TEACHING LISTENING OF DESCRIPTIVE TEXT USING YOUTUBE VIDEO AS LEARNING MEDIUM

THESIS
Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education

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ADVISOR NOTE

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The Dean of Education and Teacher Training Faculty

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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title   : Teaching Listening of Descriptive Text Using Youtube Video As Learning Medium
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This study aims to explain whether there is a significant difference before and after using youtube videos in teaching listening to descriptive text. The subject is eighth graders of SMPN 18 Semarang in the 2022/2023 academic year as participants of 30 students. The sample was students of VIII D. The method used quantitative research with the pre-experimental design conducted in one class. The data collection method used listening tests, which are pre-test and post-test. The formula used to analyze the data was a t-test using SPSS 25 version. After collecting the data, the writer found the mean score of the pre-test and post-test. The mean score of the pre-test was 50.37, while the post-test was 76.53 and sig. (2-tailed) was 0.00 that lower than the level of significance (0.05). So, the findings here (H1) are accepted, and (Ho) is rejected. Therefore, this study indicates that using youtube videos can significantly affect students' listening skills. Students can feel motivated to learn English, especially during listening sections.

Keywords: Descriptive Text, Listening Skills, Using Youtube Video

MOTTO

وَلَمَن صَبَرَ وَغَفَرَ إِنَّ ذَٰلِكَ لَمِنْ عَزْمِ ٱلْأُمُورِ

"And whoever endures patiently and
forgives-surely this is a resolve to aspire to."[1]

(*QS. Asy-Syura*:43)

DEDICATION

- My Beloved Mother and Father
- My Beloved Best Friend
- My Friends
- The teachers of SMPN 18 Semarang

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The author realizes that this thesis could not have been completed without the support, assistance, guidance, and advice from various parties during the preparation of this thesis. On this occasion, the writer would like to thank and sincerely:

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The author realizes that this thesis is still far from perfect in terms of preparation, language, and writing. Therefore, the author expects constructive criticism and suggestions from all

readers to be a reference so that the author can be even better in the future.

Hopefully, this thesis can add insight to the readers and be helpful.

Semarang, 6th September 2022

The Writer

Savira Lealy Rizqianita

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CHAPTER I
INTRODUCTION

This chapter discusses the research background, the research question, the research objective, the significance of the research, and the scope and limitations of the research.

A. Background of the Research

In a process of learning and teaching English, English as a Second Language or Foreign Language has four skills: listening, reading, speaking, and writing. Listening skills (understanding spoken language), reading skills (understanding written language), speaking skills (producing spoken language), and writing skills (producing written language). In this study, researchers emphasized listening skills because listening is a skill that responds well to the messages and is also known as receptive skills.[2]

Listening helps learners develop other language skills. Listening provides the listener with a message or

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[2] Juliati Amalia Lestari, 'The Use of Youtube Vlog To Improve Students' Listening Skill of MTS Samarinda', *Penelitian Pendidikan & Pembelajaran*, 6.1 (2019).

information. If the listener does not understand the message being conveyed, the listener will certainly not be able to start learning.

Basically, the listeners here aren't just listening, they're trying to understand what they mean. In this case, the understanding of the listeners is measured by how well they understand what the speaker is saying. This is because listeners are required to understand every word actively.

Listening is one of the hardest skills in English, especially for students who have low competence. Recording conversations by native speakers with different accents and speeds can be difficult to listen. Listening is usually a boring lesson, this is because students only listen to recorded conversations over and over again.[3]

At this time, there are still many students who have poor listening skills, they are unable to catch the topic that is discussed. When listening skills have been a problem, there are certainly some difficulties in listening. They are like that difficult to catch the topic while listening to a conversation, of course, because their

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[3] Dian Shafwati and others, 'The Use of YouTube Video toward Students' Listening Ability', 2021.

vocabulary mastery is still lacking. The next problem, many of them still hard to remembering what they listen.[4]

Therefore, there is a step to teach students listening skills, where it can make students more enthusiastic, happier, more interesting, and less boring. Therefore, audio-visual media such as videos on youtube are very suitable for teaching listening to make teaching and learning easier and more effective.

Through video, especially videos on youtube as the biggest video provider on the internet, of course, it can boost students' listening understanding, and also it can arise some newest topics too. Then, the video also supports students to know gestures and mimic every speaker in conversation. The use of Youtube in the classroom can show a positive attitude of students. Then, not only students' motivation can increase but also their active participation in the class. Furthermore, Kelsen stated that students have a point of view that watching and

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[4] Fatih Yavuz and others, 'Problems and Activities in Listening Skills in EFL Classrooms; from Tradition to a More Comprehensible Input', *Procedia - Social and Behavioral Sciences*, 197 (2015), 930–32.

listening to videos on YouTube made the learning itself became interesting.[5]

In this study, the researcher chose the topic of a video about the descriptive text. This is because in the videos on YouTube there are still lots of videos that contain descriptions of things, such as descriptions of places, descriptions of people, and descriptions of goods. The topic is in accordance with the chapter in English subjects in Junior High School. This descriptive text is also classified as an easy-to-understand text. By watching and listening to videos on youtube about descriptive text, students can learn new vocabulary about the text. It is expected that later students can quickly understand the descriptive text in the lesson.

Based on the problems above, the researcher is interested in chosing the title "**Teaching Listening of Descriptive Text Using Youtube Video As Learning Medium** (A Pre-Experimental Study at the Eighth Grades of SMPN 18 Semarang)".

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[5] Dian Shafwati and others, 'The Use of YouTube Video toward Students' Listening Ability', 2021.

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B. Question of the Research

Based on the background above, the researcher formulates the following research question. So, the research question is "Is there any differences in teaching listening skill of descriptive text before and after using youtube video as a learning medium?"

C. The Objective of the Research

Based on the research question above, the objective of this study is "to explain whether there are differences in teaching listening skills of descriptive text before and after using youtube video as a learning medium or not".

D. Significance of the Research

This research is very important and gives benefits the teachers, the students, and the researcher theoretically and practically.

1. Theoretically

The result of this study hopefully can give benefit, like as a reference, framework, and guidance about how to teach student's listening skills of descriptive text by youtube videos as learning medium.

2. Practically

a. For the teachers

This study will help or support the teacher to give learning process by applying some videos on the youtube as a learning medium. Teachers can develop strategies and teach English to improve students' listening skills.

b. For the students

This study will help students in boosting their listening skills and make the students in the learning process feel not bored, so hopefully, they will be so interested and excited in learning English, especially when listening to the dialog or speaker when saying English words. Hopefully, they will understand what the speakers are saying.

c. For the researchers

This study will help future researchers as a reference in arranging or researching about teaching students' listening skills of descriptive text through youtube videos as a learning medium.

E. Scope and Limitation of the Research

In the scope and limitation here, the researcher can be explained as follow :

1. **Subject**

   The subject of this research is the eighth graders of SMPN 18 Semarang in academic year 2021/2022.

2. **Object**

   The object of this research is about using youtube videos as learning medium to boost students' listening skills.

CHAPTER II
RELATED LITERATURE

In this chapter, the researcher presents, previous research, literature review, conceptual framework, and hypothesis.

A. Previous Research

These are some previous researchers related to this research topic. The first title is "*The Effect of Videos on Listening Skill and Vocabulary in The Process of Language Learning*". This research was written by Ali Erarslan and Mehmet Asmali. This study attempted to investigate main findings of the studies conducted to examine the impact of video use on learners' listening skill and vocabulary development in English language teaching. The findings presented on learners' listening skill and vocabulary development as well.[6] The difference between the research above and my research is that the research above focuses on video movie on YouTube. While my research focuses on learning videos or

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[6] Ali Erarslan and Mehmet Asmali, 'The Effect of Videos on Listening Skill and Vocabulary in The Process of Language Learning', *Fakultesi Dergisi*, 58 (2021), 601–23.

conversation videos that contain descriptions of something. Here the video category used is different. While the similarities are the same as researching whether watching videos on YouTube can boost students' listening skills.

The second research is "*The Significance of Using Youtube as an Academic Tool to Improve Sudents' Listening Skill in Libyan Universities*". This research was conducted by Ahmed Sanoussi and Asma Abdalrahman at Benghazi University, Libya. This research aims to investigate of using youtube in the EFL classroom to enhance students' listening skill in Libyan universities. Through the questionnaire, data were collected, organized, and analyzed using stastical techniques like percentages. The result can be concluded that students are very interested in improving their listening skills using youtube videos.[7] The difference between the research above and my research is that the research above uses YouTube as a medium for learning English more broadly, in the sense that the learning in the study includes all

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[7] Ahmed Sanoussi and Asma Abdalrahman, 'The Significance of Using Youtube as an Academic Tool to Improve Sudents' Listening Skill in Libyan Universities', *Journal of Linguistics Studies*, 1.1 (2021), 58–70.

material in English. Meanwhile, my research focuses on descriptions of something. Then, the research above used a descriptive method. While my research used quantitative method. The similarity is that they both use YouTube as a learning medium.

The third research is entitled "*Impact Of YouTube and Video Piodcast on Listening Comprehension Among Young Learners*". This research was conducted by Aizan Yacoob, Amira Shazmin Amir, dkk at University Utara Malaysia, Selangor. This study explores the teaching of listening comprehension utilizing Youtube and Video-Podcast. This study using an action research design. This study attemps to investigate to what extent did the use of Youtube and Video-Podcast enhance Primary Year 4 pupils' listening comprehension.[8] The difference between the research above and my research is that the research above examines the impact of using YouTube and Video-Podcast in teaching practices to improve student listening comprehension in primary cluster school education. Meanwhile, my research is using YouTube to teach listening skills to junior high school students. Then the

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[8] dkk Aizan Yacoob, Amira Shazmin Amir, 'Impact Of YouTube and Video Piodcast on Listening Comprehension Among Young Learners', *iJIM*, 15.20 (2021).

research above uses an action research design, while my research uses a pre-experimental design. Then, the similarities are the same as YouTube as a learning medium.

The fourth title is "*Application of Youtube-Based Virtual Blended Learning as a Learning Medium for Fundamental Movement Skills in Elementary Schools during the Covid Pandemic 19*". This research was conducted by Muhammad Syamsul Taufik, Azi Faiz Ridho, Soleh Solahuddin, dkk. This study aimed to obtain an overview of learning outcomes using a virtual Youtube-based application as a medium for fundamental movement skills learning in elementary school. The design used is a cycle model. The result, the actions in the second cycle generated a perfect change.[9] The difference between the research above and my research is that in the research above, the researcher used Youtube video foor fundamental movements skills learning in elementary school. Meanwhile, my research used Youtube for

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[9] dkk Muhammad Syamsul Taufik, Azi Faiz Ridho, Soleh Solahuddin, 'Application of Youtube-Based Virtual Blended Learning as a Learning Medium for Fundamental Movement Skills in Elementary Schools during the Covid Pandemic 19', *Journal Ann Appl Sport Sci*, 2021, 2476–4981.

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listening skills in junior high school. The similarity is that they both use YouTube as a learning medium.

The fifth related title is research by Helviyanti Rahmadani (2018) entitled "*Effects of Video Blogs on Student Listening*". This research has been published at the University of Jambi. This research aims to investigate the impact of video blogging on students' listening. This research used a causal-comparative study design. Tests have been conducted to determine the effect of using video on students' listening. The results show that there was a significant difference between the test result of the students who used the video and the test result of the students who did not use the video.[10] The difference between the research above and my research is that the research above does not use videos from YouTube and the categories used are also different. In the research above, the video used is broad in scope, for example, films. Meanwhile, my research only uses youtube videos that contain a discussion of descriptive text. Then, the research above uses a casual-comparative design, while my research uses a pre-experimental design. The similarity is

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[10] Helviyanti Rahmadani, 'The Effect Of Video Blog Towards Students' Listening Comprehension Skill', *English Education Study Program*, 2018, 1–11.

that they both use video as a medium to teach students listening skills. Then, both of them used a quantitative research approach.

The sixth research, the title is "*The Use of Youtube Video toward Students' Listening Ability*". This research was conducted by Dian Shafwati, Gita Hilmi Prakoso, Lilis Sholihah, Fajar Riyantika at University of Lampung, Bandar Lampung. This research hoped that using YouTube as a listening medium would improve students' listening skills and make listening subjects more attractive. In this research design, students' listening skills were analyzed at the beginning and end of the lesson. As a result, all students agreed that using YouTube videos would make their listening lessons more interesting.[11] The difference between the research above and my research is that the research above, use a questionnaire as the instrument and the participant is undergraduate students. While my research didn't use a questionnaire and the participant is students in junior high school. Then the research above, videos that are used in broad scope, for example, videos that discuss new topics or hot news. Meanwhile, my research only uses videos that contain

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[11] Dian Shafwati and others, 'The Use of YouTube Video toward Students' Listening Ability', 2021.

descriptions of a thing. The similarity is that they both use videos from YouTube as a medium to teach students listening skills and use quantitative pre-experiment research.

B. Literature Review

1. Listening

a. Teaching Listening

Teaching listening means helping students develop their listening skills and understand what they have listened to.[12] This can be created by using the appropriate learning source materials and creating a good lesson plan. Through the use of teaching materials and carefully designed activities, the goals of listening education are achieved.

In traditional methods, teaching listening emphasizes memorization and verbal repetition rather than functional aspects . The teacher asks the student to listen to the conversation/monologue recorded by the teacher himself or a native speaker. On the other hand, learners are expected

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[12] Jack C Richards, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006).

to be able to pronounce and remember words correctly.

The words remembered, of course should be articulated correctly and structurally with the proper accent, dialect, and intonation as the speakers that they listen. The material is presented on tape where the teacher plays the tape in segments, or the teacher pauses several times and speaks directly. Recorded conversations can be paused as needed as long as the teacher's learning goals are met. In the traditional method, students are passive while the teacher dominates the classroom activities.

In contrast, current methods emphasize the importance of teaching listening skills communicatively and practically. To achieve these goals, teachers need to teach students use authentic materials while students' activities should be constructed in groups. All activities created should provide students with the opportunity to practice their skills and deepen their knowledge or understanding of the subject and skills being studied. These are arranged because the current method requires learners to learn in their own way

in real-life situations and in an encouraging environment.[13]

So, the difference between the traditional and current methods lies in the medium presented. If in the traditional method, it is in the form of a tape, whereas using this tape is very complicated to use or impractical. The tape cannot be easily copied due to publisher restrictions. This allows students to practice listening only during class. In listening practice, the teacher usually provides the material when the student listens and writes. Also, it is often the teacher who plays the audio while the student listens and practices. These techniques make listening uninteresting and attract minimal attention from students. This can affect the results of the listening test, and the results of the listening test are not satisfactory for the teacher. Usually, the tape is used for learning purposes. It means that materials on learning are published by international publishers, like American or British, so the material here is less authentic.

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[13] Lidia Puspa Ayu, 'YouTube Videos in Teaching Listening: The Benefits in Experts' Views', *Research in English and Education (READ)*, 1.2 (2016), 152–60.

While the current method uses authentic materials, one of which is YouTube, which is not made for learning purposes, it means that materials are published from any country, and the students can choose the material and publisher or content creator for free. Authentic sources provide videos, photos, and activities such as quizzes. It gives them many benefits and improvements through technology in the process of education and learning.[14] Therefore, the researcher here uses the current method.

b. The Process of Listening

There are three steps in the listening process: receiving, attending, and assigning meaning.[15] Upon receiving, the listener receives the auditory stimulus or a combination of auditory and visual

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[14] Wulan Fauzanna, 'Listening Journals for Extensive Listening Practice of EFL Students at Andalas University', *Proceedings of ISELT FBS Universitas Negeri Padang*, 5 (2017), 331–35.

[15] Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, 'A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement', *Journal of Language Teaching and Research*, 2.5 (2011).

stimuli presented by the speaker. The listener will accept and understands what the speaker is saying.

The second is attending. At this stage, there are so many stimuli around you that the listener will focus on the most important stimuli. Listeners need to focus only on the important information in the message. This is called attending the message.

The third step is assigning. After the message was sent and received, the listener assigned meaning to the speaker's message. In this phase, both of them are interacting effectively without misunderstanding.

c. How To Teach Listening

1) Pre-listening

Before doing the lesson, the teacher writes down the topic of the material on the whiteboard which is going to be presented. The learners are asked their existing knowledge of the topic and vocabulary related to it. They are also asked leading questions to help them.

2) While-listening

In this stage, the learners are instructed to carefully watch and listen to the entire video

clip, and to write down key words. Then they are given an exercise and asked again to watch the video clip to complete the exercise.

3) Post-listening

The learners complete the exercise and check their answers. For correcting their exercise, peer correction can be arranged for giving them a chance to discuss the topic presented in the video clip and to share their ideas about it. Finally, the answers are checked by the teacher.[16]

d. Difficulties in Listening

Difficulty in listening is caused by four factors: speaker factor, listener factor, the content, and support. Speakers can affect a student's listening comprehension. It could be his or her way of speaking, such as accents and dialects, and the speed at which he speaks. The faster he speaks, the harder it is for students to understand what it means. Unfamiliar accents, both native and non-native, can cause serious listening problems.

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[16] Hninyu Mon, 'Teaching Listening Skill Using Video Technology in Language Classrooms'.

Overly accented speech can lead to a significant loss of comprehension.

Listener factor, listeners are not always able to repeat words. The listener may not be aware of clues that the speaker is moving from point to point, giving examples, or repeating points. The listener's vocabulary is limited. Listeners may come across unfamiliar words. This can cause the listener to stop and think about the meaning of the word and miss the next part of the speech.

Content is an aspect contained in the material itself like grammar, vocabulary, information structure, and background knowledge. The grammar and information structure used by everyone is still a lot different. So this can make it difficult for listeners to the content of the sentence delivered.

Then, supporting factors, supporting factors here are recordings. There are still many teachers here who use some recorded material that is not of

high quality. The quality of the sound system can affect the learner's listening comprehension.[17]

2. **Youtube**

   a. **Concept of Youtube Video**

   YouTube is considered an online medium for trainers and learners to learn through video anytime, anywhere, as long as an internet connection is available. When learning English, YouTube videos can be used to improve vocabulary, accents, pronunciation, listening, reading, writing, and speaking. In addition, the implementation of YouTube in the classroom will help students better understand lessons.

   Using YouTube also has some weaknesses like poor sound quality, pronunciation and dialects unclear. On the one hand, YouTube videos may not deliver great videos, from dialogs to captured images. Therefore, the videos have to be selected

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[17] Dwi Rara Saraswaty, 'Learners' Difficulties & Strategies in Listening Comprehension', *English Community*, 2018, 139–52.

to find a suitable video for teaching and learning.[18] We need to make sure the video materials that we choose are appropriate for the level and interest of the students, or they won't be motivated to watch them. If the content is irrelevant to the student's interests, it may fail to engage them.

So, the concept of a YouTube video itself is a video that displays images with audio or displays videos with different categories. Video is the technology used to electronically capture, record, process, store, transmit, and reconstruct a sequence of still images that represent scenes in motion.[19] Video is an interesting medium because it is an audio-visual medium that is not only providing sound but also pictures that can move. Video communicates meaning better than other mediums. The video presents language in context in ways that a CD can't.

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[18] Lidia Puspa Ayu, 'YouTube Videos in Teaching Listening: The Benefits in Experts' Views', *Research in English and Education (READ)*, 1.2 (2016), 152–60.

[19] Arjulayana, 'The Use of Video in Teaching Listening Skill', *Globish: An English-Indonesian Journal for English, Education, and Culture*, 7.1 (2018).

Learners can see who's or what's speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension. Video can be made by capturing using a camera and editing the movie or television broadcasting using the computer.[20] In the video, speakers can often be seen their body language and clothing, location, etc. which can give clues about their meaning. Additionally, background information can be gathered from visual clues. It's such an interesting thing for students to study because there will be many new innovations in listening activities that will improve their listening skills. It also improves students' focus in listening because their attention will shift to the video that shows the topic discussed.[21] In the video, the topic, of course, should be interesting, so the students can enjoy the

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[20] Ageng Jauhar Bani Waluyo, Dewi Rochsantiningsih, and Abdul Asib, 'Improving Students' Writing Skill in Descriptive Text Using Video Through Think Pair Share MetShod', *English Education*, 6.2 (2018), 177.

[21] Sasan Washang, 'Boosting Vocabulary Retention through Adding a Video Component to the Vocabulary Building Classes in English for Specific Purpose Situations', *Procedia - Social and Behavioral Sciences*, 136 (2014), 89–93.

story. Therefore, with that videos, it can stimulate various lessons and enrich vocabulary.

b. **The Advantages of Youtube**

   1) The real advantage of YouTube is that it provides a real example of everyday English used by the general public, at least from a language learning perspective.

   2) YouTube videos can be used in an ELT classroom to teach different vocabulary, accents, pronunciations, audio modulations, and more.

   3) By looking at the language used, students can not only hear the language but also see it. They can see the general meaning and mood conveyed through expressions, gestures, and other visual cues.

   4) Motivated-most students are more interested in having the opportunity to listen and see the language used.

   5) Youtube videos can be accessed anywhere, anytime, without any time limit, and it's easy to only use the internet quota.

6) YouTube videos display various types of video categories from around the world so it's easy to choose the type of video category based on what you like.

7) Many local YouTubers use English in their YouTube content. so that to learn English not only through videos from foreign people but also local people.

8) Videos are more engaging than audio recordings, and they are more useful for people who learn visually.

9) Video can be a powerful tool for teaching, as it can provide useful lessons.

10) The video creates an enjoyable learning environment and it helps students to better understand the material.[22]

The benefit of YouTube apart from those listed above is that the duration of videos on YouTube varies from short to long duration. YouTube also provides content ranging from small children to adults. Nowadays, many content

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[22] Lumturie Bajrami and Merita Ismaili, 'The Role of Video Materials in EFL Classrooms', *Procedia - Social and Behavioral Sciences*, 232 (2016), 502–6.

creators in Indonesia are fluent in English, their pronunciation is very good, and the way to convey messages to video viewers is also very easy to understand. So this is very helpful for video lovers in learning languages, especially listening.

c. The Disadvantages of Youtube

1) Time-Constarints

Using videos in EFL classroom is time-consuming. We almost share their point of view, because looking for videos that can be compelling and motivating for the learners is not so easy, and preparing adequate and appropriate in-class activities needs a lot of commitments from the teacher and EFL learners' ability to engage and satisfy such activities and inquisitiveness .

2) Limited software

Another disadvantage of videos is the limitation of the software. The problem with the new technology is that the hardware is always ahead of the software, and without the right materials it is difficult to exploit the resource to the full. Actually, if we don't have good software, we

can't use the video effectively in the classroom; therefore, we strongly believe that the ground for such implementation must be available and well structured.

3) **Passive viewing**

Using videos can result to a passive learning process. We think that this can happen if the learners are not aware of the purpose of watching the video. Hence, it is up to the teacher to make his or her learners understand the fact that watching a video at home is not the same as in the classroom. In the classroom, video watching is purposeful as the EFL learners are directed and guided towards developing their ability to express themselves in English.[23]

d. **Youtube As A Medium Online Learning**

Teaching and learning processes which usually carried out in the classroom are carried out directly and face-to-face, but in online learning technology, the teaching and learning activities are carried out

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[23] Ahmed Sanoussi and Asma Abdalrahman.

virtually, meaning that at the same time, a teacher reaches in front of a computer somewhere, while students take lessons from a computer other in a different place. We can get lecture materials   free as downloadable files.[24]

e. **Categories of Youtube Video**

The process of teaching English has been stimulated by the advent of new internet technologies and now web tools. Using video for language education is also one of the most effective ways to succeed in the classroom. Some of them are:

1) Autos & Vehicles
2) Comedy
3) Education
4) Entertainment
5) Film & Animation
6) Gaming
7) How to & Style

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[24] and Musthofa. Muhammad Nafi Annury, Adrovvy Jonathan, 'Evaluating of EFL Online Learning on Islamic Higher Edcation During Pandemic Era', *Journal of English as A Foreign Language Teaching and Research*, 2.1 (2022), 70–82.

8) Music

9) News & Politics

10) Nonprofits & Activism

11) People & Blogs

12) Pets & Animals

13) Science & Technology

14) Sports

15) Travel & Events.[25]

Here the researcher chooses the education category as a topic in teaching listening through video. Researcher used the topic of course because it is in accordance with the title, it is to provide teaching. The education category includes a lot of teaching, which the researcher takes here is about teaching descriptive text, so that later the video that will be displayed will be in the form of a video that includes a description of something that can be a lesson for students.

3. **Descriptive Text**

   a. **The Nature of Descriptive Text**

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[25] Babak Ghasemi, Masoud Hashemi, and Simin Haghighi Bardine, 'UTube and Language Learning', *Procedia - Social and Behavioral Sciences*, 28 (2011), 63–67.

Descriptive text is one of many kinds of texts that been taught in school. It is used to describe everything in the world. Descriptive text is a type of written text with a specific function that provides a description of the real object. It will help the reader understand clearly about the real object.[26] A paragraph of text can usually be defined as a group of sentences that are closely related to thought, serve the purpose of commentary, what a person looks like, how they behave, what a place looks like, and what an object looks like. In other words, Descriptive text was derived from the word "describe" which means to present the character of an object, person, and place. Descriptive gives a sense of impression like the feel, sound, taste, and look of things through the word.

b. The Generic Structure of Descriptive Text

[26] Fitriani Fitriani and others, 'Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School', *International Journal for Educational and Vocational Studies*, 1.6 (2019).

The generic structures are also known as text structures. The descriptive text has two generic structure elements. Readers should know it, as it affects their thinking and understanding of the meaning of the text. Generic structure elements of descriptive text are identification and description. Identification is a process of how to an object that wants to describe or the introduction of the subject or thing that will be described. Then, the description is a process of how to describe the object or the information characteristics of the subject, like behavior, physics, quality, specific acts, etc.[27]

4. Teaching Listening of Descriptive Text

One of the key factors in running a successful listening course is that the students must be encouraged to use their background knowledge while they are listening to something. Furthermore, Wilson (2008) explains that the speed of the audio for the

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[27] Chindy Hanggara Rosa Indah, 'The Analysis of Generic Structure of Descriptive Text Used by Students of Elementary School 1 Penambangan Probolinggo', *English Language and Pedagogy*, 2022, 18–23.

listening section should be normal, not too fast, and not too slow. The pause should be at natural breaks. The picture should be with clear lines or not too much detail.[28] Students need to learn about something that is familiar to them.

The teacher uses a listening activity to teach listening to a descriptive text. By having to listen activity as one of the listening activities in listening to descriptive text, the teacher helps increase the students' sensibility in listening and understanding the descriptive text. The relationship between listening and descriptive text is in the video which will be shown later. The videos shown are of course videos that contain descriptive text, examples of descriptive videos of humans, animals, etc. In the video, of course, in addition to the images presented, there is also audio about the description text.

From the audio in the video, students can learn and understand what things are described. To teach students' listening skills, the video shown is of course not just one video, but there will be several videos.

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[28] Gigih Puji S. S. dan Dra. Theresia Kumalarini, 'The Implementation of Listen and Draw Activity to Teach Listening of A Descriptive Text to The Seventh Graders', *English Education*, 1–6.

From there the students will listen and get new vocabulary, so they can find out the meaning in the video. If they already know the meaning, then later the student will easily understand the descriptive text in the video, so they can rewrite the descriptive text or answer questions related to the descriptive text in the video.

5. **Teaching Listening with Youtube Video as A Learning Medium**

Successful listening is obtained time added and also lots of practice. One of the most avoidance for the students is often mental block, the student suddenly determines that he or she doesn't understand what is being said in the conversation or the information that they hear, and students always attempt to translate specific words or sentences.

Employing the Internet has a high impact on the educational process, especially when handling classes. The videos involve positive attitudes, management of the learning process, enhancement of study, and the performance of students. During teaching and learning activities, the teacher serves as a fair facilitator for the students' motivational growth.

Teaching is an important activity that helps learners learn by guiding and facilitating their learning.[29]

Then, learning through the youtube video to teach listening skills, this is very suitable. In the video, the image must be associated with the mental representation of the word in order to be remembered and used. Therefore, through videos, students can interpret body language and other nonverbal and paralanguage communication elements well. The video also help learners understand and build meaning when engaging in listening activities. So, students not only hear what speaker said but can also see what speaker said.

In teaching listening using youtube video, teachers should make a good selection of video materials to show students suitable materials that can facilitate their learning. Additionally, well-selected video content can help students integrate their language skills and change the class routines.

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[29] Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, 'The Use of YouTube as a Learning Tool in Teaching Listening Skill', *International Journal of Global Operations Research*, 1.3 (2020), 123–29.

The primary factor in choosing videos is the intended students. Especially for beginning levels, students may get confused if the usage of language in certain videos is too complex. Children and adults learn differently, so they should have their lessons with different types of videos. In order to apply teaching listening with video, this teaching unit refers to types of activities through video, such as a viewing activity of the video.

Video for Teaching Listening: Teaching listening with videos can make lessons more fun and interesting. Since videos are capable of language teaching, teachers should make good use of videos. Consequently choosing appropriate videos for a variety of lessons is significant. Besides viewing the whole video, teachers can use videos to show students different parts of videos, and students can benefit from all kinds of language skill acquisitions, especially listening skills.[30]

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[30] Lailatul Musyarofah dan Fori Farida, 'Improving Students' Listening Ability Through Video Material At SMK Antartika 1 Sidoarjo', *English Education Study Program*, 3.1 (2014).

C. Conceptual Framework

```
        ┌─────────────────────────┐
        │  Teaching Listening of  │
        │    Descriptive Text     │
        └─────────────────────────┘
    ┌──────────────┼──────────────┐
    ▼              ▼              ▼
┌─────────┐  ┌──────────────┐  ┌─────────┐
│ Before  │  │  Treatment   │  │  After  │
│Treatment│  │(Using Youtube│  │Treatment│
│(Pre-Test)│ │   Video)     │  │(Post-Test)│
└─────────┘  └──────────────┘  └─────────┘
     │                              │
     │      ┌─────────────────┐     │
     └─────▶│ The result are  │◀────┘
            │ difference or not│
            │ before and after│
            │ using treatment │
            └─────────────────┘
```
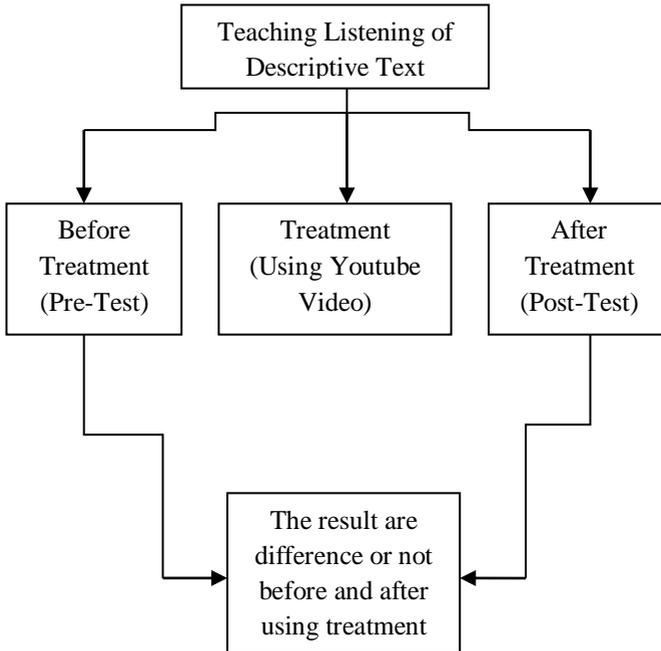
YouTube videos have a lot of content with different types of video categories. One of the videos is a video about descriptions of something. Here the researcher is in the first step to conduct research, which is to explain the descriptive text material. Before the students are given treatment, the students are given the pre-test using audio. Then, the students are given a treatment using Youtube Video. Video shows descriptions of something like people, things, etc. After they got

treatment, the students are given the post-test. The differences in teaching listening of descriptive text before and after using Youtube videos can be known after given pre-test and post-test.

D. Hypothesis

The hypothesis on this study are determine into two, they are H_0(null hyphotesis) or H_A(alternative hyphotesis).

1. H_0(null hyphotesis) : There is no difference in teaching listening of descriptive text before and after using youtube video as a learning medium.
2. H_A(alternative hyphotesis) : There is difference in teaching listening of descriptive text before and after using youtube video.

CHAPTER III
RESEARCH METHOD

This chapter presents about research method. It focuses on the method used in conducting this research which covers research design, research variables and indicators, population and sample, data collection procedures, research instrument, and data analysis procedures.

A. Research Design

This research used a quantitative research approach. Then, the pre-experimental research design was adopted in this research. Tests were used in this research, especially one group pre-test and post-test. The goal of using both of them is to know "is there any differences in teaching listening of descriptive text before and after using Youtube video". The students were all in one group. Before and after treatment, students are required to do the pre-test and post-test. Then, the design can described as follows :

O1 X O2

$$O1 = \text{pre-test}$$
$$X = \text{treatment}$$
$$O2 = \text{post-test}[31]$$

O1 referred to the pre-test that was given before the video class treatment. X referred to the treatment application conducted by the researcher using Youtube videos to teach listening. O2 referred to the post-test to see the result after given the treatment.

B. Variables and Indicators

In this research the variable is divided into two parts, they are independent variable and dependent variable :

1. Independent variable (x) : The use of youtube video in teaching listening.

    Indicator : - Showing the video from youtube

                   - The students watch the video and identify the generic structure.

                   - Students can catch the meaning of vocabularies.

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[31] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: PT Alfabeta, 2013).

2. Dependent variable (y) : Students' listening skill of descriptive text.

    Indicator : - Students understanding in the generic structure.

    - The students understand the meaning or context about descriptive text.

    - The achievement of student's scores on the listening test about descriptive text by answering questions.

C. Participants of Research

1. Population

The population of the research here were students of eighth grades in the SMPN 18 Semarang. This research was chosen only one class. The range of their ages is from 14-15 years old.

2. Sample

The sample that the researcher used in this research is purposive sampling. The term "purposive sampling" is used to describe the same procedure because the people or cases were chosen to give the data required to address the research's purpose. Based on the data from the teacher that students in that school have the lowest score on listening skills.

Therefore, the researcher took one class as the sample of this research, and the data is obtain from the students of the VIII D class which consist of 30 students.

D. Procedure of Collecting Data

In this research, there were some steps that will conduct in gaining the data from the beginning until the end of the teaching-learning process. Therefore, in this research, here the researcher conducted three steps, they are pre-test, treatment, and post-test. The steps are as follows :

1. Pre-test

The researcher provided the students with a pre-test that was related to their listening skills before being given the treatment or before watching some videos on youtube. Here the pre-test is just listening to the audio. This test was aimed to know the listening skills of the students.

2. Treatment

After giving the pre-test, the researcher gave treatment by using some videos from youtube about description. This treatment aimed to know students' understanding of the material. Here the video from

youtube will be played three times. The students watched and listened to the video without any subtitles.

3. **Post-test**

After giving treatment, the researcher gave the post-test to the students. Post-test was given to know about improvement and understanding of the students' listening skills after they watched the video on youtube.

E. **Research Instrument**

In this research, the researcher uses an instrument for collecting the data. The researcher here uses the listening test by using the youtube video. There is two listening test, they are pre-test and post-test. Both of them is used to know the students listening skills in term of the accuracy of an answer and the result of the students in the class. The result is to find out the difference in teaching listening skills of descriptive text before and after using youtube videos. There is one part of this test, which is fill-in-the-blank. Each part of the test, for pre-test is 15 items, and post-test also 15 items. This test is individual.

F. Technique of Data Analysis

       This part presents and discusses the result of both of the pre-test and post-test. The data was collected and analyzed as follows :

1. Scoring the students' percentage listening of pre-test and post-test as follows :

$$P = \frac{fq}{N} \text{ x } 100\%$$

     Where :

     P = scoring

     fq = correct answer score

     N = maximum score

2. The score of the students classify into five levels as follows :

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
0-50	Very Poor

(Depdiknas, 2017 :13)

3. Calculating the mean score by using the following formula. The calculating of the students' listening skill by using the following formulas :

$$x = \frac{\Sigma x N}{}$$

Where :

X = Mean score

Σx = The sum of all score

N = The number of student

4. Finding the improvement of the listening skills, the researcher used the percentage techniques as follows :

$$P = \frac{x2 - x1}{x1} \times 100$$

Where :

P = Percentage of the students

X1 = The mean score of pre test

x2 = The mean score of post test

5. Finding out the significant different between the pre-test and post-test.

Formula :

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - (\dfrac{\Sigma D^2}{N})}{N\,(N-1)}}}$$

Where :

T = The of signifance differences

D = The mean of the difference score

ΣD = The sum of D scores

$(\Sigma D)^2$ = The sequare of ΣD scores

N = The total number of samples

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The objective of the research was to find out wheter there was significant difference before and after teaching listening using youtube video at the eighth grade of SMPN 18 Semarang. This research was started on 1st August at SMPN 18 Semarang in academic year 2022/2023 with the students at the eighth grade as the population. The researcher used test as instrument, there were pre-test and post-test. The test that used by the researcher were conducted to get the data of students' pre-test and post-test.

This chapter presents the findings and discussion of this research. The finding of this research was analyzed scoring the students' pre-test and post-test, classifying the students score and calculating the mean score. Then, the finding also deal with standard deviation of the test of significance.

A. Research Findings

1. The Data Presentation of the Students' Listening Skill

The students scores in pre-test and post-test are presented in the following table :

Table 4.1. The Students' Score and

Classification in Pre-Test

No.	Code	Pre-Test Score	Classification
1.	D1	40	Very Poor
2.	D2	33	Very Poor
3.	D3	66	Average
4.	D4	46	Very Poor
5.	D5	40	Very Poor
6.	D6	53	Poor
7.	D7	80	Good
8.	D8	60	Poor
9.	D9	60	Poor
10.	D10	86	Good
11.	D11	40	Very Poor
12.	D12	33	Very Poor
13.	D13	53	Poor
14.	D14	46	Very Poor
15.	D15	60	Poor

No.	Code	Pre-Test Score	Classification
16.	D16	93	Excellent
17.	D17	40	Very Poor
18.	D18	53	Poor
19.	D19	46	Very Poor
20.	D20	53	Poor
21.	D21	46	Very Poor
22.	D22	46	Very Poor
23.	D23	33	Very Poor
24.	D24	46	Very Poor
25.	D25	40	Very Poor
26.	D26	60	Poor
27.	D27	40	Very Poor
28.	D28	40	Very Poor
29.	D29	33	Very Poor
30.	D30	46	Very Poor

The data from pre-test was given to know the students' prior knowledge of listening skill before they got the treatment. The table above show 18 students classified very poor, 8 students were poor.

1 student was average, 2 students were good, and 1 student was excellent. From the table above, the lowest score was 33 and the highest score was 93, but most of students' got very poor score. It means that students listening skill was still low. It can be seen in the graphic below :

Figure 4.1 Graphic of Students Pre-Test Score
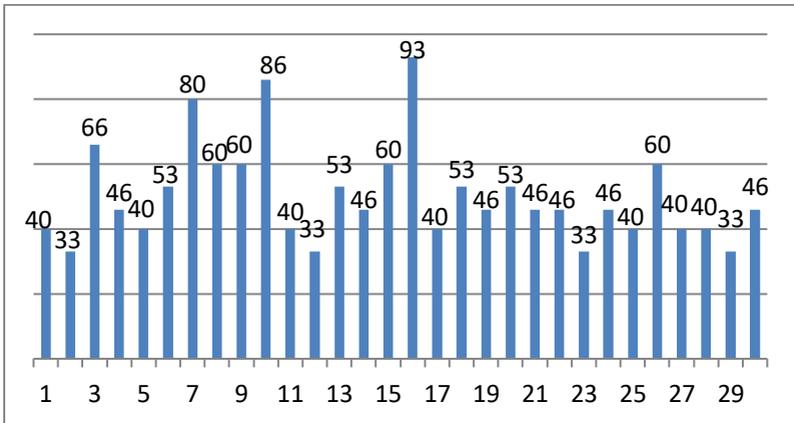
Table 4.2. The Students' Score and

Classification in Post-Test

No.	Code	Post-Test Score	Classification
1.	D1	80	Good
2.	D2	86	Good

49

3.	D3	86	Good
4.	D4	60	Poor
5.	D5	73	Average
6.	D6	80	Good
7.	D7	86	Good
8.	D8	86	Good
9.	D9	73	Average
10.	D10	93	Excellent
11.	D11	80	Good
12.	D12	86	Good
13.	D13	86	Good
14.	D14	73	Average
15.	D15	66	Average
16.	D16	100	Excellent
17.	D17	80	Good
18.	D18	86	Good
19.	D19	66	Average
20.	D20	60	Poor
21.	D21	73	Average
22.	D22	60	Poor
23.	D23	60	Poor
24.	D24	66	Average

25.	D25	86	Good
26.	D26	86	Good
27.	D27	60	Poor
28.	D28	73	Average
29.	D29	80	Good
30.	D30	66	Average

The data from post-test was given to know the students' listening skill after the got the treatment. Based on the above, the table show 2 students were classified as excellent, 14 students were good, 9 students were average, and 5 student were poor. On the data above the highest score was 100 and the lowest score was 60. In here most of students got good score. It also can be seen in the graphic below :

Figure 4.2 Graphic of Students Post-Test Score
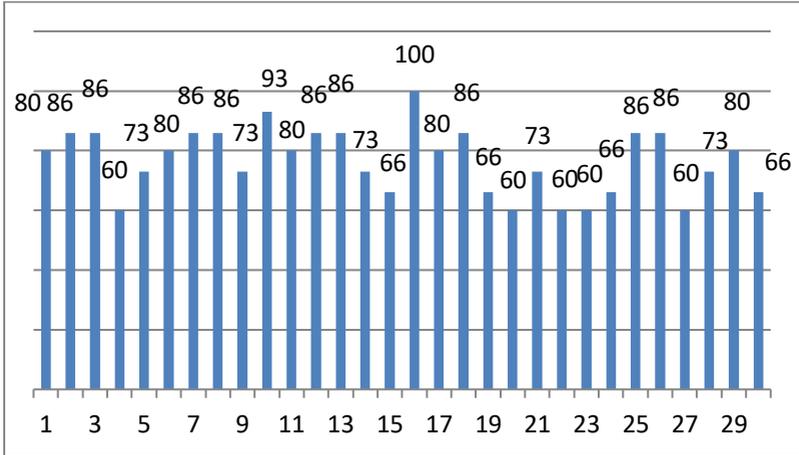
Val id	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
	Excellent	91-100	1	3.3%	2	6.7%
	Good	76-90	2	6.7%	14	46.7%
	Average	61-75	1	3.3%	9	30%
	Poor	51-60	8	26.7%	5	16.7%
	Very Poor	0-50	18	60%	0	0%
Total			30		30	

Based on the table 4.3 above, it showed the rate percentage of the students pre-test and post-test. So, for the data of the pre-test, 60% of the students got very poor score, 26.7% of the students got poor score, 3.3% of the student got average score, 6.7% of the student got good score, and 3.3% of the students got excellent score. Then, the highest percentage was gotten by 18 students (60%).

While the data post-test, 6.7% of the students got excellent score, 46.7% of the students got good score, 30% of the students got average score, 16.7% of the students got poor score, and none (0%) of the students got very poor score. Then, the highest percentage was gotten by 14 students (46.7%). It is clearly shown in the graphic below :

Figure 4.3. Graphic Rate Percentage of the
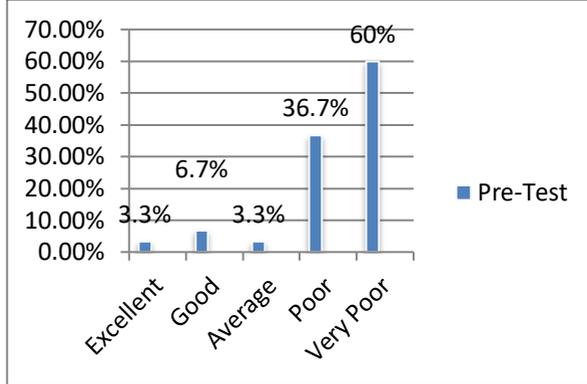
Students' Pre-Test

Figure 4.4. Graphic Rate Percentage of the

Students' Post-Test
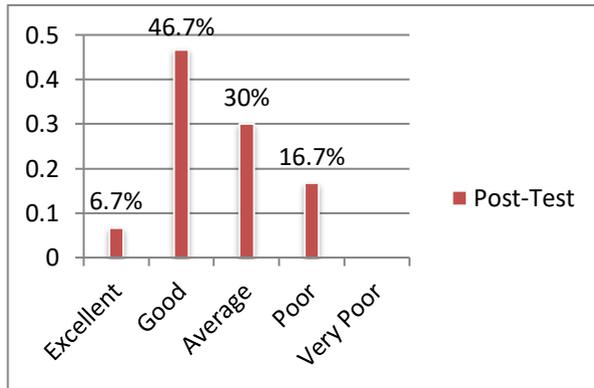
b. **The Mean Score and Standard Deviation of the**

Students' Pre-Test and Post-Test

After calculating the result of students' pre-test and post-test score, the calculating the mean score that were presented in the following table below :

Table 4.4.

Statistical Description of Pre-Test and Post-Test

	Pre-Test Score	Post-Test Score
Valid N	30	30
Minimum	33	60
Maximum	93	100
Sum	1511	2296
Mean	50.37	76.53
Median	46	80
Std. Deviation	15.201	11.082

The table 4.4 above show the descriptive statistic of the students' score both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of post-test was higher than the mean score of pre-test. The mean score of the students' pre-test was 50.37 and the mean score of students' post-test

was 76.53. It was clearly shown in the graphic below :

Figure 4.5. The Mean Score of the Students'
Pre-Test and Post-Test
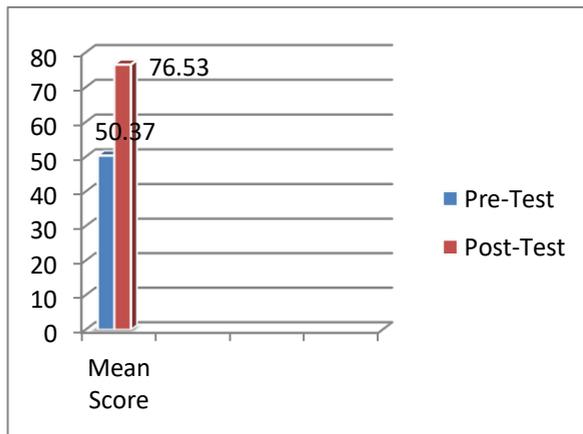
c. The Improvement of the Students Listening Skill

The following table showed the improvement in Pre-Test and Post-Test.

Table 4.5. The Improvement of the Students'
Listening Skill

Component	Pre-Test	Post-Test	Improvment
Accuracy of answer	50.37	76.53	51.9%

The table 4.5 above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 50.37 and post-test was 76.53. From pre-test to post-test can improve on 51.9%.

d. Test of Significant Difference in Teaching Listening of Descriptive Text Using Youtube Video As Learning Medium

The last formulations of this research here is to know whether or not significant difference after conducting pre-test and post-test. The researcher used non-independent t-test by SPSS 25 version for hypothesis test, significant difference would be easier to analyzed. The following table shows the mean score of each test.

Table 4.6 Statistical Description of Students'
Pre-Test aand Post-Test Listening Score

Paired Sample Statistic					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	50.37	30	15.201	2.775
	Post-Test	76.53	30	11.082	2.023

Based on the table 4.6 above, the mean score for the pre-test was 50.37 in which the standar deviation score was 15.201, then the mean score of post-test was 76.53 in which the standar deviation was 11.082. Then, before found out the significant difference of using youtube video as learning medium to teach listening skill of descriptive text, the writer found out the t-test by seeing sig. (2-tailed).

In this research, the Null hypothesis (Ho) stated that there is no difference in teaching listening of descriptive text before and after using youtube video as a learning medium. While the Alternative hypothesis (Ha) stated that there is difference in teaching listening of descriptive text before and after using youtube video as a learning medium. If the value of significance 2 or sig. (2-

tailed) lower than 0.05, so H_1 accepted and Ho rejected.

Table 4.7 The Result Test

Non-Independent T-Test (Paired Samples Test)

Paired Differences									
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post - Test	-26.167	13.904	2.538	-31.358	-20.975	-10.308	29	.000

The result of the t-test stated that sig. (2-tailed) was 0.00. The result given that the sig. (2-tailed) table was smaller than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. Its mean that there is significant difference before and after using youtube video as learning medium.

B. Discussion

The discussion of the research could be interpreted from the result of the students listening skills in using youtube videos. Pamela Sherer stated that using online video to support students learning and engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities.[32]

In this part, the researcher discusses the data analysis of the data taken from the pre-test and post-test. The research took one class of sample and gave the students the same type of test but the pre-test using audio, then the post-test using youtube video. The pre-test and post-test contain 15 number questions. The role of this research is after giving a pre-test, the researcher gave the treatment by using youtube videos.

This discussion is intended to know whether using youtube videos in teaching listening of descriptive text can be significant or not in affecting students' listening skills in eighth grade at SMPN 18 Semarang. Based on

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[32] Pamela Sherer and Timothy Shea, 'Using Online Video to Support Student Learning and Engagement', *College Teaching*, 59.2 (2011), 56–59.

the result, after applying youtube video the data was collected from listening tests, it showed that the students' listening skill was significantly different before and after using youtube video in teaching listening skill of descriptive text. Then, the students' score after applying the video from youtube also was better than before the treatment was given to the students.

It is supported by the mean score of pre-test was 50.37 that classified as very poor classification and the mean score of post-test was 76.53 that classified as good classification. It means that the mean score of post-test was higher than the mean score of pre-test. The mean score also different in the distance, the different score between the pre-test and post-test is 26.16. While, the standard deviation of the students' pre-test was 15.201 and post-test was 11.082. It means that standard deviation of the students' post-test was higher than pre-test.

To know the whether there is significant difference or not, here not only know from the mean score but also from pair 1. In the pair 1 results obtained a sig. (2-tailed) value of $0.00 < 0.05$, it means that the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. It means that there was significant different between the result pre-test and post-

test. Using youtube viedo also can significantly affects on students' listening skills. Here, students' listening skills can enhance after using youtube video in teaching listening skills of descriptive text.

Based on the data, the researcher when was giving the pre-test, students felt hard to memorize the vocabulary because their vocabulary is still lack. So, they difficult to catch the meaning on the video. But, after the researcher gave the treatment by using youtube video, they could catch the meaning easily. It can be seen from the post-test result.

So, the researcher can conclude that using youtube videos could make students feel enjoyable and motivated to learn English, especially in section listening skill. They were also comfortable, not easily bored, and not confused when learning English by listening while watching videos on YouTube. By using youtube videos they could understand the vocabulary they heard and could understand the context of the video shown.

From this discussion, the researcher can conclude that students in eighth grade in Junior High School 18 Semarang had good skills in listening after giving learning about descriptive text using youtube videos.

CHAPTER V
CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the findings and discussion. This final chapter presented the conclusion and suggestion were derived from analyses of the study.

A. Conclusion

Listening is very important in learn English because listening can help students develop other language skills. Listening can help students to know about the context that is discussed by speaker. Here the researcher using youtube videos in teaching listening skills of descriptive text.

This research was conducted to explain whether there is a difference in teaching listening skills before and after using youtube video. From the data on finding chapter, after calculate the data, the researcher found the result of the mean score of pre-test and post-test. The mean score of pre-test was 50.37, while the mean score of

post-test was 76.53. It means that the mean score of post-test was higher than the mean score of pre-test.

This study indicate that using youtube video in teaching listening skill can enhance students' listening skill. Students can feel motivated to learn English, especially during listening sections. They feel enjoy and happy when learning English using youtube videos.

B. Suggestion

Based on the research findings and discussion, the researcher would like to give the recommend some suggestion to the readers, the students, and the teachers, as follows :

1. For the readers, the study can be references about how to learn descriptive text in listening by using youtube video as learning medium.

2. For the students, the students can develop their listening skills through youtube video.

3. For the teachers, the teachers are suggested to using youtube video in teaching listening, as learning medium that can make the students fun, attractive, and enjoy when learning English especially in listening section.

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APPENDIX 1
INSTRUMENT OF PRE-TEST

1. Listen to the audio that play by the teacher. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Mother

There's my mother and my father. She's (1) ..……… and (2) ………, has short brown hair, and big blue eyes. She's really beautiful. She is kind and (3) ……………. and always (4) ……. us very good advice. She always (5) …….. for us. She loves flowers and is obsessed with (6) ………….. and being (7) ………….. . She is a (8) …………... . When we were younger, she would (9) …….. outfits for us. My mom is a (10) ……. cook, and family dinners were a must growing up.

My Father

I take after my dad in his appearance and after my mom in personality. He is as tall as me, has (11) .…………, brown eyes and a mustache. He is (12) ……… quiet. He doesn't talk very much, he's like that with everyone. He's really (!3) …………….. and informal. He is super (14) …….. and really likes people, but he just doesn't love talking to them all the time. He is definitely the (15) ………. of the family.

APPENDIX 2
INSTRUMENT OF POST-TEST

1. Listen and watch the video that display on screen in front of your sit. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Roommate

My roommate is very (1) ……. . She leaves her things all over the bathroom (2) ………. . She's very pretty. She has long, dark (3) ………... hair and green (4) ……… . She is short and skinny. She's very friendly, outgoing, and (5) …… . She always makes me laugh with her (6) ……… and funny stories. We get along great and sometimes we (7) ……… together. She might be messy, but she's nice and (8) ……….

My Teacher

The teacher is very knowledgeable and (9) …………… . She is a lovely, older woman with gray hair. She is very passionate and (10) …………… about what she does. She spent a couple years studying different (11) ……… in Madagascar. She wants to find to (12) ……. power that are environmentally friendly. She really (13) …….. about plant and animal life. She seems to be an awesome (14) ………. . She's really (15) ……………...

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 18 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II

Matei Pokok   : Teks Deskriptif

Keterampilan   : Mendengarkan (*Listening*)

Alokasi Waktu : 6 JP (3 Pertemuan)

A. Kompetensi Inti

K1 : Menghargai dan menghayati ajaran agama yang dianutnya.

K2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkugan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

K3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai,

memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

2.3.1 Menunjukkan perilaku peduli dalam pembelajaran.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.10.1 Menyebutkan fungsi sosial dan struktur teks dari teks deskriptif.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.11.1 Menemukan gambaran umum dari sebuah teks.

4.11.2 Menemukan informasi rinci dari teks sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.12.1 Melengkapi teks deskriptif sederhana tentang orang.

C. Tujuan Pembelajaran

1. Siswa mampu menunjukkan perilaku peduli dalam pembelajaran.
2. Siswa mampu menyebutkan fungsi sosial dan struktur teks dari teks deskriptif.
3. Siswa mampu menemukan gambaran umum dari sebuah teks.
4. Siswa mampu menemukan informasi rinci dari teks sederhana.
5. Siswa mampu melengkapi teks deskriptif sederhana tentang orang.

D. Materi Pembelajaran

1. Materi

Teks Deskriptif

2. Fungsi Sosial

Teks deskriptif berfungsi untuk menggambarkan atau mendeskripsikan tentang orang, hewan, dan benda.

3. **Struktur Teks**

   a. Identifikasi adalah pendahuluan, berupa gambaran umum tentang sesuatu topic.

   b. Deskripsi adalah berisi cirri-ciri khusus yang dimiliki benda, orang, atau pun hewan yang dideskripsikan.

4. **Unsur Kebahasaan**

   a. Menggunakan simple present tense

   b. Menggunakan attribute verb, seperti be (am, is, are)

   c. Menggunakan kata sifat yang dapat mencirikan seseorang, seperti *smart*, *beautiful*, *handsome*, *etc*.

   d. Menggunakan kata ganti *it*, *they*, *he*, *etc*; *our*, *your*, *their*

   e. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb secara tepat dalam frasa nominal.

Contoh Teks Deskriptif
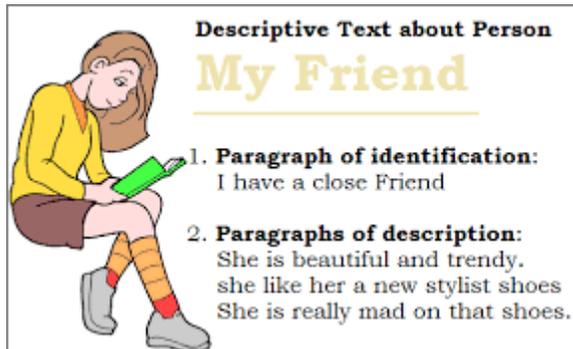
E. Metode Pembelajaran

Scientific Approach

F. Media, Alat dan Sumber Pembelajaran

1. Media : Youtube Video
2. Alat : LCD, Laptop
3. Sumber Belajar : Buku Bahasa Inggris

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan Pertama

1. Pendahuluan

a. Guru memasuki kelas dan menyapa peserta didik menggunakan bahasa Inggris.

b. Guru membuka pelajaran dengan membaca doa terlebih dahulu.

c. Guru memeriksa kehadiran peserta didik.

d. Guru mereview materi sebelumnya

e. Guru menyampaikan kemampuan yang akan dicapai oleh peserta didik.

f. Guru menyampaikan rencana atau mekanisme kegiatan pembelajaran.

g. Guru memotivasi peserta didik agar semangat mengikuti pembelajaran.

2. **Kegiatan Inti**

   a. **Mengamati**

   - Meminta peserta didik menonton dan memperhatikan contoh video youtube teks deskriptif singkat dan sederhana tentang tempat.

   - Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang tempat.

   b. **Menanyakan**

   - Dengan bimbingan dan arahan guru, siswa menanya terkait kosakata yang tidak diketahui

pada video youtube teks deskriptif tentang tempat.

c. **Mengeksplorasi**
- Guru meminta kepada peserta didik untuk mencari kosa kata baru yang belum diketahui sebelumya beserta artinya, kosakata terkait deskriptif tempat dan meminta peserta didik mencatatnya di buku tulis.

d. **Mengasosiasi**
- Diperlihatkan dan diperdengarkan video youtube mengenai teks yang menggambarkan tempat, peserta didik melengkapi teks rumpang berdasarkan informasi yang mereka dengar.
- Peserta didik saling bertukar lembar kerja, dan memeriksa pekerjaan temannya.

e. **Mengkomunikasikan**
- Peserta didik membaca nyaring teks rumpang yang telah dilengkapi dengan jawaban yang benar.

3. **Penutup**
a. Membuat refleksi atau menyimpulkan materi yang telah dipelajari.

b. Menanyakan kesulitan siswa.

c. Apresiasi untuk kegiatan hari ini kepada peserta didik.

d. Memberi informasi materi apa dipertemuan selanjutnya.

e. Kelas ditutup dengan salam.

Pertemuan Kedua

1. **Pendahuluan**

   a. Guru memasuki kelas dan menyapa peserta didik menggunakan bahasa Inggris.

   b. Guru membuka pelajaran dengan membaca doa terlebih dahulu.

   c. Guru memeriksa kehadiran peserta didik.

   d. Guru mereview materi sebelumnya.

   e. Guru menyampaikan kemampuan yang akan dicapai oleh peserta didik.

   f. Guru menyampaikan rencana atau mekanisme kegiatan pembelajaran.

   g. Guru memotivasi peserta didik agar semangat mengikuti pembelajaran.

2. **Kegiatan Inti**

   a. **Mengamati**

- Meminta peserta didik menonton dan memperhatikan contoh video youtube teks deskriptif singkat dan sederhana tentang benda.
- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda.

b. Menanyakan

- Dengan bimbingan dan arahan guru, siswa menanya terkait kosakata yang tidak diketahui pada video youtube teks deskriptif tentang benda.

c. Mengeksplorasi

- Guru meminta kepada peserta didik untuk mencari kosa kata baru yang belum diketahui sebelumya beserta artinya, kosakata terkait deskriptif benda dan meminta peserta didik mencatatnya di buku tulis.

d. Mengasosiasi

- Diperlihatkan dan diperdengarkan video youtube mengenai teks yang menggambarkan benda, peserta didik melengkapi teks rumpang berdasarkan informasi yang mereka dengar.

- Peserta didik saling bertukar lembar kerja, dan memeriksa pekerjaan temannya.

e. Mengkomunikasikan

- Peserta didik membaca nyaring teks rumpang yang telah dilengkapi dengan jawaban yang benar.

3. **Penutup**

a. Membuat refleksi atau menyimpulkan materi yang telah dipelajari.

b. Menanyakan kesulitan siswa.

c. Apresiasi untuk kegiatan hari ini kepada peserta didik.

d. Memberi informasi materi apa dipertemuan selanjutnya.

e. Kelas ditutup dengan salam.

Pertemuan Ketiga

1. **Pendahuluan**

a. Guru memasuki kelas dan menyapa peserta didik menggunakan bahasa Inggris.

b. Guru membuka pelajaran dengan membaca doa terlebih dahulu.

c. Guru memeriksa kehadiran peserta didik.

d. Guru mereview materi sebelumnya.

e. Guru menyampaikan kemampuan yang akan dicapai oleh peserta didik.

f. Guru menyampaikan rencana atau mekanisme kegiatan pembelajaran.

g. Guru memotivasi peserta didik agar semangat mengikuti pembelajaran.

2. **Kegiatan Inti**

   a. **Mengamati**
      - Disajikan video tentang seseorang, peserta didik mengamati video youtube tersebut, dengan fokus pengamatan kepada ciri-ciri khusus dan sifat.

   b. **Menanyakan**
      - Peserta didik bertanya tentang video youtube yang sedang ditayangkan (guru dapat mengajukan pernyataan-pernyataan yang dapat memancing perhatian peserta didik).

   c. **Mengeksplorasi**
      - Guru meminta kepada peserta didik untuk mencari kosa kata baru yang belum diketahui sebelumya beserta artinya, kosakata terkait deskriptif orang dan meminta peserta didik mencatatnya di buku tulis.

   d. **Mengasosiasi**

- Diperlihatkan dan diperdengarkan video youtube mengenai teks yang menggambarkan orang, peserta didik melengkapi teks rumpang berdasarkan informasi yang mereka dengar.
- Peserta didik saling bertukar lembar kerja, dan memeriksa pekerjaan temannya.

e. Mengkomunikasikan

- Peserta didik membaca nyaring teks rumpang yang telah dilengkapi dengan jawaban yang benar.

3. **Penutup**

   a. Membuat refleksi atau menyimpulkan materi yang telah dipelajari.

   b. Menanyakan kesulitan siswa.

   c. Apresiasi untuk kegiatan hari ini kepada peserta didik.

   d. Memberi informasi materi apa dipertemuan selanjutnya.

   e. Kelas ditutup dengan salam.

H. Penilaian

1. Sikap

Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

a. Teknik Penilaian : Unjuk Kerja

b. Bentuk : Tes Lisan meminta dan mengungkapkan pendapat dan responnya.

c. Rubrik Penilaian :

   1) Aspek perilaku dinilai dengan kriteria :

      75 = baik

      50 = cukup

      25 = kurang

   2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah criteria = *100 x 4 = 400*

   3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh: 275 : 4 = 68,75*)

   4) Kode nilai / predikat :

      75,01 – 100,00 = Sangat Baik (SB)

      50,01 – 75,00 = Baik (B)

      25,01 – 50,00 = Cukup (C)

      00,00 – 25, 00 = Kurang (K)

5) Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

No.	Nama Siswa	Aspek Perilaku yang Dinilai				Jml Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			

(contoh instrument penilaian sikap)

Keterangan :

- BS : Bekerja Sama

- JJ : Jujur

- TJ : Tanggung Jawab

- DS : Disiplin

2. Pengetahuan

a. Teknik Penilaian : Tertulis

b. Bentuk Instrumen : Teks Rumpang

c. Rubrik Penilaian :

- Setiap jawaban benar mendapat skor 1

- Nilai peserta didik = skor yang didapat/skor maksimal x 100

My Apartment
(Instrumen Pengetahuan)

I love my new apartment. It's (1) …… and convenient for getting to college. My bedroom is (2) very ……… and has a small (3) ……….. . Even if it's small, the closet can (4) ……. everything I need. It keeps everything organized perfectly, and is easy to use. The kitchen is old, but all the appliances still (5) ………. . It has a convenient stovetop, oven and refrigator.

Semarang, 28 Juli 2022

Mengetahui

Savira Lealy Rizqianita

APPENDIX 4

PRE-TEST AND POST-TEST DATA SCORE

No.	Code	Pre-Test Score	Post-Test Score
1.	D1	40	80
2.	D2	33	86
3.	D3	66	86
4.	D4	46	60
5.	D5	40	73
6.	D6	53	80
7.	D7	80	86
8.	D8	60	86
9.	D9	60	73
10.	D10	86	93
11.	D11	40	80
12.	D12	33	86
13.	D13	53	86
14.	D14	46	73
15.	D15	60	66
16.	D16	93	100
17.	D17	40	80

18.	D18	53	86
19.	D19	46	66
20.	D20	53	60
21.	D21	46	73
22.	D22	46	60
23.	D23	33	60
24.	D24	46	66
25.	D25	40	86
26.	D26	60	86
27.	D27	40	60
28.	D28	40	73
29.	D29	33	80
30.	D30	46	66

APPENDIX 5

PRE-TEST AND POST-TEST DATA FREQUENCY

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	4	13.3	13.3	13.3
	40	7	23.3	23.3	36.7
	46	7	23.3	23.3	60.0
	53	4	13.3	13.3	73.3
	60	4	13.3	13.3	86.7
	66	1	3.3	3.3	90.0
	80	1	3.3	3.3	93.3
	86	1	3.3	3.3	96.7
	93	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	5	16.7	16.7	16.7
	66	4	13.3	13.3	30.0
	73	5	16.7	16.7	46.7
	80	5	16.7	16.7	63.3
	86	9	30.0	30.0	93.3
	93	1	3.3	3.3	96.7
	100	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

APPENDIX 6
STUDENTS PRE-TEST WORKSHEET

Name : Rahas Aditya Pratama

No : 29

PRE-TEST

1. Listen to the audio that play by the teacher. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Mother

There's my mother and my father. She's (1) short and (2) ...., has short brown hair, and big blue eyes. She's really beautiful. She is kind and (3) .... and always (4) .... us very good advice. She always (5) there for us. She loves flowers and is obsessed with (6) garden... and being (7) .... She is a (8) .... When we were younger, she would (9) make outfits for us. My mom is a (10) great cook, and family dinners were a must growing up.

My Father

I take after my dad in his appearance and after my mom in personality. He is as tall as me, has (11) hanging hair, brown eyes and a mustache. He is (12) pretty quiet. He doesn't talk very much, he's like that with everyone. He's really (13) easy go..... and informal. He is super (14) .... and really likes people, but he just doesn't love talking to them all the time. He is definitely the (15) whoever of the family.

S = 6

60

Name : Melinda Kurniasari

No : 30

PRE-TEST

1. Listen to the audio that play by the teacher. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Mother

There's my mother and my father. She's (1) short and (2) black, has short brown hair, and big blue eyes. She's really beautiful. She is kind and (3) supportive and always (4) give... us very good advice. She always (5) there for us. She loves flowers and is obsessed with (6) garden... and being (7) independent She is a (8) sometimes When we were younger, she would (9) black outfits for us. My mom is a (10) great cook, and family dinners were a must growing up.

My Father

I take after my dad in his appearance and after my mom in personality. He is as tall as me, has (11) green hair, brown eyes and a mustache. He is (12) very quiet. He doesn't talk very much, he's like that with everyone. He's really (13) easy going and informal. He is super (14) father and really likes people, but he just doesn't love talking to them all the time. He is definitely the (15) whoever of the family.

S = 7

53

93

Name : Kevin Hadi Wibowo..............

No : 15.............

PRE-TEST

1. Listen to the audio that play by the teacher. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Mother

There's my mother and my father. She's (1) short and (2) ...., has short brown hair, and big blue eyes. She's really beautiful. She is kind and (3) .... and always (4) .... us very good advice. She always (5) there for us. She loves flowers and is obsessed with (6) garden... and being (7) under world She is a (8) sometime. When we were younger, she would (9) use. outfits for us. My mom is a (10) great cook, and family dinners were a must growing up.

My Father

I take after my dad in his appearance and after my mom in personality. He is as tall as me, has (11) grey hair, brown eyes and a mustache. He is (12) pretty quiet. He doesn't talk very much, he's like that with everyone. He's really (!3) easy go....... and informal. He is super (14) .... and really likes people, but he just doesn't love talking to them all the time. He is definitely the (15) teacher of the family.

S = 8

(46)

APPENDIX 7

STUDENTS POST-TEST WORKSHEET

Name : Kayla Syafi Azzahra
No : 13

POST-TEST

1. Listen and watch the video that display on screen in front of your sit. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Roommate

My roommate is very (1) .nice. . She leaves her things all over the bathroom (2) ..floor.. . She's very pretty. She has long, dark (3) ..brown.. hair and green (4) ..eyes.. . She is short and skinny. She's very friendly, outgoing, and (5) .fun. . She always makes me laugh with her (6) ..jokes. and funny stories. We get along great and sometimes we (7) ..cook. together. She might be messy, but she's nice and (8) ..kind. .

My Teacher

The teacher is very knowledgeable and (9) .interesting. She is a lovely, older woman with gray hair. She is very passionate and (10) .she spent. about what she does. She spent a couple years studying different (11) .animals. in Madagascar. She wants to find to (12) .use. power that are environmentally friendly. She really (13) .cares. about plant and animal life. She seems to be an awesome (14) .person. She's really (15) .inspiring.

S = 2

(86)

Name : Lakeisha yuki R
No : 18

POST-TEST

1. Listen and watch the video that display on screen in front of your sit. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Roommate

My roommate is very (1) .nice. She leaves her things all over the bathroom (2) .floor.. She's very pretty. She has long, dark (3) ..brown. hair and green (4) ..eyes.. She is short and skinny. She's very friendly, outgoing, and (5) .fun. She always makes me laugh with her (6) .jokes and funny stories. We get along great and sometimes we (7) .cook. together. She might be messy, but she's nice and (8) .kind..

My Teacher

The teacher is very knowledgeable and (9) .interesting. She is a lovely, older woman with gray hair. She is very passionate and (10) .enthusiastic. about what she does. She spent a couple years studying different (11) .animals. in Madagascar. She wants to find to (12) .use. power that are environmentally friendly. She really (13) .cares. about plant and animal life. She seems to be an awesome (14) .person. She's really (15) .inspiring..

S = 0

(100)

95

Name : Humairoh Lalita diana Putri.

No : 11.............

POST-TEST

1. Listen and watch the video that display on screen in front of your sit. Please pay attention, so you can answer the question below!
2. Let's fill in the blank about descriptive text!

My Roommate

My roommate is very (1) nice. She leaves her things all over the bathroom (2) Floor. She's very pretty. She has long, dark (3) brown hair and green (4) eyes. She is short and skinny. She s very friendly, outgoing, and (5) Fun. She always makes me laugh with her (6) Jokes and funny stories. We get along great and sometimes we (7) Cook together. She might be messy, but she's nice and (8) kind.

My Teacher

The teacher is very knowledgeable and (9) Interesting. She is a lovely, older woman with gray hair. She is very passionate and (10) She Spoet about what she does. She spent a couple years studying different (11) animals in Madagascar. She wants to find to (12) use power that are environmentally friendly. She really (13) Cares about plant and animal life. She seems to be an awesome (14) Person She's really (15) Inspiring

$S = 3$

80

96

APPENDIX 8

DOCUMENTATION

Pre-Test
(Teacher gave the pre-test to the students of VIII D)

Treatment
(Teacher gave the treatments to the students of VIII D using Youtube Video)

Post-Test
(Teacher gave the post-test to the students of VIII D)

CURRICULUM VITAE

A. PERSONALITY IDENTITY

Name   : Savira Lealy Rizqianita

Place of Birth : Pemalang

Date of Birth   : 24 January 2000

Home Address : Griya Taman Asri Blok B2 No. 13, RT 02 RW 04, Kecamatan Taman, Pemalang, Jawa Tengah.

Phone   : 081332291407

Email   : savira.rizqianita@gmail.com

B. EDUCATIONAL BACKGROUND

1. SDN 01 Kebondalem Pemalang
2. SMPN 2 Pemalang
3. SMAN 01 Pemalang
4. UIN Walisongo Semarang

Semarang, 6th September 2022

Savira Lealy Rizqianita
SN. 1803046033