

The impact of youtube video as a media to improve students' listening comprehension in sultan ageng tirtayasa university english department 2019 class a

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ABSTRACT (10PT)

Based on the problems that had been found by the author, this research are intended to find out and understand about the impact of using YouTube video to improve students' listening comprehension in Sultan Ageng Tirtayasa University English Department 2019 Class A and their perception toward the implementation of YouTube video to improve their listening comprehension. This research used a qualitative approach and to obtain primary data is used an questionnaire, and also to obtain secondary data is used literature study. Based on the findings, YouTube video had a lot of positives impact to improve their listening comprehension and effective to be implemented as media to improve their listening comprehension.

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1. Introduction

The pace of technical advancement is quickening, particularly in the field of internet technology. Social media refers to a variety of websites and programs that students use. Furthermore, the most popular websites at present time are Facebook, Twitter, Instagram, and YouTube. YouTube, on the other hand, becomes more engaging and enjoyable than other websites because it not only gives images and text, but also videos and animated films, which entice students to utilize it. YouTube, a result of digitization, is proven to be the most adaptable platform for content exchange both within and outside the classroom. It provides not only digital entertainment but also an excellent learning environment. (Syafiq, 2021). “YouTube was founded as a video sharing site with educational potential” (Snelson, 2011).

To be able to perform good English communication both in oral and written form, students should be trained in the four language skills, and listening is one of the skill that hard to learn (Syafrizal, 2017). Listening involves auditory discrimination, aural grammar, picking necessary information, memorizing it, and linking it to the sound process and form of meaning (Pourhosein Gilakjani & Sabouri, 2016). It is a mental exercise to listen. It helps us comprehend the world around us and is a crucial part of good communication (Pourhosein Gilakjani & Sabouri, 2016). Listening entails active participation, effort, and practice in order to listen for thoughts, feelings, and intentions (Pourhossein Gilakjani & Ahmadi, 2011).

A bottom-up and top-down approach is used in the listening process. Bottom up processing involves detecting and parsing the speech stream at successively bigger levels, starting with auditory-phonetic, phonemic, syllabic, lexica, syntactic, semantic, propositional, pragmatic, and interpretive levels (Field, 2003). The listener moves from the whole to the component using prior knowledge, content, and rhetorical schemata in top-down procedures. In other words, depending on what they know about the communication context, the listener guesses what the message will contain and then uses sections of the message to confirm, correct, or add to that forecast. In this procedure, inferencing is a vital step. Assisting students in honing their listening skills and comprehending what they hear is part of teaching listening (Richards, 2006). This could be accomplished by constructing a strong lesson plan and using relevant resources and media for learning sources.

Listening comprehension refers to the many phases of comprehending spoken language: Understanding the meaning of individual words, knowing speech sounds, and comprehending the structure of sentences are all examples (Pourhosein Gilakjani & Sabouri, 2016). Listening comprehension is an active process in which the listener constructs meaning from context and prior knowledge, utilizing a variety of strategic resources to achieve the task (Pourhossein Gilakjani & Ahmadi, 2011).

Following an observation, the author discovered that many students in the Sultan Ageng Tirtayasa University English Department 2019, particularly in Class A, were still having difficulty catching the intended information, such as determining the main idea of spoken texts, predicting the detailed information of the speakers from the recording played, and distinguishing a variety of lexicons with sounds. When students were asked to listen to an audio recording while learning, these challenges often made them look uninterested. In order to address the issues raised above, the author investigated the influence of YouTube videos as a medium for improving students' listening comprehension at Sultan Ageng Tirtayasa University's English Department in 2019. What are the impact of YouTube video as a media to improve students' listening comprehension in Sultan Ageng Tirtayasa University English Department 2019 Class A? Is it have the positives or negative impact in improving their listening comprehension so that we all know how effective it is to the implement YouTube video to improve their listening comprehension in order to solve the problem. And also How is students in Sultan Ageng Tirtayasa University English Department 2019 Class A perception toward the implementation of YouTube video to improve their listening comprehension?, to understand their perception toward the implementation of YouTube video to improve their listening comprehension.

2. Method

The author took a qualitative approach in this research with using Qualitative descriptive methods. The subject of this research are students from Sultan Ageng Tirtayasa University English Department 2019 with total population about 109 students. There are 3 classes (class A, B, and C) with total student about 32 – 34 students, the author only focus on the class A. To collect primary data for this research, a questionnaire was created using Google Forms. The author used Google Forms to create questions in order to observe the impact of YouTube videos on improving their listening comprehension based on their experience. The questionnaire also included five items that were designed to identify students' perceptions of the implementation of YouTube videos to improve their listening comprehension. The questionnaire featured a long-answer, likert-scaled design with scales ranging from 1 (strongly disagree) to 5 (strongly agree). Another tool that will be employed in this research is a literature review, which will be used to gather secondary data. The findings of a literature review are summarized in the form of theories. The responses to the questionnaire were examined to determine the influence of YouTube videos on improving students' listening comprehension based on their personal experiences, as well as to determine students' perceptions of the implementation of YouTube videos to increase listening comprehension. The questionnaire's data is made up of responses from the sample, each providing a distinct response to each question. And the conclusions of the literature review are backed up by ideas that justify them. To begin, students were given a questionnaire via Google Forms that included a question intended to reveal their opinion about the impact of YouTube videos on improving their listening comprehension based on their experience, as well as five items intended to identify students' perceptions about the use of YouTube videos to improve their listening comprehension. The author processed and analyzed the data after obtaining the primary data. After that, the author constructs conclusions based on data that has been processed and examined, as well as secondary data and literature that contains hypotheses that support the conclusions.

Findings and discussion

In this part, the author is going to present the result of the research on the impact of YouTube Video as a media to improve students' listening comprehension and students' perception toward the implementation of YouTube Video on their listening comprehension.

The Impact of YouTube Video as a Media to Improve Students' Listening Comprehension

After doing some observation by using questionnaire towards the subject, the author find out that YouTube Video had a lot of positive impact to improve students' listening comprehension in Sultan Ageng Tirtayasa University English Department 2019, especially in class A. It can be shown by the answer from the questionnaire using long-answer design which apparently shows that they had a lot of experience of using YouTube and they said that their listening comprehension has been improved since then.

Have you ever used a YouTube video as media to improve your listening comprehension?

Based on the question above, a lot of them are already used YouTube video as a media a to improve their listening. Here are some of the answer from the subject: "I have especially to used a YouTube as a media to improve my listening comprehension because here I listened to more focus on the idea what speakers talk about to getting better explanation for those speakers"; "I use it most of the day. In every course actually. It's great, my lecturers always send me a video reference from YouTube. They said we have to watch it and take some note. After I experienced that course my listening comprehension become better. So I think YouTube is a media that can improve my listening comprehension"; "yes I do, I always use YouTube as my media learning to increase my listening ability in English because there are many videos for me to enhance my listening comprehension"; "I think YouTube is very helpful in improving my listening comprehension because YouTube is an application that is easy to use and easy to find what you want".

Are there any improvement or not or even a derivation after you used YouTube video as a media to improve your listening comprehension?

Based on the question above, a lot of them also said that since they using YouTube video, their listening comprehension were improved. Here some of the answer: "I improved a lot on listening comprehension by using YouTube, because it's a fun media to learn"; "Of course there's improvement after use you tube as a media for increasing my listening compression"; "Absolutely yes, I have the development after watching the video from YouTube"; "there are many improvement when I use YouTube as a media to improving my listening comprehension, because YouTube provides give more clear explanation with their videos"; "improved a lot on listening comprehension by using YouTube video, because it's a fun media to learn"; "Yes, I have. On the listening class, the lecturer used YouTube as a teaching media, I think using YouTube videos can be one of the best media for listening comprehension. It is because there are a lot of exciting videos and it is easy to access, you can watch YouTube everywhere".

This findings is inline with another previous research conducted by Siti Syafi'atul Qomariyah, dkk. (2021) that The use of YouTube videos had a substantial impact on students' listening comprehension abilities. Their conclusion was supported by a statistical calculation score indicating that the t-test outperformed the t-table ($1.834 > 0.073$).

Using YouTube videos during the treatment made learning listening comprehension in the classroom easier and more enjoyable for students. Despite the fact that teaching utilizing YouTube videos yielded great results, some students had trouble acquiring some listening materials. The fact that listening was definitely more difficult than other skills was one of the reasons why some students struggled.

The success of employing YouTube videos, according to their findings, could be seen in the experimental group's students, who considered it more enjoyable and fascinating to absorb hearing materials supplied during the learning process than students who were treated with audio recordings. The pupils appeared to be even more driven to complete the activity according to the lecturer's directions. Students were able to learn English as if they were immediately presented with native speakers in a classroom environment by using YouTube videos.

Therefore, the author concluded that YouTube video had a lot positives impact to improve their listening comprehension. the positives impact of using YouTube video can be describes as follows:

By using YouTube Video, it makes them more excited and enjoyable in improving their listening comprehension

By using YouTube Video, it makes learning listening comprehension more easier for them.

By using YouTube, it creates more understanding in improving their listening comprehension.

Students' Perception Toward the implementation of YouTube Video on Their Listening Comprehension

The students in Universitas Sultan Ageng Tirtayasa English Department 2019 class A perception toward the implementation of YouTube video to improve their listening comprehension in this research can be seen by their replies on the questionnaire with the 5 items likert-scale design from the subject. It demonstrates the benefits of using YouTube videos as a medium for improving their listening comprehension. The following are the details of the five items and their responses:

YouTube video makes listening more fascinating

A lot respondents agrees and a few more respondents strongly agrees that YouTube videos make listening practice more fascinating. It means that after learning via YouTube video, all students think that listening in class is more fascinating. This finding is consistent with Kelsen (2009) discovered that students believe that listening to YouTube videos makes learning more fascinating (Kelsen, 2009).

YouTube video helps you to comprehend English conversation

The majority of respondents agree, and a few strongly agree, that watching YouTube videos helps them better understand English discussions. It indicates that after practice with YouTube videos, the recording/message conversation's becomes clearer. The movies benefited students with conceptualization by giving images, memory cues, and linkages, as well as clarifying their comprehension. The gestures and mimics of the speaker in the YouTube video improve these children's grasp of the conversation (Eick & King, 2012).

YouTube video provides contextual examples of a real life situation

The majority of respondents think that YouTube videos provided contextual examples that could be applied to real-life situations, while a minority strongly agree. This occurred as a result of YouTube videos giving students with a variety of interactions relating to real-life circumstances such as phone calls, hotel reservations, and shopping, among other things. YouTube videos can show students how material and theory learned in class can be applied in the real world (Duffy, 2008).

YouTube video helps to get better understanding of cultural aspect

Respondents agree that YouTube videos assisted them in gaining a deeper grasp of related cultural themes. This occurred because YouTube video can provide vast/universal, which he distributed to students. As a result, the video from YouTube that has a cultural aspect can also be delivered to them.

YouTube video helps to understand the vocabulary and idiomatic expression

Respondents agree that watching YouTube videos helps them understand the recording's language and colloquial expressions. This could be due to the fact that there is more information and debate about the idiomatic expression in the YouTube video.

3. Conclusion

Based on the findings, YouTube video had a lot of positive impact to be implemented to improve students' listening comprehension in Sultan Ageng Tirtayasa English Department 2019, especially in class A. It can be seen from the observation by the author using questionnaire with long-answer design that reveals about the positives impact of using YouTube video can be describes as follows:

1. By using YouTube Video, it makes them more excited and enjoyable in improving their listening comprehension;
2. By using YouTube Video, it makes learning listening comprehension easier for them;
3. By using YouTube, it creates more understanding in improving their listening comprehension.

The student perception after the implementation of YouTube video also shows more of the positives impact of using YouTube video to improve students' listening comprehension in Sultan Ageng Tirtayasa, especially in English Department 2019. It can be seen by replies of questionnaire which are reveals that a lot of respondents agrees YouTube video makes listening more fascinating; YouTube video helps you to comprehend English conversation; YouTube video provides contextual examples of a real life situation; YouTube video helps to get better understanding of cultural aspect; and YouTube video helps to understand the vocabulary and idiomatic expression. So, It can be concluded that YouTube video has bringing positives impact to improve their listening comprehension and effective to be implemented as media to improve their listening comprehension. Because of the excellent effects of YouTube videos on improving students' listening comprehension. The author recommends that English lecturers/teachers use YouTube videos into their listening lessons, as well as other classes such as speaking classes. It is also recommended that the issue that arose in the classroom when a YouTube video was used be identified in order to ensure that the learning and teaching process proceeds smoothly. It is also recommended that a study on the use of YouTube videos in other classes, such as speaking classes, be conducted for additional research. A study of students' attitudes toward the use of YouTube videos in other areas, such as speaking, is also recommended.

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