THE INTENSITY OF EXTENSIVE LISTENING ACTIVITY THROUGH YOUTUBE IN INFORMAL SETTING FOR CLASS XII STUDENTS IN SMAN 8 PADANG

THESIS

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
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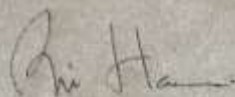**2023**

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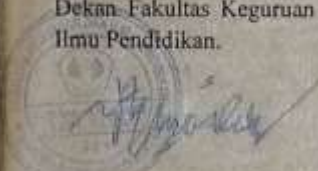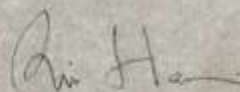
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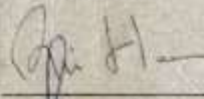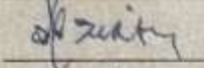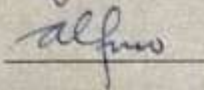
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Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada Senin, 5 September 2022.

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ABSTRACT

Tiara, Anggun. (2022).*The Intensity of Extensive Listening Activity Through YouTube in Informal Setting for Class XII tudents at SMAN 8 Padang*

Advisor: Fitrina Harmaini, S.S., MA

This research aimed to describe the intensity of using YouTube for listening activity in Informal Setting for class XII students at SMAN 8 Padang. The descriptive method was used in the design of this research. The population of this research was the students of grade XII who registered in the academic year 2022/2023. The researcher used a cluster random sampling technique, and the sample was 36 students. The instrument for collecting the data in this research was questionnaire. To analyze the reliability of the questionnaire, the researcher used the Alpha Formula by using SPSS version 24. The result of the analysis showed that the questionnaire was highly reliable. It was supported by the fact that the coefficient correlation was 0.795. Then the questionnaire was valid in terms of content because it was determined by expert judgment.

The result of this research showed that the twelve-grade students at SMAN 8 Padang had sometimes intensity of extensive listening activity in YouTube in informal settings. The data indicated that 15 students (41.7%) had sometimes intensity of extensive listening activity in informal setting. Specifically, the students use YouTube to predict content was sometimes. It was proved by the fact that 19 students (52.8%) were categorized as sometimes used. Then, the intensity of using YouTube to listen for gist in informal setting was sometimes. It was represented by the fact that 16 students (44.4%) were categorized as sometimes used. Next, the intensity of using YouTube to listen for details was sometimes. It was proved by the fact that 16 students (44.4%) were categorized as sometimes used. Last, the intensity of using YouTube for inferring meaning was sometimes. It was represented by the fact that 14 students (38.9%) were categorized as sometimes used.

Based on the findings, it could be concluded that the intensity of using YouTube for listening learning in informal setting were categorized into sometimes. By having known the intensity of extensive listening activity in YouTube in informal setting for twelve-grade students at SMAN 8 Padang, the researcher gives suggestions to teachers, students, and future researchers. The English teachers should review the value of incorporating technology tools and digital resources into their lesson plans, particularly the use of YouTube. And the teacher should be creative to create a new media especially using video on YouTube apply in informal learning for listening activity. The outcomes can also direct curriculum design to incorporate technology-based informal learning techniques as a complement to textbook information. The next researcher has to look more into YouTube effects on particular English skills and how to overcome

difficulties that can come up when utilizing YouTube to teach writing in casual settings. Students that use social media are more thoughtful and prudent about using YouTube for studying as well as for fu

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses the background of problem, identification of problem, limitation of problem, formulation of problem, research questions, purposes of research, significance of problem and definitions of key terms.

1.1   The Background of Problem

The development of technology that is needed for life today is social media. Social media is an information and communication technology tool used by everyone in the world. The use of social media is very familiar, namely by many people, ranging from children to the elderly. Among children today, the dominant active use of social media is Generation Z. Gen Z are humans born between 1996 and 2009 (Sladek & Grabinger, 2014). They are called Gen Z because they are more tech savvy.

The twenty-first century English language teaching witnessed advanced information communication and technology (ICT). The availability and affordances of online resources, digital devices, and social networking sites characterize the present-day teaching and learning of English as a second or foreign language (Klimova and Pikhart, 2019). With this digital environment, fostering the potential use of technology for language learning is highly necessary, particularly for language learners (Lee and Park, 2020). One of the social media that is often used by children is YouTube, there are many benefits and things that can be

accessed there, one of which are the videos about lessons? On YouTube there are lots of teachers who upload videos about learning with a variety of interesting learning methods that canbe watched by students in an informal context. It is seen that YouTube has many benefits for the teaching and learning process.

In an informal digital learning context, language students are encountered with a situation where they have to independently select the most convenient digital learning activity to enhance their language skills, both receptive and productive (Lai, *et al*., 2016). Since language students today are at the center of the digital learning environment; hence, examining their beliefs and practices on informal digital learning of English is crucial as a consistent attempt to develop their language skills and abilities. Digital technology is a promising pathway to achieve language learning success. Previous research has yielded significant roles of technology and language learners concerns on digital learning activities. The informal setting context has educational potentials, how students are involved in a range of digital learning activities beyond the formal classroom.

YouTube videos, according to Yusuf (2020) are excellent and complementary tools. YouTube can be a good authentic study material to improve students' speaking skills as it has many videos from all over the world, including from native English speakers, which can help students understand their pronunciation, improve vocabulary, grammar and language, and improve with newidea. YouTube can be a source of learning and learning media that meets and supports   student   learning   styles.

Students preferred intensity using digital devices to practice receptive skills of English (e.g., reading news, listening and watching videos, looking for vocabulary meaning) than to perform productive English skills and build social connectivity (Cole & Vanderplank, 2016). Results of previous studies have also shown that English learners positively perceived the involvement of social media to enhance their language competence, such as YouTube, Instagram, Facebook, and Whatsapp. These results indicate that digital technology plays a significant role in developing language student skills in the present-day digital learning environment(Goria *et al*., 2019).

Based on the experience of researchers in teaching practice in PLP (Introduction to School Field) at SMAN 8 Padang, students use YouTube as a learning medium. YouTube can be used as an alternative technique for students to improve their language skills. YouTube is used not only for entertainment but alsofor educational purposes. It can be a useful learning tool.

Therefore, in this study the researcher wants to conduct research on the intensity of extensive listening activity in YouTube in informal setting for 12th graders of SMAN 8 Padang. This study aims to map the intensity of using You Tube among generation Z particularly the students of SMA 8 Padang.

1.2 The Identification of Problem

Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. According to Goria *et. al* (2019) the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not

recognising the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, unabling to form a mental representation from words heard.

As a first language skill, listening contributes a lot to improve other language skills, especially speaking and writing skills. Through receptive listening skills, as much information as possible will be absorbed by speaking or writing skills. Therefore, listening learning is carried out in an integrated manner and gets the same attention as other language skills. However, in learning at school this hasnot been implemented properly (Yayat, 2012).

Listening learning still gets less attention and is often underestimated by students and teachers. The reasons that cause listening learning have not been carried out well are because they are facing some basic problems that become worse because students themselves rarely practice and listening learning media have not been used effectively by teachers (Yayat, 2012). Less varied learning techniques where the learning and learning process is carried out by only reading the text and students are asked to listen and take notes only. Teachers should be able to apply more varied learning techniques by utilizing existing technology, one of which is by using YouTube (Yayat, 2012).

According to research conducted by Yayat (2012) at Al-Ghifari Middle School, 53% of students have difficulty in learning listening to English subjects andlearning is still conventional by means of teachers reading texts without using learning media, even though the facilities and infrastructure available in school is

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sufficient but not used optimally for learning. Lack of innovation in the use of mediacauses students to feel bored and bored easily.

Based on the problems, in the learning process SMA Negeri 8 has used YouTube in their daily classroom activities, for SMA Negeri 8 students, the use of YouTube media has been used as a means of supporting English learning, especially in listening learning, but it has not been able to be used optimally, especially in classroom learning. Lack of control over, not being able to get things repeated, the listeners limited vocabulary, inability to concentrate. It requires an innovation and the latest method related to the use of YouTube for listening learning so that it can be utilized optimally.

1.3 The Limitation of Problem

Based on the identification of the problem above, the researcher limited te problem of the intensity of extensive listening activity in YouTube in informal setting for 12th graders at SM AN 8 Padang. Researchers conducted this research at SM AN8 Padang.

1.4 The Formulation of Problem

Based on the limitation of the problem above, the researcher formulated the research problem as follows "How often did students intensity of extensive listening activity in YouTube in informal setting for 12th graders at SM AN 8 Padang?"

1.5 The Research Questions

Based on the formulation of the problem above, the research questions in this study are as follows:

1. How often did intensity of extensive listening activity to predict content in YouTube in informal setting?

2. How often did intensity of extensive listening activity to listen for gist in YouTube in informal setting?

3. How often did intensity of extensive listening activity to listen for details in YouTube in informal setting?

4. How often did intensity of extensive listening activity to infer meaning in YouTube in informal setting?

1.6   The Purposes of Research

The main purpose of this research was to find out the intensity of using YouTube for listening activity in informal setting for eleventh grade students' at SMAN 8 Padang. Especially the purposes of the research are.

1. To find out the intensity of extensive listening activity to predict content in YouTube in informal setting?

2. To find out the intensity of extensive listening activity to listen for gist in YouTube in informal setting?

3. To find out the intensity of extensive listening activity to listen for details in YouTube In informal setting?

4. To find out the intensity of extensive listening activity to infer meaning in YouTube in informal setting?

1.7   The Significance of Problem

This research is expected to give contribution for teachers, students, and researchers. With this research, it is hoped that the results of this study can contribute to teachers and future researchers. Teachers are expected to use social media more to provide examples to students that social media can be used for learning, because many researchers have explained that the use of social media canbe used as a learning medium. For future researchers, this research helps them in using social media as a medium to broaden their horizons and increase their imagination in teaching English.

1.8   The Definition of Key Terms

To avoid misunderstanding about the key terms used in this study, the researcher defines them as follows:

Social media is a digital platform that is used by users to socialize easily which has very wide area coverage.

YouTube is a website that facilitates users to share the videos they have, or just enjoy various video clips uploaded by various parties.

Listening ability are the initial language skills possessed by humans. This skill forms the basis of the other three language skills, namely speaking, reading, and writing.

Informal setting is learning that is done outside school hours. Informal setting is learning that is done incidentally (or unintentionally) of the required skills through a medium and a tool, which can involve students' awareness of both the learning

process and product.

Intensity is the quality of being very strong, concentrated or difficult or the degree to which something is difficult or strong.

Extensive listening is listening to a large amount of texts that learners can understand reasonably and smoothly with a high level of comprehension

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