

STUDENTS' PERSPECTIVE ON YOUTUBE AS LEARNING MATERIAL FOR LISTENING OUTSIDE THE CLASSROOM

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Abstract: Listening is fundamental language skills to acquire messages delivered through voice in communication. In learning English listening, authentic material is essential in listening class in order to make the students familiar with how English are used in actual life. There are many ways to develop listening skills with the help of technology, including practicing listening skills is by watching English video on YouTube. Therefore, the researcher interested in conducting the research about students' perception on the implementation of YouTube in online class. This research is conducted using descriptive qualitative research on 10 students, from the 3rd semester in English language department at the University of Islam Malang. The instrument used in this study is in the form of semi-structured interview about the implementation of YouTube in online listening class. The data analyzed using qualitative data analysis including, reduction, coding, grouping, interpretation and conclusion. The result shows that all the students enjoy the implementation of YouTube in online listening classes. YouTube is implemented mostly for learning material, its implementation provide visual support, repeatability and flexibility. The study also showed that the students can learn independently by the availability of references and information that are updated regularly. Moreover, materials on YouTube are provided authentically by English natives. The result also indicated that the disadvantage of YouTube is when the students rely too much on repeatable features. This study also indicated that the role of the lecturer to guide the students to the right material is still essential in learning. **Key Words:** : *Emotional support, online learning, perception.*

INTRODUCTION

Listening is the first and the most basic among other language skills. As the receptive skill, listening is about the ability to receive and comprehend the messages that are delivered through voice and sound in the communication process. According to Adnan (2014), listening plays significant role in daily life as the first communication skill and mental process that the students need to achieve. However, in the case of EFL learning, listening is considered as challenging skill to master as students have to keep up with the speed and accent

that is varied from each speaker. Listening is considered to be more complex than other skills for learner who does not live in an English-speaking environment, as it is more difficult to practice listening and intentionally learn how to listen (Schmidt, 2016). Therefore, it is important to facilitate students to be more adapted to listening directly from authentic materials through the natives.

The implementation of authentic materials is essential in listening class in order to make the students familiar with how English is used in actual life. According to Rogers (1988), authentic materials are appropriate and good in terms of goals, objectives, learner needs, and interests as well as natural in terms of real-life and meaningful communication. Moreover, Nunan (1999) stated that, authentic materials are spoken or written language information that is produced in the course of real communication, and is not specific to language teaching. An empirical study by (Flowerdew & Miller, 2005) demonstrated that the positive effects of utilizing authentic texts by language learners lead to the development of oral language skills. Moreover, other studies by Berardo (2006) confirm that using authentic materials greatly influences listening skills by offering new words and expressions from speech to students. Moreover, Van-Zeeland and Schmitt (2013) points out that it is essential to support learners with authentic tasks gradually, rather than just attempting to make tasks realistic from the beginning to determine the next step to prepare students for real-life situations.

YouTube videos are authentic in nature since it presents videos that were created by people from around the world and weren't designed for teaching purposes. These videos give students the opportunity to learn authentic communication effectively in learning a language by experiencing real language communication by native speakers (Lin 2002). Authentic videos on YouTube support language learning and practice as it is used by English native speakers, suitable utilization of YouTube improves students' English language skills, especially listening comprehension skills by opening up a new world for a more interesting and productive learning environment (Harlinda, 2019).

The use of YouTube as authentic material enables the learners to learn the language in actual settings and allows them to receive information beyond language learning itself (Ayu, 2016). YouTube is an online video-based social media where learners can learn anywhere and anytime as long as there is a sufficient internet connection (Educause, 2006). Furthermore, Arono (2014) added that YouTube can be utilized through a mixed learning method that combines both active learning and independent learning by directing students to watch the video of their choice as long as it is in English and asking them to write the conclusion of the video.

Essentially, videos on YouTube have some advantages and disadvantages for learning the language. The advantages of using YouTube include providing authentic examples of the implementation of English for everyday communication by native speakers (Stevenson, 2013). Moreover, the videos can be used as tools to improve language skills including listening, speaking, reading, and writing. YouTube video is available and accessible for free from any charge which provides students easy access to students (Alwehaibi, 2013). Aside from its advantages, YouTube also has some weaknesses in learning, the problems are some videos did not provide a good example of communication, personal limitation of the users like insufficient vocabulary, or unable to keep up with the pace of the dialect and video content requires good internet connectivity (Ayu, 2016). Also, YouTube videos sometimes do not provide good video content either from the dialogues, material, and the pictures taken, therefore it requires good selection from the user (Brunner, 2013).

Many studies are dedicated to exploring the use of online media platform in listening class, for instance, a study by Saputra (2018) who found several changes in the students' perception; the students found that studying extensive listening through YouTube is very astonishing; It also helped them increase their vocabulary and get new information, in addition, the method of teaching listening on YouTube appears to be an effective listening method. Moreover, a study by Ma'fiyah (2021) aims to find out the students' perception on the effectiveness of

learning platforms and found that in the level of implementation and challenges, students thought that virtual learning is the appropriate medium of teaching listening during a pandemic if lecturers are able to carry out their roles and students are always responsive to the challenge adaptively in both terms of content and technology. However, only a few studies are available about the benefits of YouTube as supplementary material outside classroom activities on students' listening skills. Therefore, this study project aimed to investigate the benefit of YouTube on students' listening skills as well as students' perspectives about its independent use as authentic material outside the classroom.

METHOD

This study was carried out using a qualitative approach to find the answer to the problem based on factual data on the field in detail. According to Bogdan and Biklen (1998), qualitative research design describes the data in the form of illustrations and narratives and does not use numbers to present the data. In this study, the researcher used a descriptive qualitative research design to describe the phenomenon gathered during the data collection. The study was conducted at 10 students from 3rd semester at the English department at the University of Islam Malang and administered via online interview through voice notes. The participants were selected with the criteria such as have completed the listening course in the online learning setting, experienced online learning from YouTube as learning media in an online listening class and willing to participate in this study and respond to the open-ended questionnaire.

In this study, data collection was carried out by using Interviews to get data based on the respondents' experiences the researcher provide students with a question that were answered with a WhatsApp voice note. The instrument was used in online research via Whatsapp voice note in consideration of social distancing in the midst of the coronavirus pandemic. To ensure the validity and reliability of the data for the qualitative approach, the researcher implemented data triangulation. There are three different methods of triangulation namely triangulation from

different sources of data, different methods, and different studies. In this study, the researcher implemented triangulation from different sources of data by conducting interviews with different students, at different times and spaces. The triangulation was done by interviewing different interviewees one by one at different times. Moreover, the researcher collected the data online where the students are at home so the research is conducted in a different time, person and space. Other than that, to ensure the validity of the interview question, the researcher validates the interview question to the lecturer. In order to ensure the information originated from various sources of data and contains diverse perspectives in response to the problems of the research, the researcher distributed the research interview limited to a certain period to ensure the validity of the data.

The data analysis technique used in this study involves is data reduction, data display, and drawing a conclusion based on the qualitative data analysis model of Miles and Huberman (1994). In this research, the writer analyzed the students' written answers about the perception of the benefit of YouTube on listening skills to get the suitable data and remove unnecessary data for the study. Reduction is unnecessary as all the question items are distributed by choices from the researcher that is all necessary for the study and data analysis. Data display was done after data reduction by choosing the required data, the researcher presents selections and displays them in the finding. In this study, the data is displayed using the table. Drawing a Conclusion involves a step back consideration of the data analyzed to assess their implications for the research questions. In this study, the researcher summarized and relates the analyzed data with a research background, theoretical studies, related works of literature, and research questions.

FINDING AND DISCUSSION

The result of the study shows that all the students enjoy the online listening class using YouTube because of its flexibility, practicality, interesting media to learn, as well as the ability to be learned from home. This is in line with Prabawati (2021) that new experience and media in online learning makes the learning more

enjoyable, motivating, flexible, time-saving, and prevents the spread of Covid-19. Moreover, a study by Rakhmanina (2020) also indicated that most students give positive responses to online learning because online learning is flexible and fun. This study also indicated that YouTube in online learning in listening classes applied for learning materials and assignments. This indicated that YouTube is used as learning tool for students to learn not only in the class but also at home as assignments. This is in line with Saputra (2018) who found that YouTube is not used as the main learning material but as extensive listening material for out-of-school activities.

Moreover, the result shows that YouTube is beneficial for the students because it allows the students to repeat the video over and over, get another reference for the topic they are studying and visual support helps them understand the material. This is in line with the study of Chen (2020) that indicates YouTube makes the students easier to learn and enhances their listening comprehension. Another study by Saputra (2018) shows that YouTube provides a beneficial and enjoyable way, and the common difficulty in using YouTube was internet connection as packet data usage. In the same way, this current study shows that all students feel happy with the implementation of YouTube in online listening classes and are only limited to packet data consumption.

In terms of the benefits of technology, the result indicated that implementation especially YouTube in online listening classes, it is found that the benefit of technology implementation helps the students to understand more because most materials are repeatable and flexible to be learned anywhere and anytime. This result is similar to Nurani (2021) who found that students always have enough time to listen to the recording because it is repeatable, it is also found that the students can own the material by downloading it to learn on their own. The result also indicated that the implementation of technology is the right option to use in the pandemic situation as the students can learn from home. This is in line with Rakhmanina (2020) who found most of the students agreed that online learning is suitable for learning in the Covid-19 pandemic. Moreover, the use of YouTube also

helps to create a more conducive learning experience as well as helps to solve many problems regarding listening material. A study by Pham (2021) shows that the use of technology offers new opportunities and learning experiences for students. Furthermore, Pham also found that the use of audiovisual material helps to develop students' listening comprehension as videos and pictures help the students to understand the context easier.

In regards to the students' perception of the use of YouTube in online listening class, the references that they found on YouTube provide them with more detailed information because the materials on YouTube are updated regularly. This is in line with Chen (2020) who indicated that the internet provides the students and teachers with a world-scale variety of material that is updated on daily basis. Saputra (2018) also found that YouTube contains authentic learning material which is always updated every day. Moreover, frequent use of YouTube helps the develop and practice their listening skills with the support of visual aid and comprehensive material that comes from native English speakers. This result is in line with Krashen's (1996) theory of narrow listening where repetition and language authenticity plays important role in listening comprehension. YouTube also contains a variety of materials that are suitable for all levels of education. This is in line with Saputra (2018) who stated that YouTube contains English learning material created to support any level of language proficiency for beginner language learners such as children to university students.

For how YouTube should be implemented in online learning classes, YouTube might be enjoyable learning material but might also be boring at some extent the use. This finding is different from all the previous studies discussed in this study that did not mention students' boredom in using YouTube, this might happen because the use of YouTube discussed in this current study is more frequent than those discussed in the previous study. In this study, YouTube is used as the main learning material for online listening classes. In this current study, the students suggested using more variety of applications instead of using only YouTube as if used correctly, many applications can be used in learning. This is in line with

Rakhmanina (2020) who suggested the use of various learning platforms to make the learning more effective. The use of YouTube in learning also has some disadvantages such as when the students underestimate assignments as they rely too much on repeatable features on YouTube. This finding is also different from any previous studies discussed in this study that did not mention similar issues where the students rely too much on the repeatable feature of YouTube. Therefore, a further study on this issue might be required to explain more about the issue. This study also indicated that the role of the lecturer to guide the students to the right material is still essential in learning. Saputra (2018) shares the common belief related to this finding as one of the limitations of extensive listening is when the students aimlessly use YouTube without knowing what they have to learn, the learning goal would not be achieved effectively. Therefore, it is suggested for the students to learn independently using YouTube but with guidance from the lecturers to increase their listening skills.

CONCLUSIONS AND SUGGESTIONS

From the result of the study, it can be concluded that all the students enjoy the implementation of YouTube in online listening classes due to their flexibility, practicality, and new experience and media. The implementation of YouTube in listening class is mostly for for learning material to be learned both in the class and at home. YouTube media allows the students to repeat the video over and over, get another reference for the topic they are studying and visual support helps them understand the material. In terms of the benefits of YouTube in online listening classes, it is found that YouTube is beneficial as it is repeatable and flexible material that can be learned anywhere and anytime. It is also found that YouTube helps to provide a more conducive and not monotonous learning experience. The study also showed that the students can explore how to use technology suitable for their learning independently by the availability of references and more detailed information from materials that are updated

regularly. Moreover, materials on YouTube are not only provided authentically by English natives but also provides support for all level of English proficiency. However, YouTube might be boring to some extent the use and using more variety of applications is necessary. The result also indicated that the disadvantage of YouTube is when the students rely too much on repeatable features. This study also indicated that the role of the lecturer to guide the students to the right material is still essential in learning. The researcher suggested for the next researcher to use the questionnaire to gain general information and to select the data for larger participants with different background, because in this study, the researcher have only included ten participants.

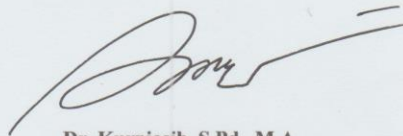
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