THE IMPACT OF DRILL STRATEGIES ON LISTENING COMPREHENSION USING YOUTUBE

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

2025

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Malang, 2nd June, 2025

The Researcher,



Achmat Dony Septyan

ΜΟΤΤΟ

"Everything is Easy When You're Busy. But Nothing is Easy when you're Lazy."

DEDICATION

This thesis is lovingly dedicated to my cherished parents, Mr. Muhammad Ilyas and Mrs. Sujinah, whose endless love, steadfast support, and sincere prayers have been a constant source of strength throughout my educational journey. Their dedication and encouragement have played a vital role in helping me overcome every obstacle. I also extend my heartfelt gratitude to my beloved brothers, Muhammad Heri Fitriyanto and Ahmad Sulistiyanto, for always being there during the highs and lows. Your unwavering presence, kindness, and companionship have made this journey more meaningful and memorable. I truly believe that every step of this process would have felt incomplete without you.

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This thesis, titled **"The Impact of Drill Strategies on Listening Comprehension Using YouTube,"** is presented as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. I am fully aware that this work could not have been accomplished without the support, prayers, and contributions of many individuals. Therefore, I would like to express my deepest gratitude to all those who have been a part of this journey.

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- Prof. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department.
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- 5. All lecturers on English Education Department for the valuable knowledge and advice over the years of my study;
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me to conduct the research in her class and helped me during the process of collecting the data.

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- Lastly, I sincerely thank myself for the perseverance and dedication shown throughout the challenging and unpredictable journey of completing this research. Despite the obstacles, I remained committed, and for that, I am truly grateful and proud.

I recognize that this thesis is not entirely free from shortcomings and still has areas that can be improved. I sincerely welcome any constructive feedback and thoughtful suggestions to enhance its quality. I truly hope that this work can be a valuable source of knowledge and inspiration for readers, as well as a meaningful learning experience for me.

Malang, May 31, 2025 The Researcher

Achmat Dony Septyan

CS Dipindal dengan CamScanner

...

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

١	= a	ز	= Z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	J	= 1
ث	= ts	ص	= sh	م	= m
ت	= j	ض	= dl	ن	= n
ζ	= <u>h</u>	ط	= th	و	= w
Ż	= Kh	ظ	= zh	ه	= h
د	= d	٤	= '	ç	= '
ć	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

A. Words

B.	Long Vocal		C.	Dipthong Voc	al
	Long Vocal (a)	=^a		أو	= aw
	Long Vocal (i)	= î		أي	= ay
	Long Vocal (u)	=^u		أو	=`u
				ٳؠ	= î

TABLE OF CONTENTS

APPRC	OVAL SHEET	ii
LEGIT	IMATION SHEET	iii
THE O	FFICIAL ADVISORS' NOTE	iiiv
APPRC	DVAL	V
DECLA	ARATION OF AUTHORSHIP	vi
MOTT	O	vii
DEDIC	CATION	viii
ACKNO	OWLEDGEMENT	ix
LATIN	ARABIC TRANSLITERATION GUIDE	xi
TABLE	E OF CONTENTS	xii
CHAPT	FER I INTRODUCTION	
1.1	Background of the Research	1
1.2	Research Question	8
1.3	Research Objectives	8
1.4	Research Significance	9
1.5	Scope and Limitations	
1.6	The Definition of Key Terms	
CHAPT	FER II LITERATURE REVIEW	
2.1	The Concept of Listening	
2.2	Drill Strategies	
2.3	Youtube	
2.4	Preview Related Researches	
CHAPT	FER III METHODOLOGY	
3.1	Research Design	
3.2	Time and Setting Research	
3.3	Research Variable	
3.4	Research Population and Sample	
3.5	Data Sources	
3.6	Research Instruments	
3.7	Validity and Reliability	
3.8	Data Collection Techniques	
3.9	Data Analysis	
3.10	Research Procedure	

CHAPT	ER IV RESULT OF THE RESEARCH	46
4.1.	Findings	46
4.2.	Discussion	70
СНАРТ	ER V CONCLUSION	76
5.1.	Conclusion	76
5.2.	Discusion	76
REFER	ENCES	78
APPENI	DICES	82

LIST OF TABLES

Table 1 Description of the Quasi-Experiment Design	27
Table 2 Schedule of the Research	31
Table 3 Student's number and classes	32
Table 4 Interpretation of Correlation Coefficient Values	38
Table 5 N-Gain test Categorizing Criteria	43
Table 6 Pre-Test Result Control Class	47
Table 7 statistics of the Control class pre-test data scores	49
Table 8 Pre-Test Result Experimental Class	49
Table 9 statistics of the Experimental class pre-test data scores	52
Table 10 Post-Test Result Control Class	53
Table 11 statistics of the Control class post-test data scores	55
Table 12 Post-Test Result Experimental Class	55
Table 13 statistics of the Experimental class post-test data scores	57
Table 14 results before and after without using the application in control class	58
Table 15 results before and after without using the application in experimental	
class	59
Table 16 results of the normality test	65
Table 17 Results of the homogeneity test	66
Table 18 results of the t-test related to students' listening ability	67
Table 19 results of the N-Gain test related to listening ability of control class	68
Table 20 results of the N-Gain test related to listening ability of experimental	
class	69

LIST OF PICTURES

Picture 1 validity pre-test conducted with class VII I	. 61
Picture 2 validity post-test conducted with class VII I	. 61
Picture 3 findings and analysis of the validity test in pretest question	. 63
Picture 4 findings and analysis of the validity test in post-est question	. 64

LIST OF DIAGRAMS

Diagram 1 distribution of pre-test scores in the control class	48
Diagram 2 distribution of pre-test scores in the experimental class	51
Diagram 3 distribution of post-test scores in the control class	54
Diagram 4 distribution of post-test scores in the experimental class	57

LIST OF APPENDICES

Appendix I S	Survey Permit	83
Appendix II	Research Letter	83
Appendix III V	Validation Letter	84
Appendix IV I	Instrument Validation Letter.	85
Appendix V	Learning Module	88
Appendix VI 7	Try Out Test English Listening	94
Appendix VII	Blueprint Try Out Pre-Test and Post-Test English Listening	95
Appendix VII	I Blueprint Pre-Test and Post-Test English Listening.	98
Appendix IX	Student Try-out Answer Sheet 1	01
Appendix X S	Student Control Answer Sheet 1	04
Appendix XI S	Student Experimental Answer Sheet1	08
Appendix XII	Research Completion Letter 1	13
Appendix XII	I Documentation1	13
Appendix XIV	V Curriculum Vitae 1	15

ABSTRACT

Septyan, A. D. 2025. The Impact of Drill Strategies on Listening Comprehension Using YouTube. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor : Rendhi Fatrisna Yuniar, M.Pd

Keywords: Drill Strategies, Listening Comprehension, YouTube, Digital Media, English Education

This research investigates the impact of drill strategies on students' English listening comprehension using YouTube videos. The background of this study arises from the persistent challenges learners encounter in mastering listening skills, which are widely regarded as one of the most difficult language competencies to develop. Although somewhat beneficial, traditional pedagogical approaches often lack the engagement necessary to motivate learners effectively. Consequently, this study aims to determine whether the integration of drill techniques with engaging YouTube content can enhance students' listening comprehension in English as a Foreign Language (EFL) settings. The treatment phase utilized listening materials from channels such as @nisafitrah28, @FefdyPrime Channel, and @FernandoSyihab, while the pre-test materials were sourced from @EnglishPandaLessons and @ThuyNguyen-rr1hh. For the post-test, content from @learnandtrainenglish and @Flying-English was implemented. The data analysis revealed that the experimental group exhibited statistically significant improvements in their posttest scores compared to the control group. Furthermore, the N-Gain analysis indicated a moderate level of effectiveness in applying the drill method through YouTube videos. These findings suggest that combining drill strategies with YouTube as an instructional medium can effectively improve EFL students' listening comprehension. It is therefore recommended that educators adopt interactive, video-based platforms like YouTube to foster more engaging and learner-centered listening activities. Future studies are encouraged to explore the application of similar strategies using alternative digital media and examine their long-term effects across various educational contexts.

ABSTRAK

Septyan, A. D. 2025. Pengaruh Strategi Drill terhadap Pemahaman Menyimak Menggunakan YouTube. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Rendhi Fatrisna Yuniar, M.Pd

Kata Kunci: Strategi Drill, Pemahaman Menyimak, YouTube, Media Digital, Pendidikan Bahasa Inggris

Penelitian ini mengkaji dampak strategi drill terhadap pemahaman mendengarkan bahasa Inggris siswa dengan menggunakan video dari platform YouTube. Latar belakang penelitian ini berasal dari tantangan yang terus-menerus dihadapi oleh peserta didik dalam menguasai keterampilan menyimak, yang dianggap sebagai salah satu kompetensi berbahasa yang paling kompleks. Meskipun metode pembelajaran tradisional memiliki manfaat tertentu, pendekatan tersebut sering kali kurang mampu menarik minat siswa secara efektif. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah penggabungan teknik drill dengan konten YouTube yang menarik dapat meningkatkan pemahaman menyimak siswa dalam konteks English as a Foreign Language (EFL). Tahap perlakuan dalam penelitian ini menggunakan materi dari kanal-kanal seperti @nisafitrah28, @FefdyPrime Channel, dan @FernandoSyihab, sedangkan materi pre-test diambil dari @EnglishPandaLessons dan @ThuyNguyen-rr1hh. Adapun materi post-test menggunakan konten dari @learnandtrainenglish dan @Flying-English. Analisis data menunjukkan bahwa kelompok eksperimen mengalami peningkatan yang signifikan secara statistik pada skor post-test dibandingkan dengan kelompok kontrol. Selain itu, analisis N-Gain menunjukkan tingkat efektivitas sedang dalam penerapan metode drill melalui video YouTube. Temuan ini menunjukkan bahwa penggabungan strategi drill dengan media pembelajaran berbasis YouTube dapat secara efektif meningkatkan pemahaman menyimak siswa EFL. Oleh karena itu, disarankan agar para pendidik memanfaatkan platform digital interaktif seperti YouTube untuk menciptakan aktivitas menyimak yang lebih menarik dan berpusat pada siswa. Penelitian selanjutnya dapat mengeksplorasi media digital lainnya serta dampak jangka panjang dari strategi ini dalam berbagai konteks pendidikan.

خلاصة

سفتيان، أ. د. 2025. أثر استراتيجيات التدريب على فهم الاستماع باستخدام يوتيوب. بحث التخرج. قسم تعليم اللغة الإنجليزية. كلية التربية وإعداد المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج المشرف: ريندي فاتريسنا يونيار، ماجستير في التربية

الكلمات المفتاحية: استراتيجيات التدريب، فهم الاستماع، يوتيوب، الوسائط الرقمية، تعليم اللغة الإنجليزي

حث هذه الدر اسة في تأثير استر اتيجيات التدريب على فهم الطلاب للاستماع باللغة الإنجليزية من خلال مقاطع الفيديو على منصة يوتيوب. تنبع خلفية هذه الدر اسة من التحديات المستمرة التي يواجهها المتعلمون في إتقان مهار ات الاستماع، والتي تُعد من أكثر المهار ات اللغوية تعقيدًا. وعلى الرغم من أن الطرق التقليدية للتعليم قد تكون مفيدة إلى حد ما، فإنها غالبًا ما تفتقر إلى عنصر الجذب الذي يحفز المتعلمين بفعالية. بناءً على ذلك، تتون مفيدة إلى حد ما، فإنها غالبًا ما تفتقر إلى عنصر الجذب الذي يحفز المتعلمين بفعالية. بناءً على ذلك، تكون مفيدة إلى حد ما، فإنها غالبًا ما تفتقر إلى عنصر الجذب الذي يحفز المتعلمين بفعالية. بناءً على ذلك، تكون مفيدة إلى حد ما، فإنها غالبًا ما تفتقر إلى عنصر الجذب الذي يحفز المتعلمين بفعالية. بناءً على ذلك، تعدف هذه الدراسة إلى معرفة ما إذا كان دمج تقنيات التدريب مع محتوى يوتيوب التفاعلي يمكن أن يعزز في مرحلة العدام مقاطع من قنوات .(Fersing والطلاب في سياق اللغة الإنجليزية كلغة أجنبية في مرحلة العلاج، بينما Berginshitrah28 و PefdyPrime_Chandle في سياق اللغة الإنجليزية كلغة أجنبية في مرحلة العلاج، بينما Berginshitrah28 و PefdyPrime_Chandle في سياق اللغة الإنجليزية من قنوات وقد مرحلة العلاج، بينما Berginshitrah28 و PefdyPrime_Chandle في من قنوات وقد مرحلة العلاج، بينما Berginshitrah28 و المحالية في مأخذ مواد الاختبار القبلي من قنوات في اختبار ما بعد العلاج. القبلي ما يعد العلاج مقار نة بالمجموعة التجريبية قد حققت تحسنًا ملحوظًا من الناحية الإحصائية في في اختبار ما بعد العلاج. Persish معامي تعار ما بعد العلاج مقار نة بالمجموعة التحريبية قد حققت تحسنًا ملحوظًا من الناحية الإحصائية في افهري انتائج إلى أن دمج استر التجبيات التدريب مع يوتيوب .طريقة التدريب باستخدام في يوتيوب فعالية مر ها منا ما بعد العلاج مقار نة بالمجموعة الضابطة. كما أظهر تحليل ويوب في مر هذه التائية إلى أوليم التيات التدريب مع يوتيوب .طريقة التدريب باستخدام فيديو ويوتوب ويوصى المرحات الممون باستخدام .الالتياء أنشطة استماع أكثر تفاعل وتركيزًا على الطالب .ويمكن ويوصى المحلوب أولية الأملي الغلي أخد مر ويمكن أولي حسن المركل فعال من فهم الاستماع لدى طلاب ولمات المنحات المنواب الميماة الستماع أنشرة أخرى ودراسة التأير أولية الزمي الواللب. ويمكن أن

CHAPTER I INTRODUCTION

The Background of the Research provides a concise overview of the central issues that led to the study. It outlines the context and relevance of the research topic, highlights existing gaps or limitations in previous studies, and explains why the research is important

1.1 Background of the Research

Listening activities often generate considerable anxiety and stress in children, hence impacting comprehension. Listening is a crucial component of language acquisition, yet it is often one of the most challenging skills to develop (Patni, G., 2022), which, if developed, can increase the percentage of learning English as a foreign language and make it easier and more enjoyable. Traditional listening is one type of listening learning which, while effective, may not always capture the interest of students, leading to disengagement and lackluster results. As described by Pei et al. (2023), traditional listening training emphasizes the outcome of listening rather than the process and normally does not seek to improve learners' metacognitive awareness. There is also listening learning that uses adaptation techniques, namely listening drills. Listening drills are structured activities designed to improve students' listening skills through repetition and practice. These drills often involve students listening to audio recordings or video content multiple times, focusing on specific aspects of the material each time. The primary goal is to enhance comprehension, retention, and the ability to process spoken language in real-time. One of the ayat that relates to this technique is Surah Al-Ankabut, verse 69, which reads:

وَ الَّذِيْنَ جَاهَدُوا فِيْنَا لَنَهْدِيَنَّهُمْ سُبُلَنَا أَوَ إِنَّ اللهَ لَمَعَ الْمُحْسِنِيْنَ (

"And those who strive hard for Our sake, we will guide them to Our paths. And indeed, Allah is with the doers of good."

Although it does not explicitly mention technical drills, the verse highlights the importance of effort and perseverance in achieving goals. In the context of drills, consistent practice and effort can significantly enhance students' understanding. This aligns with the concept of technical drills, which emphasize repetition and persistence until success is achieved. As noted by Putra (2019), "By drilling the students, it will be easier for them to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved." Listening practices can take various forms, such as gap-fill exercises, where students fill in missing words while listening, or dictation activities that require them to write down what they hear. Meanwhile, Lestari et al. (2013) stated that using drill techniques in teaching can encourage students' active involvement and significantly improve their listening skills. This method is effective in enhancing students' listening ability by providing structured, repetitive practice, which fosters greater engagement and facilitates the internalization of listening patterns. The repetitive nature of drills helps learners develop automaticity in processing spoken language, making it easier for them to comprehend and retain auditory input. As a result, drills not only stimulate active participation but also lead to measurable improvements in listening proficiency.

However, it is important to note that the overuse of mechanical drills may lead to boredom and a lack of meaningful engagement. Brown (2000) cautions that while drills can support habit formation, they often lack communicative depth and may fail to promote authentic language use when applied in isolation. To address this, the present research integrates drill strategies with dynamic, context-rich YouTube videos, allowing students to engage with authentic spoken English while maintaining repetition through structured tasks.

This blended approach not only reinforces listening comprehension through meaningful exposure but also enhances learner motivation by situating drills within real-world, visually engaging contexts. This method is particularly effective when combined with engaging and interactive content, such as that found on platforms like YouTube. As highlighted by Kurniawati (2025), the use of video can significantly improve students' listening skills by combining repetitive exposure with rich audiovisual input. This integration enables learners to better internalize prosodic features such as intonation and pronunciation, which are often difficult to grasp through text-based methods alone. Therefore, combining drill strategies with digital media supports both cognitive reinforcement and learner engagement in a more dynamic and authentic learning environment. In the modern era, the integration of digital media into educational practices has revolutionized language learning. According to Sukri et al. (2018), social media has the potential to operate as an outstanding platform for language acquisition. Digital tools such as language learning apps and online platforms have expanded access to resources and allowed learners to practice anytime, anywhere. This flexibility allows for more personalized and self-directed learning. Additionally, interactive features such as gamification and real-time communication with native speakers make learning more engaging and immersive.

Educators can also leverage multimedia and adaptive tools to enhance learning, such as YouTube, which can make language acquisition more dynamic and accessible to a diverse range of learners. YouTube is particularly effective for developing listening comprehension because it combines authentic audio-visual content with a wide range of real-life situations, accents, and speaking styles. Compared to Duolingo, which offers structured, gamified listening practice, YouTube provides more context-rich exposure to natural speech, making it ideal for bridging the gap between classroom English and real-world usage. While BBC Learning English offers high-quality and curated listening materials, its content tends to be more formal and limited in variety, often lacking the informal or spontaneous interactions found in everyday conversations.

In contrast, YouTube features millions of freely accessible videos, including interviews, vlogs, tutorials, and discussions, allowing teachers to select content that aligns closely with students' interests and learning goals. This flexibility makes YouTube not only engaging but also highly customizable, supporting differentiated instruction and promoting deeper listening engagement across diverse learner levels. Based on Harlinda (2019), using YouTube as a medium for learning English can improve students' language skills and language components. Therefore, as a vast repository of audio-visual content, YouTube offers a variety of materials that can enhance language learners' listening skills. However, challenges remain in the effective utilization of these resources, requiring methods that encourage students to engage in meaningful and pedagogically sound learning. One such method is the implementation of collaborative drill strategies, which can leverage YouTube's diverse content to create interactive and engaging learning environments. These strategies not only promote active participation but also support the development of critical listening and comprehension skills, making them an effective tool in modern language education.

Several researchers have explored this topic, revealing consistent findings that highlight key similarities across different research approaches. One of the researchers is Putra (2019); he states that through drilling, students will find it easier to remember and learn because the more often English is repeated, the stronger the habit will be and the better the learning results will be. That approach aligns closely with this research, which aims to demonstrate how the drill method can enhance students' listening comprehension skills. This reinforces the idea that repetition not only builds linguistic familiarity but also cultivates automaticity, which is essential for processing spoken language efficiently. A similar perspective is also offered by Azizin (2023), who emphasized that drill strategies remain a relevant and effective approach in enhancing language proficiency when consistently applied within structured learning frameworks. According to Azizin, the strength of the drill method lies in its ability to promote automatic language responses through repeated exposure and structured practice, which is particularly beneficial in the development of listening skills. This method enables learners to internalize linguistic patterns and improves their ability to recognize and process spoken input more efficiently. When combined with appropriately sequenced materials and interactive elements, drills can create a stable learning environment that fosters gradual but measurable improvement.

There is also Khairat et al. (2024), who state that utilizing YouTube as an educational resource in English as a Foreign Language (EFL) can assist students in

many aspects of language acquisition, including listening comprehension, pronunciation, grammar, and vocabulary enhancement. Previous research also supports the current research, demonstrating that using YouTube can increasing various aspects of English learning, particularly in improving listening skills, which aligns perfectly with the objectives of this research. The research highlights the potential of using YouTube as a tool for developing listening proficiency and suggests implementing learning strategies to effectively utilize YouTube content. Also, Sari (2024) states that video can serve as a valuable teaching aid for instructing listening skills, as they offer a wealth of conversational and dialogic content in English. The integration of video not only exposes learners to authentic language use but also enhances their ability to interpret tone, body language, and contextual cues, which are critical for real-world communication. Moreover, videos can simulate immersive environments that foster greater learner engagement and retention, particularly when aligned with structured strategies like drills.

Even though it has similarities with some of the researches above, those researches have several gaps, including: First, Putra (2019). While the journal highlights the effectiveness of drill strategies for improving listening skills, it does not mention the use of videos or platforms like YouTube as media for these drills. Incorporating videos would enhance the learning experience by providing visual and auditory cues that reinforce listening skills, such as intonation and pronunciation. YouTube, in particular, offers diverse, authentic content that can engage learners more effectively, exposing them to different accents and contexts. Combining drill strategies with video media could make the process more dynamic and increase learner motivation and comprehension. Second, Azizin (2023) points

out that previous research often relies on teacher-made materials or traditional textbooks, which lack the real-world, learner-centered exposure provided by digital platforms like YouTube. While textbooks offer structured content, they miss the dynamic, authentic language input found on YouTube, where learners can access diverse materials such as interviews and podcasts. These resources offer real-world contexts, varied accents, and colloquial language, which traditional methods often lack. Integrating platforms like YouTube can make listening comprehension more engaging and relevant, fostering a more immersive and learner-driven experience.

Third, Khairat et al. (2024). Previous research did not mention which strategies are most suitable for this purpose. Instead, this research goes further by identifies and describing specific appropriate learning strategies, namely drill strategies, for using YouTube to improve listening skills. In this research, more practical guidance is provided for educators and learners who want to effectively incorporate YouTube into their English learning process, especially to improve listening comprehension. Last, Sari (2024). This research does not mention the source of the video, unlike this research, which clearly states the source of the video that is relevant to the material being taught. However, it mentions the appropriate strategy, namely the drill strategy, for using video as a learning medium, which differs from the strategy used in previous research.

In conclusion, although previous research by Putra (2019), Azizin (2023), Khairat et al. (2024), and Sari (2024) provides valuable insights, it also reveals notable gaps that this research seeks to address. Putra supports drill strategies but lacks multimedia integration; Azizin stated that drilling significantly improves listening skills, although the study relied solely on teacher-made materials rather than authentic or digital sources; Khairat et al. explore YouTube without strategy implementation; and Sari focuses on video content without source clarity.

This research aims to explore the efficacy of applying the Drill method combined with YouTube videos in increasing students' English listening comprehension skills. By integrating YouTube as a dynamic and engaging audiovisual tool, this research seeks to identify specific learning strategies that optimize the use of YouTube videos to increase students' ability to process and comprehend spoken English. In addition, this research aims to show how these strategies can be applied to make listening activities more interactive.

1.2 Research Question

According to the background above, the primary research question of this research can be formulated as follows.

 Are drill strategies using YouTube videos more effective than the regular (non-drill) method in improving students' English listening comprehension skills?

1.3 Research Objectives

According to the problem formulation above, the objective of this research can be formulated as follows.

 To measure the effectiveness of drill strategies using YouTube videos in improving students' English listening comprehension skills compared to the regular (non-drill) method.

1.4 Research Significance

This section explains the value and potential impact of the study. It addresses why the research matters and who will benefit from its findings.

- 1. Theoretically, this research provides new insights into the integration of digital technology with traditional language learning methods. By combining technical practice drill strategies with YouTube content, this research bridges the gap in the literature on the use of social media to improve English listening comprehension. This innovative approach provides new perspectives on how popular digital platforms can be optimized as effective language learning tools.
- 2. Practically, to make the key terms in this research easier to understand and avoid any confusion, the researchers provide clear and simple definitions of each keyword as follows.
- 3. For English Teachers and Students, this research primarily contributes concrete ways to use YouTube to enhance listening abilities. Educators will gain essential knowledge on the successful incorporation of YouTube videos into their school's curriculum, whereas students may uncover innovative strategies to alleviate anxiety during listening exercises and improve their understanding of spoken English. The focus on collaborative drill strategies also offers an innovative approach to making listening exercises more interactive and enjoyable.
- **4. For Curriculum Developers and Educational Institutions,** the findings of this research have the potential to transform how language curriculum are designed and implemented. By demonstrating the effectiveness of

integrating YouTube into listening comprehension exercises, this research may encourage a paradigm shift in language learning program development. This could lead to the creation of curriculum that are more adaptive to the digital era, better meeting the needs of modern learners.

5. For Future Researchers, this research lays the groundwork for further exploration in the field of language learning technology. The methodology used can serve as a model for investigating the effectiveness of various digital platforms in language learning. Future researchers can use these findings to explore other digital resources or to investigate the long-term impact of blended language learning approaches that combine technology with traditional methods.

1.5 Scope and Limitations

This research was conducted with a special focus on seventh-grade students. The total number of students involved in this study was 61. One group was assigned as the control class, consisting of 30 students, while the other was the experimental class, consisting of 31 students. The experimental class was chosen to receive the treatment using drill strategies combined with YouTube videos, to evaluate how effective this method is in improving students' English listening comprehension skills.

To limit the scope of the study and maintain instructional focus, the researcher selected daily activities—such as morning routines and school-related tasks—as the central theme for the listening materials. These topics were conveyed through YouTube videos that depicted real-life situations relevant to students' everyday experiences, enhancing the authenticity and relatability of the content.

Listening materials were carefully curated from educational YouTube channels, including @nisafitrah28, @FefdyPrime_Channel, and @FernandoSyihab for the treatment phase, @EnglishPandaLessons and @ThuyNguyen-rr1hh for the pre-test, and @learnandtrainenglish and @Flying-English for the post-test. This thematic concentration enabled learners to comprehend listening inputs more effectively by anchoring language use in familiar contexts. Moreover, the use of repetitive drill strategies facilitated the internalization of key language patterns, as students engaged with structured and engaging listening tasks that reinforced their comprehension skills over time. However, while YouTube provides a vast repository of authentic and pedagogically rich materials, it also poses challenges, such as potential distractions and the presence of content that may not be suitable for academic purposes. Therefore, careful curation and pre-screening of video content are essential to ensure alignment with learners' proficiency levels and instructional goals.

1.6 The Definition of Key Terms

To make the key terms in this research easier to understand and avoid any confusion, the researchers provide clear and simple definitions of each keyword as follows.

 Listening Comprehension, is the cognitive ability to understand spoken language through interpreting sounds, identifying vocabulary, processing meaning, and responding appropriately. It involves both active engagement and strategic thinking, including recognizing speech patterns, understanding context, and drawing inferences in real time. This skill encompasses not only verbal content but also non-verbal elements such as intonation, pauses, and emphasis. Listening comprehension is fundamental in language learning and can be enhanced through structured and meaningful practice using familiar, contextual materials—particularly those related to everyday life activities.

- 2. Drill Strategies, are structured learning techniques that emphasize repetition and practice to help learners internalize language patterns. These strategies focus on reinforcing skills through frequent and focused exercises, such as repeating phrases, transcribing audio, or mimicking speech. They promote fluency, accuracy, and automaticity in language use. When conducted collaboratively, drill strategies also support peer learning, critical reflection, and increased motivation. Regular feedback during the drill process plays a key role in helping learners recognize and correct errors, ultimately strengthening language comprehension and retention.
- **3.** YouTube, is an interactive digital platform that offers diverse, real-world video content suitable for language learning. It provides accessible, engaging materials that reflect authentic language use in various contexts, particularly in daily routines and conversations. As a flexible resource, YouTube supports repeated listening, visual reinforcement, and learner autonomy. The platform enables students to experience natural speech, observe body language, and engage with language as it is used in everyday communication. This makes YouTube an effective medium for implementing drill strategies and enhancing listening comprehension in both independent and guided learning environments.

12

CHAPTER II LITERATURE REVIEW

The Literature Review presents a summary and critical evaluation of previous research relevant to the topic. It identifies key theories, findings, and debates that inform the study, highlighting both what is already known and what remains to be explored

2.1 The Concept of Listening

Listening also functions in various dimensions: informational, empathetic, and critical. Informational listening involves extracting data or facts, empathetic listening centers on understanding emotions, and critical listening evaluates the content's credibility or relevance. These different types of listening are applicable in everyday scenarios, from engaging in casual conversations to following academic discussions. Moreover, listening is not limited to verbal communication; it extends to understanding non-verbal signals such as tone, pauses, and body language. These elements enrich the message and provide context. A skilled listener integrates all these cues to form a holistic understanding of the speaker's message.

2.1.1 Definition of Listening

Listening is one of the essential skills in language learning, as strong listening skills can facilitate the learning process. According to Rost (2011) in his book "Teaching and Researching Listening, Second Edition," listening skills are not only crucial for language learning but also play a significant role across various fields, including the humanities and applied sciences, such as linguistics, education, business, and law, as well as in the social sciences like anthropology, political science, psychology, and sociology. This demonstrates that good listening skills can support understanding and effective interaction in various contexts and disciplines. Listening is an active, complex process that involves not only hearing sounds but also interpreting and understanding spoken messages. It is a fundamental component of effective communication and plays a critical role in interpersonal relationships.

Listening is a complex cognitive process that requires active engagement, such as interpreting context, recognizing words, and making inferences to understand information in real time. This process is not merely passive but involves multiple layers of cognitive effort, as listeners must decode linguistic input, connect it with prior knowledge, and interpret meaning within a specific context. Vandergrift and Goh (2021) emphasize that effective listening also involves metacognition, or thinking about thinking, which plays a crucial role in helping learners monitor and regulate their comprehension and learning efforts. Metacognition allows listeners to evaluate their understanding, identify potential breakdowns in comprehension, and employ strategies to overcome challenges. By cultivating awareness of these processes, learners can become more strategic listeners who are better equipped to manage the demands of listening comprehension, both inside and outside the classroom. Over time, this strategic approach fosters greater autonomy, enabling learners to continuously improve their listening abilities and adapt to different communicative situations with confidence.

2.1.2 Listening Comprehension

There are various perspectives on the concept of listening comprehension, each highlighting distinct cognitive and linguistic processes involved in understanding spoken language. According to Pourhosein Gilakjani & Sabouri, (2016) stated, listening comprehension as a multi-layered process that includes recognizing speech sounds, comprehending the meanings of individual words, and understanding the syntactic structure of sentences. This perspective emphasizes that listening involves more than simply hearing; it requires decoding linguistic input at multiple levels simultaneously. Hamouda (2013) adds that listening comprehension refers to the listener's ability to understand spoken messages and, to a certain extent, reproduce them. However, he cautions that the ability to repeat what was heard does not necessarily indicate real comprehension, as learners may mimic sounds without internalizing the meaning.

Thus, listening comprehension is not a passive activity but a complex interaction between perception, cognition, and language processing. Overall, effective listening requires more than recognizing words it involves strategic thinking, inference-making, and the integration of meaning from both verbal and non-verbal elements.

2.1.3 Listening Materials

Selecting the right materials is crucial in creating an effective and engaging learning experience. According to the theory of Ausubel in Kinasih et al., (2020) the steps for meaningful learning include: setting clear learning objectives, identifying students' characteristics such as motivation and prior knowledge, selecting materials that match these characteristics while organizing core concepts, presenting topics using an advance organizer, applying the core concepts in practical contexts, and evaluating both the learning process and outcomes Authentic materials, such as interviews, podcasts, or news broadcasts, are highly beneficial
for advanced learners as they expose them to real-world language use, including diverse accents, informal expressions, and natural speaking speed.

With structured learning steps and relevant materials, students can achieve a more meaningful and directed learning experience. In the same line, Wang (2018) stated Teachers should select materials that are appropriate for students based on their varying levels and specific needs. A wide range of listening resources can be utilized in the classroom, including radio news programs, podcasts, songs, public announcements, recorded speeches, lesson recordings, and storytelling audio. It is beneficial for teachers to use listening materials that allow for pausing and replaying to ensure students grasp the main ideas and comprehend the content effectively. overall, selecting appropriate materials requires careful consideration. Overly challenging content can demotivate learners, while excessively simple materials may hinder progress. Teachers and learners should balance complexity, relevance, and variety to maximize the effectiveness of their listening practice.

One essential theme that proves effective and relatable for beginner to intermediate EFL learners is *daily activities*. Listening materials that revolve around familiar routines—such as waking up, going to school, doing homework, cooking, or shopping—provide contextual clarity and promote easier comprehension. These topics not only reflect learners' real-life experiences but also introduce practical vocabulary and sentence structures that can be readily applied in daily conversations. Using listening texts centered on daily activities helps reduce cognitive load, allowing students to focus on decoding spoken language and recognizing patterns of natural speech. Furthermore, repeated exposure to such content reinforces language acquisition through meaningful context, making it ideal for structured listening practice in the classroom.

2.1.4 Listening Activities

Mandarani (as cited in Latupono & Nikijuluw, 2020) described learning activities as being divided into three stages: pre-listening, while-listening, and postlistening. Each stage serves a specific purpose and involves distinct activities, as outlined below:

- a. Pre-listening, the pre-listening stage involves preparatory activities that learners complete before engaging with a listening task. These activities help students get ready for what they are about to hear and enable them to address any assigned tasks more effectively. Examples of pre-listening activities include brainstorming, discussing questions related to prior material, and working on vocabulary related to the listening topic.
- b. While-listening, the while-listening stage encompasses activities that learners engage in during the listening process to demonstrate their understanding of the material. This stage encourages active listening by assigning tasks to students as they listen. Examples of such activities include drawing pictures, performing specific actions, or taking notes while listening to a passage.
- c. Post-Listening, In the post-listening stage, student complete tasks that encourage them to reflect on their listening experience and consolidate their understanding. Activities in this stage might involve checking comprehension or summarizing the information they heard. For

instance, teachers can ask students to summarize the key points to assess their grasp of the material.

2.2 Drill Strategies

The drill method is a teaching approach that involves repeated and continuous practice to help students develop specific habits aligned with learning objectives (Benson et al., 2022). Through consistent repetition, skills become ingrained and eventually turn into habitual actions (Matzembacher et al., 2019). This method is also effective in enhancing speed, accuracy, and proficiency in performing tasks. Additionally, it serves as a technique for reinforcing previously taught material, further improving students' ability to recall and apply what they have learned (Matsumoto-Royo & Ramírez-Montoya, 2021).

2.2.1 Repetitive Practice

According to Sudirman et al. (2023) "Drill exercises can be in the form of repeating pronunciation, writing, or using vocabulary in various sentence contexts." Repetitive practice is the systematic repetition of tasks or activities to build familiarity and fluency. The drill method is an activity that involves repeatedly and diligently performing the same task with the goal of strengthening associations or refining skills until they become permanent (Martiani & Banat, 2021). In listening, this practice involves repeatedly engaging with audio content, such as recorded dialogues, speeches, or songs. Repetition strengthens the neural pathways associated with auditory processing, making it easier for learners to recognize and comprehend spoken language.

However, repetitive practice must be purposeful to avoid diminishing returns. Simply replaying audio without focused attention may lead to passive

18

engagement rather than active learning. Structured activities, such as completing comprehension questions, transcribing audio, or mimicking pronunciations, can ensure that repetition remains meaningful and productive. Repetition also serves as a confidence-building tool. Repeated engagement in tasks enables learners to improve their performance by facilitating the activation, refinement and optimization of their linguistic resources, thereby enabling them to effectively complete a given task while meeting its specific communicative requirements (Lambert, 2017).

2.2.2 Feedback Mechanism

Feedback plays a crucial role in effective drill strategies, guiding learners in recognizing and correcting their errors. In listening exercises, feedback offers valuable insights into comprehension accuracy, pronunciation clarity, and overall progress. Based on Annisa et al. (2024), the drill method is implemented during the learning evaluation phase, where teachers assess students both individually and in groups before they leave for home. Thurlings et al. (2013) emphasized that feedback should be provided regularly, delivered promptly, and remain relevant to learners. This strategy strengthens the learning process and promotes continuous development by maintaining learner engagement. Providing frequent and timely feedback is crucial for optimizing learning outcomes, as it enables learners to promptly correct mistakes and enhance their skills while the material is still recent and meaningful.

Without feedback, learners risk repeating mistakes unknowingly, which can impede their progress. Immediate feedback is especially beneficial in reinforcing learning. For instance, after completing a listening task, learners can receive instant corrections or explanations from instructors or digital tools, helping them identify errors and internalize correct patterns before misunderstandings become entrenched.

This emphasis on timely and structured feedback aligns with the primary objective of the current research, which combined practice strategies with YouTube-based listening activities to improve students' listening comprehension. In each practice session, feedback was provided immediately after the task either verbally or in writing, to ensure that students could reflect on their performance and make necessary adjustments. This approach supports Putra's (2019) assertion that frequent repetition reinforces learning habits, especially when paired with corrective feedback that prevents errors from being reinforced. By inserting feedback at every stage of the listening activity, this research not only reinforced correct listening patterns but also kept students actively engaged and motivated throughout the learning process.

2.2.3 Collaborative Learning

According to Kırbaş, A. (2017). The collaborative learning method has demonstrated its impact on students' academic achievement and long-term retention in language courses. Collaborative learning is an interactive approach that encourages learners to work together to achieve common goals, fostering a deeper understanding of listening skills. In the context of listening drill, collaborative learning enhances comprehension, engagement, and critical thinking by harnessing the power of peer interaction. As stated by O'Donnell, A. M., & Hmelo-Silver, C. E. (2013). Implementing collaborative and cooperative learning in classrooms can offer students the social and emotional support they require from their peers. For instance, group activities like analyzing a podcast or summarizing a lecture allow participants to highlight different aspects of the content, creating a more comprehensive learning experience. Collaboration also builds active listening skills. The integration of technology has further enhanced collaborative listening drills. Tools like virtual meeting platforms, shared documents, and discussion forums enable learners to work together, even remotely.

2.3 Youtube

YouTube is a widely popular online platform that allows users to upload, share, and view videos across a vast array of topics. According to Biel (2011), YouTube is a platform for sharing videos where users can create channels to upload, share, and comment on content, as well as explore and post related videos. Founded by Chad Hurley, Steve Chen, and Jawed Karim, the YouTube website was officially launched with little publicity in June 2005. As we know YouTube has grown into one of the most visited websites globally, serving as a hub for education, entertainment and communication. Burgess, J., & Green, J. (2018) said, YouTube serves as a medium for peer learning and the exchange of knowledge on a wide range of topics. It is a platform that offers a diverse range of content, including educational tutorials, personal vlogs, and in-depth documentaries. Additionally, it features entertainment such as music videos and live streaming events, while also serving as a space for user-generated content, allowing individuals to share their creativity, experiences, and expertise with a global audience.

2.3.1 Characteristics of YouTube

According to Timmi et al. (2024), YouTube has become the most widely used platform for learning. This is largely attributed to its ease of access, variety of content, and interactive features that accommodate different learning preferences. The platform offers an extensive selection of educational resources, including tutorials, lectures, and explanatory videos, making it an essential tool for both formal and informal education. Additionally, its intuitive interface enables users to effortlessly search for topics, engage in discussions through comments, and revisit materials at their own pace. With its strong emphasis on visual and auditory learning, YouTube enhances comprehension and knowledge retention, solidifying its role as an effective medium for modern education.

Based on Burgess, J., & Green, J. (2018) YouTube is a platform for peer learning and knowledge sharing about a wide range of topics. Through its interactive features, such as comment sections, live chats, and collaborative content creation, users can engage in discussions, ask questions, and exchange insights with others. This dynamic environment fosters a sense of community where learners can benefit not only from expert-created content but also from the experiences and perspectives of their peers. The accessibility of diverse viewpoints and real-world applications enhances the learning process, making YouTube a powerful tool for both independent and collaborative education.

In the context of this research, the utilization of YouTube as a primary medium aligns seamlessly with its educational potential as outlined by Timmi et al. (2024) and Burgess & Green (2018). Specifically, YouTube's rich repository of videos on daily activities ranging from morning routines to after-school schedules provides authentic and contextually relevant listening materials for seventh-grade learners. These videos, carefully selected for their clarity, pace, and thematic relevance, support the drill-based method by offering repeated exposure to commonly used expressions, vocabulary, and sentence structures related to everyday life. Furthermore, the comment sections and visual cues available in these videos aid in contextual understanding, allowing students to grasp both linguistic and cultural nuances. By integrating these features into the listening drills, this research not only reinforces language patterns but also fosters autonomous and socially-informed learning, making the listening experience more interactive and relatable to students' daily realities.

2.4 Preview Related Researches

Various academics have conducted research related to the use of drill strategies and YouTube as tools in the teaching and learning process. One research that is relevant and aligned with this research is by Putra (2019), which explores the use of YouTube to enhance listening skills in English language learning. It reviews twenty relevant research nineteen published between 2020 and 2024, and one from 2014, highlighting YouTube's role in providing authentic language resources that significantly contribute to the improvement of listening comprehension. The research employs a systematic literature review methodology to comprehensively analyze the impact of YouTube on learners' listening abilities. The participants in the reviewed research consist of English language learners who utilize YouTube as part of their learning process. Based on the findings, the journal offers several practical recommendations for educators, including the need to curate high-quality content, strategically integrate YouTube into the curriculum, provide structured learning guidance, encourage active learner engagement, and monitor student progress. Furthermore, the journal suggests that future research should investigate the long-term effects of YouTube integration and evaluate the effectiveness of different types of content in supporting English language acquisition.

Second, Azizin (2023) discusses best practices in teaching TOEIC listening at Merry Institute using a task-based syllabus approach that focuses on achieving learning objectives and improving students' scores. The methods employed include drilling, both Bottom-Up and Top-Down approaches, as well as the use of multimedia resources such as videos, audio, and images to enhance listening comprehension. Participants in this research included 18 students, teachers, a manager, and the institute's director. The results indicate that while the overall teaching process was effective and score-oriented, challenges such as limited vocabulary, difficulties in understanding workplace culture, and participants' diverse backgrounds were evident. The strategies implemented, including repetitive exercises and regular discussions, proved successful in helping learners grasp the material and improve their listening skills, although shortcomings in formal lesson planning remain.

Third, the study conducted by Khairat et al. (2024) explores the impact of video clips on enhancing listening skills in English as a Foreign Language (EFL) classrooms. The research employed a quasi-experimental design with pretest and posttest measurements, involving eleventh-grade students at SMA Ethika Palembang. Participants were divided into two groups: an experimental group consisting of 29 students who were taught using video clips, and a control group of 24 students who received traditional instruction. The findings revealed that while both groups experienced improvements in their listening scores, the experimental group demonstrated a significantly greater increase. The average pretest and

posttest scores for the experimental group were 42.59 and 64.83, respectively, compared to 36.67 and 48.33 for the control group. Statistical analysis using paired-sample t-tests confirmed a significant difference, indicating that students in the experimental group benefited more substantially from the use of video clips. The research concludes that video clips significantly enhance listening comprehension and recommends the continuous integration of video materials in language instruction to boost student motivation and learning outcomes in language education.

Fourth, Sari (2024) explores the effectiveness of drill techniques in enhancing listening comprehension skills among students learning English. The research employed a pre-test and post-test design to assess student progress, involving participants who struggled with understanding listening micro-skills. The results revealed a significant improvement in students' average scores, increasing from 52.2 (pre-test) to 78.5 (post-test), indicating a gain of 26.3 points. Drill techniques proved particularly effective in improving various aspects of listening comprehension, especially in recognizing intonation patterns, which showed a 38% increase. The research also identified several challenges faced by students, including difficulties in understanding complex vocabulary, recognizing phonetic symbols, and keeping up with the natural pace of native speakers. As a recommendation for future practice, the journal emphasizes the need for supportive learning environments, the application of appropriate teaching methods, and the use of high-quality audio materials to facilitate a more effective learning process.

Furthermore, Azizin's (2023) findings highlight the effectiveness of structured drill strategies in enhancing language proficiency, particularly listening

comprehension, by promoting automatic language responses through repeated exposure and systematic practice. Also, Sari (2024) emphasized the benefits of video in teaching listening, but her research did not specify the video source, while this research uses YouTube as a targeted tool. Unlike Sari's approach, this research applies drill techniques to provide a more structured instructional method. This research aims to explore the effectiveness of combining the drill method with YouTube videos to improve English listening comprehension and identify strategies that optimize their use for more interactive listening activities.

CHAPTER III METHODOLOGY

This section describes the overall research design and the procedures used to collect and analyze data. It ensures the study can be replicated and evaluated for validity and reliability

3.1 Research Design

The research employs an experimental method, design to minimize interfering factors, and is also used test hypotheses. Specifically, the researcher applied a quasi-experimental research design in this research. According to Maciejewski (2020), Quasi-experimental research is observational in nature and closely resembles randomized controlled trials, with the key distinction that participants are not randomly assigned to treatment groups but instead choose their own interventions. The approach aims to uncover relationships between variables (X and Y), often referred to as cause-and-effect relationships.

Table 1 Description of the Quasi-Experiment Design

Group	Pre-Test	Treatments	Post-Test
experimental	Y1	Х	Y2
control	Y1	-	Y2

This research design allows the researcher to evaluate the effectiveness of the intervention by comparing the performance of the experimental and control groups before and after the treatment. The pre-test establishes a baseline for students' listening comprehension skills, ensuring a fair comparison after the treatment, the post-test was administered to measure potential improvements and to determine whether the YouTube-based collaborative drills had a statistically significant impact by analyzing the score differences, the research provides insights into the effectiveness of drill strategies in enhancing listening comprehension, particularly when integrated with digital learning tools.

3.2 Time and Setting Research

This research was conducted over five meetings at MTsN 2 Malang, targeting seventh-grade students. The school was selected due to its commitment to drilling listening skills during English lessons, making it a suitable environment for examining the impact of YouTube-based collaborative drill strategies on listening comprehension. The research followed a structured sequence consisting of three phases: a pre-test, a treatment phase utilizing YouTube-based collaborative drill strategy, and a post-test.

a) Pre-Testing (Meet 1), The first meet was dedicated to conducting a pre-test to assess students' baseline listening comprehension skills. The test included fill-in-the-blank items and multiple-choice questions based on a video that was played during the assessment. This assessment serves as an initial benchmark to measure progress following the treatment. A total of 80 minutes allocated for this session, 40 minutes for the pre-test and 40 minutes for a self-introduction by the teacher, without delivering any instructional material. During the pre-test, a video was played once at the beginning as an introductory exposure to the content, aiming to familiarize students with the audio context and reduce anxiety. Then, the same video was played two to three times to enable students to accurately complete the test items by answering multiple-choice questions and filling in the blanks with the correct words or phrases.

b) Treatment Phase (Meet 2 – Meet 4), The treatment phase was implemented over three meetings, providing a gradual and structured application of drill strategies through YouTube-based activities to enhance students' listening comprehension skills. The activities were divided into different focus areas each meet:

• Meet 2: Foundational Listening Skills

The lesson was started with visual stimuli, where students were observing and describing images related to daily activities, encouraging schema activation and vocabulary recall. Following this, students were listening to a YouTube audio clip related to daily routines. In the first listening, they were focusing on general comprehension, while in the second listening, they were answering comprehension questions. This dual-phase listening was helping students identify key vocabulary and extract main ideas from spoken input. Group discussions and teacherguide reviews were supporting peer learning and reinforcing listening strategies.

• Meet 3: Intermediate Listening Comprehension

The class begins with a vocabulary drill from YouTube where students repeat key phrases related to daily activities (e.g., wake up, brush teeth). After reinforcement, they watch a video of a child's routine, with pauses for repetition to improve listening and pronunciation. Students then complete a vocabulary-matching task using visuals, followed by paired role-plays using target expressions (e.g., "What time are you getting up?" – "I am getting up at 6 a.m."). These tasks support inferential understanding and real-life language use.

• Meet 4: Advanced Listening and Application

Students exposed to more authentic and complex listening input via video-based materials played at a natural pace. The video replayed sentence by sentence, allowing students to perform intensive listening drills and identify main ideas and specific details. Learners noted important information and collaborated in pairs to discuss and clarify the content. Small group discussions follow, where students analyze the speaker's daily routine, intonation, and speech patterns. The session emphasized critical listening, peer collaboration, and communicative synthesis of information. These activities aimed to consolidate listening comprehension strategies developed in earlier sessions, preparing students for real-life communication contexts.

Throughout the treatment phase, students received ongoing feedback from teachers and peers to refine their listening strategies. The structured progression from simple to complex listening tasks ensured a systematic improvement in comprehension.

c) Post-Testing (Meet 5), In the last meeting, a post-test was conducted to measure the effectiveness of drill strategies using YouTube videos in improving students' English listening comprehension skills. The test format was similar to the pre-test, allowing for direct comparison of scores. Additionally, students completed a reflection survey to share their experiences and perceived improvements. By implementing the research over five meetings, students had adequate time to engage with the material, practice their skills, and demonstrate meaningful progress. The structured schedule ensures that the learning process is gradual, comprehensive, and effective in listening comprehension through YouTube-based collaborative drills.

No.	Agenda	Meet
1	Pre-Test	Meet 1 (6 th & 8 th May, 2025)
2	Treatment	Meet 2 (8 th & 9 th May, 2025)
3	Treatment	Meet 3 (13 rd & 15 th May, 2025)
4	Treatment	Meet 4 (15 th & 16 th May, 2025)
5	Post-Test	Meet 5 (20 th & 22 nd May, 2025)

Table 2 Schedule of the Research

3.3 Research Variable

Research variables, also referred to as research objects, encompass all characteristics, attributes, or factors that served as the central focus of a research. These variables played a crucial role in research as they helped identify patterns and draw conclusions based on observed phenomena. According to Pierce (2013), a variable in quantitative research was anything that can be measured, such as height, weight, attitude, or well-being. Researchers determined these variables to gather relevant information, which is then analyzed to formulate conclusions.

Variables were classified into two main types: independent variables and dependent variables. According to Kaur (2013), the independent variable acts as the cause, while the dependent variable represents the effect. If the independent variable is an active variable, its values can be modified to analyze its impact on another variable. This research examines two primary variables: The independent variable (X) is the use of drill strategies through YouTube, while the dependent variable (Y) is students' listening comprehension. Each variable plays a crucial role in determining the effectiveness of collaborative drill strategies incorporating YouTube videos in improving students' listening comprehension skills.

3.4 Research Population and Sample

In any research, identifying the target population was a crucial step in ensuring the validity and generalizability of the findings. As stated by (Hossan et al., 2023), the population of interest refers to the specific group of individuals or entities that the research aims to investigate. Understanding this population helped researchers define the scope of their research, select appropriate samples, and draw meaningful conclusions based on the collected data. A purposive sampling technique used to select two classes as the research sample, ensuring that the selected students had comparable baseline abilities for a valid comparison.

The participants in this research was seventh-grade students from MTsN 2 Malang. The research involved two selected classes as the research samples, specifically class VII H and class VII J. These classes assigned to different groups, with class VII J serving as the experimental group and class VII H as the control group. The classification of these groups is presented in the following table.

No	Classes	The Number of Student
1	VII - H	30
2	VII - J	31
	Total Number	61

Table 3 Student's number and classes

Moreover, classroom conditions, instructional time, and teacher involvement kept consistent across both groups to minimize external influences on the study's outcomes. This careful structuring of the sample allowed for an accurate evaluation of the impact of YouTube-based collaborative drills on students' listening comprehension skills.

3.5 Data Sources

In this research, data was collected from both primary and secondary sources to ensure a comprehensive evaluation of the effectiveness of YouTubebased collaborative drills in enhancing students' listening comprehension skills.

- 1. Primary Data, the primary data source consisted of the listening comprehension test scores obtained from both the experimental group (X) and the control group (Y). A total of 61 students participated in the research, with 31 students in the experimental group and 30 students in the control group.
 - **Pre-test Data:** Before the treatment, both groups took a pre-test to assess their initial listening comprehension abilities. This test helped determine whether there were significant differences in baseline skills between the two groups. The pre-test scores provided a reference point for evaluating progress after the treatment.
 - **Post-test Data:** Following the treatment period, students in both groups took a post-test to measure improvements in their listening comprehension skills. The post-test results were compared with the pretest scores to assess the effectiveness of the YouTube-based collaborative drills used in the experimental group.
 - **Comparison Between Groups:** The differences in pre-test and post-test scores between the experimental and control groups were analyzed to determine the impact of the instructional method. The experimental

group (X), which engaged in collaborative listening drills using YouTube videos, expected to show more significant improvement than the control group (Y), which followed traditional learning methods without YouTube integration.

2. Secondary Data

To provide theoretical support and a contextual foundation for this research, secondary data was collected from various academic sources, including research journals, articles, books, and previous research related to collaborative learning, YouTube as an educational tool, and listening comprehension. The secondary data was utilized in the following ways:

- Theoretical Framework: Literature on collaborative learning and drill strategies reviewed to explain how peer interaction and repetition contribute to skill development, particularly in listening comprehension. Studies on digital learning environments and YouTube's role in education helped establish a foundation for integrating video-based learning strategies into classroom instruction.
- **Supporting Research:** Prior research on the effectiveness of drill-based learning was examined to compare findings and contextualize the current research. This helped in formulating hypotheses and interpreting the results in alignment with existing literature.
- Methodological References: Research on pre-test and post-test assessments in experimental research was used to ensure the validity and reliability of the data collection process. Additionally, previous research on drill strategies has highlighted effective practices for structuring

repetitive and focused listening activities that enhance comprehension in digital classroom interventions.

By combining primary and secondary data sources, this research aimed to provide a well-rounded analysis of the effectiveness of drill strategies in enhancing students' listening comprehension skills. The data-driven approach ensured that the findings were grounded in both empirical evidence and established theoretical frameworks.

3.6 Research Instruments

This research used pre-tests and post-tests designed to assess students' listening comprehension skills. The test format consisted of written exercises where students listened to a video and answer questions based on the information obtained. Each test contained 10 questions consisting of multiple-choice and fill-in-the-blank items that require students to identify appropriate words or phrases from a conversation. The questions were based on basic competence, specifically the simple present tense, and focused on the topic of Daily Activities. Each correct answer was awarded 10 points, making the total possible score 100. This structured assessment ensures that the test items are evenly distributed and aligned with the research objectivesValidity and Reliability.

3.7 Validity and Reliability

In research, validity and reliability were essential to ensure that the measurement instruments used can accurately and consistently measure what they intend to assess. This research employs specific instruments for data collection, making it necessary to verify their validity and reliability before use.

35

- 1. Validity. refers to the extent to which an instrument measures what it is intended to measure. In this research, the validity of the research instruments was tested using Microsoft Excel with the product-moment correlation technique. Three types of validity considered: content validity, construct validity, and item validity.
 - a. Content Validity assesses whether the instrument adequately covers all aspects of the topic being measured. According to Yusup (2018), content validity involves expert judgment to ensure that test items reflect the domain of the research. This research ensured content validity by aligning test items with operational definitions, variable representations, and response formats.
 - b. Construct Validity, evaluates whether test items measure the intended theoretical construct. Matondang (2009) stated that construct validity ensures that questions reflect the theoretical framework being assessed. In this research, test items was designed based on specific competency standards and key indicators related to listening comprehension.
 - **c. Item Validity,** for the validity and reliability tests, the researcher utilized Microsoft Excel to analyze the data using the Product Moment Correlation technique. The validity test determined the accuracy of the instrument in measuring listening comprehension, while the reliability test assessed the consistency of the results.

The calculation conducted using the following formula:

$$\frac{N \Sigma XY - (\Sigma X) (\Sigma Y)}{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}$$

With the following description:

R xy : It's the correlation coefficient between the two variables (X and

Y)

N : The number of respondents or students in this research

 ΣX : Total score of the items

 Σ *Y* : Sum of total score

 ΣX^2 : The sum of the squared scores of the items

 ΣY^2 : The total score of the squares of the items With

description:

Value of r count \geq r table on sig. 0.5 with db : n-2 which means the item is valid.

2. **Reliability**, According to Wiersma and Jurs (2009: 355), reliability is an instrument that is determined by how consistently the instrument measures what it should measure. This means that an instrument is said to be consistent if the instrument consistently produces what is expected after two or more opportunities. The researcher uses the SPSS 25 for Windows tool to assess the instrument's dependability. Ridwan (2004) states that dependability tools fall into five categories

use alpha Cronbach score:

Coefficient Interval	Correlation Level
0.00 - 0.199	Very Reliable
0.20 - 0.399	Rather Reliable
0.40 - 0.599	Reliable Enough
0.60 - 0.799	Reliable
0.80 - 1.000	Very Reliable

Table 4 Interpretation of Correlation Coefficient Values

3.8 Data Collection Techniques

This section describes the methods used to gather information relevant to the research objectives. It explains how, from whom, and with what instruments the data were obtained

- 1. Pre-Test, the pre-test was an assessment that conducted before students receive instruction or treatment. This test aimed to evaluate their initial understanding of the material before the learning process begins. In this research, the pre-test was administered to two groups: the experimental group and the control group. A total of 80 minutes was allocated for this session, 40 minutes for the pre-test and 40 minutes for a self-introduction by the teacher, without delivering any learning material. The test consisted of two sections: multiple-choice questions and a fill-in-the-blank task based on a video. After completing both sections, students submitted their work to the teacher, after which the researcher examined the pre-test results to assess their initial proficiency before the treatment.
- 2. Treatment, the experimental group received instructional treatment using YouTube-based collaborative drill strategies, while the control group followed traditional listening exercises, which involved listening to audio

recordings and answering comprehension questions individually, without interactive, repetitive practice, and also using YouTube. The treatment sessions were organized into three distinct phases. The first phase involved an introduction to YouTube video-based learning, where participants became familiar with the platform and its application in enhancing listening skills. The second phase focused on interactive listening, where participants watch videos and answer comprehension questions, allowing for immediate feedback and reinforcing understanding. In the final phase, participants listened to content without subtitles and responded to spoken prompts, challenging them to process auditory information in real-time. This structured approach was designed to strengthen listening comprehension in the experimental group, with their progress compared to the control group that followed conventional methods.

3. Post-Test, following the treatment, a post-test identical to the pre-test was administered to measure the effectiveness of drill strategies using YouTube videos in improving students' English listening comprehension skills. The comparison of pre- and post-test scores allowed for the evaluation of the treatment's effectiveness, providing a clear measure of any advancements in the participants' listening skills as a result of the instructional treatment. This score difference served as the key indicator in determining the impact of the YouTube-based collaborative drill strategies on the experimental group's performance.

3.9 Data Analysis

Data analysis was a process of organizing and processing data to extract meaningful information that can inform decision-making and solve specific problems. This involves categorizing data based on its characteristics, followed by cleaning, transforming, and modeling the data to uncover key insights. In this research, quantitative data from students' pre- and post-test scores was collected and analyze using Excel and SPSS software. The data obtained provided evidence that either supports or contradicts the research hypothesis. Statistical methods was applied to determine whether there was a significant difference in scores, thus evaluating the effectiveness of drill strategies on listening comprehension using youtube.

Normality Test, to initiate data analysis, it was essential for researchers to determine whether the collected data follow a normal distribution; therefore, a normality test is conducted (Widana & Muliani, 2020). This test served as a preliminary step before proceeding to further statistical analysis. Given that the sample size was fewer than 50 participants, the researchers employed the *Shapiro-Wilk* normality test (Haryono et al., 2023). Researchers look for the results of the *Shapiro-Wilk* normality test assist by *IBM SPSS Statistics 22 for Windows software* with a significance level of a = 0.05.

From the results of the normality test, the following conclusions was drawn:

- a. H0 : The data is normally distributed
- b. Ha : The data is not normally distributed.

Researchers concluded that H0 is accepted and Ha is rejected if the significance value is ≥ 0.05 . The normality test hypothesis indicates that the data is normally distributed if H0 is accepted; otherwise, the data is not normally distributed if Ha is accepted.

2. Homogeneity Test, A homogeneity test is necessary to determine whether the two classes involve in the study possess equivalent abilities or share similar variance (Widana & Muliani, 2020). Researchers conducted *Levene's* homogeneity test assisted by *IBM SPSS Statistics 22 for Windows software* with a significance level of a = 0.05. From the results of the homogeneity test, the following conclusions was drawn:

- a. H0 : The data is distributed homogeneously
- b. Ha : The data is not distributed homogeneously

Researchers concluded that H0 is accepted and Ha is rejected if the significance value is ≥ 0.05 . The homogeneously test hypothesis indicates that the data is normally distributed if H0 is accepted; otherwise, the data is not normally distributed if Ha is accepted.

3. Hypothesis Testing, hypothesis testing is used to test the truth of a theory from a population using the data obtained (Nuryadi et al., 2017). In this research, hypothesis testing was used to measure whether drill strategies improve students' listening skills in the daily activity's material of class VII MTsN 2 Malang. The hypothesis test was used if the data was normally distributed in the independent samples T test. In finding the results of the hypothesis test, the researcher was assisted by *IBM SPSS Statistics 22 for Windows software* with a significance level of a = 0.05.

From the results of the normality test, the following conclusions was drawn:

- H0 : There is no positive and significant influence of the use of drill strategies on the listening abilities of class VII students of MTsN 2
 Malang in the 2024/2025 academic year.
- Ha : There is positive and significant influence of the use of drill strategies on the listening abilities of class VII students of MTsN 2 Malang in the 2024/2025 academic year.

Independent Sample T-Test Guidelines:

- 1. If the probability or Sig. < α (0.05), then the null hypothesis (Ho) is rejected.
- 2. If the probability or Sig. > α (0.05), then the null hypothesis (Ho) is accepted

Researchers concluded that Ha is accepted and H0 is rejected if the significance value is ≤ 0.05 . The hypothesis test indicates that the data is normally distributed if Ha is accepted; otherwise, the data is not normally distributed if H0 is accepted.

After that, the researcher conducted an N-Gain Test to determine the effectiveness of the learning model in improving students' abilities. The N-Gain Test is a description to evaluate the extent to which the learning that is applied can contribute to students (Sukarelawan, et al. 2024).

The researcher used *IBM SPSS Statistics 26 for Windows software* to help determine the results of the N-Gain Test.

Formula of N-Gain Test:

The criteria in the standard effectiveness of the N-Gain test, researcher refers to Hake (1999) in categorizing it as in table below:

Table 5 N-Gain test Categorizing Criteria

N-Gain test result	Criteria
G > 0,7	High
$0,7 \ge G \ge 0,3$	Medium
0,3 > G	Low

3.10 Research Procedure

The research procedures refered to the systematic steps or sequences of actions undertaken by the researcher throughout the research. These include a series of clearly defined processes implemented during the research process.

1. Developing the Research Proposal, At the initial stage, the researcher prepares a comprehensive research proposal and submits it to the Faculty of Tarbiyah and Teaching Training (FITK) at the State Islamic University of Maulana Malik Ibrahim Malang. This proposal served as the foundation of the research process, outlining the research background, objectives, methodology, and the overall research plan in a clear and structured manner. The proposal was essential for gaining academic approval and ensuring that the research was aligned with institutional standards.

- 2. Obtaining Research Permit, Following the approval of the proposal, the researcher submitted a formal request to the faculty to issue a research permit. This permit was an official reference letter from the university, authorizing the researcher to carry out the study at a predetermined school or research site. The permit is an important administrative requirement to ensure ethical and procedural compliance during the research.
- **3. Preparing Instruments and Equipment,** before conducting the actual research, the researcher carefully tests and prepares all necessary instruments and equipment. This step was crucial to ensure the functionality and reliability of the tools used during the data collection process. Proper preparation helped minimize potential errors and misunderstandings related to the instruments, thereby supporting the validity of the research results.
- 4. Implementation and Field Assessment, In the final stage, researchers continued with field implementation, following a series of planned research activities. This included administering a pre-test to assess the participants' initial abilities, conducting the treatment based on the instructional design, and finally delivering the post-test to measure the outcomes. The data collected from these stages then analyze to draw conclusions and determine the effectiveness of the research intervention.

5. Research Implementation

a. Data Collections

The researcher obtaine the data through the following procedures:

- 1. Observation (field and place of research; MTsN 2 Malang)
- 2. Giving pre-test
- 3. Giving treatment by applying Drill strategies
- 4. Giving a post-test
 - b. Data Identification

In this stage, all data from the initial to the final phase, including pre-test and post-test results was systematically collected. The purpose of this data collection is to facilitate the researcher's ability to conduct accurate analysis and draw meaningful interpretations from the findings.

6. Final Stage, at this concluding phase, the researcher presented and elaborated on the research findings in comprehensively. The results was clearly explaine to ensure they can be easily understood by readers, with the aim of providing valuable insights and serving as a reference for future related researches.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings obtained from the implementation of collaborative drill strategies using YouTube videos to enhance students' English listening comprehension. The analysis was based on the results of the pre-test and post-test administered to both the control and experimental groups. The data were presented through tables, diagrams, and statistical analyses, followed by interpretations related to each section.

4.1. Findings

In this section, the researcher presents the research results, including an analysis of data obtained before and after the implementation of the pretest and posttest in the control and experimental classes.

4.1.1 Data Analysis of Pre-Test

The pre-test was held on 6^{th} & 8^{th} May, 2025. During this session, students were asked to answer some listening comprehension questions prepared by the researcher. The test had 10 questions, divided into two parts: multiple-choice and fill-in-the-blank. Around 30 - 31 students participated in each group: Class VII H was the control group, and Class VII J was the experimental group. Both classes were chosen from the seventh-grade students at MTsN 2 Malang.

Both groups took the same test, with equal difficulty level and identical format. The key difference was that the experimental group (VII J) was taught using drill strategies through collaborative activities with YouTube videos, whereas the control group (VII H) received instruction through conventional methods without the integration of digital media or drill-based practiceThe main goal of the pre-test was to find out the students' initial listening skills before the experimental group started using the YouTube-based method, and to compare them with the control group that followed traditional lessons. The following were the detailed results of the pre-test:

No.	Initials Name	Pre-Test's Score
1.	AA	70
2.	APY	60
3.	AKI	30
4.	AKF	40
5.	AMM	60
6.	AAA	30
7.	DGR	60
8.	EGPW	50
9.	FIZ	50
10.	FAA	50
11.	FHPA	40
12.	GCAH	30
13.	IM	60
14.	JMMI	50
15.	KHN	50
16.	KAP	50
17.	LPW	20
18.	МКР	40
19.	MHHB	40
20.	MAF	40
21.	NSR	70
22.	PRA	50
23.	RDF	80
24.	RBAA	60
25.	RAF	60
26.	REI	50
27.	RAP	60
28.	TAFS	50
29.	VTAC	60
30.	VEW	50
Total		1510
Average Score		50.33

Table 6 Pre-Test Result Control Class

The pre-test results from the control class, which had 30 students, showed an average score of 50.33. This means their listening skills were at a moderate level before the learning began. Most students got scores between 40 and 60, which showed that many students were around the average level. Some students, like RDF (80) and NSR (70), had higher scores, while one student,

LPW, got the lowest score of 20. This shows that students had different levels of ability. In general, the results showed that the class had a mix of listening skills before starting the lessons with regular (non-digital) teaching. To further visualized the distribution of pre-test scores in the control class, the data are represented in the following histogram:



Diagram 1 distribution of pre-test scores in the control class

This histogram shows how the students' scores were spread out in the control class. Most students got scores between 40–50 and 50–60, which means their listening skills were average before the learning started. The most common score range was 40–50. Only a few students got very high scores (70–80) or very low scores (20–30), which means most students were in the middle range. This shows that the class had similar listening levels before the lesson began.

The descriptive statistics of the Control class pre-test data scores are:

Control Class	Pre-Test
Maximum Score	80
Minimum Score	20
Range	60
Mean	50.33
Median	50.00
Mode	50
Std. Deviation	13.257
Variance	175.747
Sum	1510

Table 7 statistics of the Control class pre-test data scores

The pre-test results from the control class show that most students had average scores, but there was a wide range of results. The average score was 50.33, and both the middle score (median) and the most common score (mode) were also 50. This means the scores were pretty evenly spread around that number. The lowest score was 20 and the highest was 80, so there was a big difference between the highest and lowest results. The standard deviation was 13.257, which shows that students' scores varied quite a bit. Overall, the results showed that while many students were close to the average, some did much better or worse, showing differences in how well they understood the listening material before the lessons started.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed:

No.	Initials Name	Pre-Test's Score
1.	ADR	60
2.	ANA	70
3.	ASA	40
4.	AAR	30
5.	AUNE	30
6.	ANPZ	60
7.	CAAJ	50

Table 8 Pre-Test Result Experimental Class

8.	DFKS	60
9.	ELS	50
10.	ERPS	50
11.	FF	30
12.	GRM	40
13.	GND	50
14.	JBAS	60
15.	KNAH	40
16.	KDZ	40
17.	LPS	40
18.	MNH	20
19.	MNA	40
20.	MFAA	40
21.	MFNA	50
22.	MFM	70
23.	MNZM	60
24.	MRK	80
25.	MZZ	50
26.	NNN	60
27.	RAF	50
28.	RDV	60
29.	RE	60
30.	RS	60
31.	SKW	70
Total		1570
Average Score		50.65

The pre-test results from the experimental class, which consisted of 31 students, showed an average score of 50.65. This indicates that their listening comprehension skills were only slightly higher than those of the control class at the outset. Most students scored between 40 and 60, reflecting a relatively stable but moderate performance. A few students performed notably well—such as MRK, who scored 80, and ANA and SKW, who each scored 70—while others, like MNH, showed significant difficulty, scoring as low as 20. Overall, the data suggest that prior to the implementation of group drill strategies using YouTube, students demonstrated a fairly balanced yet unremarkable level of listening proficiency. These results also imply that many students may have found traditional listening materials unengaging and the listening tasks themselves challenging, which potentially contributed to their overall lack of motivation and lower achievement.

To further visualize the distribution of pre-test scores in the experimental class, the data are represented in the following histogram:



Diagram 2 distribution of pre-test scores in the experimental class

The histogram for the experimental group's pre-test shows that most students scored between 40 and 60, with the biggest number of students in the 50–60 range. Quite a few also scored between 30 and 50, which means many had average listening skills before the lessons began. Only a small number of students got really low (20–30) or higher (60–80) scores. This means most scores were close to the middle. Overall, the score distribution appears fairly balanced, indicating that most students began at a comparable level prior to the implementation of group drill strategies utilizing YouTube.
The descriptive statistics of the experimental class pre-test data scores are:

Experimental Class	Pre-Test
Maximum Score	80
Minimum Score	20
Range	60
Mean	50.65
Median	50.00
Mode	60
Std. Deviation	13.889
Variance	192.903
Sum	1570

Table 9 statistics of the Experimental class pre-test data scores

The pre-test results from the experimental class show a wide range of scores, from 20 to 80, a 60-point difference. The average score was 50.65, which is close to the middle score (50) and the most common score (60). This means the scores were fairly evenly spread out, though slightly leaning to one side. The standard deviation was 13.889, and the variance was 192.903, which shows that student performance varied quite a bit. Altogether, the students' scores added up to 1,570.

4.1.2 Data Analysis of Post-Test

The post-test was done after the learning period to check if the new teaching methods helped students improve their listening skills. It was held on 20th and 22nd May, 2025. By this time, the experimental class (VII J) had been engaged in group listening sessions that emphasized drill strategies through the use of YouTube videos, while the control class (VII H) continued with regular lessons without any digital media. The test was just like the pre-test, with 10 questions split into multiple-choice and fill-in-the-blank. The same 30–31 seventh-grade students from MTsN 2 Malang took part, so the test conditions stayed the same. The main goal was to see whether there was any progress in

their listening skills and to compare the results between the two different teaching approaches. The post-test results are as follows:

No.	Initials Name	Post-Test's Score		
1.	AA	70		
2.	APY	70		
3.	AKI	50		
4.	AKF	40		
5.	AMM	70		
6.	AAA	40		
7.	DGR	50		
8.	EGPW	60		
9.	FIZ	60		
10.	FAA	50		
11.	FHPA	50		
12.	GCAH	40		
13.	IM	60		
14.	JMMI	60		
15.	KHN	50		
16.	KAP	60		
17.	LPW	30		
18.	МКР	60		
19.	MHHB	50		
20.	MAF	50		
21. NSR		60		
22.	PRA	50		
23.	RDF	80		
24.	RBAA	70		
25.	RAF	50		
26.	REI	60		
27.	RAP	80		
28.	TAFS	60		
29.	VTAC	50		
30.	VEW	60		
	Total	1690		
	Average Score	56.33		

Table 10 Post-Test Result Control Class

The post-test results from the control class show an average score of 56.33, which is higher than the pre-test average of 50.65. This means the students made some progress in their listening comprehension. The total score was 1690, and most students got between 50 and 60, with the highest score being 80 and the lowest 30. Overall, this shows that using YouTube for collaborative practice helped improve the students' performance.

The distribution of these scores is visually represented in the histograph charts provided below:



Diagram 3 distribution of post-test scores in the control class

The histogram shows how the control group did on their post-test. Most of the students scored between 40 and 60, with the biggest number of students (10 in each group) falling in the 40–50 and 50–60 score ranges. Only a few students scored lower (4 students in the 30–40 range) or higher (4 students in the 60–70 range and 2 students in the 70–80 range). This means that most students got average scores, and only a few did really well, which suggests there wasn't much improvement without using digital tools or group activities.

A summary of the descriptive statistics for the control class post-test results is provided below:

Control Class	Post-Test
Maximum Score	80
Minimum Score	30
Range	50
Mean	56.33
Median	60.00
Mode	50
Std. Deviation	11.592
Variance	134.368
Sum	1690

Table 11 statistics of the Control class post-test data scores

The post-test results for the control class show an average score of 56.33, which means the students' listening skills were at a moderate level. The highest score was 80, and the lowest was 30, so there was a pretty big gap between the top and bottom scores. The median score was 60, meaning half of the students scored 60 or higher. The most common score was 50. The standard deviation was 11.592, and the variance was 134.368, which means there was a fair amount of difference in how students performed. Overall, the control class showed average results, with some students doing better or worse than others, but not many scores were really high.

In addition, the researcher administered a post-test to the experimental class. The outcomes of the post-test are presented as follows:

No.	Initials Name	Post-Test's Score
1.	ADR	90
2.	ANA	90
3.	ASA	70
4.	AAR	60
5.	AUNE	60
6.	ANPZ	90
7.	CAAJ	70
8.	DFKS	80
9.	ELS	80
10.	ERPS	70
11.	FF	70

Table 12 Post-Test Result Experimental Class

12.	GRM	60		
13.	GND	80		
14.	JBAS	80		
15.	KNAH	70		
16.	KDZ	80		
17.	LPS	80		
18.	MNH	50		
19.	MNA	70		
20.	MFAA	70		
21.	MFNA	80		
22.	MFM	100		
23.	MNZM	70		
24.	MRK	90		
25.	MZZ	70		
26.	NNN	80		
27.	RAF	100		
28.	RDV	80		
29.	RE	70		
30.	RS	80		
31.	SKW	80		
	Total	2370		
	Average Score	76.45		

The post-test results for the experimental class show a high average score of 76.45, which means the students made a big improvement in their listening skills. The total score was 2370, and most students scored between 70 and 100, showing strong performance overall. These high scores suggest that using YouTube and working together in class helped. When compared to the control class, which had a lower average score of 56.33, the experimental group clearly did better. This shows that the digital and group-based learning approach had a positive effect. From the distribution of post-test scores, the histograph below can be seen:



Diagram 4 distribution of post-test scores in the experimental class

The histogram shows how the experimental class scored on the post-test, with most students getting scores between 60 and 80. The highest number of students (11) scored between 70 and 80, and another 10 students scored between 60 and 70. Only a few students got lower scores (50–60) or higher scores (80–90 and 90–100). This means that most students did really well, and the results suggest that the drill method using YouTube helped improve their listening skills. The descriptive statistics for the post-test results in the experimental class are presented below:

Experimental Class	Post-Test
Maximum Score	100
Minimum Score	50
Range	50
Mean	76.45
Median	80.00
Mode	80
Std. Deviation	11.416
Variance	130.323
Sum	2370

Table 13 statistics of the Experimental class post-test data scores

The post-test results for the experimental class show that students performed well overall. The average score was 76.45, and both the median and the most common score (mode) were 80. The total score was 2370. The highest score was 100 and the lowest was 50, giving a score range of 50, just like in the control class. Since both the median and mode are high, it means many students scored on the upper end. The standard deviation was 11.416, and the variance was 130.323, which means there were some differences in scores, but not too extreme. These results show that using YouTube for collaborative learning had a strong and positive effect on improving the students' listening skills compared to those in the control group.

4.1.3 Student Achievement in Listening Ability Before and After Implementing Drill Strategies Using YouTube

A comparison was made between the students' pre-test and post-test scores in the control class to measure how effective the teaching method was. The analysis looked at each student's progress by checking the difference in their scores before and after the lessons. This helped show whether their performance improved, stayed the same, or went down. The results gave a clearer picture of how students learned using traditional teaching methods without any digital tools or group collaboration. The following table shows the test results before and after without using the application in control class:

Table 14 results before and after without using the application in control class

No.	Initials Name	Differe	Description	
		Pre-test Post-Test		
1.	AA	70	70	Same
2.	APY	60	70	Increase
3.	AKI	30	50	Increase
4.	AKF	40	40	Same
5.	AMM	60	70	Increase
6.	AAA	30	40	Increase

7.	DGR	60	50	Decrease
8.	EGPW	50	60	Increase
9.	FIZ	50	60	Increase
10.	FAA	50	50	Same
11.	FHPA	40	50	Increase
12.	GCAH	30	40	Increase
13.	IM	60	60	Same
14.	JMMI	50	60	Increase
15.	KHN	50	50	Same
16.	KAP	50	60	Increase
17.	LPW	20	30	Increase
18.	МКР	40	60	Increase
19.	MHHB	40	50	Increase
20.	MAF	40	50	Increase
21.	NSR	70	60	Decrease
22.	PRA	50	50	Same
23.	RDF	80	80	Same
24.	RBAA	60	70	Increase
25.	RAF	60	50	Decrease
26.	REI	50	60	Increase
27.	RAP	60	80	Increase
28.	TAFS	50	60	Increase
29.	VTAC	60	50	Decrease
30.	VEW	50	60	Increase
	Total	1510	1690	Increase
Ave	erage Score	50.33	56.33	Increase

The data shows that the average score in the control class went up from 50.33 in the pre-test to 56.33 in the post-test, which means there was a slight improvement in the students' listening skills. Out of 30 students, 17 improved, 9 stayed the same, and 4 got lower scores. Even though there was some progress overall, the fact that several students did not improve or even did worse suggests that the traditional teaching method did not have a strong impact compared to more interactive or tech-based learning methods. The table below presents the results before and after the learning process without the use of the application in the experimental class:

Table 15 results before and after without using the application in experimental class

No.	Initials Name	Differe	Description	
		Pre-test	Post-Test	
1.	ADR	60	90	Increase
2.	ANA	70	90	Increase
3.	ASA	40	70	Increase
4.	AAR	30	60	Increase

r				
5.	AUNE	30	60	Increase
6.	ANPZ	60	90	Increase
7.	CAAJ	50	70	Increase
8.	DFKS	60	80	Increase
9.	ELS	50	80	Increase
10.	ERPS	50	70	Increase
11.	FF	30	70	Increase
12.	GRM	40	60	Increase
13.	GND	50	80	Increase
14.	JBAS	60	80	Increase
15.	KNAH	40	70	Increase
16.	KDZ	40	80	Increase
17.	LPS	40	80	Increase
18.	MNH	20	50	Increase
19.	MNA	40	70	Increase
20.	MFAA	40	70	Increase
21.	MFNA	50	80	Increase
22.	MFM	70	100	Increase
23.	MNZM	60	70	Increase
24.	MRK	80	90	Increase
25.	MZZ	50	70	Increase
26.	NNN	60	80	Increase
27.	RAF	50	100	Increase
28.	RDV	60	80	Increase
29.	RE	60	70	Increase
30.	RS	60	80	Increase
31.	SKW	70	80	Increase
	Total	1570	2370	I
Ave	erage Score	50.65	76.45	Increase
		•		

The data from the experimental class shows a big improvement in student performance. The average score went up from 50.65 on the pre-test to 76.45 on the post-test. All 31 students improved, and many of them increased their scores by 20 points or more. This steady and significant progress clearly shows that using YouTube and working together in class was very effective in helping students improve their listening skills. These results show how useful interactive and digital tools can be in making the learning process more effective students' academic results.

4.1.4 Result of Validity Testing

This part explained the results of the validity test done through a trial run of both the pre-test and post-test questions. The goal was to see how well each question measured students' understanding and whether the questions were suitable in terms of how hard they were and how well they could tell apart high and low performers. The results from this test helped show which questions needed to be fixed or improved to make the whole test more effective.

This section presents the findings and analysis of the validity test conducted with class VII I:



Picture 1 validity pre-test conducted with class VII I

Picture 2 validity post-test conducted with class VII I



Each row in the table shows a student's answers to 20 test questions, where "1" means the answer is correct and "0" means it's wrong. At the bottom of the table, you can see the p-values, which showed how hard each question is. Questions with p-values below 0.30 (marked in red) were considered too hard, while those above 0.70 were too easy. Most of the questions in this pre-test had p-values between 0.3 and 0.5, which means they're at a medium difficulty level. However, a few questions—like numbers 1, 9, and 10 were too difficult and might need to be revised.

The results showed a significant improvement in the range of p-values. Most questions were now within the ideal range of 0.3 to 0.7, meaning the level of difficulty was just right and balanced. Questions that were previously too difficult appeared to have been fixed, making the test more valid overall. This suggests that the changes made to the post-test questions worked well and improved its quality.

4.1.5 Result of Reliability Testing

This section presents the results of the reliability testing conducted using SPSS software, aimed at assessing the internal consistency of the research instrument employed in this research. The instrument comprises 20 items designed to evaluate students' listening comprehension. To determine the reliability of these items, the Cronbach's Alpha coefficient was calculated, as it was one of the most widely accepted statistical measures for evaluating the reliability or internal consistency of a scale or test. A higher Cronbach's Alpha value indicated greater reliability of the instrument. The calculation was based on Cronbach's Alpha, a commonly used measure to assess the reliability of a scale.

This section presents the findings and analysis of the validity test in pretest question:

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Carl K Carl K Carl K Carl K Carl K Carl K Carl K Sprea	Reliabil Cronbach Alpha	N of items	_			
T-Test		It	em-Total Stati	stics		
- Contraction Notes - Contraction Dataset - Contraction Dataset - Contraction Dataset		Scale Mean if item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item Deleted	
Paired Sample	SOAL_1	11.16	12.394	018	.655	
	SOAL_2	11.22	10.499	.555	.583	
B Reliability	SOAL_3	11.13	12.629	083	.662	
+l≘ Title	SOAL_4	11.19	10.544	.544	.585	
	SOAL_5	11.09	10,797	.489	.594	
Scale: ALL VAR	SOAL_6	11.22	11.725	.172	.633	
Case Proc	SOAL_7	11.19	10.609	.523	.588	
🖓 Reliability	SUAL_8	11.13	12.113	.066	.645	
litem-Total	BOAL 10	11.09	10.797	.489	.584	
	100AL 10	11.22	13,015	-183	.0/0	

Picture 3 findings and analysis of the validity test in pretest question

Based on the results of the reliability test carried out using the Kuder-Richardson 20 (KR-20) formula, the reliability coefficient obtained was 0.638. This value indicated that the test instrument demonstrates an acceptable level of internal consistency in assessing students' writing skills. A reliability coefficient of 0.638 suggested that the instrument yields consistent and dependable results when administered under similar conditions. Although it did not reflect perfect reliability, this coefficient was suficient to classify the instrument as "Reliable," meaning it can be confidently used for evaluating students' performance in a stable and systematic manner. This section presents the findings and analysis of the validity test in pretest's question:

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	Title	Cronbac	h's									
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	■ Reliability ★ (m) Title			Scale	Corrected	Cronbach's						
	- C Notes		Scale Mean if Item Deleted	Variance if Item Deleted	Item-Total Correlation	Alpha if Item Deleted						
	Cale: ALL VAR	SOAL_1	10.87	13.249	.655	.681						
	- @ Title	SOAL_2	10.81	14.428	.331	.711						
	Case Proc	SOAL_3	10.81	15.295	.098	.730						
	🖓 Item-Total	SOAL_4	10.87	12.849	.776	.669						
-4	Log Reliability	SOAL_5	10.90	17.024	325	.764						
	+ 📺 Title	SOAL_6	11.00	16.133	116	.748						
	Notes	SUAL_7	10.87	13.249	.000	.081						
	- Care: ALL VAR	SOAL 9	10.74	14.540	.497	.097						
	Case Proc	SOAL_10	10.77	16.914	308	.761						
	lem-Total	SOAL_11	10.74	13.931	.497	.697						
4	•	SOAL 12	10.87	14.983	.174	.724		Ŧ				

Picture 4 findings and analysis of the validity test in post-est question

Based on the results of the reliability test conducted using the Kuder-Richardson 20 (KR-20) formula, the reliability coefficient obtained was 0.725. This shows that the test instrument had a good level of consistency in measuring students' writing skills. The reliability value of 0.725 showed that the instrument produces stable and reliable results when given under the same conditions. With this correlation coefficient, the data was classified as "Reliable".

4.1.6 Result of Normality Testing

This section presents the results of the normality testing conducted to determine whether the data distributions meet the assumptions required for parametric statistical analysis. The tests were applied to both control and experimental groups, for pre-test and post-test scores, using the Shapiro-Wilk method. This section will present the results of the normality test, ensuring that the data in this research aligns with the assumption of normal distribution. Below are the results of the normality test:

Table 16 results of the normality test

		Kolm	ogorov-Smir	nov ^a	Shapiro-Wilk				
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.		
HASIL	PRE-CONT	.190	30	.007	.950	30	<mark>.165</mark>		
	POST-CONT	.176	30	.019	.935	30	<mark>.065</mark>		
	PRE-EKS	.169	31	.024	.954	31	<mark>.203</mark>		
	POST-EKS	.184	31	.009	.933	31	<mark>.052</mark>		

Tests of Normality

a. Lilliefors Significance Correction

The results of the normality testing indicated that all data sets pretest control, posttest control, pretest experimental, and posttest experimental met the assumption of normal distribution based on the Shapiro-Wilk test, with significance values ranging from 0.052 to 0.203, all above the 0.05 threshold. Based on this, it can be concluded that the data were normally distributed, allowing the use of parametric statistical analyses.

4.1.7 Result of Homogeneity Testing

The homogeneity of variance test was an important first step to make sure that the different groups have similar levels of variation. This is a key requirement for many types of statistical tests. In this part, the results of the test were shown and explained to see if the data meets this requirement. The following are the results of the homogeneity test that has been carried out in this research:

Table 17 Results of the homogeneity test

		0 ,			
		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.435	3	118	<mark>.728</mark>
	Based on Median	.449	3	118	<mark>.718</mark>
	Based on Median and with	.449	3	117.158	<mark>.718</mark>
	adjusted df				
	Based on trimmed mean	.440	3	118	<mark>.725</mark>

Test of Homogeneity of Variance

According to the homogeneity test results, if the significance value was less than 0.05, it indicated that the data was not homogeneous. In contrast, a significance value greater than 0.05 suggested that the data was homogeneous. In the homogeneity test shown in the table above, the significance value for Based on Mean is 0,718-0,728. This value is more than 0.05, it can be concluded that the data is homogeneous.

4.1.8 Result of T-Test and Hypothesis Testing

This part shows the results of the paired samples t-test, which was done to see if there are any important differences between the pre-test and post-test scores in each group. The results help us understand whether the treatment or intervention worked by checking if there were any changes over time. The results of the t-test related to students' listening ability are presented in the following table:

Table 18 results of the t-test related to students' listening ability

Paired Differences									
					95% Co	nfidence			
			Std.	Std.	Interva	l of the			
			Deviatio	Error	Differ	rence			Sig. (2-
		Mean	n	Mean	Lower	Upper	t	df	tailed)
Pair	PRE_CONT -	-	8.550	1.561	-9.193	-2.807	-	29	<mark>.001</mark>
1	POST_CONT	6.000					3.844		
Pair	PRE_EKS -	-	9.583	1.721	-29.321	-22.291	-	30	<mark>.000</mark>
2	POST_EKS	25.80					14.99		
		6					4		

Paired Samples Test

The results of the Paired Samples Test show a clear difference between the pre-test and post-test scores for both groups. For Pair 1 (pretest control and posttest experimental), there was a p-value of 0.001, which means the change is statistically significant. For Pair 2 (pretest experimental and posttest experimental), the drop was a p-value of 0.000, showing a very strong difference. These results suggest that both groups saw meaningful changes after the treatment or intervention.

4.1.9 N-Gain Test Result

This section presents the results of the N-Gain Test, which is used to measure the effectiveness of learning by comparing students' pre-test and posttest scores. The analysis categorizes students' learning gains into low, medium, and high, providing insight into how well the instructional approach impacted student performance in both the control and experimental classes. The results of the N-Gain test related to listening ability of control class students are presented in the following table:

Control Class							
No.	Name	N-Gain Score	Category				
1.	AA	0	Low				
2.	APY	0,3	Low				
3.	AKI	0,3	Low				
4.	AKF	0	Low				
5.	AMM	0,3	Low				
6.	AAA	0,1	Low				
7.	DGR	-0,3	Low				
8.	EGPW	0,2	Low				
9.	FIZ	0,2	Low				
10.	FAA	0	Low				
11.	FHPA	0,2	Low				
12.	GCAH	0,1	Low				
13.	IM	0	Low				
14.	JMMI	0,2	Low				
15.	KHN	0	Low				
16.	KAP	0,2	Low				
17.	LPW	0,1	Low				
18.	МКР	0,3	Low				
19.	MHHB	0,2	Low				
20.	MAF	0,2	Low				
21.	NSR	-0,4	Medium				
22.	PRA	0	Low				
23.	RDF	0	Low				
24.	RBAA	0,3	Low				
25.	RAF	-0,3	Low				
26.	REI	0,2	Low				
27.	RAP	0,5	Medium				
28.	TAFS	0,2	Low				
29.	VTAC	-0,3	Low				
30.	VEW	0,2	Low				

Table 19 results of the N-Gain test related to listening ability of control class

The N-Gain Test results for the control class show that the majority of students fall into the Low category, with N-Gain scores ranging from -0.4 to 0.5. Out of 30 students, most demonstrated low learning gains, indicating minimal or insignificant improvement in understanding or academic performance after the treatment. Only two students NSR and RAP achieved a "medium" category, while one student even showed a decrease in performance (negative score).

Overall, these results suggest that the teaching or treatment applied in the control class had little to no significant impact on enhancing student learning outcomes.

The results of the N-Gain test related to listening ability of experimental class students are presented in the following table:

Experimental Class							
No.	Name	N-Gain Score	Category				
1.	ADR	0,8	High				
2.	ANA	0,7	Medium				
3.	ASA	0,5	Medium				
4.	AAR	0,4	Medium				
5.	AUNE	0,4	Medium				
6.	ANPZ	0,8	High				
7.	CAAJ	0,4	Medium				
8.	DFKS	0,5	Medium				
9.	ELS	0,6	Medium				
10.	ERPS	0,4	Medium				
11.	FF	0,6	Medium				
12.	GRM	0,4	Medium				
13.	GND	0,6	Medium				
14.	JBAS	0,5	Medium				
15.	KNAH	0,5	Medium				
16.	KDZ	0,7	Medium				
17.	LPS	0,7	Medium				
18.	MNH	0,4	Medium				
19.	MNA	0,5	Medium				
20.	MFAA	0,5	Medium				
21.	MFNA	0,6	Medium				
22.	MFM	1	High				
23.	MNZM	0,3	Low				
24.	MRK	0,5	Medium				
25.	MZZ	0,4	Medium				
26.	NNN	0,5	Medium				
27.	RAF	1	High				
28.	RDV	0,5	Medium				
29.	RE	0,3	Low				
30.	RS	0,5	Medium				
31.	SKW	0,4	Medium				

Table 20 results of the N-Gain test related to listening ability of experimental class

The N-Gain Test results for the experimental class indicated a generally positive outcome, with most students achieving "medium" category scores. Out of 31 students, 25 students (about 81%) fall into the "medium" category, 4 students (ADR, ANPZ, MFM, and RAF) reached the "high" category, and only 2 students (MNZM and RE) remained in the "low" category. These results

suggest that the learning intervention or treatment applied in the experimental class was effective in significantly improving student learning outcomes, with the majority showing moderate to high gains in understanding.

4.2. Discussion

The results of this research indicated a significant increase in students' listening skills after the drill strategy using YouTube videos was implemented. The average pre-test score in the experimental class was 50.65, while the post-test score increased to 76.45. In contrast, the control class that did not receive similar treatment only increased from 50.33 to 56.33. This showed that the YouTube-based drill strategy had a stronger impact than traditional learning methods in improving students' listening comprehension. This finding answered the formulation of the problem in the research, namely, how effective the drill strategy using YouTube was in improving students' listening skills. This effectiveness can be seen from the much larger difference in post-test scores in the experimental class compared to the control class, as well as the consistency of the increase in scores for all students in the experimental class.

The success of the drill strategy in improving students' listening skills can be explained through the theory of repetitive practice proposed by Martiani et al., 2021), where systematic repetition of material can strengthen the automatic processing of language input. In this context, students who were repeatedly exposed to videos with relevant content indirectly strengthen their vocabulary recognition, pronunciation, and sentence structure in English. This theory was reinforced by Putra (2019), who stated that learning through drilling made it easier for students to remember and understand the material because habits were formed from the repetition. The application of YouTube videos containing students' daily activities was also in accordance with Ausubel's theory of meaningful learning, which emphasized the importance of the relevance of the material to students' real experiences in order to create more meaningful learning. Thus, students' success in understanding listening content was not only due to repetition, but also because of the relevance of the material to their daily lives.

The results of this research not only confirm the effectiveness of drill strategies and YouTube media in teaching listening comprehension but also show significant novelty compared to previous studies. For example, Putra's (2019) research emphasized the effectiveness of drills, but did not combine this technique with audiovisual media such as YouTube, thus losing the potential for more authentic contextualization. Azizin's (2023) research discussed drill strategies in the context of TOEIC, but the materials used were still based on books and teacher materials, without exploring dynamic and authentic content from YouTube. Meanwhile, Khairat et al.'s (2024) research did use videos for listening learning, but did not explain in detail the pedagogical strategies used. In this case, this research presents novelty because it explicitly combines drill strategies with authentic YouTube content arranged based on the theme of daily activities, and utilizes collaborative learning to enrich student interactions.

Another novelty of this research lies in the details of the video-based learning process, including the stages of listening activities from basic to advanced levels that were designed systematically. Unlike Sari (2024), who only used videos to convey listening content without mentioning the source, this research selected videos with certain criteria from YouTube that support students' achievement of basic competencies related to daily routine topics. Therefore, in addition to contributing to strengthening the theoretical aspects in the implementation of drills, this research also provided concrete practical contributions in the form of YouTubebased learning designs that are applicable and can be replicated by teachers in the classroom.

Furthermore, the results of this research were in line with the findings of Lestari et al. (2013), which emphasize that the drill technique can encourage students' active involvement in listening learning. In this research, the drills carried out were not mechanical, but were contextualized through videos that displayed natural dialogue with authentic speaking tempo. This allowed students not only to hear but also to observe facial expressions, intonation, and situational context in the video, all of which are important components of authentic listening. Based on the theory of Vandergrift & Goh (2021), effective listening involves metacognitive processes, where students can monitor and assess their understanding. This process occurs when students in the experimental class were allowed to watch the video repeatedly with different goals (for example, to capture the main idea in the first stage and details in the second stage). This activity helped students realize which listening strategies were most effective for them, and indirectly increased their metacognitive awareness.

In addition to the drill and video content aspects, the success of this strategy was also supported by the implementation of collaborative learning. In this research, students not only listened individually, but also discussed in small groups to discuss the video content and answer questions together. This activity supports the theory of O'Donnell & Hmelo-Silver (2013), which stated that collaborative learning can improve understanding and long-term retention. Interaction between students allowed for the elaboration of information, where students complement each other's understanding. This activity also created a supportive learning environment, which can reduce anxiety in listening to a foreign language. Emotional support from peers can increase students' confidence in understanding and responding to oral information in English.

The findings of this research support Azizin's (2023) viewed that drill strategies remain relevant, especially when combined with digital media. Unlike previous studies that relied on textbooks or teacher-made materials, this research uses YouTube to provide a more dynamic and authentic learning experience. Videos showing daily life in English help students grasp sentence structure and intonation in real communication, making learning more contextual and engaging.

In addition, providing immediate feedback after each practice session greatly contributes to the effectiveness of learning. In line with Thurlings et al. (2013), fast and relevant feedback was essential to maintain student engagement and correct errors immediately. In this research, the teacher provided feedback both verbally and in writing after students completed the listening task. This helped students understand their mistakes and avoid repeating the same mistakes in the future. This practice also supports the formation of correct listening habits and increases students' confidence in understanding oral input. By including feedback as an integral part of each session, this drill strategy is not only repetitive but also reflective and corrective.

Based on quantitative data, the increase in student scores in the experimental class as a whole was very consistent and significant. All students experienced an

increase in scores without any stagnant or decrease, in contrast to the control class, where some students experienced a decrease. This strengthens the claimed that the combination of drill strategies with YouTube video media had a positive impact on students' listening skills. The results of the hypothesis test through the independent sample t-test showed a significance value of less than 0.05, which means that there was a significant difference between the post-test results of the experimental and control classes. Thus, the strategy applied in this research was not only effective qualitatively (from observations of student activities), but also proven quantitatively through statistical calculations. This proves that innovation in the use of digital media, such as YouTube, can be a real solution in improving English skills, especially listening skills, among junior high school students.

In addition to the findings discussed, this research holds important significance in contributing to the improvement of listening comprehension through the integration of drill strategies and YouTube-based learning. It provides a practical model for language teachers seeking innovative methods to engage students with authentic, repetitive listening materials. This aligns with Vandergrift and Goh (2012), who emphasize that listening instruction should incorporate metacognitive strategies, meaningful input, and regular practice to improve comprehension. The use of YouTube also supports Azizin's (2023) argument that drill strategies remain relevant in modern language learning when combined with digital media that offer authentic and engaging content. However, there are also limitations that need to be acknowledged. This study was limited to seventh-grade students at MTsN 2 Malang and focused only on the topic of daily activities, with a relatively short treatment duration of five meetings. Additionally, although

YouTube provides valuable learning materials, it can also present distractions or content not suitable for classroom use, making careful video selection essential. These limitations suggest that while the findings are promising, further research is needed to examine the effectiveness of this method across different contexts, educational levels, and listening topics for broader applicability.

Overall, this discussion concluded that the YouTube-based drill strategy is an effective and relevant method in the context of modern English language learning. This strategy not only enhances students' listening comprehension but also creates an engaging, collaborative, and technology-integrated learning environment. These findings are in line with the theories of various experts such as Rost (2011), Sudirman et al. (2023), Vandergrift & Goh (2021), as well as previous studies by Putra (2019), Azizin (2023), and Khairat et al. (2024). Therefore, this method deserves broader consideration for adoption within the English language learning curriculum, particularly at the junior high school level.

CHAPTER V CONCLUSION

This chapter summarizes the overall findings of the research based on the analysis and discussion in the previous chapters. It also includes practical suggestions aimed at students, teachers, and future researchers to enhance the implementation of drill strategies using YouTube videos in listening instruction.

5.1. Conclusion

The findings of this research indicate that the implementation of drill strategies using YouTube videos has a positive and significant impact on improving students' English listening comprehension. The post-test average score in the experimental class was 76.45, significantly higher than the 56.33 average score in the control class. This clear difference demonstrates that repetitive and structured listening practice, when combined with engaging and authentic video content from YouTube, enhances students' ability to understand spoken English. Additionally, all students in the experimental group showed improvement in their scores, while some students in the control group did not show any progress or even experienced a decline. The integration of collaborative learning further supported active student participation, which contributed to better comprehension and retention of listening materials. Therefore, the use of YouTube-based drill strategies is proven to be an effective approach in developing listening comprehension skills among junior high school students.

5.2. Suggestion

Based on the results and conclusions drawn from this research, the following suggestions are offered:

5.2.1. For Students

Students are encouraged to actively utilize digital learning resources such as YouTube to enhance their listening comprehension. They should engage with English listening materials consistently and participate in group discussions or selfpractice sessions using repetitive listening strategies to reinforce understanding of vocabulary, pronunciation, and sentence structures.

5.2.2. For Teachers

English teachers are recommended to integrate YouTube videos into their classroom listening instruction through structured drill-based activities. By selecting appropriate and level-specific video content, teachers can create a more dynamic and motivating environment that enhances students' engagement and listening proficiency. Teachers should also provide timely feedback to help students correct errors and build confidence.

5.2.3. For Future Research

Future studies are encouraged to explore the long-term impact of drill strategies using YouTube across different listening topics and student levels. Researchers may also consider combining YouTube with other digital learning tools, such as interactive quizzes or speech recognition applications, to further support students' language acquisition. In addition, it would be beneficial to analyze how different types of YouTube content (e.g., interviews, vlogs, short films) affect various aspects of listening comprehension, including inferential understanding and critical listening.

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APPENDICES

Appendix I Survey Permit

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Appendix II Research Letter



Appendix III Validation Letter.



Appendix IV Instrument Validation Letter.

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Sugar .		Validation Sheet	
a contraction of	urthe Impor	at of Drill Strategies on Listening comprehenison Using Youtubr"	
	The impac		
	Validator	: Farid Munfaati, M.Pd	
	NIP	: 198604202023212049	
	Expertise	: English Language Teaching	
	Instance	: Maulana Malik Ibrahim State Islamic University of Malang	
	Validation Date	: 14/5/2025	
A. Weichen a music	A. Introdu my rese This in class V researc to be a B. Guida 1. In t bel 1 2 2	This validation sheet aims to obtain an assessment from the Validator on earch instrument in the form of a pre-test and post-test of English Listening. strument will be addressed to the research subjects, namely MTsN 2 Malang TI students. All comments and suggestions provided are very important for chers to improve the quality of the instrument. Thank you for your willingness a validator in my research. The section, asses by ticking (✓) with the following criteria to the columns ow: : Very poor 2: Poor 3: Average 4: Good 5: Excellent	

		C. Validation Sheet	below	V:			
	No	Aspect			Score		
	1.	Suitability of Instrument with basic competencies Basic Competience At the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and viewpoints with teachers, peers, and others in a variety of familiar formal and informal contexts. Through repetition and substitution of vocabulary, students understand the main ideas and relevant details from discussions or presentations on a range of familiar topics in the context of school and home life. They engage in discussions, for xample by expressing opinions, making comparisons, and stating preferences. They explain and clarify their Inswers using simple sentence structures and under	1	1	3	4	3
2.		astrument Indicator larity of question items contained in the research strument					V
3.	Cl	arity of instrument on each question items contained the research instrument					1
4.	Th	e research instrument is relevant with the relevant the research objectives					
5.	The	e research instrument can help the researcher find out dent's abilities in writing skills.					L
6. T		The research instrument is easy to understand			-		
7.	Each question has one correct or most correct answer						
8.	The	research using proper grammar		-	-	-	
9.	The appr	choice of answers to the research instrument is opriate and logical in terms of material					V
10.	The	subject matter must be formulated clearly and uivocally				V	/

D. Suggestion

10 C
1.0

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- 1. The instrument can be used without revision.
- 2. The instrument can be used with alight revision.

3. The instrument can be used with many revisions.

4.) The instrument can be used.

Malang, December 17, 2024

Validator

Farid Munfaati, M.Pd, 198604202023212049
Appendix V Learning Module

MODUL AJAR BAHASA INGGRIS KELAS 7 A / FASE D

MATERI DAILY ACTIVITIES

100	Komponen	Deskripsi			
1.	Informasi Umum Pera	angkat Ajar			
	Nama Penyusun	Achmat Dony Septyan			
	Nama Institusi	MTs Negeri 2 Malang			
	Tahun Pelajaran	2024 - 2025			
	Jenjang Sekolah	Madrasah Tsanawiyah			
	Fase/Kelas	D/7J			
	Semester	2			
	Alokasi Waktu	2 JP 80 menit			
2.	Kompetensi Awal				
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	 Mampu mendengarkan dan memahami percakapan sederhana yang menggunakan kata kerja Daily Activities dan struktur Simple Present Tense dalam konteks listening comprehension. Memahami penggunaan kata kerja yang berkaitan dengan kegiatan sehari-hari (Daily Activities). Memahami rumus Simple Present Tense. 			
3.	Profil Pelaiar Pancavila				
21	Profil Pelajar				
	Pancasila yang berkaitan	1. Mandiri 2. Kreatif			
4.	Sarana dan Prasarana	<u>.</u>			
~	Fasilitas	 Teks visual Gambar Sound box Papan tulis 			
	Lingkungan Belajar	1. Kelas 2. Lingkungan peserta didik			
5.	Target Peserta Didik	Siswa regular, Siswa dengan kesulitan belajar, Siswa dengan pencapaian tinggi.			
6.	Jumlah Peserta Didik 33 siswa				
7.	Model Pembelajaran	Direct Instruction			
R	Komponen Inti	1			

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

1.	Tujuan Pembelajaran					
	Pemahaman konseptual dan penalaran Keterampilan	 Peserta didik dapat menyebutkan kalimat sederhana dari <i>Daily Activities</i>. Peserta didik mampu menyimak dan menjawab pertanyaan sesuai dengan video yang di berikan. 				
2.	Pemahaman Bermakna					
	Manfaat yang diperoleh peserta didik setelah pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuar teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.				
3.	Pertanyaan Pemantik					
	(Berisi pertanyaan untuk menstimulasi peserta didik dapat memahami konsep yang akan dipelajari pada pembelajaran)	Please mention some verbs in Daily Activities?				
4.	Persiapan Pembelaja	ran				
	Langkah-langkah	 Guru menanyakan kondisi peserta didik. Guru mengulas pelajaran di pertemua sebelumnya. Guru memberikan sejumlah pertanyaa berhubungan dengan materi yang aka dipelajari. Guru menanyakan pemahaman awal pesert didik terkait dengan materi pembelajaran. 				
5.	Kegiatan Pembelajar	an				
	Pertemuan 1	 A. Pendahuluan (15 menit) 1. Mengucapkan salam. 2. Mempersiapkan siswa untuk siap dalar melaksanakan pembelajaran (berdoa absensi, dan menyiapkan sumber belajar). 3. Mengulas materi pelajaran di pertemuar sebelumnya. 				

	4. Memberikan Pertanyaan Pemantik terkait
	 Menyampaikan topik dan agenda pembelajaran.
	B. Kegiatan Inti (55 menit)
	 guru menunjukkan beberapa gambar tentang Daily Activities
	 peserta didik diminta untuk menebak gambar.
	3. Peserta didik diminta untuk membuat kalimat sederbana
	 Guru memberi video dari youtube tentang Daily Activities. (https://youtu.be/y- ygXrleqcs?si=0dNN1vIQB mdgU2T)
	 5. Peserta didik memperhatikan dan mendengarkan video yang diberikan. 6. Guru memberi pertanyaan ketika pemutaran
	video yang kedua. 7. Peserta didik menjawab pertanyaan yang
	diberikan. 8. Mengulas bersama jawaban para peserta didit
	 C. Penutup (10 menit) 1. Melakukan refleksi pembelajaran. 2. Memberi feedback ke peserta didik. 3. Menyampaikan agenda pertemuan berikutnya. 4. Memberikan motivasi. 5. Doa dan salam penutup.
	A.Pendahuluan (15 menit)
	 Mengucapkan salam. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). Mengulas materi pelajaran di pertemuan sebelumnya. Memberikan Pertanyaan Pemantik terkait
Pertemuan 2	materi. 5. Menyampaikan topik dan agenda pembelajaran. B.Kegiatan Inti (55 menit)
	 Guru menyampaikan kosakata penting (wake up, brush teeth, go to school, etc.) dengan metode drill—mengucapkan secara berulang dan serempak dengan siswa.
	2. Siswa menonton video pendek (2-3 menit)

		yang menampilkan rutinitas harian seorang anak dengan teks dan gambar pendukung. (https://youtu.be/PfPLsO5TR1Y?si=TyIZpR zZ5IEgILvY)
		 3. Guru memutar ulang bagian-bagian video dan siswa mengulangi kalimat atau frasa penting secara lisan. 4. Siswa mencocokkan kosakata dengan gambar
		atau aktivitas dari video menggunakan kartu atau lembar kerja.
		 5. Siswa berpasangan dan berlatih bertanya- jawab tentang kegiatan sehari-hari berdasarkan video ("What time do you get up?" "I get up at 6 a.m.") C. Penutup (10 menit) Melakukan refleksi pembelajaran. Memberi feedback ke peserta didik. Menyampaikan Agenda Pertemuan Berikutnya.
		 A. Pendahuluan (15 menit) Mengucapkan salam. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). Mengulas materi pelajaran di pertemuan sebelumnya. Memberikan Pertanyaan Pemantik terkait materi. Menyampaikan topik dan agenda pembelajaran.
	Pertemuan 3	 B. Kegiatan Inti (55 menit) 1. Guru memperdengarkan video dengan kecepatan wajar, kemudian memutar ulang per kalimat untuk didengarkan dan dipahami ulang oleh siswa (listening drill). (https://youtu.be/ETqAEhZXBnQ?si=UTbf PurgDzR co.PEE)
		 Siswa mendengarkan video dan mencatat informasi penting atau aktivitas utama yang dilalaukan oleh teleh delam uidao.
æ		 Guru memberikan petunjuk untuk fokus mendengarkan elemen tertentu dalam video (misalnya, kegiatan tertentu atau ekspresi yang digunakan dalam percakapan).
		 Siswa berpasangan untuk saling bertanya dan menjawab berdasarkan informasi yang

		mereka dengar, saling melengkapi pemahaman tentang rutinitas tokoh dalam video. 5. Dalam kelompok kecil, siswa mendengarkan				
		 kembali bagian video yang relevan dan mendiskusikan rutinitas harian tokoh, sambil memperhatikan detail suara dan intonasi yang membantu pemahaman mereka. C. Penutup (10 menit) Melakukan refleksi pembelajaran. Memberi feedback ke peserta didik. Menyampaikan agenda pertemuan berikutnya. 				
6.	Asesmen					
	Asesemen Diagnostik (Terlampir)	esemen Diagnostik rlampir) Asesmen nonkognitif: Pertanyaan lisan Asesmen kognitif <u>Lembar soal asesmen</u> kognitif.				
2	Asesmen Formatif	 Pengetahuan Bentuk: tes lisan Keterampilan Bentuk: Unjuk Kerja Sikap Profil Pelajar Pancasaila Bentuk: observasi 				
	Asesmen Sumatif	Tes tertulis				
	Bentuk Asesmen	1. Tes lisan 2. Produk 3. Observasi				
7.	Pengayaan dan Remedial					
	Kegiatan Pembelajaran dalam bentuk pengayaan	Peserta didik dengan pencapaian tinggi diberikan pengayaan berupa kegiatan tambahan menyebutkan kalimat sederhana tentang <i>Daily</i> <i>Activities</i> .				
	Kegiatan Remedial	 Peserta didik yang menemukan kesulitan dalam memahami konsep dapat diberikan materi tambahan berupa latihan mandiri dengan guru (dilakukan ketika guru melakukan formatif asesmen, dan peserta didik lainnya sedang beraktifitas). 1. Peserta didik diberikan tugas lain yang lebih mudah untuk berlatih di luar jam pelajaran. 2. Peserta didik diberikan waktu khusus sebelum masuk kelas pelajaran untuk berlatih bersama guru. 				
8.	Refleksi Peserta Didil	a dan Guru				
	Pertanyaan Kunci	 Apakah kamu suka dengan kegiatan pembelajaran ini? Adakah hal menarik lainnya? Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran? Kesulitan apa saja yang kamu temui dalam 				

		 Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? Bagaimana kamu dapat terus mempraktikkan keterampilan ini?
C.	Lampiran	
1.	Bahan Bacaan Siswa	1. Buku Siswa. 2. Lks Insan Cendekia
2.	Bahan Bacaan Guru	1. Lks Insan Cendekia
3.	Daftar Pustaka	 Lks insan cendekia https://youtu.be/y- ygXrIeqcs?si=0dNN1vIQB mdgU2T https://youtu.be/PfPLsO5TR1Y?si=TyIZpRz Z5IEgILvY https://youtu.be/ETqAEhZXBnQ?si=UTbfP vgDzRro-PEF

Rubric of the Students Score Classification

No	Score	Score Clasification
1.	85 -100	Very Good
2.	65 - 84	Good
3.	55 - 64	Fair
4.	35 - 54	Poor
5.	0 - 34	Very Poor

 $Formula = \frac{\sum skor \ yang \ diperoleh}{skor \ maksimum} x \ 100$

Appendix VI Try Out Test English Listening

QUESTION GRID OF VALIDITY

KISI-KISI SOAL VALIDITAS LISTENING

Nama Sekolah	: MTsN 2 Malang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Genap
Jumlah Soal	: 20
Waktu	: 80 Menit

↔‡+

At the end of Phase D, Daily Activites 1.1.Peserta didik dapat Multiple 20 students use English to menyebutkan kalimat Choice & interact and exchange ideas, sederhana dari Daily Fill the experiences, interests, Opinions, and viewpoints Sederhana dari Daily Fill the with teachers, peers, and Others in a variety of familiar Video yang di berikan. Sederhana formal and informal contexts. Through repetition and video yang di berikan. Sederhana substitution of vocabulary, students understand the main Sederhana Sederhana	Learning Outcomes	Chapter/Unit	Learning Objectives	Type of Question	Number of Question
presentations on a range of familiar topics in the context of school and home life. They engage in discussions, for example by expressing opinions, making comparisons, and stating preferences. They explain and clarify their answers using simple sentence structures and verbs.	At the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and viewpoints with teachers, peers, and others in a variety of familiar formal and informal contexts. Through repetition and substitution of vocabulary, students understand the main ideas and relevant details from discussions or presentations on a range of familiar topics in the context of school and home life. They engage in discussions, for example by expressing opinions, making comparisons, and stating preferences. They explain and clarify their answers using simple sentence structures and verbs.	Daily Activites	 1.1.Peserta didik dapat menyebutkan kalimat sederhana dari Daily Activities. 2.1.Peserta didik mampu menyimak dan menjawab pertanyaan sesuai dengan video yang di berikan. 	Multiple Choice & Fill the Blank	20

Appendix VII Blueprint Try Out Pre-Test and Post-Test English Listening.

PRE-TEST

Section 1

LISTEN AND CHOOSE THE BEST ANSWER!

Listen the following conversation to answer question number 1-10!

https://youtu.be/kePBvNotYy4?si=Lxjt0EVgiZp4mfAJ

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- 6		6		٠	
- 5	-	U	Г	٠	ъ.

No.	Soal	A	В	с	D	Kunci	Level Bloom	Kode
1	What time does the speaker wake up in the morning?	Six o'clock	Seven o'clock	Eight o'clock	Nine o'clock	В	Remembering	C1
2	Where does the speaker eat breakfast?	In the living room	In the bedroom	In the kitchen	In the dining room	с	Remembering	C1
3	What does the speaker do after brushing her teeth?	Eats breakfast	Takes a shower	Feeds the dog	Goes to work	В	Understanding	C2
4	Why does the speaker leave home around eight thirty?	To avoid traffic	Office opens at eight	Needs to get to work by nine	Walks her dog at that time	с	Understanding	C2
5	What means of transportation does the speaker use to go to work?	Walks	Uses the bus	Rides a bicycle	Drives a car	D	Remembering	Cl
6	What can you infer about the speaker's attitude toward work?	She dislikes her job	She is often late	She is punctual	She works from home	с	Analyzing	C4
7	When does the speaker have lunch?	At 11:30	At noon	At 1 PM	At 2 PM	в	Remembering	C1
8	What does the speaker do after finishing work?	Goes shopping	Cooks lunch	Walks her dog	Visits friends	С	Understanding	C2
9	Which of the following is NOT part of the speaker's evening routine?	Watching TV	Brushing teeth	Taking a shower	Having dinner	A	Applying	C3
10	What can we conclude about her lifestyle?	She has an irregular schedule	She is very organized	She works from home	She rarely takes care of her pet	В	Evaluating	C5

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-10)

https://youtu.be/TDl8ct6tEGc?si=gz7f4DneJilbOn3G

No.	Soal	Jawaban	Level Bloom	Kode
1	Paul, you're again.	Late	Remembering	C1
2	I never get up before	8.45	Remembering	C1
3	What time do you get up? - I get up at	5 a.m.	Remembering	C1
4	After I get up, I usually make breakfast, take out the garbage, and do the	Laundry	Understanding	C2
5	Sometimes I take a for 15 minutes.	Nap	Remembering	C1
6	On Monday, Wednesday, and Friday, I	Exercise	Understanding	C2
7	Then I take a shower, get dressed, put on my, and go to work.	Makeup	Remembering	C1
8	On the weekends, I sleep until	Six	Remembering	C1
9	You do laundry in the morning? – And in the	Evening	Understanding	C2
10	When do you do the laundry? – Usually in and September.	March	Understanding	C2

LO21-1F91

Section 1

LISTEN AND CHOOSE THE BEST ANSWER!

Listen the following conversation to answer question number 1-10!

https://youtu.be/rvtn6dd7Vkg?si=jzaP_UT640SqPuVR

No.	Soal	A	B	С	D	Kunci	Level Bloom	Kode
1	What time does Sophia usually wake up?	5 a.m.	6 a.m.	7 a.m.	8 a.m.	В	Remembering	Cl
2	What does Sophia do after brushing her teeth?	Eats breakfast	Goes to the gym	Feeds her cat	Goes to work	с	Understanding	C2
3	What does Sophia usually have for breakfast?	Toast and milk	Cereal and orange juice	Eggs and coffee	Sandwi ch and tea	в	Remembering	Cl
4	How does Sophia go to work?	By car	By train	By bus	By bike	D	Remembering	Cl
5	What time does Sophia start work?	8 a.m.	9 a.m.	10 a.m.	11 a.m.	В	Remembering	C1
6	On which days does Sophia go to the gym?	Mondays and Wednesd ays	Tuesdays and Thursday s	Fridays and Saturda ys	Wednes days and Fridays	В	Remembering	Cl
7	What does Sophia do after she gets home?	Watches a movie	Goes straight to bed	Cooks and eats dinner	Takes a shower	с	Understanding	C2
8	What does Sophia sometimes do after work?	Visits her friend	Goes shopping for food	Reads a book at the café	Sleeps early	в	Understanding	C2
9	How does Sophia relax in the evening?	Playing games	Writing a diary	Readin g or watchin g TV	Going out with friends	с	Applying	C3
10	Based on the routine, what can you say about Sophia's lifestyle?	Very disorgani zed	Active and balanced	Unhealt hy and lazy	Lonely and isolated	В	Evaluating	C5

Section 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-10)

https://youtu.be/wf7R0fNyl2s?si=ii_iCPLhIJvU7Yqm

No.	Pertanyaan	Jawaban	Level Bloom	Kode
1	What time do you up in the morning?	Wake	Remembering	C1
2	I wake up at o'clock.	Seven	Remembering	C1
3	I wake up at half past	Six	Remembering	C1
4	Then I brush my teeth and my face.	Wash	Remembering	C1
5	After breakfast, I get dressed and my hair.	Comb	Understanding	C2
6	Do you go to school by bus? - No, I to school.	Walk	Understanding	C2
7	What do you do after school? – I do my and watch TV.	Homework	Remembering	C1
8	I do my homework too. And then I a book.	Read	Understanding	C2
9	What time do you <u>go</u> ? - I go to bed at nine o'clock.	To bed	Remembering	C1
10	I like to you, Emma.	Talking	Understanding	C2

Appendix VIII Blueprint Pre-Test and Post-Test English Listening.

PRE-TEST

Section 1

LISTEN AND CHOOSE THE BEST ANSWER!

Listen the following conversation to answer question number 1-10!

https://youtu.be/kePBvNotYy4?si=Lxjt0EVgiZp4mfAJ

No.	Soal	A	В	с	D	Kunci	Level Bloom	Kode
1	Where does the speaker eat breakfast?	In the living room	In the bedroom	In the kitchen	In the dining room	с	Remembering	Cl
2	Why does the speaker leave home around eight thirty?	To avoid traffic	Office opens at eight	Needs to get to work by nine	Walks her dog at that time	С	Understanding	C2
3	What means of transportation does the speaker use to go to work?	Walks	Uses the bus	Rides a bicycle	Drives a car	D	Remembering	Cl
4	When does the speaker have lunch?	At 11:30	At noon	At 1 PM	At 2 PM	В	Remembering	Cl
5	Which of the following is NOT part of the speaker's evening routine?	Watching TV	Brushing teeth	Taking a shower	Having dinner	A	Applying	C3

Section 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-10)

https://youtu.be/TDl8ct6tEGc?si=gz7f4DneJilbOn3G

No.	Soal	Jawaban	Level Bloom	Kode
6	I never get up before	8.45	Remembering	Cl
7	After I get up, I usually make breakfast, take out the garbage, and do the	Laundry	Understanding	C2
8	Sometimes I take a for 15 minutes.	Nap	Remembering	Cl
9	Then I take a shower, get dressed, put on my, and go to work.	Makeup	Remembering	Cl
10	You do laundry in the morning? - And in the	Evening	Understanding	C2

POST-TEST

Section 1

LISTEN AND CHOOSE THE BEST ANSWER!

Listen the following conversation to answer question number 1-10!

https://youtu.be/rvtn6dd7Vkg?si=jzaP_UT640SqPuVR

No.	Soal	A	В	с	D	Kunci	Level Bloom	Kode
1	What time does Sophia usually wake up?	5 a.m.	6 a.m.	7 a.m.	8 a.m.	В	Remembering	C1
2	What does Sophia do after brushing her teeth?	Eats breakfast	Goes to the gym	Feeds her cat	Goes to work	с	Understanding	C2
3	How does Sophia go to work?	By car	By train	By bus	By bike	D	Remembering	C1
4	What does Sophia do after she gets home?	Watches a movie	Goes straight to bed	Cooks and eats dinner	Takes a shower	с	Understanding	C2
5	What does Sophia sometimes do after work?	Visits her friend	Goes shopping for food	Reads a book at the café	Sleeps early	В	Understanding	C2

Section 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-10)

https://youtu.be/wf7R0fNyl2s?si=ii_iCPLhIJvU7Yqm

No.	Pertanyaan	Jawaban	Level Bloom	Kode
6	What time do you up in the morning?	Wake	Remembering	C1
7	I wake up at half past	Six	Remembering	C1
8	Do you go to school by bus? - No, I to school.	Walk	Understanding	C2
9	I do my homework too. And then I a book.	Read	Understanding	C2
10	I like to you, Emma.	Talking	Understanding	C2

Appendix IX Student Try-out Answer Sheet.

1		
	NAME :M. Khoiryu	T D)
	CLASS :	
	Section 1	L-TEST
	LISTEN AND CHOOSE THE BEST ANS	WER!
	Listen to the following conversation to ans	wer questions 1-10!
	>1. What time does the speaker wake up in	\times 6. What can you infer about the speaker's
	the morning?	attitude toward work?
	a. Six o'clock	a. She dislikes her job
	b. Seven o clock	c. She is punctual
	 Ø d. Nine o'clock 	d. She works from home
	\sim 2. Where does the speaker eat breakfast?	\checkmark 7. When does the speaker have lunch?
	a. In the living room	a. At 11:30
	b. In the bedroom	b. At noon
	c. In the kitchen	c. At 1 PM
	d. In the dining room	d. At 2 PM
	>> 3. What does the speaker do after brushing her teeth?	% 8. What does the speaker do after finishing work?
	a. Eats breakfast	a. Goes shopping
	b. Takes a shower	b. Cooks lunch
	c. Feeds the dog	c. Walks her dog
	d. Goes to work	d. Visits friends
	4. Why does the speaker leave home around eight thirty?	✓9. Which of the following is NOT part of the speaker's evening routine?
	a. To avoid traffic	a. Watching TV
·	b. Office opens at eight	b. Brushing teeth
	c. Needs to get to work by nine	c. Taking a shower
	d. Walks her dog at that time	d. Having dinner
	✓ 5. What means of transportation does the speaker use to go to work?	√10. What can we conclude about her lifestyle?
	a. Walks	a. She has an irregular schedule
	b. Uses the bus	b. She is very organized
	c. Rides a bicycle	c. She works from home
	d. Drives a car	d. She rarely takes care of her pet

Section 2 LISTEN AND COMPLETE!

Listen and Choose the Correct Answer to Complete the Following Conversation! (Number 11-20)

(internet in a	·			Makaum
Nap	8.45	8.45 Exercise		Makeup
			Late	5 a.m
Six	Evening	Laundry	Late	

LINA : Paul, you're (11) _____ again.

APAUL : Sorry, I never get up before (12)_____

LINA : 8.45? That's late.

PAUL : What time do you get up?

LINA : I get up at (13)

PAUL : 5 a.m.? That's early.

PAUL : What do you do in the morning?

 χ LINA : Well, after I get up, I usually make breakfast, take out the garbage, do the

(14)____ PAUL : The laundry?

└ LINA : Yes. Then I read the newspaper, check my e-mail, Sometimes I take a (15)

PAUL : You take a nap in the morning?

LINA : Just 15 minutes. On Monday, Wednesday, and Friday, I (16) _____, and on the other days, I clean the house.

✓ LINA : Then I take a shower, get dressed, put on my (17) _____, and go to work.

PAUL : Wow. You never sleep late?

LINA : On the weekends, I sleep till (18)

PAUL : That's really late. You do laundry in the morning?

LINA : And the (19) _____. Why? When do you do the laundry?

× PAUL : Usually in (20) _____. And September.

NAME : M. Khoiryu



Section 1

LISTEN AND CHOOSE THE BEST ANSWER! Listen the following conversation to answer question number 1-10! ✓ 1. What time does Sophia usually wake × 6. On which days dou

- up?
- a. 5 a.m.
- b. 6 a.m.
- c. 7 a.m.
- d. 8 a.m.
- ✓ 2. What does Sophia do after brushing her teeth?
 - a. Eats breakfast
 - b. Goes to the gym
 - c. Feeds her cat
 - d. Goes to work
- 3. What does Sophia usually have for breakfast?
 - a. Toast and milk
 - b. Cereal and orange juice
 - c. Eggs and coffee
 - d. Sandwich and tea
- ✓ 4. How does Sophia go to work?
 - a. By car
 - b. By train
 - c. By bus
 - d. By bike
- X 5. What time does Sophia start work?
 - a. 8 a.m.
 - b. 9 a.m.
- c. 10 a.m.
- d. 11 a.m.

- \times 6. On which days does Sophia go to the gym?
 - a. Mondays and Wednesdays

POST-TEST

- b. Tuesdays and Thursdays
- c. Fridays and Saturdays
- d. Wednesdays and Fridays
- 7. What does Sophia do after she gets home?
 - a. Watches a movie
 - b. Goes straight to bed
 - c. Cooks and eats dinner
 - d. Takes a shower
- X 8. What does Sophia sometimes do after work?
 - a. Visits her friend
 - b. Goes shopping for food
 - c. Reads a book at the café
 - d. Sleeps early
- 9. How does Sophia relax in the evening? a. Playing games
 - b. Writing a diary
 - c. Reading or watching TV
 - d. Going out with friends
- 10. Based on the routine, what can you say about Sophia's lifestyle?
 - a. Very disorganized
 - b. Active and balanced
 - c. Unhealthy and lazy
 - d. Lonely and isolated

Section 2 LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 11-20)

Fast	Evening	5 a.m.	Makeup	Banana	Nap	Six	
Red	March	Exercise	Guitar	Laundry	Window	8.45	

× EMMA : Hi, Jack. What time do you (11) _____ up in the morning?

✓ JACK : Hi, Emma. I wake up at (12) ____. How about you?

✓ EMMA : I wake up at half past (13) ____. Then I brush my teeth and (14) ____ my face. ✓ JACK : Me too. After that, I have breakfast. What do you do after breakfast?

✓ EMMA : I get dressed and (15) _____ my hair. What about you?

JACK : I do the same. After that, I go to school.

EMMA : Do you go to the school by bus?

JACK : No, I (16) _____ to school. What do you do after school?

 \times EMMA : I do my (17) ____ and watch TV.

X JACK : That sounds fun. I do my homework too. And then I (18) _____a book.

 \times EMMA : What time do you go (19) ____?

JACK : I go to bed at nine o'clock. What about you?

EMMA : I go to bed at half past nine.

JACK : I like (20) to you, Emma. EMMA : Me too, Jack. See you tomorrow.

Appendix X Student Control Answer Sheet.

/		(10)	
	NAME ROSXID	190	
	CLASS : .7.H.		
	PR	e-test 3	
	Section 1		
	LISTEN AND CHOOSE THE BEST ANS	SWER!	
	Listen to the following conversation to any	swer questions 1-5!	
	1. Where does the speaker eat breakfast?	4. When does the speaker have lunch?	
	a. In the living room	a. At 11:30	
	b. In the bedroom	X. At noon	
	X In the kitchen	c. At I PM	
	d. In the dining room	d. At 2 PM	
	2. Why does the speaker leave home around eight thirty?	the speaker's evening routine?	
	a. To avoid traffic	Vatching TV	
	b. Office opens at eight	b. Brushing teeth	
	Needs to get to work by nine	Taking a shower	
	d. Walks her dog at that time	d. Having dinner	
	What means of transportation does the speaker use to go to work?		
	a. Walks		
	b. Uses the bus		
	Rides a bicycle		
	Drives a car		
			11

LISTEN AND COMPLETE!

Listen and Choose the Correct Answer to Complete the Following Conversation! (Number 6-10)

Nap	8.45	Exercise	March	Makeup
Six	Evening	Laundry	Late	5 a.m

LINA : Paul, you're late again.

PAUL : Sorry, I never get up before (6) 59M

LINA : 8.45? That's late.

PAUL : What time do you get up?

LINA : I get up at 5 a.m.

PAUL : 5 a.m.? That's early

- PAUL : What do you do in the morning?
- LINA : Well, after I get up, I usually make breakfast, take out the garbage, do the

(7) exercise

PAUL : The laundry?

LINA : Yes. Then I read the newspaper, check my e-mail, Sometimes I take a (8) N9P

PAUL : You take a nap in the morning?

LINA : Just 15 minutes. On Monday, Wednesday, and Friday, I exercise and on the other days, I clean the house. days, I clean the house. LINA : Then I take a shower, get dressed, put on my (9) ____, and go to work.

PAUL : Wow. You never sleep late?

LINA : On the weekends, I sleep till six.

PAUL : That's really late. You do laundry in the morning?

- LINA : And the (10) ____ Why? When do you do the laundry? Late
- PAUL : Usually in march and September.

NAME : ROSYID

POST-TEST Section 1 LISTEN AND CHOOSE THE BEST ANSWER! Listen to the following conversation to answer questions 1-5! What time does Sophia usually wake up? 2 a. 5 a.m. b. 6 a.m. c. 7 a.m. X 8 a.m. 2. What does Sophia do after brushing her teeth? a. Eats breakfast b. Goes to the gym X Feeds her cat d. Goes to work 3. How does Sophia go to work? a. By car b. By train c. By bus By bike 4. What does Sophia do after she gets home? Watches a movie b. Goes straight to bed c. Cooks and eats dinner d. Takes a shower 5. What does Sophia sometimes do after work? Visits her friend b. Goes shopping for food c. Reads a book at the café d. Sleeps early

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 6 -10)

The second s	and the second se		
	Turnalina	Window	8 45
Guitar	Laundry	window	0.45
	Guitar	Guitar Laundry	Guitar Laundry Window

EMMA : Hi, Jack. What time do you (6) by f up in the morning? JACK : Hi, Emma. I wake up at 07:00 How about you? EMMA : I wake up at half past (7) SAMThen I brush my teeth and wash my face. JACK : Me too. After that, I have breakfast. What do you do after breakfast? EMMA : I get dressed and comb my hair. What about you? JACK : I do the same. After that, I go to school. EMMA : Do you go to the school by bus? JACK : No, I (8) Gult to school. What do you do after school? EMMA : I do my homework and watch TV. JACK : That sounds fun. I do my homework too. And then $I(\emptyset)$ a book EMMA : What time do you go to bea? JACK : I go to bed at nine o'clock. What about you? EMMA : I go to bed at half past nine. JACK : 1 like (10) Fastio you, Emma. EMMA : Me too, Jack. See you tomorrow

Appendix XI Student Experimental Answer Sheet.

NAME : Rameyza elya	$(/ \cap)$
CLASS : .7.)	
Instants of Conversion PRE	TEST
Section 1	
LISTEN AND CHOOSE THE BEST ANS	WER!
Listen to the following conversation to ans	wer questions 1-5!
1. Where does the speaker eat breakfast?	4. When does the speaker have function
a. In the living room	a. At 11:30
b. In the bedroom	At noon
In the kitchen	c. At 1 PM
d. In the dining room	d. At 2 PM
2. Why does the speaker leave home around eight thirty?	5. Which of the following is NOT part of the speaker's evening routine?
a. To avoid traffic	a. Watching TV
b. Office opens at eight	Brushing teeth
c. Needs to get to work by nine	c. Taking a shower
Walks her dog at that time	d. Having dinner
3. What means of transportation does the	LINK I YES THEN I WERT HE DEVERTOPER, DEVEN
speaker use to go to work?	
a. Walks	CLARK LLIKE IS POINTIES. On Monday, Wednesda dayse I claim the house.
c. Rides a bicycle	LINA / Than I take a show or, gat dressed, p (on
d. Drives a car	FALLS & Wow, You never sleep migh

LISTEN AND COMPLETE!

Listen and Choose the Correct Answer to Complete the Following Conversation! (Number 6-10)

(Nap)	6 8.45	9 Exercise	March	Makeup
Six x	Evening	Laundry	7 Late	5 a.m
SIXX	Evening	a and the state	- Xo I	

PAUL : Sorry, I never get up before (6) _

LINA : 8.45? That's late.

PAUL : What time do you get up?

LINA : I get up at 5 a.m. PAUL : 5 a.m.? That's early.

PAUL : What do you do in the morning?

LINA : Well, after I get up, I usually make breakfast, take out the garbage, do the

to get to work by nine c. Taking a shower .____(7) PAUL : The laundry?

LINA : Yes. Then I read the newspaper, check my e-mail, Sometimes I take a (8) _____.

PAUL : You take a nap in the morning?

LINA : Just 15 minutes. On Monday, Wednesday, and Friday, I exercise and on the other days, I clean the house.

LINA : Then I take a shower, get dressed, put on my (9) ____, and go to work.

PAUL : Wow. You never sleep late?

LINA : On the weekends, I sleep till six.

PAUL : That's really late. You do laundry in the morning?

LINA : And the (10) ____. Why? When do you do the laundry?

PAUL : Usually in march and September.



LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 6-10)

ast	Evening	5 a.m.	Makeup	Banana	Nap	Six	
Red	March	Exercise	Guitar	Laundry	Window	8.45	

EMMA : Hi, Jack. What time do you (6) _____ up in the morning? window

JACK : Hi, Emma. I wake up at 07:00 How about you?

EMMA : I wake up at half past (7) ____. Then I brush my teeth and wash my face. $St \times$

JACK : Me too. After that, I have breakfast. What do you do after breakfast?

EMMA : I get dressed and comb my hair. What about you?

JACK : I do the same. After that, I go to school.

EMMA : Do you go to the school by bus?

JACK : No, I (8) _____ to school. What do you do after school? Walk

EMMA : I do my homework and watch TV.

JACK : That sounds fun. I do my homework too. And then I (9) _____a book, read

EMMA : What time do you go to bed?

JACK : I go to bed at nine o'clock. What about you?

EMMA : 1 go to bed at half past nine.

JACK :1 like (10) ____ to you, Emma. ₹ a\\≥199

EMMA : Me too, Jack. See you tomorrow.

Appendix XII Research Completion Letter

	MADRASAH TSANAWIYAH NEGERI 2 MALANG J.I. Kenongosari No. 16 Turen Kabupaten Malang 20 (0341) 824925 Kode Pos 65175 Email : mtsn2malang@gmail.com, Website: Mtsn2malang.sch.id
	04 Juni 2025
	SURAT KETERANGAN PENELITIAN
	NOMOR : B- 579 /Mts. 13.35.02/ PP.00.5/6/2025
Yang bertanda tanga	n dibawah ini :
Nama	: Drs. Nasrulloh M. Pd. i
NIP	: 196806181998031004
Pangkat / Golongan	: Pembina (IV / a)
Jabatan	: Plh. Kepala MTs Negeri 2 Malang
Menerangkan bahwa	:
Nama	: Achmad Dony Septyan
NIM	: 210107110012
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Ak	ademik : Genap – 2024/2025
Asal Instansi	: Universitas Islam Negeri Maulana Malik Ibrahim
	Malang
Telah melakukan Pe	nelitian di MTs Negeri 2 Malang pada bulan Mei dengan Judul Skripsi i
The Impact of Drill S MTsN 2 Malang ".	strategies on Listening Comphrehension Using You Tube Kelas 8 o
Osmikies suret keter	ingan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

ULLOH

Appendix XIII Documentation









Appendix XIV Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap	: Achmat Dony Septyan
Tempat, Tanggal Lahır	: Ukui, 25 th September 2002
Jenis Kelamın	: Laki-laki
Agama	: Islam
Fakultas, Jurusan	: FITK, Tadrıs Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
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Riwayat Pendidikan

1.	TK Al – Fattah	2007-2008
2.	Mis Al – Fattah	2008-2014
3.	MTs Pondok Pesantren Modern syamsuddin	2014-2017
4.	MA Pondok Pesantren Modern syamsuddin	2017-2020
5.	UIN Maulana Malik Ibrahim Malang	2021-sekarang

Malang, 2nd May, 2025 The Researcher,

Achmat Dony Septyan NIM. 210107110012