

Improving Listening Comprehension Through YouTube Learning Videos for Physically Disabled Students at SLBN Bekasi Jaya

^{*1}Dela Novita Sari; ²Fransey; ³Yanti Rusmiati

¹ Universitas Panca Sakti Bekasi, Indonesia

² Universitas Panca Sakti Bekasi, Indonesia

³ Universitas Panca Sakti Bekasi, Indonesia

*Corresponding email: dellanovitasari25@gmail.com

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Abstract

The purpose of this study was to analyze the improvement of listening skills of 12th-grade students with disabilities at SLBN Bekasi Jaya through learning videos on YouTube. The subjects of this study were 5 students. The research method used was action research from Kemmis and McTaggart. The research instrument was based on the results of the post-test and pre-test scores and was supplemented by interviews with teachers. The standard test completion score given was at least 60. The results obtained showed that 3 students or 60% of students successfully passed the KKM with an average pre-test score of 58, while in the post-test results, all students successfully passed the KKM or 100% with an average post-test score of 72. This improvement was also supported by teachers through interviews with teachers who stated that the existence of YouTube learning video media made it easier for students to learn because students could repeat learning through videos anytime and anywhere. This makes it easier for students with special needs who have characteristics that tend to be slower in the learning process.

INTRODUCTION

Listening is one of the important skills in mastering a foreign language because by listening students can understand conversations in English. In the massive conditions of the digital world, learning media are increasingly diverse and dominated by sophisticated technology. Hamouda (2013) said that listening is the ability to understand and identify speech or spoken language delivered by others. By listening, students can better understand and identify foreign languages such as vocabulary and grammar more easily. In addition, Nunan and Carter (2001) stated that a student will begin to understand and speak a language well if they use listening skills and try to practice the same sounds as native speakers. Therefore, students are expected to prioritize learning to listen. So that other abilities such as speaking and reading can be easier to understand in foreign languages

Celce-Murcia (2001) said that by completing listening activities, language learners can develop new language interests at various levels and create basic formulas for better constructive skills such as speaking skills. By studying and improving listening skills indirectly, speaking skills can be trained because in general students can learn to speak because they are used to imitating and exemplifying what they hear. So that listening skills are very closely correlated with other skills. In fact, listening skills are the main and most important skills for students to master even before mastering other skills such as reading and writing skills. After knowing the definition of listening. The explanation will go deeper into listening comprehension. Rost (2002) defines that listening comprehension is regarded as a complex, interactive process in which listeners are involved in a

dynamic construction of meaning. Moreover, Afshar and Hamzavi (2014) state that listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors relating to the given context (as cited in Yulisa, 2018). It means that students must be able to comprehend all of the aspects when listening.

Herron et al. (2006) stated that students who practice their listening skills through videos can improve their listening comprehension. It turns out that there are media that support listening learning as explained, namely videos in the use of learning videos can provide students with an attraction to learning. Especially in very modern conditions like today, there are many technologies that support the learning process through videos. So that this momentum and condition must be utilized by teachers and students in the classroom to improve listening skills. Azmi et al. (2014) brought five difficulties that are the quality listening materials, cultural differences refer to the diversity of the culture between the listeners, accent, unfamiliar vocabulary, length and speed of listening. It can be concluded that listening has a correlation with other aspects that influence optimal listening.

Utilization of videos in learning is one way for a teacher to deliver lesson materials with new concepts. Utilization of audio visuals can help students in learning so that the learning received by students can be understood well (Mathew & Alidmat, 2013). The many options and conveniences in learning to improve students' listening skills must be utilized, including learning through learning videos on YouTube because it is more likely for students to understand and the flexibility of learning for students who usually watch becomes more interesting. Videos can display interesting audio visuals with sound and color images. Canning and Wilson (2000) stated that based on their research, students are more interested in learning using learning videos. According Wed (2020) It also helps learners to expose to authentic native speaker' settings, which helps them to gain a deeper understanding of foreign language culture, at the same time learners' listening comprehension will be improved.

Based on visits and monitoring at SLB Bekasi Jaya, the majority of students still have low listening skills and most of the learning process focuses on speaking, grammar, and writing skills. Based on observations, students' responses are still low when teachers give some instructions in English. Then it also has an impact on students' interest in learning English which is quite low because the material given is generally in the form of paper and writing on the board. Therefore, researchers want to conduct research on the use of videos made to improve students' listening skills at SLBN Bekasi Jaya. The many options and conveniences in learning to improve students' listening skills must be utilized, including learning through learning videos on YouTube because it is more likely for students to understand and the flexibility of learning for students who usually watch becomes more interesting. Videos can display interesting audio visuals with sound and color images. Based on visits and monitoring, the majority of students still have low listening skills and most of the learning process focuses on speaking, grammar, and writing skills. Based on observations, students' responses are still low when teachers give some instructions in English. Then it also has an impact on students' interest in learning English which is quite low because the material given is generally in the form of paper and writing on the board.

METHODS

The methods section of a journal article is a detailed description of the procedures and techniques used to conduct the study. The main purpose of the methods section is to provide enough information so that other researchers can replicate the study, and to ensure that the results of the study are valid and reliable. It should include minimally (should follow the research approach):

Design

This research is categorized into action research. The aim of this study is to show the improvement of listening through learning videos on YouTube. Watching YouTube videos is the independent variable in this study, and its implementation in the classroom is used to determine how well the dependent variable is doing. The research's dependent variable is the pupils' listening comprehension. The investigator sought to determine if using YouTube videos for educational purposes could help pupils become better listeners. Pre- and post-test results provided the data. There were two courses in this study: the experimental class and the control class. Students who received treatment through generated videos were in the experimental class.

a. Setting of Place

This research was conducted at SLBN Bekasi Jaya. This research involved grade XII students. SLBN Bekasi Jaya is located at Jl. Mahoni 2 No.46, RT.001/RW.009, Bekasi, West Java 17112. The number of students with disabilities in grade XII of SLBN Bekasi Jaya is 5 students.

b. Setting of Time

This research was conducted in the even semester of the 2023/2024 academic year. This research began on May 20 and ended on July 15, 2024. This research was conducted according to the English teaching and learning schedule on Monday at 09.00 WIB and Wednesday at 10.30 WIB with a duration of 1 hour 30 minutes for each session.

c. Subjects of the Study

Students with impairments in grade XII at SLBN Bekasi Jaya served as the study's subjects. There are 5 students in the class: one male student and four female students. The age range of the pupils is nineteen to twenty-one. The majority of them are from middle-class backgrounds. Their residence is close to the educational institution. The majority of their parents work for businesses. Some parents have their own businesses, and some work as teachers.

d. The Research Data

Both qualitative and quantitative data were employed in this investigation. While pre- and post-test results provided quantitative data, interviews provided qualitative data.

Data Collection

Both quantitative and qualitative data were employed. Teachers at SLBN Bekasi Jaya were interviewed to get qualitative student testimonials from listening learning as well as information about the teaching and learning process prior to and throughout the research implementation. Furthermore, after viewing learning video on YouTube, test results were gathered to obtain quantitative data at the pre-test end post-test.

a. Interviews

To gather information for this research, the researcher spoke with the class XII teacher in interviews. Following the implementation of the research action in the classroom, the interviews were conducted.

b. Evaluating the students' listening skill using tests.

The participants in this study were given listening assessments by the researcher. She then assessed the student's performance on the listening assessments.

Data Analysis

Research cycles were reflected in the data analysis that was given. The aforementioned instruments were employed. Photographs, field notes, and interview transcripts were also gathered in order to be chosen, condensed, and summarized for the purpose of interpreting the data during the reflection stage. Using the YouTube video to guide some actions, the final assessment determined whether or not there had been any improvement.

a. Data Validity

The stakeholders' reactions to the adjustments were a key component of the catalytic validity. The context's social facts were better understood in order to demonstrate the catalytic validity. The interview with the English teacher allowed the researcher to achieve catalytic validity. By examining the numerical data, the author determines the mean of the students' listening scores by averaging their scores for each activity inside a cycle. The formula is:

$$\bar{X} = \frac{\sum xi}{n}$$

X = mean

Xi = individu score

n = number of students

Next, using the formula, the writer determines the class percentage that meets the minimal Mastery Createrion -Kreteria kesuksesan minimal (KKM) 80. *ibid.* (2008);

$$P = \frac{F}{N} \times 100\%$$

P : the class percentase

F : total student who passed the KKM

N : number of students.

RESULTS AND DISCUSSION

Results

1. The Results of Cycle 1

A. Planning

Several tasks were completed in this step in order to identify field issues. The first was watching SLBN Bekasi Jaya's class XII English teaching and learning procedure. Class teachers were questioned in order to gather information about the process of teaching and learning English, including its shortcomings and recommendations. The pre-test was the final step in supporting the results of the general problems.

B. Action

a. The result of post-test

Based on the pre-test data from 5 physically disabled student in class XII A. The average score was 58. There were 2 student who had scores below the KKM and 3 students who had scores above the KKM. The smallest score was 50. After conducting the analysis and obtaining the pre-test data, it can be concluded that class XII students still have quite low listening skills. This is indicated by the pre-test results, there were 2 students who did not pass the KKM out of 5 students. To solve this problem, the author uses videos on YouTube to improve students' listening skills.

Table 1. The Result of Students Listening score in Pre-test

No	Students Name	Score	Passed KKM	Below KKM
1	Sample 1	70	v	
2	Sample 2	50		v
3	Sample 3	60	v	
4	Sample 4	70	v	
5	Sample 5	40		v

To calculate the average used the formula:

$$X = \frac{290}{5}$$

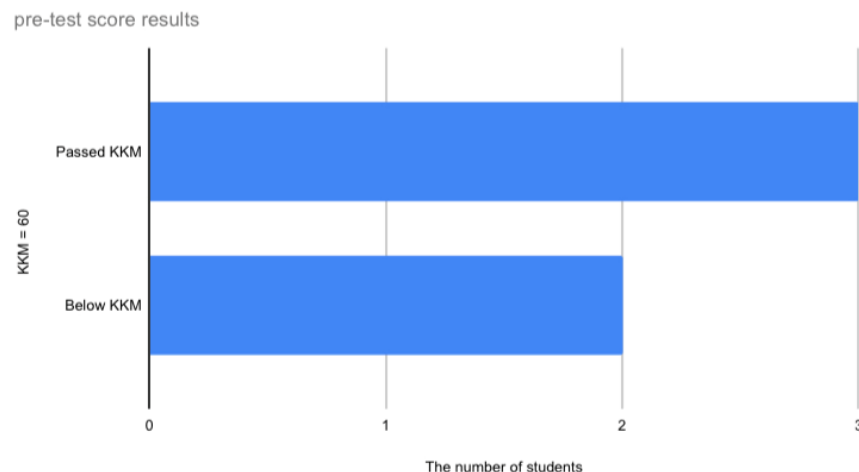
$$X = 58$$

Then, the results of the pre-test showed that there were three students who passed the KKM out of 5 students. If calculated in percentage form, there are 60% of students who passed the KKM.

$$P = \frac{3}{5} \times 100\%$$

$$P = 60\%$$

Diagram 1. The results of students successfully passing the KKM and failing the KKM



The results of the pretest work showed that three students passed the KKM with scores of 70, 60 and 70. Meanwhile, students who got scores below the KKM had scores of 50 and 40.

b. The result of Interview for the teacher

Students with physical disabilities at SLBN Bekasi Jaya have quite an interest in learning English listening but there are obstacles or problems that occur in the field. Students with physical disabilities at SLBN Bekasi Jaya in learning listening skills according to and felt by teachers are the ability of participants to identify sounds, especially sounds that are too fast and unclear memorization. In addition, students with physical disabilities, especially at SLBN Bekasi Jaya, tend to need more time to understand learning listening skills. It is also necessary to pay attention to the social and communication patterns of students with disabilities who are less social with their friends, thus closing the space for improving understanding in learning together or learning in groups.

C. Observation

Based on observations in class during English learning, half of the students focused on paying attention and the other half paid less attention to the teacher in explaining the learning.

From the teacher's side, it was also seen that they gave more effort and attention to explain to each student regarding the learning. Based on observations, it was also seen that students with physical disabilities were a little slow in receiving learning information delivered by the teacher, also referring to the limited learning time in class which affected students in understanding the learning optimally.

D. Reflection

Reflection is very important to improve the results in the next cycle. The researcher evaluates the conclusions of the implementation of the actions one by one. First, based on the results of the initial test in cycle 1, it shows that the success criteria have not been achieved because only 60% or 58 students passed the test. Meanwhile, the action is successful if students can get the KKM that has been determined, namely a score of 60 in their test. In the results of interviews with teachers in the class, students still have challenges working on listening questions.

Therefore, researchers must make improvements in teaching techniques in cycle 2. In conclusion, the actions in cycle 1 have not gone well. From here, researchers must make

changes in the teaching scenario or lesson plan in implementing the technique in cycle 2. Researchers hope that cycle 2 can be carried out to get better results and overcome weaknesses in the previous cycle.

2.The Result of Cycle 2

A. Planning

At this point, the researcher used the issues students were having with developing their listening comprehension to create a lesson plan for action. The appendix contains all of the lesson plans in full. The researcher additionally developed materials required for the teaching and learning process, as well as equipment, such as a pre-test and attendance list. Additionally, the researcher created a test for the first cycle in order to gather information about whether student performance improved from the pre-test to the post-test following cycle 1. Once everything was ready, the researcher moved on to the following phase, which involved using the created instruments and lesson plan.

B. Action

The implementation of the action in the first cycle was carried out in 3 meetings. Expressions or dialogue, which included questions and answers, right answer monologues, and a post-test in meeting three, were the subjects covered. During my execution of the task, the English instructor watched and occasionally snapped images of the teaching and learning process. During cycle I, post-test, dan interviews were used to gather data.

a. The result of post-test

Based on the post-test results data from 5 physically disabled students in class XII A. The average score was 72. All students with disabilities were able to get scores above the KKM after watching learning videos on Youtube. The highest post-test score was 80 and the lowest was 60. After conducting the analysis and obtaining the post-test results data, it can be concluded that class XII students experienced an increase in listening comprehension after watching listening learning videos.

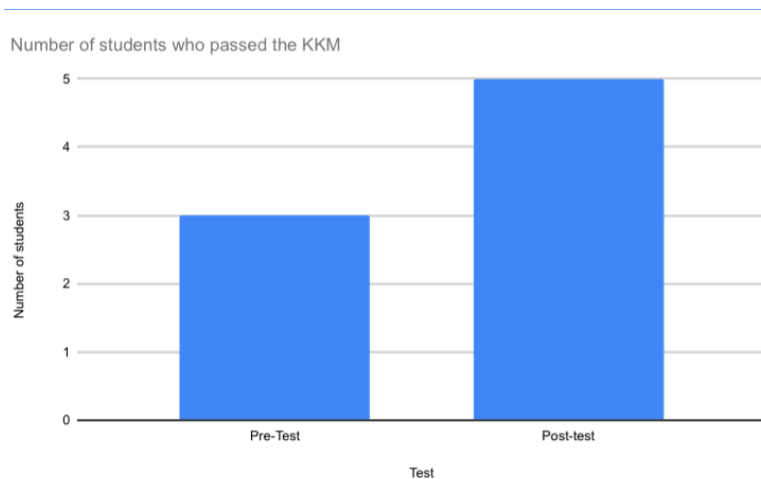
Table 2. The Result of Students Listening score in Post-test

No	Students Name	Score	Passed KKM	Below KKM
1	Sample 1	80	v	
2	Sample 2	70	v	
3	Sample 3	70	v	
4	Sample 4	80	v	
5	Sample 5	60	v	

To calculate the average used the formula:

$$\begin{aligned}
 &X = \frac{360}{5} \\
 &X = 72
 \end{aligned}$$

Diagram 2. The results of the number of students who successfully passed the KKM



There is an increase in the results of the pre-test and post-test scores. The post-test scores increased compared to the pre-test.

Next, to know the class percentage which passes the minimum Mastery Criterion - Kreteria kesuksesan minimal (KKM) 60, the writer uses the formula:

$$P = \frac{5}{5} \times 100\%$$

$$P = 100$$

From the calculation above, it shows that the class percentage successfully passes the minimum Mastery Creation - Minimum success criteria (KKM) with a value of 100.

a. The result of Interview for the teacher

The author interviewed the teacher of class XII after finishing the investigation. After watching the listening instruction video in class, the author inquired about the overall state of the classroom. In response, the teacher said that the students thought they could now comprehend English listening instruction more clearly than before. Prior to this, teachers would only provide verbal explanations for English listening lessons. Because students can repeat lessons by watching the videos, the availability of YouTube educational videos facilitates learning. Restudying in class as well as at home. in order to facilitate learning for children with physical limitations who typically process information more slowly.

C. Observation

After conducting the second observation, there was a significant change in English listening learning in class XII C Bekasi Jaya. The students seemed to be more enthusiastic about learning with new learning media, namely using YouTube videos and increasing their focus in watching YouTube videos so that learning was easier to convey or understand by students while teachers could monitor more optimally every learning need of their students..

D. Reflection

At this stage, the researcher analyzed the results of the cycle 2. Based on the test results as the main data, From the test, it shows that the results of the Pre-test assessment score, there are 5 physically disabled students in grade XII who have an average score of 58 before watching the learning video on YouTube and. There are 2 children who have scores below the KKM and 3 children who have scores above the KKM. While in the post-test achieving an average score

of 72, which means that all physically disabled students in grade XII are able to get a score above the KKM after watching the learning video on YouTube. Based on interviews with teachers, they also saw an increase in students' understanding. Based on the results above, the researcher decided to stop the action because it had been successful.

Discussion

Based on the implementation of research and data calculation. There are several results of data information, namely, in the results of the Pre-test assessment score, there are 5 physically disabled students in grade XII who have an average score of 58 before watching the learning video on YouTube and. there are 2 children who have scores below the KKM and 3 children who have scores above the KKM. Students are given 30 minutes to work on the test questions totaling 10 questions. After watching the listening comprehension learning video on YouTube. Students are asked to work on the post-test for 30 minutes with a total of 10 questions. By achieving an average score of 72, which means that all physically disabled students in grade XII are able to get a score above the KKM after watching the learning video on YouTube.

Table 6. Improving Score Test

No	Students Name	Pre-Test Score	Post-Test Score
1	Sample 1	70	80
2	Sample 2	50	70
3	Sample 3	60	70
4	Sample 4	70	80
5	Sample 5	40	60
Percentage Pass KKM		60%	100%

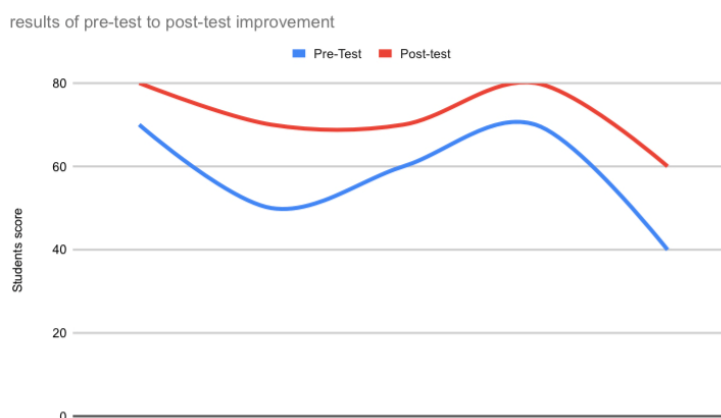


Diagram 3. Student Score Results in Post-Test and Pre-Test

It can be seen from the diagram that the post-test score results increased above 60. Coupled with good answers from interviews with class teachers who stated that previous English listening teaching was only explained verbally by the teacher. With the existence of YouTube learning video media, it makes it easier for students to learn because students can repeat learning through the video anytime and anywhere. So that it makes it easier for students with disabilities who have characters that tend to be less quick to process learning. Previously based on the results of the pre-test, they still had difficulty in learning listening comprehension. However, by using learning videos on

YouTube can improve students' understanding shown from the results of the post-test which experienced an increase in their score. Not only students, teachers also feel the impact of progress from the enthusiasm of students in learning in class that proven from the interview assessment session.

CONCLUSION

Based on the findings of Chapter IV, shows that the English language skills of disabled students in SLBN Bekasi Jaya class VII can be improved by watching learning videos on YouTube. This can be seen from the increasing pre-test and post-test scores. The results of the average pre-test score were 58, while the average post-test score was 72. This improvement was also supported by teachers through interviews with class teachers at SLBN Bekasi Jaya who stated that with the existence of YouTube learning video media, it makes it easier for students to learn because students can repeat learning through the video anytime and anywhere. So that it makes it easier for students with disabilities who have characters that tend to be less quick to process learning

Based on the findings and discussions in the previous chapter, some suggestions to participants who need and are related to the research, namely to English teachers for students with disabilities must consider the interests and needs of students in the class in developing appropriate learning concepts in the class. Which can have an impact on the enthusiasm and ability of students with disabilities in understanding learning in the classroom. As done by researchers by using media in English learning for listening using learning videos on YouTube. This learning media has an impact on students' ability to understand listening learning more easily. For students with disabilities by using learning videos on YouTube, students have the opportunity to be exposed to flexible and non-monotonous learning media. It can also improve listening skills by watching learning videos on YouTube. For other researchers, the drawback of this study is the limited number of students in conducting action trials. Researchers who are interested in the same issues and fields are recommended to conduct research in SLB schools that have more and longer students with disabilities to get maximum results so that they can significantly increase research.

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