# CHAPTER III

# RESEARCH METHOD

## 3.1. Design of Research

The method used in this research is the development method (Research Development). Research methods are used to produce a particular product and test the effectiveness of such a product. According to Robert Maribe Branch, examples of research and development products in the field of education are learning models, learning media, and teaching materials. In this case, the research scheme used by the author is the ADDIE method, this model is used because it is simpler, this is what the author considers to use this model. The ADDIE model itself is an acronym for Analyze, Design, Develop, Implement and Evaluate.

This research was designed using a descriptive quantitative design. This means that the research collects and calculates the data obtained from the research. This research also focuses on variable quantities, namely the use of YouTube on students' ability to understand vocabulary. This type of research is an experimental design. This means that in collecting research data, the authors make samples, namely experimental and control groups but still in the same class. This design was applied to investigate the influence of YouTube on the development of students' ability to understand vocabulary by listening to songs.

Here are the five Steps contained in the development research procedure according to Robert Maribe Branch (Robert Maribe Branch,2009)

Analize

Design

Implement

Develop

Evaluate

Figure 3. 1 Research procedural cycle

### 3.1.1. Activity Analysis

#### The activities carried out in the needs analysis stage are:

* + - 1. Conducting literature studies to better master and understand the theoretical and conceptual basics of research, then applying them in the design and writing process.
      2. Making and testing questions for students of SMP Negeri 15 Medan by conducting Pre-tests, deepening the material and Post-tests to find out the results of the development of teaching materials carried out.
      3. Conduct validation tests on experts related to the design of teaching materials to be developed.

## 3.2. Subject dan Object of Research

The subject of research on this development product is a validator. The assessment was carried out by filling out the validation sheet that had been provided, the validators in this research were expert lecturers, namely Mr. Prof. Dr. Ahmad Laut Hasibuan, M.Pd. and Mr. Harianto, SS, MS, Ph. D. The subject of this research is the students of class VIII of SMP Negeri 15 Medan in the Academic Year of 2021-2022. The object of this research is teaching materials for listening to English, namely learning that previously used conventional methods or used books as a reference for the author to try to develop it, especially on the ability to listen using YouTube media which was implemented in grade VIII students of SMP Negeri 15 Medan.

As an example of research, the researcher used random sampling techniques. Furthermore, she took 30 students as an example of the research; because she wanted to represent all populations (Arikunto, 2010) stated that 'for estimation if the total population is less than 100, we better take all. So, the research can be expressed as population research. Furthermore, if the total population is more than 100, we can take between 10-15% or 20 - 25% or more.

## 3.3. Development Research Procedures

In this research, the researcher used the ADDIE development model, which if combined with the flowchart of the research design procedure made by the author, can be described as follows:

### 3.3.1. Analize

#### The analysis stage is a process of defining what the learners will learn.Therefore, to know or determine what should be learned, we must carry out several activities as follows:

1. Conducting a needs assessment analysis (needs analysis), namely to determine the abilities or competencies that need to be learned by students to improve learning outcomes.
2. Conducting a task analysis, namely to find out and clarify whether the problem at hand requires a solution in the form of making learning tools.

#### Therefore, the output that we will produce is in the form of characteristics or profiles of prospective learning participants, identification of gaps, identification of needs and detailed task analysis based on needs.

### 3.3.2. Design

#### The activity of designing teaching materials to obtain effective teaching materials makes it easier for students to understand the materials. The design is made as complete as possible to make it easier to implement the design.

### 3.3.3. Develop

#### This validation is carried out by expert lecturers. Validation testing using learning material feasibility questionnaire sheets. The goal is to determine the level of feasibility of the learning material so that information is obtained that this learning material is feasible or unfit for use. If the material is declared valid, the learning material is ready to be tested, but if the learning material cannot be asked to be valid, the learning material is revised according to the input of experts.

### 3.3.4. Implement

#### Implementation is a step to implement the learning that has been designed according to expert validation. Teaching materials that have been completed need to be implemented on predetermined user goals. At this stage, the researcher who act as developers of teaching materials can make observations to find out whether the teaching materials that have been developed and produced can make an optimal contribution to users.

### 3.3.5. Evaluate

#### Evaluation is the process of seeing whether the learning being developed is successful, in accordance with the initial expectations or not. Based on its objectives the activity or evaluation step can be classified into the summative evaluation and formative evaluation. Summative evaluation basically aims to assess the effectiveness and efficiency of teaching materials or learning programs. Based on the results of the assessment carried out summatively, the program user can decide whether the program needs to be continued or stopped from being used. Unlike summative evaluation, formative evaluation aims to assess the strengths and weaknesses contained in a product or learning program. The results of the formative evaluation can be used to improve the product or learning program before it is used in actual situations and conditions.

## 3.4. Instrument and Technique of Collecting Data

To support the collection of research data, the authors used several research instruments that were used as a medium collecting research data such as test instruments, questionnaires and validation sheets.

### 3.4.1. Instrument Test

(Nurgiyantoro Burhan, 2010) explained that tests are a method used by a person to obtain information about the competencies, knowledge, and skills of students. Data collection techniques through this test are used to measure students' listening skills. The tests prepared by the author are divided into two, namely the Pre-test or initial test and also the Post-test or final test after the learner gets an understanding of the material being taught.

The determination of the score or test results itself can be obtained by the following formula:

Obtained score

Score = ----------------------- x 100%

Maximum score

Indicator values of the test results refer to the scale as per the table below:

Table 3. 1 Indicator values

|  |  |  |
| --- | --- | --- |
| **No** | **Range of Values** | **Category** |
| 1 | 91 – 100 | Excellent |
| 2 | 75 – 90 | Good |
| 3 | 61 – 75 | Enough |
| 4 | 41 – 60 | Bad |
| 5 | 0 – 40 | Very Bad |

# Sources of Assessment Indicators Based on KKM Values adjusted by SMP Negeri 15 Medan are 75.

# 3.4.1.1 Pre-Test

# The use of Pre-test questions is made to meet the author's needs for data on the initial ability of students who previously always carried out learning using books as a reference, pre-test questions were made as simple as possible so that because in this Pre-test students have not received a detailed explanation or presentation of the material using Video-based media using YouTube application or it can be concluded that students answer pre-test questions in accordance with the abilities and general knowledge they had at that time.

# The following are examples of Pre-test questions used by the author:

**PRETEST ACTIVITY**

**Do you know BTS? Read the article about their first song that is performed fully in English. Then, answer the questions.**

*Apakah Ananda mengetahui BTS? Bacalah artikel mengenai lagu pertama mereka yang dibawakan keseluruhannya dalam Bahasa Inggris! Setelah itu, jawablah pertanyaan-pertanyaannya!*

**BTS challenges themselves once again with ‘Dynamite’**

KWON YAE-RIM | THE KOREA HERALD/ASIA NEWS NETWORK

Fri, August 21, 2020 | 01:36 pm

Global sensation BTS surprised their fans on Friday by releasing a digital single “Dynamite”. The track is unprecedentedly recorded all in English – something they had never tried before since their debut seven years ago.

The band has recently been busy with their reality show “In the SOOP”. Here are the questions and members’ answers from the showcase.

**Q. What is the meaning of “Dynamite”?**

**Suga**: “Dynamite” is a bright, cheerful disco-pop and a

message of confidence and happiness. It’s like after you fell on the ground, you’re trying to get back up again. That’s what this song is like.

**Jin**: It’s a song that BTS wants to say at this current moment.

**Q. Why did you decide to record the song in English?**

**V**: Considering the track’s melody and vibe, because it was so fun and cheerful, we thought it would be very fitting.

**J-Hope**: I absolutely, absolutely loved the track’s melody and vibe, and we wanted to share that with many people. We tried our best to deliver the good vibe that we got when first hearing the song, so we did our best to deliver that feeling.

**Q. This pandemic era has brought us a lot of obstacles, but during it all, music has united us together. Have your thoughts about music changed at all through this difficult time?**

**V**: Everyone, not just us, is having a hard time. The reason we are releasing a song that wasn’t a part of our plan was because of this crisis. We sincerely hope “Dynamite” will deliver them the strength needed.

**RM**: The pandemic was unexpected and we keep saying this but we felt angry and didn’t know what to do. Once some time has passed; however, we began to realize while the virus may have put a temporary stop in our activity, it gave us time and opportunity

Is the article too difficult for you? These words may help you.

*Apakah arikelnya terlalu sulit? Kata-kata ini mungkin bisa membantu Ananda*

absolutely : benar-benar

attempt : mencoba

confidence : percaya diri current moment : situasi ini

debut : debut, pertunjukan

fitting : cocok, tepat

get back up : bangkit kembali

happiness : kebahagiaan

opportunity : kesempatan

recorded : rekaman

releasing : merilis

surprised : terkejut

temporary : sementara

unprecedentedly : belum pernah terjadi sebelumnya

vibe : getaran

Select the correct answer.

1. Suga said, “**It** is a message of confidence and happiness.” What does the word “it” refer to?
   1. BTS.
   2. The song.
   3. The listener.
2. Jin said, “It’s a song that BTS wants to say at this **current moment**.” What do you think current moment means?
   1. When many people should stay at home.
   2. When many people do not like K-Pop.
   3. When many people love to watch K-Drama.
3. V said, “…we thought **it would be very fitting**.” What do you think it is about?
   1. The English lyric.
   2. The message of the song.
   3. The listeners.
4. J-Hope said, “… we did our best to deliver **that feeling**.” What kind of feeling do they want to share?
   1. The sadness.
   2. The good vibes.
   3. The unexpected virus.
5. What is the message of the interview? We can try to …
   1. be a singer
   2. sing English songs
   3. do something new and different during this pandemic

Source : Modul Pembelajaran Jarak Jauh Pada Masa Pandemi Covid 19 Untuk Jenjang SMP Kelas VIII Semester Genap, Hak Cipta © 2020 pada Direktorat Sekolah Menengah Pertama Direktorat Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan RI

### 3.4.1.2 Material Exposure

### The presentation of the material carried out by the researcher is carried out using a video presentation which will later be uploaded to the researcher's YouTube channel, the essence of the material presented is the basic principle of listening including the listening approach and techniques that can be done along with their objectives. Researchers also use introductory videos on the YouTube application as additional learning

### The following is a video link for the presentation of the material carried out by the researcher

### https://youtu.be/8eq78ESm3X8

### 3.4.1.3 Post-Test

In addition to the Pre-test questions as a reference for the initial ability of students, the author also prepares Post-test questions as a reference for taking data on the development of students' abilities after the stage of covering the material or learning using Vidio media which is conveyed using YouTube application.

The following is an example of post-test questions used by the author:

**POST TEST**

### Definition Listening

#### Language skills include four activities that include listening skills, speaking skills, writing skills and reading skills. One of the most important but often abandoned activities is listening skills activities. Listening activities are interconnected with each other.

#### According to the Ministry of National Education, listening is the activity of perceiving, processing and interpreting a problem by involving the five senses of a person. (Sutari, 1998) Listening is related and useful to listening and speaking, listening and reading, speaking and reading as well as oral expressions and written expressions.

### Functions of Listening

#### The following are some functions in carrying out listening activities according to Samhis (Setiawan, 2022) including:

#### Make interpersonal relationships more effective.

#### Obtain information that has a relationship or has to do with the job or profession.

#### Can give an appropriate response.

#### Collect data in order to make reasonable decisions.

### Purposes of Listening

#### Samhis (Setiawan, 2022) revealed that there are several purposes of listening, including:

#### Listening to learn where the person is intended so that he can gain knowledge from the material of the speaker's speech.

#### Listening to enjoy where the person listening with an emphasis on connoisseur something from the material taught or listened to or played (especially in the field of art)

#### Listening to evaluate where the person listens with the intention that he can judge what he is looking at (good-bad, beautiful-ugly, precise-inconsistent, logical-illogical, etc.)

#### Listening to appreciate where the person who listens can enjoy as well as appreciating anything that is listening to it (e.g., news readings, poetry, music and songs, dialogue, panel discussions, and debates)

#### Listening to distinguish the sounds by which the one who listens to means that he can distinguish the sounds precisely; which sounds distinguish meaning (distinctive), which sounds do not distinguish meanings; usually this is seen in someone who is learning a foreign language who is engrossed in listening to the speech of the original speaker (native speaker)

#### Listening to solve problems where the person listening intends that he can solve the problem creatively and analytically, because from the speaker he may get a lot of valuable input.

#### Listening to convince where the person who listens to convince himself of a problem or opinion that he has been doubting.

### Types of Listening

#### According to Sutari (Sutari, 1998) the following types of listening in learning are as follows:

1. Extensive listening

Extensive listening is a kind of listening activity that deals with things more generally and more freely in a language, not necessarily under the direct guidance of a teacher. The most basic use is to re-present a known material in a new environment in a new way. In addition, students may also be allowed to hear the points of vocabulary and structures that are new to the student contained in the language current that exists in his capacity to handle them. In general, the best sources for extensive listening are recordings made by the teacher himself, for example, recordings sourced from radio broadcasts, television, and so on.

1. Intensive listening

Intensive listening is listening directed at something much more supervised, and controlled, towards a certain thing. In this case, an important division must be held, namely directed at language items as part of a language teaching program or to general understanding and understanding. It is clear that in the case of this second one then the language, in general, is already known to the disciples.

1. Social listening

Social listening or conversational listening or courtens listening usually takes place in social situations where people are concerned about things that concern everyone and listen to each other to make appropriate responses, follow interesting details, and pay attention to what is expressed by a colleague. In other words, it can be argued that social listening includes at least two things, namely the words listening politely with attentive conversation or convergence in social situations with a purpose. And secondly, understand and understand the roles of the speaker and listen in the communication process.

1. Secondary listening

Secondary listening is a kind of listening activity by chance and extensively (casual listening and extensive listening) for example, listening to music that sends folk dances is heard faintly while we write letters to friends at home or enjoy music while participating in certain activities at school such as writing, handwork with clay, sketching and writing exercises with handwriting.

1. Aesthetic listening

Aesthetic listening also called appreciative listening (appreciation listening) is the last phase of the activity of listening by chance and is included in extensive listening, including two things, namely first listening to music, poetry, reading together, or dramas heard on the radio or recordings. The two enjoy the stories, poems, puzzles, and plays told by the teacher or students.

1. Critical listening

Critical listening is a kind of listening activity in which there is already a lack or absence of authenticity or the presence of prejudice and inaccuracy that will be observed. Students need to learn a lot to listen, and listen critically to get the truth.

1. Consentrative listening

Consentrative listening is often also called study-type listening or listening which is a type of study. Activities included in concentrative listening include: listening to follow instructions and listening to sequences of ideas, important facts, and causation.

1. Creative listening

Creative listening is a type of listening those results in the formation or reconstruction of a child imaginatively the pleasures of sound, visual or vision, movement, as well as kinesthetic feelings suggested by anything he hears.

1. Introgative listening

Interrogative listening is a kind of intensive listening that demands more concentration and selection, concentration and selection because the listener must ask questions. In this interrogative listening activity, the listener narrows and directs his attention to obtaining information or about special paths.

1. Exploratory listening

Exploratory listening is a kind of intensive listening with intent and somewhat shorter ones. In listening activities like this, the listener alerted his attention to finding new things that attract attention and additional information about a topic or an interesting discussion.

1. Passive listening

Passive listening is the absorption of a language without conscious effort that usually marks our efforts when studying carefully, learning hastily, memorizing outside our heads, and practicing and mastering a language. One example of passive listening is the indigenous people who do not attend school fluent in foreign languages. This is possible because they live directly in that area of the language for some time and provide ample opportunity for their brains to listen to the language.

1. Selective listening

Selective listening is closely related to passive listening. However effective passive listening is but it is not usually considered a satisfying activity. Therefore, listening is very much needed. Nevertheless, selective listening should not replace passive listening, but rather complement it. Listeners should take advantage of both techniques. Thus, it means to compensate for our cultural isolation from that foreign language society and our tendency to interpret.

### Stages of Listening

#### According to Taufina (Taufina, 2015) there are several stages of listening so that communication is not interrupted or there is a misunderstanding of information, the following stages of listening include:

a. Hearing

We listen to everything from the speaker and process it to obtain information that is new and that we already know.

b. Understanding

Once a particular stimulus has been identified a meaning, or identification is given to each item. After we listen to the speaker's talk, then we will feel like knowing, and understanding what is in the content of the information we are listening to.

c. Interpretating

We integrate or blend into what we hear other information that we have stored and recorded in our brains. That's why general knowledge is very important in this stage. If the listening process takes place, we must first have some background or understanding of a certain subject matter.

d. Evaluating

At this stage, the new information we have received is contrasted and compared with all the information we already have about it. This process will be easiest to take place if new information actually supports our prejudices or preconceptions.

e. Responding

At this stage, we actively evaluate what we hear and trace where it all came from. We begin to reject and agree, acknowledge and consider the information and its sources. This stage is the last stage in listening, where the listener receives and absorbs the results of the listening and then responds to what is listened to, it can be in the form of comments, questions, and other responses.

### Listening Learning Techniques

Samhis (Setiawan, 2022) wrote that there are several listening learning techniques that can be done by:

1. Re-listening to the words (introduce the sounds of the language by pronouncing them).

Speech models that students listen to and imitate. Speech models can be phoneme speech, words, sentences, expressions, proverbs, short poems, aphorisms, mottoes and so on

1. Listening and Doing

Speech model containing the echoed commands. Students listen and give reactions in the form of actions.

1. Completing the Story

Classes are divided into groups. A group of four. The first person in a group tells a story, but the story is partially intricate; continued by the second member, and the third, and then finished by the last student.

1. The diverse culture of the region is the wealth of the nation.

Cultural diversity is natural because each culture is developed according to environmental demands and individual needs. Diversity eventually leads to unity because basically, the Indonesian nation is one.

1. Summarizing

Listening to relatively long materials can be done in various ways. One of them is by condensing or summarizing its contents in a few sentences. Summarizing means making a long material as little as possible. However, that meagre one can represent the long one.

1. Paraphrasing (The teacher plays a poem, and the student tells the content of the poem)

A commonly used way to understand the content of a poem is by expressing the content of the poem in its own words in prose. Poems that have been recorded or recited by the teacher are heard by students. They listened to its contents and reiterated it in prose.

1. Answering Questions

Another way to teach effective listening is through the practice of answering the questions of what, who, why, where, and when. The questions were asked above with reference to the material that had been presented to the students.

**Activity 1**

**Read the song lyrics below.**

*Bacalah lirik lagu di bawah ini!*

**Remember Me (Reunion)**

Lyrics from Coco

Written by Kristen Anderson-Lopez and Robert Lopez Performed by Anthony Gonzalez and Ana Ofelia Murguía

Remember me, though I have to say goodbye Remember me, don't let it make you cry

For even if I'm far away I hold you in my heart

I sing a secret song to you each night we are apart

Remember me, though I have to travel far

Remember me, each time you hear a sad

guitar Know that I'm with you the only way

that I can be

Until you're in my arms again, remember me

Lyrics transcribed by Disneyclips.com

To learn how to pronounce the lyrics above, you may click thisYouTube link: <https://www.youtube.com/watch?v=A0azOIk0Kvg>

**Activity 2**

**Find the parts of the lyrics that contain the given messages. One has been done for you.**

*Carilah bagian dari lirik lagu yang memiliki pesan-pesan ini! Satu contoh sudah dikerjakan untuk Ananda.*

Example:

Still think about me even though I have to go somewhere.

*Remember me, though I have to say goodbye.*

1. Please don’t be sad when you think about me.

.

1. Even though I’m not here with you, I will always love you.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Every night when we are not together, I will sing this song for you.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. Still think about me eventhough I have to go very far.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. When you hear someone plays a guitar, think about me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. I will only be with you wherever I am.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. Think about me until we meet again someday.

.

**Activity 3**

**Read the story about “Remember Me” song and answer the following questions.**

*Bacalah cerita mengenai lagu “Remember Me” dan jawablah pertanyaan pertanyaannya!*

"Remember Me" is a song from the 2017 animated Pixar film Coco, written by Robert Lopez and Kristen Anderson-Lopez. The song is performed variously within the film:

1. First, it is performed by Ernesto to his fans to keep him in their minds even as he tours in other places.
2. Then, it appears as a lullaby from Héctor to his daughter Coco when he has to travel far as a traveling artist.
3. After that, it is then used as a nostalgic song to connect an older Coco to an earlier time in her life.
4. Last, it appears in a pop version played during the end credits.

Can you guess which picture represents each performance? Write the number below each picture.

|  |  |
| --- | --- |
| Picture 4 | Picture 5 |
|  |  |
| Remember me (all versions) | Wiki | Disney Amino  Picture 6 | Picture 7 |
|  |  |

**Activity 4**

**What are the messages of the song? Put a tick (****) for the correct answers and cross (****) for the wrong answers.**

*Apa pesan dari lagu tersebut? Bubuhkan tanda centang () untuk pernyataan yang benar dan silang () untuk pernyataan yang salah.*

|  |  |  |
| --- | --- | --- |
| **No** | **Statements** | **Yes/No** |
| **1** | The singer wants the listeners to remember him or her eventhough he or she (the singer) is gone. |  |
| **2** | The song can comfort children who deal with the loss of a loved one. |  |
| **3** | The singer wants the listeners to forget what happened in the past. |  |
| **4** | The song can make the children feel afraid of their grandparents. |  |
| **5** | We need to remember those who have passed away. |  |

**Activity 5**

**Find the verbs from “Remember Me” song and match them with the meanings.**

*Temukan kata kerja dalam lagu “Remember Me” dan jodohkan dengan artinya!*

Remember me, though I have to **\_\_\_\_** far Remember me, each time you **\_\_\_\_\_\_** a sad guitar **\_\_\_\_\_** that I'm with you the only way that I can be

Until you're in my arms again, remember me

**\_\_\_\_\_\_\_\_\_** me, though I have to **\_\_\_** goodbye Remember me, don't **\_\_\_** it make you **\_\_\_**

For even if I'm far away I **\_\_\_\_\_** you in my heart

I **\_\_\_\_** a secret song to you each night we are apart

|  |  |
| --- | --- |
| **No** | **Verb** |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |

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### 3.4.2. Questionnaires

#### Questionnaires in the form of questions that are useful for obtaining information about students' perceptions of listening are presented on the video using the YouTube application. The questionnaire was distributed to class VIII students of SMP Negeri 15 Medan in the Academic Year of 2021-2022. The questionnaire assessment given to respondents (sample) refers to two choices, namely Yes or No. The following is a questionnaire used as a medium for collecting data by the author on the perception and interest of students in English.

**QUESTIONNAIRE ANALYSIS OF TEACHING MATERIAL DEVELOPMENT WITH YOUTUBE MEDIA**

Filling in the questionnaire below will not affect your value, fill it in carefully with the conditions that occur in you!

1. Are you happy and interested in learning English?
2. Yes
3. No
4. Do you think English subjects are difficult?
5. Yes
6. No
7. Do you like the skills (listening, speaking, reading, writing) taught in English?
8. Yes
9. No
10. Are you happy with listening lessons in English?
11. Yes
12. No
13. With the guidance and direction of the teacher, do you feel motivated to ask questions about things you don't understand yet?
14. Yes
15. No
16. Learning by using media is more fun?
17. Yes
18. No
19. I am more able to follow the learning well about what the teacher explains when using the media?
20. Yes
21. No
22. I get bored quickly when I follow a lesson that only takes notes and listens without direct interaction?
23. Yes
24. No
25. With the picture, photo and video add to my interest in learning English?
26. Yes
27. No
28. With the pictures, photos and videos I learn English more actively in learning?
    * + - 1. Yes
          2. No
29. I think the images, photos and videos are according to the topic?
30. Yes
31. No
32. With the media help me understand the material?
33. Yes
34. No
35. Material listening to English song lyrics adds to my knowledge and skills?
36. Yes
37. No
38. This teaching material makes it easier for me to study myself?
39. Yes
40. No
41. With this teaching material I can collaboration with friends?
42. Yes
43. No
44. In my opinion the points in this teaching material are clear?
45. Yes
46. No
47. I can recognize every activity contained in this teaching material?
48. Yes
49. No
50. With this teaching material I can easily understand learning?
51. Yes
52. No
53. With YouTube media, I become more understanding of English pronunciation?
54. Yes
55. No
56. I think studying with YouTube media is more effective?
57. Yes
58. No

TRANSLATION IN BAHASA

**ANGKET ANALISIS PENGEMBANGAN BAHAN AJAR DENGAN MEDIA YOUTUBE**

Pengisian angket dibawah ini tidak akan mempengaruhi nilai anda, isilah dengan cermat dan teliti dengan kondisi yang terjadi dalam diri anda!

* 1. Apakah anda senang dan tertarik belajar Bahasa inggris?
     + - 1. Ya
         2. Tidak
  2. Apakah menurut anda mata pelajaran Bahasa inggris termasuk mata pelajaran yang sulit?
     + - 1. Ya
         2. Tidak
  3. Apakah anda menyukai keterampilan (skill) Bahasa inggris (listening, speaking, reading, writing) yang diajarkan?
     + - 1. Ya
         2. Tidak
  4. Apakah anda senang terhadap pelajaran listening dalam Bahasa inggris?
     + - 1. Ya
         2. Tidak
  5. Dengan bimbingan dan arahan guru, apakah anda merasa termotivasi untuk merasa termotivasi untuk bertanya tentang hal yang belum anda mengerti?
     + - 1. Ya
         2. Tidak
  6. Pembelajaran dengan menggunakan media lebih menyenangkan?
     + - 1. Ya
         2. Tidak
  7. Saya lebih bisa mengikuti pembelajaran dengan baik tentang apa yang dijelaskan guru bila menggunakan media?
     + - 1. Ya
         2. Tidak
  8. Saya merasa cepat bosan apabila mengikuti pembelajaran yang hanya mencatat dan mendengar saja tanpa interaksi secara langsung?
     + - 1. Ya
         2. Tidak
  9. Dengan adanya gambar, foto dan video menambah ketertarikan saya belajar Bahasa Inggris?
     + - 1. Ya
         2. Tidak
  10. Dengan adanya gambar, foto dan video saya belajar Bahasa Inggris lebih aktif dalam pembelajaran?
      + - 1. Ya
          2. Tidak
  11. Menurut saya gambar, foto, dam video yang ada sesuai dengan topiknya?
      + - 1. Ya
          2. Tidak
  12. Dengan adanya media sudah membantu saya memahami materi?
      + - 1. Ya
          2. Tidak
  13. Materi menyimak lirik lagu Bahasa inggris ini menambah pengetahuan dan keterampilan saya?
      + - 1. Ya
          2. Tidak
  14. Bahan ajar ini memudahkan saya untuk belajar sendiri?
      + - 1. Ya
          2. Tidak
  15. Dengan adanya bahan ajar ini saya dapat bekerja sama dengan teman-teman?
      + - 1. Ya
          2. Tidak
  16. Menurut saya pentunjuk dalam materi bahan ajar ini sudah jelas?
      + - 1. Ya
          2. Tidak
  17. Saya dapat mengenal setiap kegiatan yang terdapat dalam bahan ajar ini?
      + - 1. Ya
          2. Tidak
  18. Dengan bahan ajar ini saya dapat dengan mudah memahami pembelajaran?
      + - 1. Ya
          2. Tidak
  19. Apakah dengan media youtube saya menjadi lebih paham pengucapan Bahasa inggris?
      + - 1. Ya
          2. Tidak
  20. Menurut saya belajar dengan media youtube lebih efektif?
      + - 1. Ya
          2. Tidak

### 3.4.3. Validation Sheet

#### This research is a validation sheet about the feasibility of teaching materials in listening learning that has been prepared. This validation sheet is a guideline for expert lecturers who will provide input and assessment based on four aspects which include aspects of content feasibility, aspects of linguistic feasibility, aspects of feasibility of presenting material and aspects of graphic feasibility.

#### "Research instruments using the Likert Scale can be made in the form of Checklist or multiple choice" (Jaria, 2019) research using the form of a checklist (√) in the available columns.

Table 3. 2 Validation of Teaching Materials

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Assessment Criteria** | **Material Expert Validation** | | | | | **Notes and Suggestions** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | The ease of the contents of teaching materials listening to song lyrics conditions students to explore knowledge, skills, and attitudes through various activities |  |  |  |  |  |  |
| 2 | The ease of the content of teaching materials listening to song lyrics conditions students to study independently and in groups |  |  |  |  |  |  |
| 3 | Appropriateness of the content of teaching materials listening to song lyrics with Basic Competencies in Core Competencies |  |  |  |  |  |  |
| 4 | Appropriateness of the content of teaching materials listening to song lyrics with the level of intellectual and emotional development of students |  |  |  |  |  |  |
| 5 | The actual content of teaching materials listening to song lyrics is seen from the needs of students |  |  |  |  |  |  |
| 6 | Clarity of instructions accompanying teaching materials listening to song lyrics for students and teachers |  |  |  |  |  |  |
| 7 | Benefits of the content of teaching materials listening to song lyrics for students. |  |  |  |  |  |  |

Explanation:

5 = Very good

4 = Good

3 = Enough

2 = Bad

1 = Very Bad

Table 3. 3 Student Trial From Session Contents

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Questions** | **Answer** | | | | | **Notes and Suggestions** |
| **1** | **2** | **3** | **4** | **5** |
| A | The material is listening to the lyrics of this English song increase students' knowledge and skills. |  |  |  |  |  |  |
| B | This teaching material makes it easy for students to learn on their own. |  |  |  |  |  |  |
| C | With this teaching material students can work together with their friends. |  |  |  |  |  |  |
| D | According to students, the guidelines in teaching materials are clear. |  |  |  |  |  |  |
| E | Students can get to know every activity contained in this teaching material. |  |  |  |  |  |  |
| F | With this teaching material students can easily understand learning. |  |  |  |  |  |  |

Explanation:

5 = Very good

4 = Good

3 = Enough

2 = Bad

1 = Very Bad

Table 3. 4 Expert Validation In Terms Of Presentation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Assessment Criteria** | **Expert Validation**  **In terms of presentation** | | | | | **Notes and Suggestions** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Variations on student demand for  carry out other useful activities, both within each unit and between units |  |  |  |  |  |  |
| 2 | Availability of generators of motivation in the form of pictures, illustrations, photos and colors on each unit. |  |  |  |  |  |  |
| 3 | Availability of an introductory section that contains prerequisite material for understanding teaching materials main served |  |  |  |  |  |  |
| 4 | Availability of a context that is close to the student's environment in each part of teaching materials to facilitate student understanding |  |  |  |  |  |  |
| 5 | Availability of concrete and actual examples in each part of teaching materials so as to accelerate the attainment of student learning outcomes indicators |  |  |  |  |  |  |
| 6 | Consistency of sequence patterns and presentation components on each unit |  |  |  |  |  |  |
| 7 | The suitability of the presentation of teaching materials with the flow inductive thinking |  |  |  |  |  |  |

Explanation:

5 = Very good

4 = Good

3 = Enough

2 = Bad

1 = Very Bad

Table 3. 5 Student Trial Presentation Seen

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Questions** | **Expert Validation** | | | | | **Notes and Suggestions** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | With pictures, photos, videos that increase student learning interest. |  |  |  |  |  |  |
| 2 | According to students, the pictures, photos and videos are in accordance with the topic. |  |  |  |  |  |  |
| 3 | Existing examples have helped students understand the material. |  |  |  |  |  |  |

Explanation:

5 = Very good

4 = Good

3 = Enough

2 = Bad

1 = Very Bad

Table 3. 6 Language Expert Validation Teaching Material

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Assessment Criteria** | **Expert Validation** | | | | | **Notes and Suggestions** |
| **1** | **2** | **3** | **4** | **5** |
| **Proper use of language** | 1. The language used in this teaching material is appropriate  the level of intellectual development of grade VIII students of junior high school |  |  |  |  |  |  |
| 2. The language in this teaching material is appropriate with the level of emotional development of grade VIII junior high school students |  |  |  |  |  |  |
| **Language form** | 3. Spelling, punctuation and mechanical aspects are used appropriately  in this teaching material |  |  |  |  |  |  |
| 4. The choice of words, word tenses, and sentence structures used in this teaching material are appropriate Indonesian rules |  |  |  |  |  |  |
| **Communicative language** | 5. Overall, the language used in presenting the material  teaching is communicative |  |  |  |  |  |  |
| 6. The graphs shown are appropriate  with complex procedure text |  |  |  |  |  |  |
| **Ease of delivery of messages** | 7. The message conveyed in this teaching material uses language that is interesting, clear, and  has no double meaning |  |  |  |  |  |  |

Explanation:

5 = Very good

4 = Good

3 = Enough

2 = Bad

1 = Very Bad

TRANSLATE IN BAHASA

Table 3. 7 Validation of Teaching Materials

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Kriteria Penilaian** | **Validasi Ahli**  **Materi** | | | | | **Catatan dan saran** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Kemudahan isi bahan ajar menyimak lirik lagu untuk mengondisikan siswa melakukan eksplorasi pengetahuan, keterampilan, dan sikap melalui berbagai kegiatan |  |  |  |  |  |  |
| 2 | Kemudahan isi bahan ajar menyimak lirik lagu untuk mengondisikan siswa belajar secara mandiri dan berkelompok |  |  |  |  |  |  |
| 3 | Kesesuaian isi bahan ajar menyimak lirik lagu dengan KD-KD dalam Kompetensi Inti |  |  |  |  |  |  |
| 4 | Kesesuaian isi bahan ajar menyimak lirik lagu dengan tingkat perkembangan intelektual dan emosiaonal siswa |  |  |  |  |  |  |
| 5 | Keaktualan isi bahan ajar menyimak lirik lagu dilihat dari kebutuhan siswa |  |  |  |  |  |  |
| 6 | Kejelasan petunjuk yang menyertai bahan ajar menyimak lirik lagu bagi siswa dan guru |  |  |  |  |  |  |
| 7 | Kemanfaatan isi bahan ajar menyimak lirik lagu bagi siswa. |  |  |  |  |  |  |

Keterangan:

5 = penilaian sangat baik

4 = penialaian baik

3 = penilaian cukup

2 = penilaian kurang

1 = penilaian sangat kurang

Table 3. 8 Student Trial From Session Contents

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Pertanyaan** | **JAWABAN** | | | | | **Catatan dan Saran** |
| **1** | **2** | **3** | **4** | **5** |
| A | Materi menyimak lirik lagu bahasa Inggris ini  menambah pengetahuan dan keterampilan siswa. |  |  |  |  |  |  |
| B | Bahan ajar ini memudahkan siswa untuk belajar sendiri. |  |  |  |  |  |  |
| C | Dengan bahan ajar ini siswa dapat bekerja sama dengan teman-temannya. |  |  |  |  |  |  |
| D | Menurut siswa petunujk dalam materi bahan ajar ini sudah jelas. |  |  |  |  |  |  |
| E | Siswa dapat mengenal setiap kegiatan yang terdapat dalam bahan ajar ini. |  |  |  |  |  |  |
| F | Dengan bahan ajar ini siswa dapat dengan mudah memahami pembelajaran. |  |  |  |  |  |  |

Keterangan:

5 = penilaian sangat baik

4 = penialaian baik

3 = penilaian cukup

2 = penilaian kurang

1 = penilaian sangat kurang

Table 3. 9 Expert Validation In Terms Of Presentation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Kriteria Penilaian** | **Validasi Ahli**  **Segi penyajian** | | | | | **Catatan dan saran** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Kevariasian tuntutan kepada siswa untuk  melakukan kegiatan lain yang bermanfaat, baik dalam setiap unit maupun antar unit |  |  |  |  |  |  |
| 2 | Katersedian pembangkit motivasi yang berupa  gambar, ilustrasi, foto dan warna-warna pada setiap unit. |  |  |  |  |  |  |
| 3 | Ketersediaan bagian pendahulu yang memuat materi prasyarat untuk memahami bahan ajar  utama yang disajikan |  |  |  |  |  |  |
| 4 | Ketersediaan konteks yang dekat dengan lingkungan siswa pada setiap bagian bahan  ajar untuk memudahkan pemahaman siswa |  |  |  |  |  |  |
| 5 | Ketersediaan contoh-contoh konkret dan actual pada setiap bagian bahan ajar sehingga mempercepat pencapian indikator hasil belajar  Siswa |  |  |  |  |  |  |
| 6 | Konsistensi pola urutan dan komponen sajian  pada setiap unit |  |  |  |  |  |  |
| 7 | Kesesuaian sajian bahan ajar dengan alur  berpikir induktif |  |  |  |  |  |  |

Keterangan:

5 = penilaian sangat baik

4 = penialaian baik

3 = penilaian cukup

2 = penilaian kurang

1 = penilaian sangat kurang

Table 3. 10 Student Trial Presentation Seen

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Pertanyaan** | **Validasi Ahli** | | | | | **Catatan** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Dengan gambar, foto, video itu menambah ketertarikan siswa dalam belajar. |  |  |  |  |  |  |
| 2 | Menurut siswa gambar, foto dan video yang ada sesuai dengan topiknya. |  |  |  |  |  |  |
| 3 | Contoh-contoh yang ada sudah membantu siswa memahami materi. |  |  |  |  |  |  |

Keterangan:

5 = penilaian sangat baik

4 = penialaian baik

3 = penilaian cukup

2 = penilaian kurang

1 = penilaian sangat kurang

Table 3. 11 Language Expert Validation Teaching Material

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indikator** | **Kriteria Penilaian** | **Validasi Ahli Bahasa** | | | | | **Catatan dan Saran** |
| **1** | **2** | **3** | **4** | **5** |
| **Kesesuaian penggunaan bahasa** | 1. Bahasa yang digunakan dalam bahan ajar ini sesuai dengan  tingkat perkembangan intelektual siswa kelas VIII SMP |  |  |  |  |  |  |
| 2. Bahasa dalam bahan ajar ini sesuai  dengan tingkat perkembangan emosiaonal siswa kelas VIII SMP |  |  |  |  |  |  |
| **Bentuk bahasa** | 3. Ejaan, tanda baca, dan aspek-aspek mekanik digunakan secara tepat  dalam bahan ajar ini |  |  |  |  |  |  |
| 4. Pilihan kata, bentika kata, dan struktur kalimat yang digunakan dalam bahan ajar ini sesuai dengan  kaidah bahasa Indonesia |  |  |  |  |  |  |
| **Kekomunikatifan bahasa** | 5. Secara keseluruhan, bahasa yang digunakan dalam penyajian bahan  ajar ini bersifat komunikatif |  |  |  |  |  |  |
| 6. Grafika yang ditampilkan sesuai  dengan teks prosedur kompleks |  |  |  |  |  |  |
| **Kemudahan penyampaian pesan** | 7. Pesan yang disampaikan dalam bahan ajar ini menggunakan bahasa yang menarik, jelas, dan  tidak menimbulkan makna ganda |  |  |  |  |  |  |

Keterangan:

5 = penilaian sangat baik

4 = penialaian baik

3 = penilaian cukup

2 = penilaian kurang

1. = penilaian sangat kurang

## Technique of Analyzing Data

## The technique used to analyze the data that has been obtained is by calculating the results of the questionnaire and the results of the comparison of student abilities based on pre-test and post-test scores.