half of the students felt able to grasp the main idea of the audio they listened to. Another 20% chose "Strongly Agree," confirming that some students felt very confident in understanding the main content of the audio. However, there were also 20% of respondents who chose "Disagree," and 6.7% chose "Strongly Disagree," indicating that a small number of students still had difficulty grasping the main idea of the audio. Overall, these results indicate that the use of audio from YouTube was quite effective in helping the understanding of the main idea for most students, although there is still room for improvement for some others.

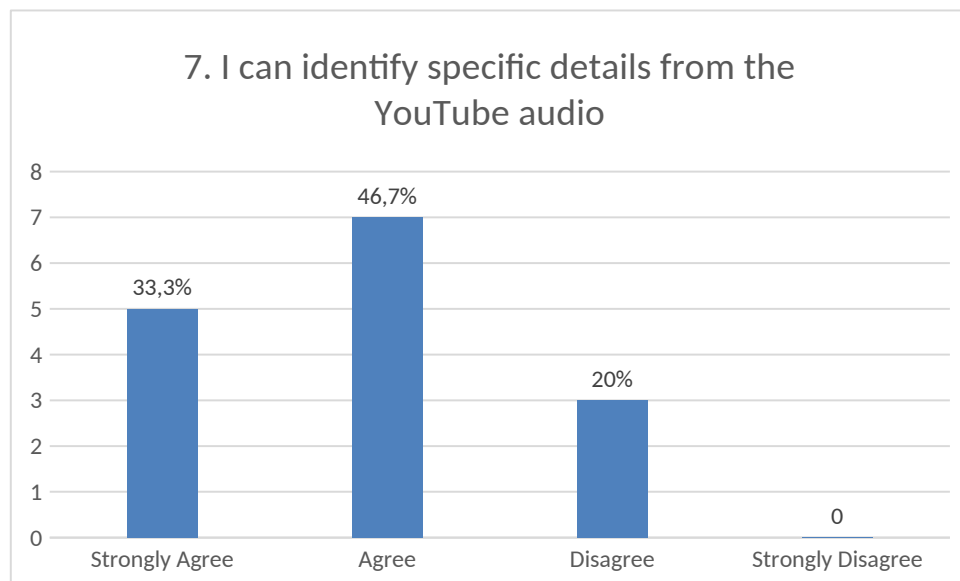


Chart 4.7: Perception of Using YouTube Application

Based on chart 4.7 above, it can be seen that the majority of respondents felt able to identify specific details from the YouTube audio used in listening activities. As many as 46.7% of respondents chose "Agree," indicating that almost half of the participants felt quite capable of capturing detailed information from the audio. In addition, 33.3% of respondents chose "Strongly Agree," indicating a high level of confidence in understanding audio details. Meanwhile, 20% of respondents chose "Disagree," and none of the respondents chose "Strongly Disagree." This shows that in general, the majority of students have a good ability to understand detailed information from YouTube audio, although there are still a small number who experience difficulties in this aspect.

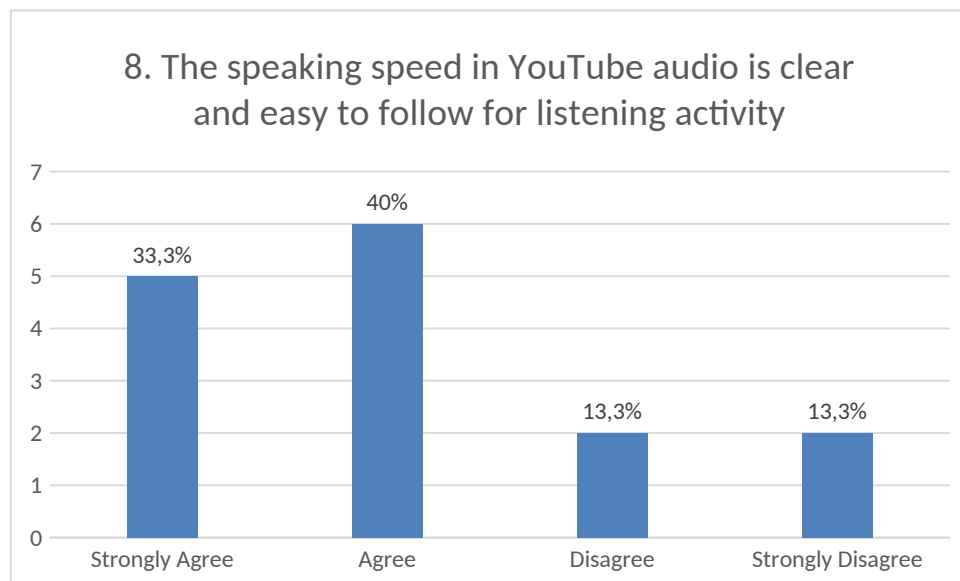


Chart 4.8: Student's Perception Using YouTube Application

Based on chart 4.8 above, the majority of respondents felt that the speaking speed in the YouTube audio was quite clear and easy to follow during listening activities. As many as 40% of respondents chose "Agree," and another 33.3% chose "Strongly Agree," indicating that students felt comfortable with the narrator's speaking speed in the audio. However, there were still 13.3% of respondents who chose "Disagree" and another 13.3% chose "Strongly Disagree," indicating that a small number of students had difficulty following the speaking speed in the audio. Overall, these results indicate that the majority of students considered the speaking speed in the YouTube audio to be appropriate and supportive of the listening learning process, although more attention needs to be paid to students who still find it difficult.

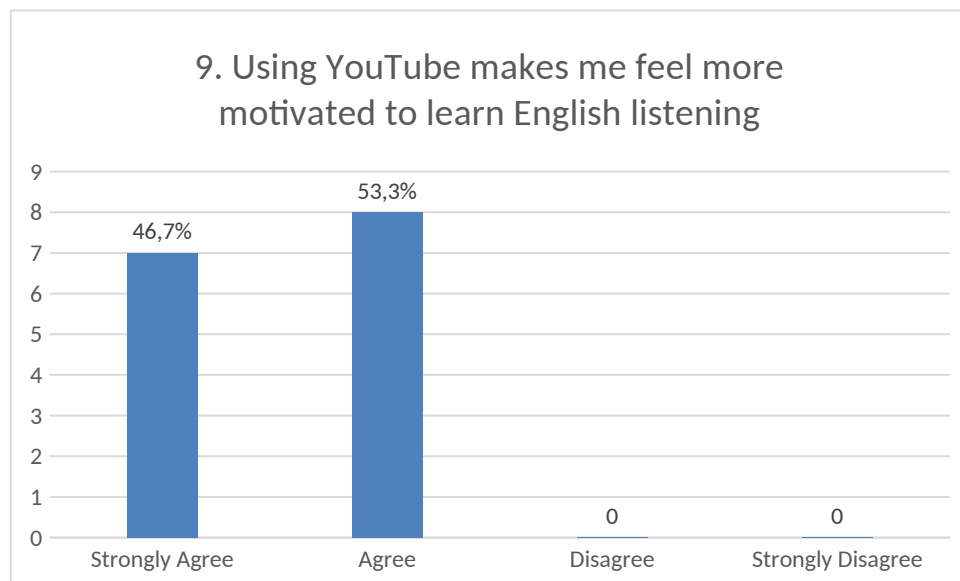


Chart 4.9: Student's Perception Using YouTube Application

Based on chart 4.9 above, all respondents felt motivated in learning English listening skills using YouTube. As many as 53.3% of respondents chose "Agree" and 46.7% chose "Strongly Agree". None of the respondents chose "Disagree" or "Strongly Disagree". This shows that the use of YouTube in listening learning activities has a strong positive impact on student learning motivation. They feel more interested and enthusiastic in following listening materials when the learning media used is interesting and relevant like YouTube. Thus, YouTube has proven to be an effective tool in increasing student learning motivation in the context of English learning, especially listening skills.

B. Discussion

The title "Improving Students' Listening Skill through the Use of YouTube Application: A Classroom Action Research on the Second Semester Students of English Language Education Study Program at UIN Palopo" was chosen because listening is one of the most essential skills in mastering a foreign language, yet

many students still struggle to comprehend spoken English, especially when it comes to understanding authentic materials and different accents. As explained in the background, students at UIN Palopo face challenges in listening comprehension due to limited exposure to real-life English conversations and minimal access to authentic pronunciation and vocabulary. Therefore, this study aimed to address those issues by incorporating YouTube audio as a learning medium.

In Meeting 1, on the topic of Job Interviews, the learning process began with greetings, an explanation of the objectives, an introduction to important vocabulary, and then an audio clip from YouTube. Students were asked to listen and answer questions on a worksheet. However, a problem arose: some students still lacked focus due to confusion with the instructions, and some struggled to understand the details of the conversation. To address this, the researcher reiterated the instructions more clearly, emphasizing key points before playing the audio clip, and provided keywords to aid student comprehension.

In Meeting 2, on the topic of Describing Things, students listened to descriptive audio clips about objects and answered questions on a worksheet related to the objects' shape, color, and properties. During this session, students began to adapt to the learning pattern, although some still struggled to answer detailed questions and were easily distracted. To address these challenges, the researcher played the audio clips more than once, simplified the questions on the worksheet, and provided additional motivation to maintain student focus.

Furthermore, in Meeting 3, a test for Cycle I was conducted on the topic of Sports and Exercise. This process aimed to measure the development of listening skills after two treatments. Challenges encountered included some students rushing to complete the worksheets, resulting in suboptimal results, and the audio quality was unclear, which hindered comprehension. As a solution, the researcher provided more flexible time for students to work on the questions and replaced the audio source with a better quality one in the next meeting.

In Meeting 4, which was the second treatment cycle on the topic of Jobs and Occupations, the researcher made improvements from the previous cycle by providing clearer instructions at the beginning, selecting better quality audio, and simplifying the worksheet. Students appeared more focused on listening, although a small number still had difficulty understanding the details of the audio content and their participation in the discussion was limited. To address this, the researcher played the audio more than once, provided additional explanations before answering the questions, and provided open-ended questions to encourage students to be more active in the discussion.

The results showed a significant improvement in students' listening skills. The mean score increased from 51.55 at the beginning of the research to 60.33 in the first cycle achievement, and further to 78.11 in the second cycle achievement. Observation data also indicated that students became more focused, better understood instructions, and showed higher enthusiasm during the learning process. Questionnaire responses revealed that most students agreed or strongly agreed that YouTube was an effective and enjoyable medium for learning listening.

The findings of this research indicate a significant improvement in students' listening achievements after being taught through the YouTube application. The students' average scores increased from 51.55 in the initial test to 60.33 in Cycle I and further improved to 78.11 in Cycle II. The percentage of students in the Poor and Very Poor categories decreased sharply from 73.34% in the initial test to 60% in Cycle I, and finally to only 6.67% in Cycle II. Meanwhile, the number of students in the Good and Very Good categories increased considerably from 20% in Cycle I to 60% in Cycle II. This steady improvement demonstrates that the use of YouTube audio materials was effective in enhancing students' listening comprehension.

In addition, the students' perceptions toward using YouTube in learning listening were highly positive. Most students agreed or strongly agreed that YouTube made learning more interesting, enjoyable, and easier to understand. They stated that the clear audio, repetition features, and authentic contexts of the materials helped them focus and comprehend the message better. The observation data also revealed that students became more active, confident, and enthusiastic during learning activities. These responses show that YouTube not only improved their listening achievements but also increased their motivation and engagement in the learning process.

The selection of YouTube as the primary learning medium is supported by previous research findings. Studies conducted by Lee & Park ⁴⁵, Setiawan & Lestari ⁴⁶, and Zhang & Liu demonstrated that YouTube provides authentic, engaging, and

⁴⁵ Lee, J., & Park, S. (2022). *The Effect of YouTube on EFL Learners' Listening Comprehension and Motivation*. *Journal of Language Teaching Research*, 13(2), 145–158.

⁴⁶ Setiawan, A., & Lestari, P. (2022). *Exploring YouTube as a Learning Tool for Enhancing Listening Skills*. *Indonesian Journal of English Language Education*, 9(1), 55–68.

varied listening materials, thereby enhancing students' comprehension and motivation to learn⁴⁷. A similar finding was confirmed by Wulandari & Rahayu, who found that integrating YouTube into EFL classes significantly improved students' listening skills, making it an effective and enjoyable learning medium.⁴⁸ Similarly, Garcia & Rey emphasized that YouTube provides language exposure in real-world contexts, which not only helps students understand everyday language usage but also increases their motivation and engagement in the learning process.⁴⁹

The main advantage of the treatment given in this research is that it provided students with authentic exposure to real English usage in various contexts, thus enhancing their listening comprehension. Additionally, YouTube allows repeated listening, which benefits learners who need more time to process audio input. Although this study focused on listening, the exposure to authentic spoken English also indirectly supports other skills, such as speaking, by improving pronunciation awareness and vocabulary acquisition.

However, this study has several limitations. First, the research was limited to a small sample of 15 students from one class, which may not represent the wider student population. Second, the implementation only lasted for two cycles, which might not be enough to observe long-term retention of listening improvement. Third, technical issues such as occasional unclear audio quality and varying internet connection stability could have affected the results.

⁴⁷ Zhang, H., & Liu, Y. (2023). *YouTube Integration in EFL Classrooms: Improving Students' Confidence and Interest in Listening*. *International Journal of Educational Technology in Higher Education*, 20(4), 101–115.

⁴⁸ Wulandari, D., & Rahayu, S. (2021). *The Use of YouTube to Enhance Listening Skills in EFL Contexts*. *Journal of English Language Teaching and Linguistics*, 6(3), 455–470.

⁴⁹ Garcia, M., & Rey, A. (2021). *Authentic Listening through YouTube: Enhancing Student Engagement and Language Exposure*. *TESOL International Journal*, 16(2), 87–102.

Based on these findings, it is suggested that future research apply the same method to a larger and more diverse group of students to strengthen the generalizability of the results. Teachers are encouraged to integrate YouTube or other similar digital platforms into listening lessons regularly, selecting content that matches students' proficiency levels and interests. Longer-term studies are also recommended to evaluate whether improvements in listening skills are maintained over time.

The novelty of this research lies in its specific focus on the use of YouTube audio, without visual support, to improve students' listening achievement. While many previous studies employed YouTube videos, this study emphasizes the auditory aspect only, making it more relevant for developing pure listening comprehension. Furthermore, this research applied Classroom Action Research (CAR), which not only measured achievement but also demonstrated a step-by-step process of planning, action, observation, and reflection to systematically improve the learning process. Conducted in the local context of UIN Palopo, this study provides empirical evidence of how YouTube can be effectively integrated into language learning. In addition, the research highlights several effective strategies in using YouTube, such as selecting authentic audio materials, giving clear instructions, repeating audio when necessary, simplifying worksheets, and motivating students through open-ended questions and positive reinforcement. Another important contribution of this study is the exploration of students' responses, which revealed that they were more motivated, enthusiastic, and engaged when learning listening through YouTube. These findings not only prove the

effectiveness of YouTube in enhancing listening achievement but also present new insights into the pedagogical use of digital media in EFL contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The effective ways of using YouTube in teaching listening are by selecting audio materials that are authentic and relevant to students' daily lives, ensuring good audio quality, providing repetition when necessary, simplifying worksheets so students can focus on key information, and giving clear instructions before listening activities. These strategies make the learning process more structured, engaging, and easier to follow, which directly contributes to students' better comprehension. Based on the findings and discussion, it can be concluded that the use of YouTube application is effective in improving students' listening achievement. The average score increased from 51.55 at the beginning of the research to 60.33 in the first cycle achievement, and further to 78.11 in the second cycle achievement. This improvement demonstrates that YouTube is a valuable medium for supporting listening learning.
2. Based on the results of the questionnaire, the students showed positive responses toward the use of YouTube in learning listening. They became more focused, more motivated, and showed greater enthusiasm during the learning process. Questionnaire results revealed that most students agreed or strongly agreed that YouTube was effective and enjoyable for learning listening, as it increased their interest and participation in class activities.

B. Suggestions

Based on the findings and conclusion of this research, several suggestions are proposed to help enhance the use of YouTube as an effective learning tool, especially in improving listening skills. These suggestions are addressed to teachers, students, institutions, and future researchers. The aim is to ensure the sustainability and broader implementation of digital media in language learning contexts.

1. For Students

Students are encouraged to utilize YouTube not only in the classroom but also as a supplementary tool for independent learning. By choosing authentic and interesting listening materials, students can practice outside the classroom, improve their vocabulary, and strengthen their comprehension of various English accents and contexts.

2. For Teachers

Teachers are recommended to integrate YouTube effectively in listening activities by selecting appropriate and high-quality audio materials, giving clear instructions before listening, and providing structured worksheets to guide students' focus. Repetition of audio and the use of motivating classroom strategies can also help students engage more actively and achieve better listening outcomes.

3. For Institutions

Educational institutions should support the integration of digital media such as YouTube into the teaching and learning process by providing adequate facilities, stable internet access, and training for teachers in using online resources effectively.

This will help create a more modern, engaging, and student-centered learning environment.

4. For Future Researchers

Future researchers are suggested to explore the use of YouTube in other language skills such as speaking, reading, or writing, or to examine its effectiveness in different educational contexts and levels. Combining YouTube with other digital platforms may also provide new insights into enhancing language learning.

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APPENDIX



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0351/IP/DPMPPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **ANDI NUR KHOPIFAH**
Jenis Kelamin : **P**
Alamat : **Pattimang, Kec. Malangke, Kab. Luwu**
Pekerjaan : **Mahasiswa**
NIM : **2102020040**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF YOUTUBE APPLICATION TO IMPROVE LISTENING SKILL OF SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT IAIN PALOPO

Lokasi Penelitian : **Institut Agama Islam Negeri Palopo**
Lamanya Penelitian : **11 April 2025 s.d. 11 Juli 2025**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 April 2025



Ditandatangani secara elektronik oleh :
Kepala DPMPPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.



TACTICS FOR TESTING

UNITS 1 – 4

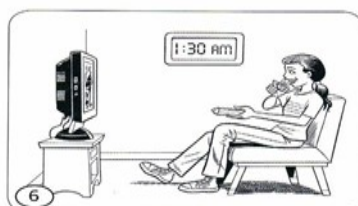
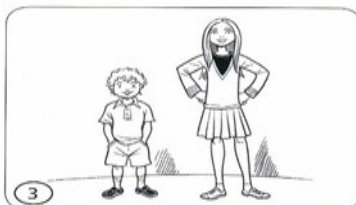
Testing focus: Picture-based questions

CD 4-2 Part 1

Look at the pictures. For each picture you will hear a question and three statements. Choose the statement that best matches the picture.

ANSWER SHEET

- 1 (A) (B) (C)
- 2 (A) (B) (C)
- 3 (A) (B) (C)
- 4 (A) (B) (C)
- 5 (A) (B) (C)
- 6 (A) (B) (C)
- 7 (A) (B) (C)
- 8 (A) (B) (C)
- 9 (A) (B) (C)
- 10 (A) (B) (C)
- 11 (A) (B) (C)
- 12 (A) (B) (C)
- 13 (A) (B) (C)
- 14 (A) (B) (C)
- 15 (A) (B) (C)



CD 4-3 **Part 2**

Listen to each question. Choose the correct response. Use your answer sheet.

- | | |
|--|---|
| 7. A. Sure, I live at 10 Rose Gardens.
B. OK, it's jonb@fastmail.net.
C. Just a minute, it's 243-2993. | 10. A. A yellow dress and sandals.
B. I think it's tonight.
C. Yes, I'm going to the dance. |
| 8. A. No, I don't know.
B. We went to the same college.
C. It's nice to meet you, Graeme. | 11. A. School starts at 8:30.
B. It's nearly 10 o'clock.
C. Not until 1 p.m. |
| 9. A. He's tall with short curly hair.
B. He works at a travel agency.
C. He likes to go surfing. | 12. A. Sorry, I'm busy tomorrow.
B. Sure, it's just after 2.
C. I usually have time on Saturdays. |

CD 4-4 **Part 3**

Listen to the following short conversations and answer the questions below. Use your answer sheet.

- | | |
|---|---|
| 13. Where does this conversation take place?
A. in a hotel
B. in a restaurant
C. in a luggage store | 15. What is the problem with the man's jacket?
A. It is too long.
B. It's too expensive.
C. It is too tight. |
| 14. Which sentence best describes the woman's son?
A. He's wearing a brown T-shirt.
B. He's not very tall.
C. He has short hair. | |



FOCUS ON THE ACTION
Many tests, like the TOEIC® test, feature picture-based questions. Many of these questions will focus on what is happening in the picture. When you look at the picture, start by describing the action in the picture to yourself.

LESSON PLAN

Level	College (2 rd meeting)		
Topic	Job Interview		
Time	13.30 – 14.50		
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up / Lead in / Review	1. Greet the students warmly. 2. Fun ice-breaker: "Job Guessing Game" The teacher says a job description, students guess the job. 3. Lead-in: The teacher introduces the topic "Job Interview" and asks students: "Have you ever had a job interview?"	±15 min
	Language focus	- Teacher explains the importance of job interviews in real life. - Focus on listening to formal interview questions. - Vocabulary preview (e.g., strengths, weaknesses, experience, qualifications).	±20 min
CONTROL Practice	Control Practice	1. Ask the students to keep silent and concentrate. 2. Play an audio recording of a job interview conversation.	±20–25 min
	Free Practice	Give students a quiz related to the audio	±10–20 min
Closing	Reflect and Fedback	1. Ask students what they have learned today. 2. Provide brief feedback on their participation. 3. Summarize the key points of the lesson.	
Date: 20 may 2025	Teacher: Andi Nur Khopifah	Appraised By: Dewi Furwana, S.Pd., M.Pd	

JOB INTERVIEW

SECTION 1

Part 1

Listen careful and please choose the correct answer according to the audio

1. I handled customer questions, maintained..... and achieved sales targets.

A. Stalk

B. Stoke

C. Stock

2. I'm also detail and have strong problem solving skills.

A. Orient

B. Oriented

C. Orientation

3. That demonstrates how.....you are

A. Resourceful

B. Resilience

C. Resourceless

4. Since it included..... information from my previous employer.

A. Conferential

B. Influential

C. Confidential

5. Thank you for...that

A. Terrifying

B. Clarifying

C. Glorifying

PART 2

In this part you will have to fill in the blank while listening to a conversation.

Women : come in please. You are Tom Hilton right

Man :yes thank you for having me today

Women : it's my _____ please take a seat

Women : I already had a look at your CV it was_____. Shall we start with today's questions

Man : Yes please_____

Women : What are your top three goals when you work at our company

Man : My first and foremost goal is to expand my_____ skills. I was a shy and reserved person in my previous workplace.

Women : So you want to work more_____ with your colleague

Man : That's right. And my second goal is to_____to the development of our Company with five years experience in sales and promotion. I hope to bring _____ strategies and_____prospects

Women : Really welcomes such a talent like you

Man : Finally I want to improve my_____ and _____ the youth. I hope to reach the position of sales manager in the next five years and train_____skills for my people

Women : Wow you already plan to work with us. We think we would love to have you in our company

Man : _____

SECTION 2

There are some blank in the conversations where you have to select the best answers to find the correct phrases or words.

Man : Good morning. Thank you for coming today please have a seat

Women : Good morning thank you for inviting me. I'm happy to be here

Man : let's start by talking about your previous job. Where did you work before.

Women : I worked at a small office as an _____. I helped with answering phone calls

_____ files and scheduling meetings.

Man : That sounds great. Why did you leave your last job?

Women : I wanted to find a new _____ and and grow in my career. I believe your Company offers great _____

Man : We do! Can you tell me more about your skills? what are you good at?

Women : I'm good at communicating with people. I also have strong computer skills like using Microsoft Word and Excel I'm very _____ and can handle many tasks at once .

Man : Those are important skills! How do you handle stress at work ?

Women : When I feel stressed I take a _____ and make a list of what needs to be done then I focus on one task at a time. I also like to stay _____ and think of the good things

Man : That's a great way to manage stress. What do you know about our company?

Women : I know that your company is one of the best in the industry, you have a strong team and work on exciting _____, I would love to be a part of that

Man : Thank you for doing your _____. Why do you think you're the right

Person for this job?

Women : I believe I'm the right person because I have the skills and experience needed, I'm also

_____ to learn new things and work hard

Man : That's exactly what we're looking for! Do you have any questions for me ?

Women : Yes, I do can you tell me more about the team I would be working with?

Man : Sure you would be working with a friendly and _____ team we like to help each other and work together on projects.

Women : That sounds wonderful! I enjoy working in a team and learning from others

Man : I'm glad to hear that. We will let you know our decision soon

Women : Thank you for the _____. I look forward to hearing from you

Man : Thank you for coming in today have a great day

Women : You too! goodbye

LESSON PLAN

Level	College (3 rd meeting)		
Topic	Describing Things		
Time	13.30 – 14.50		
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up / Lead in / Review	1. Greet the students warmly. 2. Fun activity: "Guess the Object" The teacher describes an object without naming it, students guess what it is. 3. Lead-in: Introduce the topic “Describing Things” and ask students how they usually describe an object.	±15 min
	Language focus	- Explain vocabulary and sentence structures related to describing things (e.g., size, color, shape, material, function). - Give examples of descriptive sentences and useful expressions.	±20 min
CONTROL Practice	Control Practice	1. Ask students to focus and be silent. 2. Play an audio conversation where people describe different objects (e.g., a lost item, a product in a store). 3. Ask students to identify which object is being described.	±20–25 min
	Free Practice	Give students a quiz related to the audio	±10–20 min
Closing	Reflect and Feedback	1. Ask students what they have learned today. 2. Provide brief feedback on their participation. 3. Summarize the key points of the lesson.	
Date: 27 may 2025	Teacher: Andi Nur Khopifah	Appraised By: Dewi Furwana, S.Pd., M.Pd	

UNIT 20 Describing Things

1. Getting Ready

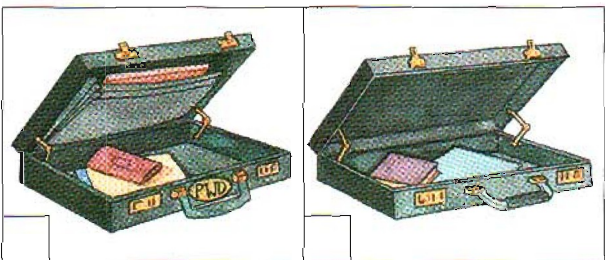
Find these items in the picture. Write the letter next to each item.

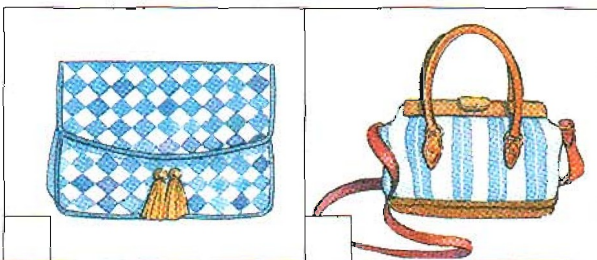


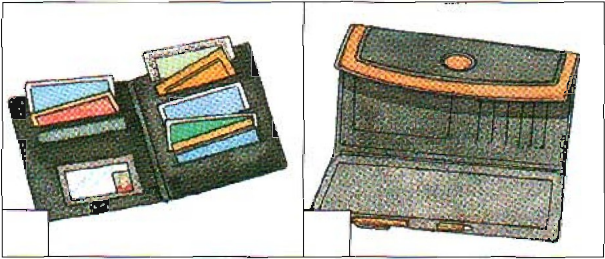
1. a briefcase with initials A
2. a handbag with a leather strap
3. a small suitcase with a checked design
4. a large suitcase with wheels
5. a backpack with a striped design
6. a wallet without initials

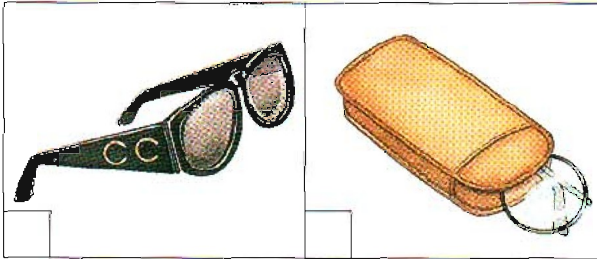
2. Let's Listen

These people are describing items they left in a taxi. Listen and check (✓) the correct picture.

1. 

a.
b.
2. 

a.
b.
3. 

a.
b.
4. 

a.
b.

3. Let's Listen

Task 1

People are describing these items. Listen and number the pictures.



A. ☐



B. ☐



C. ☐



D. ☐



E. ☐



F. ☐

Task 2

Listen again. Why does each person like the item? Circle the correct information.

1. a. She wears it every day.
b. The sun hurts her eyes.
c. It's good for windy days.
2. a. It's made of plastic.
b. It's small.
c. It's great for work.
3. a. It's small.
b. It's big.
c. She uses it while she runs.
4. a. It's cheap.
b. It's not easily seen.
c. She likes the colors.
5. a. It doesn't have wheels.
b. It's good for traveling.
c. It's very big.
6. a. They're comfortable.
b. They're new.
c. He likes the color.

LESSON PLAN				
Level	College (4 th meeting)			
Topic	Sports and Exercise			
Time	13.30 – 14.50			
STEP 4. Let's Listen Presentation Task 1 People are talking about items they lost. Listen and check for the item each person describes.	ACTIVITIES Warm up / Lead in / Review	PROCEDURES	TIME	
 Lost items 1. ☒ wallet ☐ suitcase ☐ beach bag 2. ☐ shoes ☐ keys ☐ glasses 3. ☐ keys ☐ rings ☐ pocket knife 4. ☐ suitcase ☐ credit card ☐ passport 5. ☐ passport ☐ suitcase ☐ jacket 6. ☐ novel ☐ newspaper ☐ letter	Warm up / Lead in / Review	1. Greet the students warmly. 2. Fun activity: “Charades – Sports Edition” One student acts out a sport, others guess what it is. 3. Lead-in: Introduce topic “Sports and Exercise” and ask: “What sports do you like?” - Introduce vocabulary related to sports and physical activities (e.g., jogging, swimming, stretching, gym, badminton, etc.) - Explain how to listen for specific information like time, action, and activity.	±15 min	
CONTROL Practice	Language focus	1. Ask students to stay silent and concentrate. 2. Play an audio (e.g., two friends talking about their exercise routines or a coach giving instructions). 3. Students answer listening comprehension questions.	±20 min	
Free Practice	Control Practice	1. Give students a quiz related to the audio 2. Give students a worksheet with short dialogues about sports exercise and ask them to fill in missing words.	±10–20 min	
Closing	Reflect and Feedback	1. Ask students what they have learned today. 2. Provide brief feedback on their participation. 3. Summarize the key points of the lesson.		
Date: 3 June 2025	Teacher: Andi Nur Khopifah	Appraised By: Dewi Furwana, S.Pd., M.Pd		

Listen again. Where was each item lost? Circle the correct answer.

- | | | |
|-------------------------------------|---|-----------------------------------|
| 1. a. the bus
b. the car | 3. a. the school
b. the house | 5. a. at home
b. at the office |
| 2. a. the bus
b. the coffee shop | 4. a. the department store
b. the restaurant | 6. a. the subway
b. at home |

UNIT 7 Sports and Exercise

1. Getting Ready

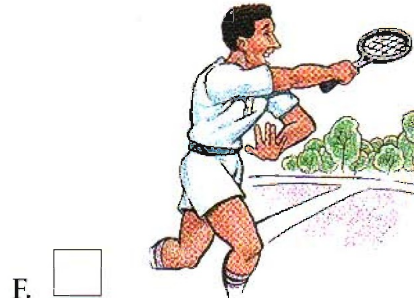
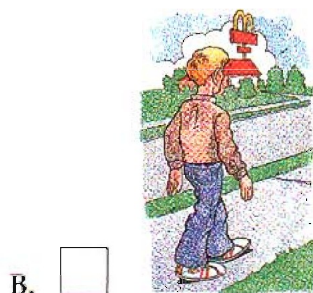
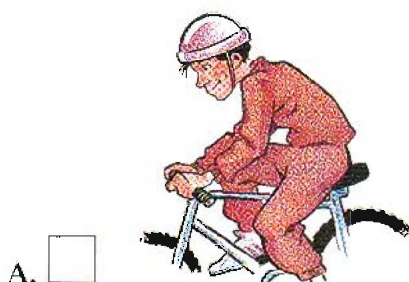
Do you ever do any of these things? Check (✓) your answers and compare them with a partner.

You	Yes	No
windsurf	☐	☐
play baseball	☐	☐
ski	☐	☐
play golf	☐	☐
go to a gym	☐	☐
play tennis	☐	☐
walk	☐	☐
play volleyball	☐	☐
swim	☐	☐
play football	☐	☐
ride a bike	☐	☐
other: _____	☐	☐

Your partner	Yes	No
windsurf	☐	☐
play baseball	☐	☐
ski	☐	☐
play golf	☐	☐
go to a gym	☐	☐
play tennis	☐	☐
walk	☐	☐
play volleyball	☐	☐
swim	☐	☐
play football	☐	☐
ride a bike	☐	☐
other: _____	☐	☐

2. Let's Listen

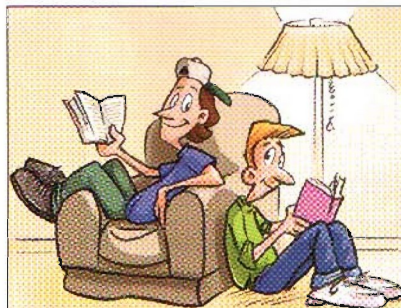
People are talking about sports and exercise. Listen and number the pictures.



3. Let's Listen

Task 1

Which sports or activities is the person talking about? Listen and circle the correct answer.



- | | | |
|--|--|---|
| 1. a. swimming
b. going to the gym
c. jogging | 3. a. playing baseball
b. playing football
c. playing tennis | 5. a. swimming
b. jogging
c. windsurfing |
| 2. a. playing volleyball
b. playing golf
c. playing soccer | 4. a. playing tennis
b. watching TV
c. reading | 6. a. diving
b. riding a bicycle
c. walking |

Task 2

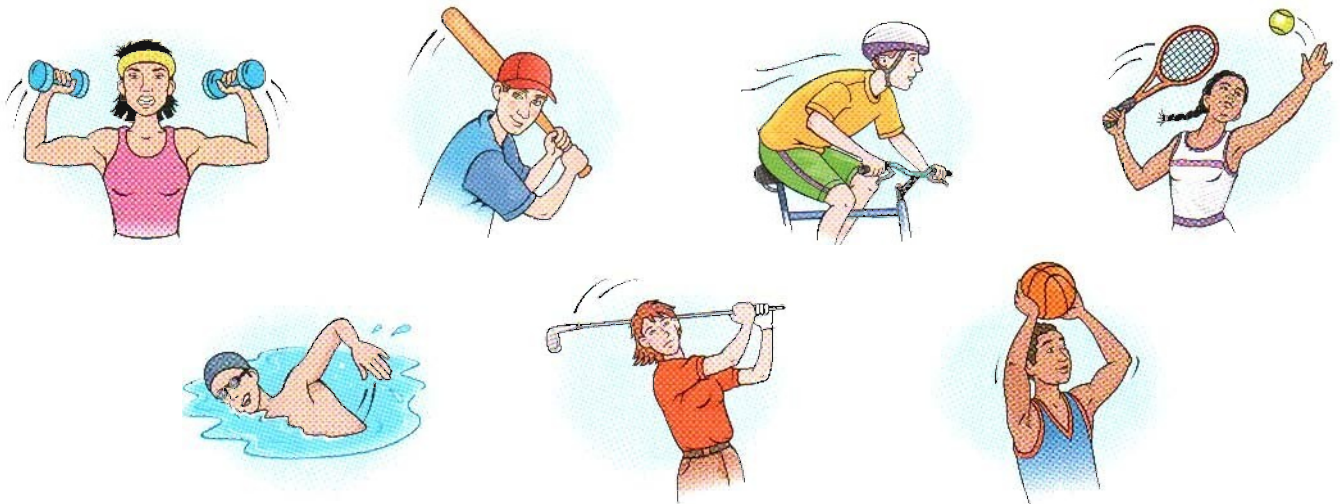
Listen again. What do you think each person says next? Circle the correct answer.

- | | |
|--|--|
| 1. a. Yes, about three times a week.
b. Yeah, I'm getting lazy.
c. Yeah, I'm tired. | 4. a. I know, but I'm lazy.
b. No, thanks. I'm tired.
c. Yeah, reading is fun. |
| 2. a. Yeah, I'm very busy.
b. Yeah, I'd love to.
c. Yeah, you're right. | 5. a. It's too hot.
b. I enjoy skiing.
c. I don't like the cold. |
| 3. a. Volleyball is tiring.
b. Volleyball. It's my favorite.
c. Tennis is expensive. | 6. a. In the car.
b. In the morning.
c. In the park. |

4. Let's Listen

Task 1

Listen to people talking about how they spend their free time. Check (✓) the correct information about each person.



	Exercises a lot	Exercises a little	Never exercises
1. Bill	☒	☐	☐
2. Liz	☐	☐	☐
3. Victor	☐	☐	☐
4. Maria	☐	☐	☐
5. David	☐	☐	☐

Task 2

Listen again. Match the people on the left with the activities on the right.

- | | |
|----------------|----------------------|
| 1. Bill ____ | a. golfs |
| 2. Liz ____ | b. bicycles |
| 3. Victor ____ | c. plays baseball |
| 4. Maria ____ | d. takes walks |
| 5. David ____ | e. plays video games |

LESSON PLAN

Level	College (5 rd meeting)		
Topic	Job and Occupation		
Time	13.30 – 14.50		
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up / Lead in / Review	1. Greet the students warmly. 2. Ice-breaker: “What’s My Job?” The teacher gives clues (e.g., “I work in a hospital. I help sick people.”), students guess the job. 3. Introduce the topic “Job and Occupation.”	±15 min
	Language focus	- Present vocabulary related to various occupations (e.g., doctor, engineer, chef, etc.). - Highlight listening for job descriptions, tasks, and workplace environments.	±20 min
CONTROL Practice	Control Practice	1. Ask students to listen carefully and remain quiet. 2. Play an audio of people talking about their jobs. 3. Students answer questions (e.g., What does she do? Where does he work?) based on the audio.	±20–25 min
	Free Practice	1. Give students a quiz related to the audio 2. Give students a worksheet with short dialogues about Job and Occupation and ask them to fill in missing words.	±10–20 min
Closing	Reflect and Feedback	1. Ask students what they have learned today. 2. Provide brief feedback on their participation. 3. Summarize the key points of the lesson.	
Date: 4 June 2025	Teacher: Andi Nur Khopifah	Appraised By: Dewi Furwana, S.Pd., M.Pd	

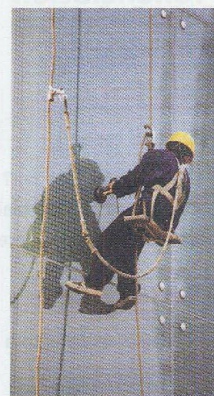
UNIT 9

Jobs

Getting Ready

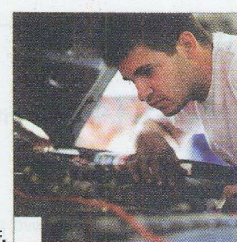
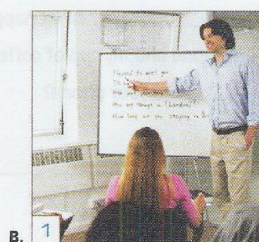
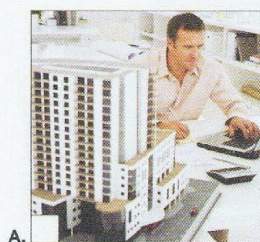
What will you think about when you look for a job?
Check (✓) your answers and compare them with a partner.

	Very important	Important	Not important
salary	☐	☐	☐
working hours	☐	☐	☐
vacations	☐	☐	☐
commuting time	☐	☐	☐
interesting work	☐	☐	☐
colleagues	☐	☐	☐
job security	☐	☐	☐
other: _____	☐	☐	☐



CD 2-2 Listening 1

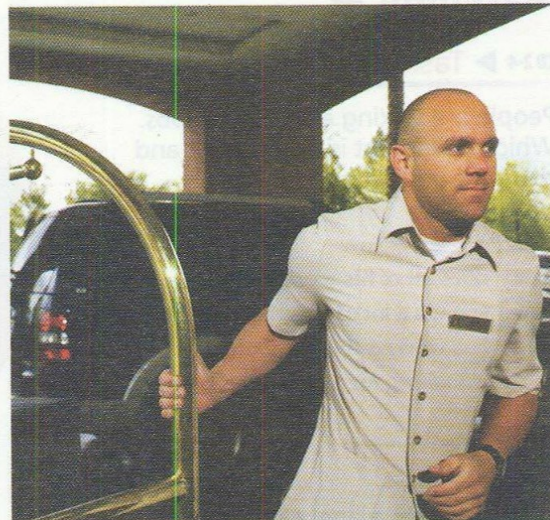
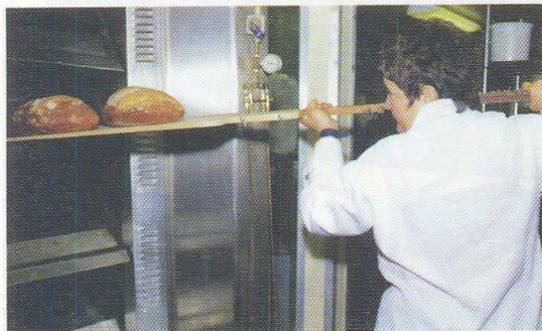
People are talking about their jobs. Listen and number the pictures.



Listening 2

CD 2-3 ▶ Task 1

What job does each person have?
Listen and circle the correct answer.



- | | | |
|--|-----------------------------|-----------------|
| 1. ☒ a. baker | 3. a. TV producer | 5. a. reporter |
| b. manager | b. chauffeur | b. photographer |
| 2. a. manager | 4. a. technician | 6. a. cashier |
| b. bellhop | b. administrative assistant | b. server |

CD 2-3 ▶ Task 2

Listen again. Circle the correct answer.

- | | |
|---|-------------------------------|
| 1. She _____. | 4. She _____. |
| ☒ a. does not have a lot of experience | a. thinks the salary is good |
| b. has been working there awhile | b. is looking for another job |
| c. works at a theater | c. likes her co-workers |
| 2. He _____. | 5. He _____. |
| a. works in the manager's office | a. works for a magazine |
| b. meets interesting people | b. writes about sports news |
| c. hates the work | c. isn't famous |
| 3. He _____. | 6. She _____. |
| a. sees the TV producer every day | a. works there only part time |
| b. helps with movie productions | b. is a cashier |
| c. doesn't know how to drive | c. doesn't work anymore |

Listening 3

CD 2-4 ► Task 1

People are talking about their jobs. Which statement is true? Listen and circle the correct answer.

1. He _____.
 - a. does all of his work on the telephone
 - ☒ b. spends a lot of time talking to people
 - c. has worked there a short time
 - d. is looking for a new job
2. She _____.
 - a. has a boss
 - b. works for a large company
 - c. has two big clients
 - d. needs more work
3. He _____.
 - a. has a new restaurant
 - b. is very busy on the weekends
 - c. has very little to do
 - d. often does the cooking
4. She _____.
 - a. likes meeting people
 - b. doesn't really like traveling
 - c. never has a break during a flight
 - d. doesn't like the money



CD 2-4 ► Task 2

Listen again. Circle the word that each person uses to describe his or her job.

- | | | | |
|---|-----------------|-------------|-----------------|
| 1. a. hard | 2. a. creative | 3. a. easy | 4. a. difficult |
| b. quiet | b. boring | b. relaxing | b. easy |
| ☒ c. interesting | c. easy | c. lonely | c. tough |
| d. boring | d. unsuccessful | d. tough | d. well-paid |



► Task 2

Read the questions to a partner. Be sure to use the correct intonation.

Dictation

CD 2-6 ► Task 1

Listen to the conversation. Write the missing words.

- A: So, what do _____ ?
- B: I'm a flight attendant.
- A: That sounds interesting. Do you _____ a lot?
- B: Yes. I've been to over 30 countries. _____ ? What do you do?
- A: I am a manager in a restaurant.
- B: Do you work on _____ ?
- A: No. I travel on weekends. It's a great job!

TACTICS FOR TESTING

UNITS 5 – 8

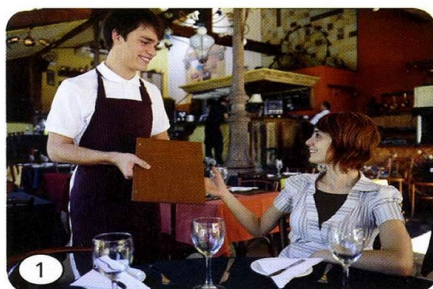
Testing focus: Listening for details

CD 4-5 Part 1

Look at the pictures. For each picture you will hear four statements. Choose the statement that matches the picture. Use your answer sheet.

ANSWER SHEET

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)



CD 4-6 **Part 2**

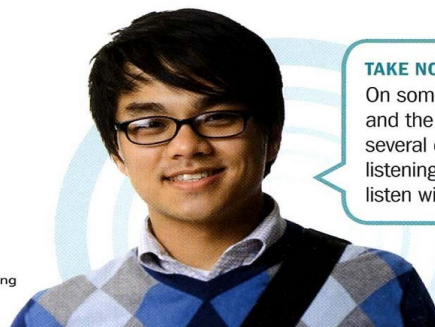
Listen to each question. Choose the correct response. Use your answer sheet.

- | | |
|--|--|
| 7. A. I don't feel like it.
B. That's kind of you to offer.
C. Something quick and easy. | 10. A. I think I like the other belt better.
B. Oh, are we about to land?
C. I can't go any faster. |
| 8. A. Sure, if you like.
B. No, I'm sick of junk food.
C. Actually, I don't eat meat. | 11. A. I'd like to check this bag in.
B. I work in the sales department.
C. Can't I keep it under my seat? |
| 9. A. I've never seen him wear that color.
B. No, Thai food is too spicy for him.
C. I think it's in his closet. | 12. A. No, the washing machine is leaking.
B. I think I need more exercise.
C. Yes, it's been raining all day. |

CD 4-7 **Part 3**

Listen to the following conversation. Choose the correct answer for each question. Use your answer sheet.

- | | |
|--|---|
| 13. What are the speakers discussing?
A. Plans for an upcoming birthday
B. What they want to do for Mother's Day
C. A restaurant they went to last week
D. An upcoming trip | 15. What can be inferred about the speakers' mother?
A. She went to the Imperial Hotel last year.
B. They haven't bought her flowers before.
C. She is difficult to satisfy.
D. She likes to eat French food. |
| 14. Why does the woman reject the man's first suggestion?
A. She doesn't like flowers.
B. The restaurant is too expensive.
C. She doesn't want to do the same as last year.
D. She had forgotten the date. | |



TAKE NOTES AS YOU LISTEN

On some tests, such as the TOEIC® test and the TOEFL® test, you will answer several questions about the same listening passage. Taking notes as you listen will help you remember details.

INSTRUMENT OF RESEARCH

RESEARCH QUESTIONNAIRE

Title of Study: Improving Students' Listening Skill through the Use of YouTube Application A Classroom Action Research on the Second Semester Students of English Language Education Study Program

Researcher: Andi Nur Khopifah

Study Program: English Department

Academic Year: 2024/2025

Instructions for Filling Out the Questionnaire:

- This questionnaire aims to collect information about students' responses to the use of the YouTube application in English listening activities.
- Please answer honestly based on your personal experience.
- Your responses will be kept confidential and used solely for research purposes.

Likert Scale Scoring Guide:

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Close-Ended Questions

1. I think YouTube is effective in improving my English listening skills.
2. I enjoy using YouTube in my listening lessons.

3. Does audio from YouTube help you understand English pronunciation and intonation?
4. The YouTube topics used in listening activities interesting
5. Using YouTube helps me improve my English vocabulary.
6. I can understand the main ideas of the YouTube audio used in listening activities.
7. I can identify specific details from the YouTube audio.
8. The speaking speed in YouTube audio is clear and easy to follow for learning English.
9. Using YouTube makes me feel more motivated to learn English listening.

Open-Ended Questions

8. In your opinion, what are the advantages or benefits of using YouTube in listening lessons?

.....
.....

9. What difficulties or challenges did you face when learning listening through YouTube?

.....
.....

Likert Score Guide

Scores:

Strongly Agree = 4

Agree = 3

Disagree = 2

Strongly Disagree = 1

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Improving Students' Listening Skill through the Use of YouTube Application A Classroom
Action Research on the Second Semester Students of English Language Education Study
Program

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berikan tanda centang (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Interval skala yang diberikan sebagai berikut :
 1. Tidak layak
 2. Kurang layak
 3. Cukup layak
 4. Layak
 5. Sangat layak
4. Mohon kesediaanya untuk memberikan saran perbaikan diakhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	Aspek isi (<i>content</i>)	1	2	3	4	5
A	Tujuan penelitian dinyatakan dengan jelas.					✓
B	Tujuan kuesioner dinyatakan dengan jelas.				✓	
C	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	Aspek cakupan (<i>scope of content</i>)	1	2	3	4	5
A	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
B	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang baik dan benar.				✓	
C	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efisien.				✓	
D	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

III	Aspek Bahasa (<i>language</i>)	1	2	3	4	5
A	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang baik dan benar.				√	
B	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efektif.				√	
C	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efisien.				√	
D	Butir-butir kuesioner dirumuskan dalam Bahasa yang mudah dipahami sesuai Tingkat kemampuan berbahasa responden.					√

C. Komentar

Instrumen ini disusun dengan baik dan mengukur aspek yang relevan terhadap penggunaan YouTube dalam pembelajaran listening. Bahasa sudah sesuai dengan level mahasiswa. Format skala dapat ditingkatkan konsistensinya.

D. Saran

- Gunakan skala yang seragam (misalnya: *Strongly agree – Agree – Disagree – Strongly disagree*).
- Ganti istilah skala “Yes – Often – Sometimes – No” dengan skala frekuensi yang lebih tepat seperti “Always – Often – Sometimes – Never”.
- Tambahkan 1–2 item tentang pemahaman isi video (misalnya: *understanding the main idea, details*, atau *inference*).
- Pertimbangkan menyebut variabel indikator dalam pendahuluan atau dalam kisi-kisi instrumen.

E. Kesimpulan

Instrumen kuesioner ini: (✓) Dapat digunakan dengan perbaikan sebagai berikut:
Perbaikan minor pada konsistensi skala dan klarifikasi diksi pilihan jawaban.

Palopo 19 Juli 2025

Validator



Dewi Furwana, S.Pd.I., M.Pd
NIP 198708312015032006

Cycle One

The Researcher Teaching



Students Listening Audio



Cycle Two
The Researcher Teaching in Class



BIOGRAPHY



Andi Nur Khopifah was born in Pattimang, on August 28 2003, North Luwu Regency. She is the third child of five siblings from a father named Andi Takdir Djufri, S.H., M.H., and a mother named Dra. Andi Ratnawati. She started her early education at TK Asadiyah Belawa Baru in 2009. She continued her study at SD Negeri 129 Pattimang from 2009 to 2015. In 2015, she entered SMP Negeri 1 Malangke and graduated in 2018. In the same year, she continued her education at MAN Palopo until 2021. In 2021, she pursued her higher education at the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Palopo.