

EFL STUDENTS' PERCEPTIONS ON THE USE OF YOUTUBE DIALOGUE AS INDEPENDENT LEARNING MEDIA IN LISTENING SKILLS

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Abstract

This research was conducted to determine students' perception and to find out benefits, and problems on the use of video dialogue podcast, especially in developing listening skills. This research was conducted in the English department at a private University of Islam Malang. This research involved 30 students from English education department and taking 10 students who were taken specifically for interview, and those who often listen to podcast dialog videos in their daily lives. This study used a questionnaire to identify eligible participants for the interview as further data collection. Selected students were asked about the benefits and problems they get after listening to the video podcast. The data were analyzed using Microsoft excel and thematic analysis. The findings show, based on students' perceptions, that they positively agree with the video the podcast dialogue can increase the skill listening and benefits received after listening to the podcast dialog video to increase vocabulary, spelling, and pronunciation in English. The most problem they faced is that the speaker's intonation is too fast, which makes them confused. Furthermore, the podcast's dialog can therefore become an independent learning media so that students can overcome personal problems when they are having difficulty listening. Later, researchers are further recommended to look for questions about student's perception. From these findings, the researcher gives suggestions. First, the EFL students make podcast dialogue videos as independent learning media, students are expected to be able to find problem-solving on their own. Moreover, future researcher is expected to be able to complete the questions so that students can find solutions to problems on their own.

Keywords: students' perception, YouTube video dialogue, independent English learning media, listening skill

INTRODUCTION

Since English is an international language, practically everyone utilizes it to communicate. English is a foreign language that is necessary to learn in order to succeed in the academic and professional worlds, particularly in Indonesia. Foreign language learners of English face a wide range of issues. When trying to hear a new language, learners come from a range of backgrounds, experiences, knowledge bases, and cultures. Learning any language, but particularly learning English, requires mastery of the four fundamental language skills of listening, speaking, reading, and writing. Students can learn about other aspects of English besides just its language capabilities. This covers vocabulary, grammar, and pronunciation. When studying English, linguistic factors and language abilities cannot be separated. The primary goal of the language

aspect is complete language proficiency. In the material study and student discussions need to be understood, so translators of student perceptions need to be connected. "Perception is a word that is closely related to human psychology," stated Nurohman (2018). The perception has been articulated in a number of ways that are understandable to laypeople, including the conscious act. comprehending of one's world by bodily sensation, which demonstrates one's comprehending capacity. According to Unumeri (2009), "the perception is defined in accordance with the opinions and views of someone." What people perceive is what they mentally hold to be true. If people think positively about something, they will perceive it positively. They will view things differently if they are thinking negatively, which is another factor.

Due to the advances in all current learning technologies using technology one of the most widely used technologies is YouTube because of easy and rapid access. YouTube is rapidly being adopted by educators as a pedagogic resource for everything from important events from around the world to "slice of life" videos used for teaching, according to Duffy (2008) in classes teaching English to other languages in students. Mayer (2009) suggests social learning emphasizes the role of observation and modeling in learning. Video podcasts allow students to observe and imitate native speakers' pronunciation, intonation, and body language. By watching and listening to native language use in video podcasts, learners can develop their listening skills through exposure to natural language patterns and contextual communication. The Academy of Higher Education (HEA) has found that Self-study has several different connotations in China. On a poster at the Chinese school they visited, the phrase self-study is translated in a different way. The definition of independent learning by schools is "studying alone and not disturbing or talking to other people around you". It was taken from their "good study behavior" list Iik (2020). It should be remembered that most adult learning theories and the idea of independent learning itself are largely "Western" (e.g. Freire, 1972; Knowles, 1990; Mezirow, 1991). Trahar's (2007), provides a personal and scholarly overview of the effects of teaching in a global setting, including the possibility of cultural inviolability, false universalism, and lack of sensitivity to diversity. According to Khan (2019) listening is an active and intentional practice that helps us make sense of what we hear. More than 45% of communication time. Therefore, listening is a sophisticated process of active interpretation in which listeners compare what they hear with what they know beforehand. Nunan (2003) understand what is heard through active and intentional listening. Implies that the meaning of what is heard makes active listening necessary.

Chun-Chun published a study in 2017 Using a quantitative method with a mixed student audience of English and non-English students demonstrated the results of identifying common usage patterns and perceptions of podcasting among EFL students. Mickey 2009 in a study on iTunes University and the classroom can podcasts replace Professors? Using the non-equivalent group method with participants from general psychology students in New York, the results show that in podcast lectures, every English class is required to emphasize. Most of the previous studies have paid significant use podcast in listening skill. However, until now the discussion about students' perceptions using video dialogue podcasts has received less attention. Therefore, to analyze students' perceptions about the use of dialogue videos. This researcher would analyze students' perceptions of using dialogue videos to develop listening skills.

METHOD

The study used a qualitative type methodology. This study discusses how students perceive English podcast dialogue videos on the BBC Learning English Channel in the process of developing

students' listening skills. The participants used were all semester 2 students at the University of Islam Malang. The instruments used in this study were questionnaires in the form of Google form and interviews for data screening. Where data is collected from participants' answers and processed using data reduction. The participant uses all students majoring in English Education in the second semester in University of Islam Malang. The number of participants would be 30 and screened to 10, which would be the response from the 10 participant. The instrument used a qualitative method with a questionnaire and interview approach. The first data was obtained from a questionnaire in the form of Google form where 14 questions were given for questions number 1-3 containing the participant's biodata and for numbers 4-15 containing how they perceive and what benefits they get after listening to the BBC Learning English dialog video. The second data screening used interviews. Questions number 1-3, they contained the biodata of the participants and the next question consisted of how often they listened to podcast dialogue videos and what their perceptions were of the benefits and drawbacks they got after listening to BBC Learning English dialogue videos.

Each student would be asked to complete a Google form with a number of questions regarding their listening habits and their thoughts on the advantages and disadvantages of the six-minute BBC dialogue films they have already watched in order to collect data. Students who frequently listened to BBC dialogue videos provided their responses to a questionnaire that was provided in a Google form, and this information was used to collect data. Excel would be used for data analysis, and percentages would be used for data entry and data reduction. In order to identify issues during research or to confirm hypotheses that were found during data collection, the current data analysis is carried out after the sample data is received using the instrument that was used to collect the sample.

FINDINGS

This first part of this chapter provides students perception. These analyses are followed by qualitative studies that answered fifteen questions through interview sections about the cause of benefit and problem YouTube dialogue to improve listening.

Students' Perceptions of Dialogue YouTube as Independent Learning Media

The questionnaire distributed to the participants resulted in students' perceptions of learning to listen using YouTube. The questionnaire statement includes students' perceptions of podcast dialogue videos as independent learning media and the results of the are presented in the form in the following table

Table 1. the percentage of students' perception on using podcast video

No.	Statement	PERCENTAGE				
		SA	A	N	D	SD
1.	I know BBC podcast video	90%	5%	3%	1%	1%
2.	I like using on podcast	46%	10%	43%	1%	1%
3.	I Use video podcast to train my listening	10%	66%	23%	3%	0%
4.	I Use podcast video to improve listening	50%	66%	20%	0%	0%
5.	I use podcast video to add vocabulary	20%	66%	16%	0%	0%

6.	I am interest at in using video podcast	3%	16%	63%	16%	3%
7.	I think Podcast videos are too long	3%	30%	53%	5%	0%
8.	The subtitle from podcast video helps me understand the topic	13%	63%	26%	0%	0%
9.	Difficulty on the access podcast video	3%	13%	50%	36%	0%
10.	the speed at which the speaker on the video podcast is confusing	6%	50%	46%	0%	0%
11.	Podcast dialogue videos are suitable As independent learning media to improve my listening skill	20%	63%	16%	3%	0%

Overall, it was clear from the participants' responses that students thought podcast dialogue videos may help them become better listeners. This is demonstrated by the fact that 90% of students are aware of podcast dialogue videos, yet only 46% of them appreciate them despite the fact that 66% of students utilize them to hone their listening skills and expand their vocabulary. Since video podcasts provide so many advantages Although only 53% of students are interested, 63% are. According to students, the length of impartial video podcasts is just right. Half of the students, or 50%, agree that they have no trouble accessing language on video podcasts, but 50% of the students feel the speaker's intonation is too quick, which confuses them. As a result, 63% of students utilize subtitles to assist them grasp the issues spoken. Video podcasts were recommended as students' independent learning media by 63% of students overall.

The Benefits and problems that can be obtained from listening on YouTube

This section describes the results of a benefits and problems that can be obtained from listening on YouTube.

Table 2. benefits and problems that can be obtained from listening on YouTube

Interviewers	Frequency	Benefits	Problem
1.	4 times a week	Adding vocabulary	Nothing
2.	3 times a week	Adding vocabulary, analyzing grammar	Nothing
3.	3 times a week	Adding insight, improve English Add vocabulary, the vocabulary you get is applied to everyday life	Confusing, sometimes the use foreign language
4.	4 times a week	Adding vocabulary	The intonation is too fast, the spelling and writing are different
5.	3 times a week	Adding vocabulary	The intonation is too fast and difficult to understand
6.	2 times a week	Sharpen skills in listening, add vocab	Too long duration, too fast time is confusing
7.	3 times a week	Learn English	too fast to make me confused to interpret one by one from English
8.	3 times a week	Hone listening skills	Too long time

9.	3 times a week	Gain new vocabulary, practice listening skills, and Speak English more fluently	It's hard to catch the conversation
10.	3 times a week	Adding insight New accent, new word.	They use British rather difficult to understand the vocals the speaker is too fast

Table 2. present the examples of summary from participants in interview segment and the excerpts are explained as follows. The inquiries are about how frequently students listen to podcasts. the advantages of listening to difficulties as well as potential issues that may arise.

A. Frequency on listening to podcast

P1: *"I listen to the video 4 times a week and that's outside the assignment given"*

Furthermore, participant 2 explained that students listened to the podcast dialog video 3 times

P2: *"I play podcast dialogue videos 3 times a week"*

In the third participant, he explained that he listens to the podcast dialogue video 3 times a week

P3: *"I listen 3 times a week"*

For the fourth participant explained that the podcast dialogue video is played 4 times a week and that is counted by the time they listen to the assignments given

P4: *"I listen to video dialogue podcasts 4 times a week with one of them being counted when there is an assignment"*

For the last participants, five student participants listened to a video dialogue podcast 3 times a week

P5: *"I play the podcast dialog video 3 times a week"*

From the participants' answers above, it can be concluded that the average student listens to the video dialogue podcast 3 times a week and that is counted along with the time they listen for their assignment.

B. The benefits from listening to video podcast.

The second discussion is about what benefits you will get after listening to the BBC English 6 minutes' dialogue video. In the answer the first participant explained that students could add to their vocabulary

P1: *"vocabulary that gets increased"*

For the second participant, he explained that his vocabulary had increased and he was able to analyze the English that students heard

P2: *"the benefit is that my vocabulary increases and I can analyze my English."*

the third participant explained that improving their English the more and more vocabulary and the vocabulary they got was implemented into everyday life

P3: *"add insight, improve English, and increase vocabulary, the vocabulary obtained is applied to everyday life."*

the fourth participant explained that the benefits they get are that the vocabulary they have is getting bigger and bigger

P4: *"add to the vocabulary"*

And in the last participant explained that the benefits they get are to increase vocabulary.

P5: *"My vocabulary is getting bigger"*

The answers from all the participants concluded that the benefits they felt after listening to the podcast dialog video increased their vocabulary and also improved their English in terms of spelling.

C. Problems faced by students when listening to video podcast.

The next question is about what shortcomings are felt after listening to the BBC English 6 minutes' dialogue video. Participant one explained that his weakness was that it meant that participant one had no constraints and obstacles so students were more comfortable listening to the podcast dialog video.

P1: *"none"*

For the second participant, the answer is nonexistent. It means that students feel smooth without any obstacles when listening to the video dialogue podcast outside the classroom.

P2: *"all smooth"*

And the third participant explained that the lack of confusion was felt when the speaker used a foreign language

P3: *"Confusing, sometimes using a foreign language"*

Meanwhile, the fourth participant described the shortcomings that he felt were the intonation of the speaker which was too fast, and the spelling and intonation that the students heard were different.

P4: *"intonation that is too fast, different spelling and intonation"*

And for the last participant, the explanation of the answer is the intonation of the speaker which is too fast to make students find it difficult to understand.

P5: *"the intonation is too fast and difficult to understand"*

The answers from the interview participants can be concluded that the drawback they feel after listening to the video dialogue podcast is problems with speaker intonation because the intonation used is too fast to make students confused apart from the intonation of using language that is foreign to students' ears so they have to repeat it several times to understand the topic of discussion.

After viewing the interview responses of the participants, it is clear that they typically listen to the video dialogue podcast three times per week. They feel a positive impact from the podcast, such as improved vocabulary, spelling comprehension, and English, among other things. The quick intonation of the speakers, the usage of foreign languages, and accents that they are unfamiliar with are only a few of the drawbacks of podcast dialogue videos.

DISCUSSION

The results obtained from this study were 90% of students knew about podcast dialogue videos and 60% of them often listened to podcast dialogue videos to train and increase students listening skills. On the other hand, 50% of students have no language access problems in discussing podcast dialogue videos. and also they argue that 63% of students think that podcast dialogue videos are suitable for independent learning media to improve listening skills because the video duration is not too long so it doesn't cause boredom when listening to podcast dialogue videos. Because they feel the benefits of making them listen to podcast dialogue videos more often with an average of 3 times a week, from those 3 times a week they find that they get more benefits

Listening to EFL podcasts can help EFL students improve their listening skills, claim Serkan et al. (2018). However, my research also shown that podcast dialogue videos can improve students' listening skills, which supports the findings of other studies. Rost (2002) asserts that listening is a process that includes understanding what is being said out loud (receptive orientation), constructing and representing meaning (constructive orientation), and negotiating meaning. The results of the interviews show that students are responding favorably to the podcast of a video dialogue, with the benefits being an expansion of their vocabulary. According to Yeh et al. (2017), figuring out typical usage patterns will help us understand how different learning podcasting tactics are used. Students concurred that podcast learning should be used as an individual technique in light of the findings of this study. In a 2009 study on iTunes University and the classroom, Mickey stated: Can professors be replaced by podcasts?

The findings from the non-equivalent group technique with participants from general psychology students in New York demonstrate that each English class must emphasize in podcast lectures. The findings of my research, on the other hand, suggest that you can use media other than podcasts to improve your listening comprehension or your English. Harsan et al (2013) shows that language learners have a positive attitude towards using podcast technology and they are interested in using podcast technology in their learning process. Supports the results shown. The results of my research are that students are interested in using podcasts in their language learning process. Theory Mayer's (2009) suggests Social Learning emphasizes the role of observation and modeling in learning. Video podcasts allow students to observe and imitate native speakers' pronunciation, intonation, and body language. By watching and listening to native language use in video podcasts, learners can develop their listening skills through exposure to natural language patterns and contextual communication. In my research it resulted in positive responses where learning video podcasts can develop skills through imitating the speaker's pronunciation and intonation.

The outcomes of this data have provided answers to two queries in chapter one, namely regarding the BBC English 6-minute dialogue video podcast that most students enjoy and are familiar with due to its many advantages. Some of the advantages are that students feel their vocabulary is growing, they are becoming more proficient in spelling, their English skills are improving, and they feel supported by the BBC English dialogue video podcast, which is short and easy for them to access anywhere. The BBC English 6-minute dialogue video podcast was cited by the students as an appropriate independent study resource for enhancing listening abilities.

CONCLUSION AND SUGGESTION

The purpose of this research is to find out the perceptions of EFL students about learning to listen through video podcasts, as well as the advantages and disadvantages of listening to video podcasts. The data that has been obtained from questionnaire participants and podcast dialogue video

interviews can be conclude that the students positively agree on the use of podcast dialogue videos in developing listening skills. From their positive response if podcast dialogue videos become one of the independent learning media to improve listening skills because the dialogue videos they get benefits such as of increased vocabulary and become more aware in English spelling able to produce the language.

It is suggested for students show that podcast dialogue videos have a positive response, podcast dialogue videos can be used as independent learning media because they can improve English for students, especially in listening and spelling because when listening students will automatically immediately imitate what they hear besides that. Adding vocabulary to each student in addition to the video dialogue podcast vocabulary can increase knowledge of new things. When students make podcast dialogue videos as independent learning media, students are expected to be able to find problem-solving on their own and for future researcher In this study there is still a lack of in-depth questions about making podcast dialogue videos as independent learning media discussing problem solving, therefore future researchers are expected to be able to complete the questions so that students can find solutions to problems on their own. apart from this research question, there is still a lack of comparisons between video podcasts and other media. Compare video podcasts with other media formats such as television shows, movies, or online videos. Review the strengths and weaknesses of each format and identify what makes video podcasts unique in the way they deliver content, engage with audiences, and build community.

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