

THE EFFECTIVENESS OF ELLEN'S TALKSHOW ON YOUTUBE TO IMPROVE CRITICAL LISTENING SKILL AT X ACCOUNTING 2 OF SMKN 2 NGANJUK

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Abstract

The purpose of the study are to : To find out student's critical listening skill before taught by using Ellen's Talkshow on YouTube, to find out student's critical listening skill after taught by using Ellen's Ttalkshow on YouTube, to analyze the significant different on students' critical listening skill before and after taught by using Ellen's Talkshow on YouTube in the teaching listening. This research is Quasi- Experimental with one group pre – test, post – test. The research was done at SMKN 2 Nganjuk for the academic year of 2022/2023, by using population whole tenth grade, the sample used by the researcher is the class X Accounting 2, that consists of 36 students. The technique of sampling is using purposive sampling. The collecting data in this research by using test. The technique of analysis data used to analyze the data in this research is Mean, Median, Mode, standart deviation and T – Test. The results of this study are consistent with the reseacher hypothesis that low student critical listening skills with the student's test scores before using the teen Ellen's talkshow on youtube show averaged 51 - the value of pre-test students is 51, with a high value of 75 and a low value of 25 student critical listening skills began increasing with the student's test scores after using Ellen's talk show on youtube showed the average - post value - test 86, With the highest score of 100 and the lowest score of 40 significant and visible differences through t-count 2.289, whereas t-table is 1,690, then t-count > t-table, meaning ho is rejected and ha is accepted. So "There are significant differences before and after using the media Ellen's talk show on youtube to improve the critical listening skills at the tenth grade of SMKN 2 Nganjuk in the academic year of 2022/2023".

Keywords : Student's Critical Listening Skill, Ellen's Talkshow

Introduction

English has been used as a medium of communication between nations and English as an international language. Some countries have even used this language as their second language. But as we know, Indonesia as a country that does not speak English for everyday life, gives it a distinct position as a candidate for the difficult language that most Indonesians must learn, especially students. But, as we know, the English language will become one of many aspects of joint operation in various sectors to deal with future developments (SUHERDI, 2020). Sources in EF Education First indicate that EPI (English Proficiency Index) in

Indonesia at 2022 was 81 to 111 and ranked 15 to 24 in Asia. This underscores the lack of interest in learning English in Indonesia.

As one of the language skills that must be mastered by students, the ability to listen is an important thing to be learned by students this is because for developing listening skills may seem quite absurd when according to Burley-Allen (in Flowerdew and Miller 2005:22-23) more than forty percent of our daily communication time is spent on listening, with thirty-five percent being dedicated to speaking, sixteen percent devoted to reading and only nine percent of our daily communication being occupied by writing. Furthermore, the very complex nature of the activity of listening also contributes to the teaching of such skills being a rather challenging affair indeed. In addition, many students who still ignore and underestimate in learning English by using listening methods because they still think that it doesn't matter. They think that an easy and effective method of learning English is reading books and journals. Listening is one half of process of communication, it presuppose in the heave a willingness and competence to understand what it said. Besides that listening is our understanding of English conversations, both through the media and through our hearing.

Listening is the most difficult aspect to do students learn. This is caused when students listen to words or sentences in English conversation are influenced by accents from the instructor as well as the learning media used. Since listening skill is one of important skills that has to be mastered by the student, the curriculum also emphasis this skill in English subject. In listening process, the listener does not only have to understand the meaning of word by word, but he also needs to comprehend the whole meaning of the listening material and get ideas of it. Therefore it is necessary for the listeners to give full attention to this skill.

Students in a class get the same lesson but the way they receive and process the material will vary depending on the abilities of each individual (Noor and Istanti, 2010:2). Precision is the ability to do things right without doing wrong (Longman Group & Alexander, 1992), while understanding in listening to the English of each student varies. Precision listening is the aim of many language students. While in Indonesia, the English language is an important subject, these

conditions may require that students not let their willingness to listen a side and thus help them get a better grade. Providing effective and enjoyable teaching materials can actually be pursued with the help of media study. This can help students understand the material and achieve the purpose of learning well. One example of media learning that can be used in listening learning is recording and video technologies such as talkshow with more appropriate content.

Media are all physical tools that are able to present messages and stimulate students to learn. The invention of technology that makes listening can be taught not only through audio media but also through visual audio media such as videos. By means of videos, especially youtube videos as the internet's largest video provider, it can increase the understanding of listening to students, and it can also develop variations of current topics or issues. As the content of the discussion will eventually be used in online media applications to learn to listen to English, it is certainly a lot of content that students can see and listen to, but certainly a side from the presentation of a lot of creative content it should also be able to grow students' critical thinking ability as well as content entitled talkshow. Furthermore, Kelsen (2009) revealed that students have perceptions that listening by using YouTube made the learning itself became interesting. It is similar to Silviyanti's research (2014) which found that students were motivated and interested in learning listening after YouTube videos were applied in listening classroom. It shows that teaching listening by using Youtube make learning become more interesting and students become motivated.

As explained above, one factor of success in learning English is listening. So, the researcher has found problem at tenth grade students in SMKN 2 Nganjuk, Where many students feel discouraged when faced with listening in English, some being unfamiliar with many of the new vocabulary they hear, while their pronunciation is slightly different from what is written sometimes also a separate hindrance for students to learn listening in English. The students were also confused when playing a portion of a dialogue by native speakers without translation. Therefore, teachers should use one effective method for teaching listening that make students active and motivate in learning listening. The students

can be motivated to listen something to make possibility activities and giving opportunity for them to answer the questions with critical listening ability.

Based on the problems found by the researchers above, the researchers took the title the Effectiveness of Ellen's Talkshow on Youtube to Improve Critical Listening Skill at X Accounting 2 of SMKN 2 Nganjuk in the Academic Year of 2022/2023.

Research Methodology

The type of the research is quantitative research approach. In this research, the researcher used an experimental design. Experimental design is a powerful research design to establish cause-and-effect relationship, involving two or more variables that becomes the effect (Latief, 2010:97). Payadyana & Jayantika (2018: 01) they state that "design experimental research to determine cause and effect with manipulation of one or more variable and to comparing the result with a group without manipulation". The purpose of this study is to demonstrate the efficacy of the Ellen's Talkshow on YouTube for improve critical listening skills. The study was carried out experimentally, and the researcher used pre-experimental design, one of the designs used in experimental research. A comparison comes from a treatment condition and no treatment condition. This design uses One-Group-Pretest-Posttest it conducts by comparing the result of Pre-test before taught by using Ellen's Talkshow on YouTube and Post-Test after taught by using Ellen's Talkshow on YouTube.

To conduct this method, the research was carried of one class with pre- test and post-test will show the different before and after the taught by using Ellen's Talkshow on YouTube. In this research students as a subject will be given a one time first test (pre-test) which aims to show how students listening skills before taught by using Ellen's Talkshow on YouTube, next students will be given a final test (post-test) to show the students listening skills, after taught by using Ellen's Talkshow on YouTube. The design as follows :

Table 1 Design of the group Pre-Test and Post-Test

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In order to determine the effectiveness of the learning process using Ellen's Talkshow on YouTube activities to enhance students' English listening skills, this research was conducted as a pre-experimental study because it was difficult to locate a control class that could be employed in it.

To conduct the research there are procedure of the research. The procedure is preliminary research, this meeting was held to learn more about the state of the research issue. In order to determine whether it would be feasible to conduct the research, the researcher visited a certain school and asked the teachers whether they had ever used Ellen's Talkshow on YouTube.

The second is designing research instrument, there are RPP, pre – test worksheet and post – test worksheet. The third is implementing, in this session, the researcher will gather data for a study investigating how well Ellen's Talkshow to improve listening skill. The study watched the teacher and students of the tenth grade as they used Ellen's Talkshow to increase the students' language proficiency. The forth is analyzing data, in this session, the researcher processes the collected data. The data which got from previos session. The last is concluding, in the last session, the reasercher defined and terminated the finding that has been collected in this research. In this research, there are two variables, they are the Ellen;s Talkshow on YouTube as the independent variable of this research and the dependent variable of this research is the students' crtical listening skill.

To get data of the study, the research need a subject. The subject of the study will be the students of SMKN 2 Nganjuk and the sample of this study was 36 students in class X Accounting 2 at SMKN 2 Nganjuk.

Source from Depdiknas 2008 that the score of the test were classified into five levels as follows (1) 91 – 100 is very good, (2) 76 – 90 is good, (3) 61 – 75 is fair, (4) 51 – 60 is poor and (5) less than 50 is very poor.

According to the research design above, the researcher uses experimental research that is completed by using quantitative data, the statistical techniques used are determining mean, to find out the mean score of the students' test. After that the researcher use determining standard of deviation score. This formula is used by the researcher to determine whether the sample data used in

calculation can represent the entire population. The last the researcher use T-Test in this stage aims to find out the significant differences, the data is analyzed by using the following formulation of t – test.

The following is considered as the determination of the hypothesis : H_a is accepted if $t_{count} > t_{table}$ with a significant level of 5%, then it can be concluded that there is a significant difference between students' listening skill before and after taught by using The Ellen's Talkshow on YouTube in the class X Accounting 2 of SMKN 2 Nganjuk in the academic year of 2022.

Research Findings and Discussion

The researcher has also showed and analyzed the collecting data through pre – test and post – test that was applied to same class and same number of students.

To know the mean of pre – test and post – test, researcher use the formula. From the table, the mean different of students' critical listening skill score is 34,722. The determining standard of deviation score is 40,75.

Meanwhile, to find the T – score, based on the showed data, it is shown that the result of t_{count} is **2,289**. To know the effectiveness difference between the students' critical listening skill before and after being taught using Ellen's Talkshow on YouTube as media, the result of t -count must be consulted to t -table. From the T distribution it is found that t_{table} for $t_{0,05} = 1,690$ So, $t_{count} > t_{table} = 2,289 > 1,690$.

To find out whether the Ellen's Talkshow on YouTube is effective to improve critical listening skill from the pre – test and post – test results that have been described, it must be returned to the hypothesis. Researchers already have the hypothesis in question.

From the data obtained during the research before and after the use of Ellen's Talkshow on YouTube, the t -test obtained t -count = 2,289 > t -table = 1.690. So, the hypothesis is accepted. The alternative hypothesis (H_a) states that there is a difference between before and after the use of Ellen's Talkshow on YouTube to improve critical listening skill of X Accounting 2 of SMKN 2 Nganjuk in the academic year of 2022/2023. Based on the results obtained by the alternative hypothesis, the Ellen's Talkshow is effective to improve critical

listening skill of X Accounting 1 of SMKN 2 Nganjuk in the academic year of 2022/2023.

The ability to listen critically in English knowledge at X Accounting 2 of 36 students before being taught with Ellen's Talkshow on YouTube (pre – test) : (1) On the students' criteria of ability to focus, there were 18 students with very poor category it means that students in this category belong to the area of concern because the student was not able to concentrate on the listening. Besides that, there were 5 students with poor category it means that students in this category was not able to concentrate on the listening task and was easily distracted and inattentive. The last, there were 13 students with fair category it means that the students in this category found it difficult to concentrate on the listening task, but was able to attend occasionally. (2) On the students' criteria of general understanding, there were 18 students with very poor category it means that the students in this category did not understand enough vocabulary or information to answer the questions. Besides that, there were 5 students with poor category it means that students in this category did not understand a lot of the vocabulary and information. The last, there were 13 students with fair category it means that the students in this category did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions. (3) On the students' criteria of listening for details, there were 18 students with very poor category it means that the students in this category was unable to grasp specific details when listening. Besides that, there were 5 students with poor category it means that students in this category was unable to grasp specific details when listening, and did not include them in the answers. The last, there were 13 students with fair category it means that the students in this category showed a limited ability to listen for details, specific information was occasionally included. (4) On the students' criteria of accuracy of answer, there were 18 students with very poor category it means that the students in this category have the answers were mostly left out or unrelated to the information given. Besides that, there were 5 students with poor category it means that students in this category included a small amount of information. . The last, there were 13 students with fair category it means that

the students in this category included a small amount of information, however, a lot was left out or was not accurate.

The ability to listen critically in English knowledge at X Accounting 2 of 36 students before being taught with Ellen's Talkshow on YouTube (post – test) : (1) On the students' criteria of ability to focus, there were 1 students with very poor category it means that students in this category belong to the area of concern because the student was not able to concentrate on the listening. Besides that, there were 6 students with fair category it means that students in this category found it difficult to concentrate on the listening task, but was able to attend occasionally. Then, there were 17 students with good category it means that students in this category was mostly attentive and usually able to listen with good concentration. The last, there were 12 students with very good category it means that the students in this category was able to concentrate fully and listen very attentively throughout the assessment. (2) On the students' criteria of listening for details, there were 1 students with very poor category it means that students in this category belong to the area of concern because the student was unable to grasp specific details when listening, and did not include them in the answers. Besides that, there were 6 students with fair category it means that students in this category Although the student showed a limited ability to listen for details, specific information was occasionally included. Then, there were 17 students with good category it means that students in this category showed a good general understanding of the vocabulary and information, with most questions completed. The last, there were 12 students with very good category it means that the students in this category showed a very good general understanding of all vocabulary and information, completing all the questions. (3) On the students' criteria of general understanding, there were 1 students with very poor category it means that students in this category belong to the area of concern because the student did not understand enough vocabulary or information to answer the questions. Besides that, there were 6 students with fair category it means that students in this category showed a limited ability to listen for details, specific information was occasionally included. Then, there were 17 students with good category it means that students in this category was able to include most specific information and

details in his/her answers. The last, there were 12 students with very good category it means that the students in this category included all the specific information and details in his/her answers. (4) On the students' criteria of accuracy of answer, there were 1 students with very poor category it means that students in this category belong to the area of concern because the student's answers were mostly left out or unrelated to the information given. Besides that, there were 6 students with fair category it means that students in this category included a small amount of information, however, a lot was left out or was not accurate. Then, there were 17 students with good category it means that students in this category were mostly accurate and related to the information given, with a only a few errors. The last, there were 12 students with very good category it means that the students in this category the content was always accurate and related to the information given.

In the description above, data was taken from 36 students. The data in the analysis were obtained from pre – test scores in the form of a question sheet of ten questions, five is a wrong and right question, whereas five essays with a maximum score of 100. On the results of the pre – test scores, namely before using Ellen’s Talk show, the average score was 51, with the lowest student score being 25 and the highest score is 75. This can be interpreted that the lack of critical listening skill of students in learning English.

After the researcher applies the treatment using Ellen’s Talk show, data analysis can be obtained from the post – test scores in the form of a question sheet of ten questions, five is a wrong and right question, whereas five essays with a maximum score of 100. In the results of this study, the post – test obtained an average score 86. The minimum score achieved by students in the post – test is 40 and the maximum score is 100. This means that Ellen’s Talk show on YouTube is effective to improve students’ critical listening skill in learning English. By using Ellen’s Talk show on YouTube in learning, can help improve students' ability to listen to more fun and innovative English materials and can improve learners' ability at the same time. Besides that classroom atmosphere will be created. So that students feel that learning is not boring and will make students pay attention to learning enthusiastically. Ellen’s Talk show also makes it easier for students to

analyze an information especially on narrative text. The difference in the average score obtained is caused by the learning media used, differences in the atmosphere and learning environment, learning methods and several other factors. The learning strategies and media provided are very important to improve students' critical listening skill for learning.

Conclusion and Recommendations

Based on the discussion in the previous chapter, it was clear that using Ellen's Talk show on YouTube can improve the students' critical listening skill. The students' score in critical listening skill test before applying Ellen's Talk show on YouTube is low. It is different from the students' critical listening skill after applying Ellen's Talk show on YouTube. It can be found in students post – test, the score was higher than the pre-test. Using Ellen's Talk show on YouTube in learning activity contributed to the students' critical listening skill. It can improve student's to focus ability, general understanding, listening for details, and accuracy of answer. This method can improve students' critical listening skill. The objective of this research is to know that Ellen's Talk show on YouTube is can improved student critical listening skill.

It was also proved by the t-test value 36 is greater than the t-table value 1,690. Accordingly, Ellen's Talk show on YouTube improved the students' critical listening skill. It can be concluded that using Ellen's Talk show on YouTube is effective toward the students' critical skill at X Accounting 2 students of SMKN 2 Nganjuk in the academic year of 2023/2024.

The researcher would like to offer recommendation as follows after getting the results of this analysis in this research: For the further researchers, the researcher hopes that the next researcher can use this research as a reference in the preparation of future research. Finally, the researcher discovers that this work is far from perfect. Positive feedback and guidance for the better future of teacher and learners are really expected.

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