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The Use Of Learn English With Jessica Youtube Channel On Students' Listening Skills at SMPN 3 TOMOHON

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Abstract: This study investigates the use of LEWJ (Learn English with Jessica) YouTube channel on students' listening skills of eighth-grade students at SMPN 3 Tomohon during the 2024/2025 academic year. The focus is on students' ability to identify main ideas, understand specific information, and recognize explicit meanings. Using a quantitative method with a pre-experimental one-group pretest-posttest design, the research involved 32 students from class 8A. Data were collected through a 20 item multiple-choice listening test and analyzed using SPSS version 30. The descriptive results showed a notable increase in the average score from 33.75 in the pretest to 63.12 in the posttest. The normality test confirmed the data were normally distributed, while the paired sample t-test showed a highly significant difference ($p < 0.001$) between pretest and posttest scores. These findings clearly indicate that the LEWJ YouTube channel effectively improved students' listening skills. The statistical evidence supports the success of this study, as the improvement was not due to chance but confirmed through valid data analysis. Therefore, the integration of structured audiovisual media like LEWJ YouTube content can be considered an effective method for enhancing junior high school students' listening comprehension in English.

Keywords: ***Listening Skills, LEWJ YouTube Channel, Audiovisual Media, Effectiveness***

INTRODUCTION

English is very important because English is an international language that needs to be mastered (Liando et al., 2022). According to Dewi (2012), English is a vital global communication tool in many facets of life, so learning it is required in Indonesian schools from elementary to university (Zein, 2017). Nevertheless, many students still struggle greatly to grasp fundamental English concepts in spite of this

urgency. Reading, writing, speaking, and listening are the four primary components of English proficiency, and they are all essential for clear communication and general language learning (Hanif, 2021).

Among these abilities, listening is one of the skills that is difficult to learn by students (Lengkoan et al., 2022). Therefore, listening is crucial for learning a second language since it gives you vital access to the target language. Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English (Tuilan et al., 2018). This ability helps students recognize words, understand grammar in context, and comprehend input (Goh and Vandergrift, 2021). Unfortunately, even when the information is explicitly presented, students at SMPN 3 Tomohon consistently struggle to identify specific information and comprehend the main idea of spoken text. Their limited language proficiency is caused by two main factors: a lack of regular listening habits and limited access to authentic English audio materials (Renandya and Farrel, 2019).

The good news is that this issue has a creative solution thanks to the development of digital technology. Technological developments in the current era provide many conveniences and benefits for various agencies, including educational institutions Liando et al., (2023), especially websites like YouTube. According to Lengkoan (2017), media is one of important things that must be used during the teaching and learning process in order to reach the purpose of teaching. As a platform for sharing media, YouTube has developed into a useful teaching and learning tool that gives users access to a wealth of instructional materials (Dabamona and Yunus, 2022). YouTube facilitates self-directed learning in the context of learning English by letting users select content based on their interests (Tan, 2013). Rorimpandey (2019), state that by using interesting media it can support teaching and learning activities and will attract students to be able to more learn easily, understand and even enjoy English. Additionally, by giving students direct access to channels run by native speakers,

YouTube helps them develop their speaking, listening, and pronunciation skills by exposing them to natural language (Dabamona and Yunus, 2022).

YouTube offers a wealth of resources, but the "Learn English with Jessica" (LEWJ) channel is a particularly helpful resource. The channel provides organized instructional videos with an emphasis on common vocabulary, sentence structures, and pronunciation that are intended to enhance speaking and listening abilities. Almurashi (2016) asserts that incorporating this type of multimedia content has been shown to enhance listening comprehension while also inspiring students by enhancing the learning experience. The use of websites like YouTube can bridge the exposure and resource gap at SMPN 3 Tomohon, where students find it difficult to develop their listening skills through conventional means. This is in line with the Merdeka Curriculum, which places a strong emphasis on understanding oral texts that are relevant to daily life.

Thus, the purpose of this study is to assess how well the YouTube channel "Learn English with Jessica" can help Grade 8 students at SMPN 3 Tomohon improve their listening abilities. In the context of the Merdeka Curriculum, this study will investigate how digital platforms can enhance English language proficiency in Indonesian classrooms. The study is anticipated to advance knowledge of how multimedia tools can support a more meaningful and self-directed language learning experience by analyzing the benefits of LEWJ, such as contextual content, authentic language exposure, and audio-visual support.

RESEARCH METHOD

This study used a pre experimental approach to investigate how the LEWJ YouTube channel can help students at SMPN 3 Tomohon improve their listening skills during the learning process. Because the author only focused on one group and there was no comparison group, the researcher employed a pre-experimental design with a one-group pre-test and post-test format. This design is suitable for assessing the efficacy of the teaching strategy since it permits a direct comparison of the students'

scores prior to and following the intervention. 32 students from class 8/A at SMPN 3 Tomohon served as the research subjects. A 20 number multiple-choice test that is structured according to the listening material (Getting Information and Helping Others) that the subjects have been taught serves as the research tool. Both a pre-test and a post-test are administered. IBM SPSS 30's T-test was used to analyze all of the collected data.

Table 1. Design of Research

Pretest	Treatment	Posttest
O_1	X	O_2

Creswell (2009)

Students' scores are calculated by counting the number of correctly answered questions on the 20-question multiple-choice listening comprehension test. The raw score ranges from 0 to 20, with 1 point awarded for each right response and 0 points for questions that are left unanswered or incorrect. The formula for scoring can be expressed as follows:

$$\text{Score} : \frac{\text{Correct Answer}}{\text{Total Number of Questions (20)}} \times 100$$

In order to ascertain whether using the LEWJ YouTube channel helped students improve their listening skills, the researcher finally compared the results of the pre-test and post-test completed by the students.

- **Pretest**

The first session was used to measure and assess the students' foundational listening abilities. The teacher provided instructions on how to complete the pre-test questions prior to the test commencing. There are twenty multiple-choice questions on this pre-test. The instructor then gave the class audio material pertaining to listening exercises from the LEWJ YouTube channel to react to. Each student turned

in their test results to the teacher once they had completed answering the questions. In order to evaluate students' listening abilities, the researcher also gathers test results.

Treatment

The researcher used LEWJ YouTube Audiovisual that matched the English material to deliver a treatment after the pre-test.

- **Posttest**

The final session was when the post-test was administered. Following their use of the LEWJ YouTube channel for educational purposes, students' listening skills are evaluated and their progress is tracked. The teacher administered 30 multiple-choice questions to the students as part of this follow-up evaluation. The instructor then played the LEWJ YouTube channel's audio so that the students could respond to specific questions. The students turned in their post-test results to the teacher once they had completed answering the questions. The post-test results will then be gathered by the researcher for identification and analysis. To see if there was a discernible difference in using the LEWJ YouTube channel as a learning resource, the researcher compared the pre-test and post-test results.

FINDINGS AND DISCUSSION

The research data was collected from a single class, which included 32 students in class 8A at SMP Negeri 3 Tomohon. Using a pre-experimental design with a single group pretest and posttest, this study employed a quantitative research methodology. The information was gathered from the responses of students to a listening test that consisted of 20 multiple-choice questions.

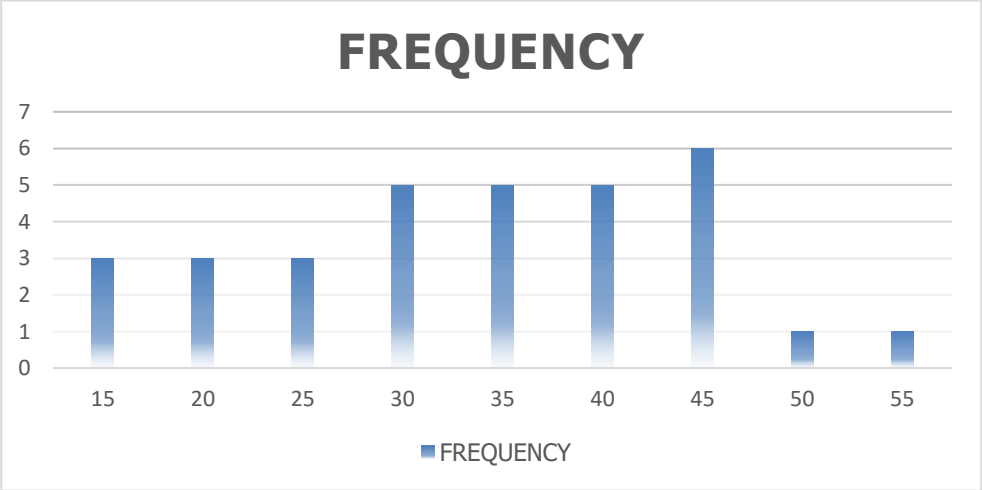
Table 2. The Computation of the pretest score

Number of Students	Pre-test
1	35
2	30
3	20

4	25
5	35
6	45
7	15
8	35
9	40
10	40
11	20
12	30
13	45
14	50
15	15
16	45
17	25
18	30
19	45
20	45
21	40
22	35
23	40
24	25
25	15
26	45
27	40
28	35
29	30
30	55
31	30
32	20

Out of 32 students, the pretest achievement revealed that the highest score was 50 and the lowest was 15. This suggests that students' performance on the pre-test was quite poor.

Figure 1. Frequency of students Pretest score



The frequency distribution of students' pre-test results is shown in the above figure. Overall, the pre-test scores are rather low, as the chart shows. Five students each scored 30, 35, and 40, and the highest frequency of six students received a score of 45, indicating a lower-to-mid range of concentration. There was only one student for each of the highest recorded scores of 50 and 55, which further suggests that students began with a foundational understanding that needs to be improved.

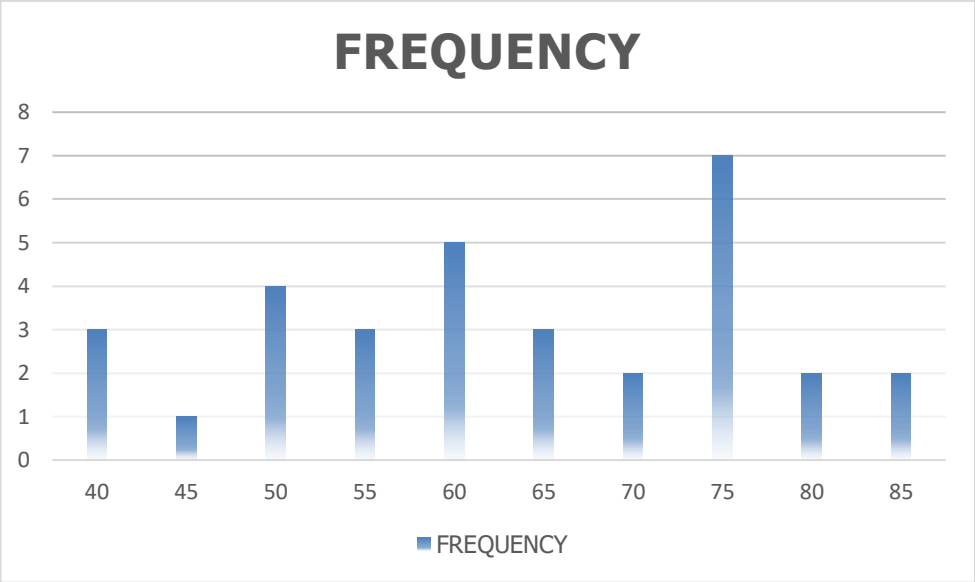
Table 3. The Computation of Posttest Score

Number of Students	Post-test
1	60
2	65
3	40
4	50
5	55
6	75
7	45
8	65
9	65
10	75
11	50
12	60
13	75
14	85
15	40

16	70
17	50
18	60
19	75
20	80
21	70
22	55
23	75
24	50
25	40
26	80
27	75
28	74
29	60
30	85
31	60
32	55

The highest score was 85, and the lowest score was 40. This shows that students achivement increased.

Figure 2. Frequency of students Posttest score



The frequency distribution of student scores from a post-test given following a treatment is shown in the above figure. With seven students achieving the most common score of 75, the chart shows a concentration of student performance towards the higher end of the observed scores. 50 (4 students) and 60 (5 students)

are additional noteworthy scores. Although scores varied from 40 to 85, one student's score of 45 was the least common. With many students performing well, especially around the score of 75, the distribution indicates a positive shift in scores after the treatment.

Table 4. Matrix of Pretest and Posttest

Number of Students	Pre-test	Post-test
1	35	60
2	30	65
3	20	40
4	25	50
5	35	55
6	45	75
7	15	45
8	35	65
9	40	65
10	40	75
11	20	50
12	30	60
13	45	75
14	50	85
15	15	40
16	45	70
17	25	50
18	30	60
19	45	75
20	45	80
21	40	70
22	35	55
23	40	75
24	25	50
25	15	40
26	45	80
27	40	75
28	35	75
29	30	60
30	55	85
31	30	60
32	20	55
Total	**1.080**	**2.020**

The study's findings demonstrate how using LEWJ's YouTube channel can enhance learning and help students become better listeners. Compared to the pretest, the posttest has a higher value. In other words, students' learning of listening skills is effectively developed through the use of the LEWJ YouTube channel.

Data Analysis

The t-test in SPSS software version 30 was used to analyze this study. However, prior to using the t-test, the data had to be subjected to descriptive statistics and normality. A normal distribution of the collected data will be determined by both the pre-test and the post-test. The following are the outcomes of the data analysis:

Table 5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	15.00	55.00	1080.00	33.7500	10.77632
Posttest	32	40.00	85.00	2020.00	63.1250	13.30474
Valid N (listwise)	32					

Descriptive statistics showed that the pretest scores of 32 participants ranged from 15 to 55, with a mean score of 33.75 and a total sum of 1080. The pretest's standard deviation was 10.77, suggesting that participant scores varied moderately. The posttest scores, on the other hand, varied from 40 to 85, with a mean score of 63.12 and a total sum of 2020. With a posttest standard deviation of 13.30, the score distribution was marginally wider than it was on the pretest. The mean score rose overall from the pretest to the posttest, indicating that participants' performance improved after the intervention.

Table 6. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.125	32	.200*	.956	32	.207
Posttest	.158	32	.042	.947	32	.120

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Both the pretest (Sig. = 0.207) and posttest (Sig. = 0.120) data are normally distributed according to the Shapiro-Wilk normality test because their significance values are higher than the 0.05 cutoff. Therefore, to analyze the difference between pretest and posttest scores, parametric tests like the paired sample t-test are suitable.

Table 4.2.3 Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretest - Posttest	-29.37500	5.04016	.89098	-31.19217	-27.55783	-32.969	31	<,001	<,001

The difference between the pretest and posttest scores is statistically significant, according to the results of the paired samples t-test. The standard deviation was 5.04, the standard error was 0.89, and the mean difference between the two tests was -29.38. The difference is consistent and unlikely to be the result of chance, as indicated by the 95% CI, which ranged from -31.19 to -27.56.

With 31 degrees of freedom (df), the t-value was -32.97, and the p-value (significance level) was less than 0.001 ($p < 0.001$). This strongly implies that scores increased from the pretest to the posttest in a way that was statistically significant. These results show that participants' performance was significantly and favorably impacted by the intervention.

According to the study's findings, Grade 8A students at SMPN 3 Tomohon's listening skills were significantly enhanced by the LEWJ YouTube channel. The substantial improvement in students' post-test scores over their pre-test results, which was statistically demonstrated to have happened by chance, demonstrated this improvement. Following the intervention, students showed improved comprehension of the primary idea, specific details, and explicit meaning. This result is consistent with earlier studies that demonstrate the positive effects of audiovisual media on listening motivation and comprehension. Deeper engagement was made possible by the LEWJ channel's organized and thematically relevant content, which offered focus and consistency beyond the use of generic videos.

The data unequivocally demonstrates that the LEWJ YouTube channel is an effective tool for enhancing listening skills in this context, despite the fact that this study was restricted to a single class and only examined listening skills related to comprehension without comparing to other channels or media platforms. This achievement was probably made possible by the clear teaching methodology and the incorporation of well-known, real-world subjects, which kept students' interest and reduced distractions. To support these findings, it is advised that future research examine the effect on additional language abilities, use larger sample sizes, and contrast various media sources.

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