INTRODUCTION

Learning to listen is often a very difficult learning. This is because many students have not gotten used to practicing listening to basic, intermediate and advanced conversations. Learning to listen in class is still not optimal. Many teachers have not prepared listening lessons. Listening is the highest language skill besides writing. This needs special attention for language teachers.

The pattern of teaching listening must be given in sufficient portions so that students do not fall behind. Practice and practice to speak should be a priority scale. In the end the students had difficulties. Students need to be given a suitable
learning model, so that they can master listening skills.

Several factors cause students to experience problems when learning Listening Comprehension in English, for example, the material is too fast to listen to so they don't remember what they have heard, they don't know the meaning of words in English that are spoken or listened to because of the limited vocabulary that students have, do not concentrate fully on the material being listened to, do not understand verbally explained commands, are lazy in learning or have no motivation to learn, and many other factors.

The researcher highlights on the side of the teaching media that must be modified or at least the teachers have teaching innovations that are in accordance with the current era. Many lessons are less effective, such as teaching in class without adequate tools. Moreover, learning listening comprehension is still considered difficult by students. At the beginning of the researcher's observation at one junior high school, the average listening comprehension score was still below 60. The next observation was in a state junior high school, the average listening comprehension score, although slightly good, was still in the range of 65.

Based on this fact, teachers must optimize the use of media learning to create a conducive and interesting learning environment. Learning media as one of the components in learning plays an important role so that learning can take place in accordance with the learning objectives. Therefore, the teacher must also evaluate the use of listening skills learning media in order to find out what obstacles are experienced by students learners to the learning media used, especially for listening.

You Tube has become a cultural force that alters how individuals interact with one another online and offline, and will continue to be a catalyst for social, educational and musical change. YouTube also has been a subject of increasing interest among researchers in education and psychology (Kruse, N. B., & Veblen, K. K., 2012) other info said that the development of YouTube in Indonesia is very fast when compared to other countries in the Asia Pacific region with an increase in the number of videos uploaded by 600% in the third quarter of 2015 Basuki (In Erwin F.A, 2015, p. 1-2)

Learning English must be equipped with adequate vocabulary and sentence structures. Without mastery of vocabulary students will experience difficulties in composing sentences, and at times expressing sentences. When students are able to master vocabulary, but have not mastered adequate sentence structure, students will find it difficult to assemble sentences correctly. So that the relationship between vocabulary and sentence structure is very close, and cannot be separated from one another. Mastery of vocabulary is one of the main requirements that determines the success of an individual to become skilled at language, the richer the individual's vocabulary is, the more likely the individual is to become skilled at language (Rahayu, S. et al: 2018)

The vocabulary ability becomes the foundation for understanding the concept of reading comprehension in English. The students' vocabulary skills can be the basis for assembling sentences correctly. Salah satu kelemahan siswa sulit memahami suatu percakapan dikarenapenguasaan kosa kata ,tata bahasa dan pengucapan yang masih rendah(Widiyarto, S., & Ati, A. P., : 2018). In the learning process in the teacher's classroom, sometimes they have difficulty teaching vocabulary effectively. The teaching process will take a long time, if the methods used are not interesting and tedious. Students sometimes mispronounce vocabulary, this could be understood, because teaching pronunciation is also constrained by the lack of reading practice, plus low reading interest.

The teachers have used a lot of other learning tools, methods and learning resources, including You tube, because 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 (Duffy, P., 2008). However, it is necessary to pay attention to the conditions and situations in the classroom, because each class and region has different characteristics. For example, learning in
cities and villages, of course, is very different and can be a separate consideration, before using a tool and method in class.

Learning methods in the classroom can be an impact on the results of students' skill levels. Methods that are in accordance with students' abilities will encourage student learning success, especially learning vocabulary. Giving exercises and explanations from the teacher is very important. Because students will feel confused, if students are not given examples and explanations of how to read and pronounce vocabulary.

Mastery of vocabulary is still an obstacle for class X Al Ikhlas high school students. The minimum completeness criteria are still below 75. The average daily test score was 74. Students are not optimally studying in class. This makes students less enthusiastic about learning. English teachers have not explored classroom learning. This is obtained after the teacher reveals the learning constraints in class.

The use of media is very necessary. The use of media can be a learning aid, so that students learn with enthusiasm in class, and can reduce boredom. Among the learning media that can be used in class is scrabbled. This media can be used and is well known as a game among students. The use of this game is very simple, students can use English and fill in the scores they get. This media can help students interact (Sunarmintyastuti, L, et al: 2020). Efforts to learn Indonesian language skills continue. One of them is by diversifying learning media in the classroom (Widiyarto.S, et al: 2017)

Based on the description above, the problems and objectives of this research can be described, as follows, first, whether you tube media can improve students' listening comprehension learning outcomes, whether there is an impact of you tube media in listening comprehension learning and how the you tube media learning process for students. Meanwhile, the purpose of the research is to find out whether you tube media can improve listening comprehension learning, how much impact you tube learning has on and how you tube media learning process.

LITERATURE REVIEW

YouTube

In essence, YouTube is a web address that helps users share videos and can use these videos as entertainment. The video can be uploaded by various people. The types of videos that can be uploaded are film videos, video clips, short films, educational videos and others.

The first youtube features are autoplay, which is a type of feature that is useful for playing the next video automatically, without choosing which video to play, the second annotation, this is a web address in the form of a video or box whose position is in the video being played, the third setting video speed, this feature is useful for slowing down and accelerating the video film that is currently playing, the four subtitles, which are features that are made so that we understand the meaning and words in the video, the fifth is download, this feature serves as a tool to download movies that we will watch offline.

Media

The word media comes from the word medium which means intermediary. Media can be interpreted as a recipient of information, or a source of information for people who receive it. In the teaching and learning process, the media can function as a bridge. This process will be effective and efficient when students can receive messages or information given by the teacher. The process can be illustrated in Figure 1 below:

![Figure 1. The learning process of Teacher and Student](image)

Listening Comprehension

Listening for the purpose of understanding is called comprehensive listening. A person can be said to be a good comprehensive listener if he is able to receive, pay attention, and give the
meaning of the message as close as possible to the message conveyed by the speaker.

Listening is a process that includes listening to the sounds of language, identifying, interpreting, assessing, and reacting to the meaning contained in it. Listening involves hearing, seeing, experiencing, remembering, understanding. Even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning.

**RESEARCH METHOD**

A research method used to find the effect of certain treatments on others under controlled conditions. The experiment was actually carried out. This study used a pretest-posttest control group design. This design uses a pretest, before being given treatment and given a posttest after being given treatment. This is done in order to know, the effect of the treatment with certainty. The data is in the form of test results. Students who became respondents were 35 students of SMP VII Alikhlas class, Bekasi city. The selection of respondents was random. The research was conducted in early January to May 2021.

Data collection techniques include interviews, giving tests before and after treatment, and documentation. The data analysis technique uses assumption test (classic), including homogeneity and normality tests. The data was then processed by using a paired data sample test.

Researchers can control all external variables that affect the course of the experiment, thus the internal validity or quality of the implementation of the research design can be relied upon (Sugiyono, 2017, p. 112). This design is divided into Posttest-Only Control Design, and Pretest-posttest Control Group design.

**Table 1. Research Plan**

| T1       | X       | T2       |
|----------|---------|----------|
| Pretest  | Treatmen| Postest  |

**RESULTS AND DISCUSSION**

Data processing is carried out in stages. Pretest and posttest data were processed by normality test and homogeneity test. This is done to analyze whether the data to be processed is normally distributed and the homogeneity test is fulfilled. The treatment process using you tube follows the steps in the picture as follows:

**Figure 2. Process of You tube Learning**

The use of you tube follows the process of searching for subject matter. The teacher gives initial direction to students, the direction is in the form of a theme or topic to be discussed, while the material to be discussed is about procedure text. Procedure text about making brown sugar boba,
after getting the link, the students watch you tube making brown sugar boba, then they write, the steps and finally discuss the procedure text. Students can explore procedure text information from several channels or links. Researching the effectiveness of implementing internet teaching applications has the potential to enhance the learning skills of students (Musa, A, et al: 2021). You tube which displays procedure text about brown sugar boba has several choices, but the researcher provides an example link, https://www.youtube.com/watch?v=591dgGBSC

Q8.

The preparation of the report is made together (in groups), and can be discussed together. The results of each group are reported to the teacher online. The listening process is obtained when students report the results of the procedure text. The other group listened intently. After reporting they get evaluation and posttest. The posttest is a listening comprehension test. The question is in the form of a procedure text on how to make Es Dalgonca Coffee. The following is the data normality test

| Table 2. Normality Test |
|-------------------------|
|                      |
| Kolmogorov-            |
| Smirnova               |
| Shapiro-Wilk           |
| Statistic | df | Sig. | Statistic | df | Sig. |
| Nilai      | .089| 26   | .200   | .977| 26   | .822 |

The significance level is = 5%, in the Kolmogorov-Smirnov (KS) column in table 2, because = 5% = 0.05 < Sig. = 0.200, then Ho is not rejected. At the significance level = 5%, the Shapiro-Wilk (SW) column in table 2, because = 5% = 0.05 < Sig. = 0.822, then Ho is not rejected. From the Kolmogorov and Shapiro Wilk test, it can be said that, because Ho is accepted, the opinion that the sample data comes from a normal distribution.

| Table 3. Homogenitas |
|---------------------|
| Test of Homogeneity of Variances |
| Levene              |
| Statistic | df1 | df2 | Sig. |
| .017      | 1   | 48  | .886 |

The table above shows that the significance level = 5%, in table 3, column Sig. Because = 5% = 0.05 < Sig.0.886, then H0 is not rejected, thus, the assumption of homogeneity of variance can be fulfilled.

| Table 4. Paired Sample Statistic |
|---------------------------------|
| Std. Deviation Error Mean |
| Mean N Std. Mean |
| Pair 1 sebelum 59.2353 35 6.1901 1.5013 |
In table 4 above, the average value before using YouTube is 59.2353 with a standard deviation of 7.1868, while the value after using the media is 71.5294, with a standard error of 1.7428. There is an increase in value of 12.2941. It can be said that the use of YouTube can improve listening comprehension learning outcomes. For this increase in learning outcomes, other factors can still be possible, such as interesting pictures on YouTube, neat flow of material and so on (Duffy, P.: 2008).

In Lestari’s research. R (2017) stated that the use of YouTube. The results of the study show that videos on YouTube can be used as a learning medium, this is also in line with the results of research conducted by Yusri et al. (2018) as a YouTube learning medium to make learning activities for students more focused. Rahmatika et al’s : 2021 states that the YouTube learning media is effective in the online learning process. The implication of this research is that YouTube can be used by teachers as a learning medium that can help students learn. The selection of videos presented on YouTube must be adjusted to the material, age, and psychological development of students, making it easier for students to understand the material presented on YouTube. Researchers can say that you tube can contribute as an effective learning media and can improve student learning outcomes. Giving you tube media can improve students’ listening comprehension results and that the You Tube had a significant positive effect on perceived student learning (Fralinger, B., & Owens, R. : 2009). Beside that the function of YouTube , it may also be used in order to prompt language learning activities with a focus on specific skills, concepts, or cultura aspects to be reinforced or explored (Brook, J. : 2011). The opinion of other researchers can confirm the function of YouTube in learning is the use of YouTube and TED can be designed to be effective instructional media for Extensive Listening tasks (Saputra, Y., & Fatimah, A. S., : 2018). The researcher can conclude that you tube can be an effective and reliable learning media, if it can be used in accordance with the correct stages.

The correct use of technological means can also determine student learning outcomes, especially in listening comprehension. The use of YouTube media has been able to fulfill the learning of the current century. Students and teachers need information technology skills.

CONCLUSIONS AND RECOMMENDATION

Based on the description above, it can be concluded that YouTube media can improve comprehension skill outcomes at Alikhlas High School, Bekasi city. There is an increase in value of 12.2941. YouTube media learning process includes searching for material, watching and listening to material as well as discussing and sharing material with other students and teachers. The recommendation that can be given is that teachers can try to give students the widest possible time and space so that they can improve their abilities independently, including using YouTube in learning. Consistent evaluation and supervision is one of the keys to successful learning using YouTube media. Furthermore, teachers can try to give students the widest possible time and space so that they can improve their abilities independently, including using YouTube in learning. Consistent evaluation and supervision is one of the keys to successful learning using YouTube media.

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