Analysis of YouTube Platform Utilization as a Learning Medium to Enhance Listening Skills in Elementary School Students (a Children's Literature Perspective)

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ABSTRACT

The purpose of this study is to determine the improvement in listening skills through the YouTube application as a media for fifth-grade students at SD Negeri Legok 1, Tangerang Regency. Data in this study were collected through pre-test and post-test as tools to assess students' listening abilities. The research method used in this study is a quantitative method (pre-experimental design) with a one-group pretest-posttest design. The results of this study show that the YouTube platform as a learning medium can improve listening skills of fifth-grade students at SD Negeri Legok 1, Tangerang Regency.

Keywords: Learning Medium; Elementary School; Listening Skills

INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including the world of education and children's literature. One of the digital platforms that is increasingly popular and has great potential as a learning medium is YouTube. With its ability to present attractive and interactive audio-visual content, YouTube offers new opportunities in developing reading interest and literary understanding in children.

Children's literature, as a form of literary work aimed at young readers, plays an important role in the development of children's literacy, imagination, and moral values. However, in this digital era, educators and parents face challenges in maintaining children's interest in literature amidst the proliferation of more dynamic digital entertainment. YouTube, with its various channels and creative content, can bridge this gap by presenting children's literature in a more appealing and accessible format. Children's literature is a literary work that places the child's point of view as the center of storytelling Nurgiyantoro (2013:12).

Children's literature is an imaginative creation expressed through a specific language, depicting a construct that provides certain impressions, experiences, and understandings. In the world of education, children's literature serves as one of the materials that should be utilized. This can be focused on the role of children's literature in shaping and developing children's personalities. In the effort of development or formation through literature, it can indirectly provide lessons in ethics or morals.

Listening is an activity that involves the senses, in which a person receives, processes, and interprets a problem. There is a definition of listening according to Tarigan, who states that listening is a process of attentively hearing verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. This research aims to explore the effectiveness of using YouTube as a learning medium for children's literature. The main focus of the research is to analyze how children's literature content presented through the YouTube platform can enhance children's understanding, interest, and appreciation of literary works. Additionally, this study will also review various strategies and approaches that can be applied by educators and parents in utilizing YouTube as an effective learning tool for children's literature.

Through this study, it is hoped that new insights can be gained about the integration of digital technology in children's literature learning, as well as providing practical contributions to the development of more innovative teaching methods that are suitable for the needs of the current digital generation.

Research on the influence of YouTube as a media in measuring listening skills is not the first of its kind. Previously, a study was conducted by Assagaf, Aziz, and Akib (2023), the title of this research is "Aplikasi Youtube Kids untuk Meningkatkan Kemampuan Menyimak Dongeng Murid Sekolah Dasar" which was published as a journal article in JUDIKDAS journal. The research method used in that study was classroom action research. The results obtained showed that through YouTube as a learning medium, students' listening skills increased by up to 15 percent.

Further research was conducted by Nugroho (2020), which was published as a journal article in the SARASVATI Scientific Journal with the title "Upaya Penerapan Media Youtube dalam Meningkatkan Keterampilan Menyimak Unsur Cerita Lisan". The study employed a qualitative descriptive research method. The research was conducted at SD Muhammadiyah Karangharjo. The results of this study showed an improvement in the listening skills of students at SD Muhammadiyah Karangharjo through the use of YouTube as a learning medium.

The novelty in this research lies in examining the use of the YouTube application to improve students' listening skills from the perspective of children's literature. The video presented in this study is a children's story video of "Malin Kundang," which is a well-known Indonesian literary work that carries a valuable moral lesson for children. The difference from previous studies is that this research focuses on children's literature, which is typically taught conventionally through lecture methods by teachers. This study analyzes whether, through YouTube as a learning medium, the skills of listening to children's literary works can be improved.

RESEARCH METHODS

Research method used in this study is pre-experimental design. Pre-experimental design is a research design that involves manipulation of the independent variable, but does not have full control over external variables that may affect the research results. Emzir (2020:96) states that pre-experimental design is a design that follows the basic experimental steps but fails to include a control group. The single group studied has no comparison with other non-treatment groups. The design used is the one group pretest-posttest. This design incorporates a pretest to determine the baseline score.

The main characteristic of a true experimental design is that the samples used for both the control group and the experimental group are randomly selected. In this design, there are two groups chosen randomly, then given a pretest to determine the initial state, to see if there is any difference between the experimental group and the control group. A good pretest result is when the value of the experimental group does not differ significantly. The data collection technique in this study is in the form of a test technique. The test in question is divided into two parts, namely pretest and posttest. The data analysis techniques used are descriptive statistics and inferential statistics.

RESULTS AND DISCUSSION
Result

Descriptive statistical analysis is employed to comprehensively evaluate and illustrate students' learning outcomes in folk tale listening skills prior to the implementation of YouTube as a learning medium. This analytical method enables researchers to present data in detail, ranging from the highest to the lowest achievements, thus providing a holistic picture of the distribution of students' abilities. The interpretation of these results is not limited to the presentation of statistical figures but also includes an in-depth analysis of factors that may influence students' performance in the pretest.

To facilitate a better understanding of the initial conditions of students' listening abilities, the results of this analysis are presented in a structured and informative table. The interpretation included in this table aims to explain the significance of each statistical value in the context of learning to listen to folk tales, as well as its implications for teaching strategies that may be necessary to improve students' skills before the application of YouTube as a medium.

Table 1.1 Interpretation of students' listening results before using YouTube as a medium

No	Class Interval	Frequency	Percentage
1	0-54	2	5%
2	55-64	1	5%
3	65-79	6	17%
4	80-90	14	41%
5	90-100	11	32%

Tabel 1.2 Interpretation of students' listening results before using YouTube as a medium

No	Class Interval	Frequency	Percentage
1	0-54	2	5%
2	55-64	1	5%
3	65-79	4	16%
4	80-90	10	25%
5	90-100	17	50%

Discussion

The analysis of Table 1.1 reveals a diverse distribution of scores among students. The majority of students, 73%, demonstrated good to excellent listening skills before the implementation of YouTube, with 41% scoring between 80-90 and 32% achieving scores of 90-100. However, there remains a significant ability gap, with 10% of students scoring below 65, comprised of 5% with very low scores (0-54) and 5% with low scores (55-64). Meanwhile, 17% of students obtained satisfactory scores in the range of 65-79. Although most students showed good performance, this data indicates that there is still room for improvement, especially for the 27% of students who have not yet reached a score of 80.

Table 1.2 shows interesting changes in score distribution. There is a significant increase in the highest score group, with 50% of students achieving scores of 90-100, indicating substantial improvement in abilities. The percentage of students with good scores (80-90) is 25%, slightly decreased from the previous data, but this is offset by the increase in the highest score group. Interestingly, the percentage of students scoring below 65 remains the same (10%), suggesting that there is still a group of students who may require special attention. Overall, 75% of students demonstrate good to excellent performance, indicating an improvement compared to the previous data.

The interpretation of both tables provides important insights into students' initial abilities in listening to folk tales. It is evident that most students already possess fairly good skills before the implementation of YouTube. However, the presence of students with very low scores indicates the need for learning strategies that can accommodate various levels of ability. The teaching methods used before the implementation of YouTube seem to be quite effective for most students, but not yet optimal for all.

Based on this analysis, the use of YouTube as a learning medium is expected to help increase the percentage of students achieving excellent scores, as well as assist students with low scores in improving their abilities. A more personalized approach is needed for students with low scores, possibly by providing additional materials or special guidance. It is also important to continuously monitor student progress after the implementation of YouTube to measure its effectiveness as a learning medium.

CONCLUSIONS

The pre-implementation data of YouTube as a learning medium for folk tale listening skills reveals a generally positive baseline, with a majority of students demonstrating good to excellent abilities. However, the persistent presence of low-scoring students and the potential for overall improvement suggest that the introduction of YouTube as a learning tool could be beneficial. This new medium has the potential to address the existing gaps in student performance, particularly by helping those in the lower score brackets and further enhancing the skills of high-performing students. The key to success will lie in tailoring the YouTube-based learning strategies to meet the diverse needs of all students, coupled with ongoing assessment and personalized support where necessary. As educators move forward with this implementation, it will be crucial to maintain a flexible approach, ready to adapt strategies based on observed outcomes and student feedback. The ultimate goal is to create a more inclusive and effective learning environment that leverages the engaging nature of YouTube to boost all students' folk tale listening skills.

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