



## The Use of YouTube as a Learning Tool in Teaching Listening Skill

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### Abstract

YouTube is not only a platform that individuals share, upload, comment on videos; but also, teachers and educators can make practical and effective use of it to the best as great that students can have more an advantage or profit gained. This study aims to carry out a systematic or formal inquiry to discover and examine the facts of how active and distinguished. YouTube can be in the educational process and how it is beneficial for language teachers to enhance the skills of students. The study exhibits different theoretical frameworks that equip the employment of technology to increase the learning/teaching process. In using multimedia, video clips used to develop teachers' abilities for using technology in classrooms. The objectives of this research are to give knowledgeably and clear explanations about teaching students' listening skills through English video. The researcher emerges a questionnaire and applies it to third-semester of college students of Ma'soem University to give confirmation and show the advantages of technology in the academic field. The paper investigates classes where computers can be utilized, and also appear the defiance that faces teachers and educators regarding this application. The researchers terminated that YouTube is a necessary tool in classrooms as it appeals to the attention of students and involves their mentality and creativity. It also assists cover the materials exhaustive, especially language. YouTube leads the fun element into classes, through meet the interests of students. Equivalent findings have a remarkable impact on the learning process as the students will realize the educational environment more uplift and inspire. Besides, they notice the material presented worth studying, and this method, they would admire the attempt expend in explaining the information. The research aspires to be of worth to teachers for the operation of technology and students to have a superior apprehension of the materials extend.

*Keywords:* YouTube, Learning Tool, Teaching Listening Skills.

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### 1. Introduction

Nowadays, technologies such as cell phones, the Internet, TV, computers, and video games are becoming inseparable part of students' life since COVID-19 pandemic. This situation is very much different from their antecedents. They grow up surrounded by technologies. They use it for studying as well as in socializing with others since the government recommends all people to stay at home. This generation has been described by Marc Prensky as "Digital natives" (Prensky, 2001). He stated, "Our students have changed radically". Their brain process perceives new information differently from what their educators expected or designed to teach. Therefore, it becomes a challenge for teachers to find and develop creative and effective ways to engage and educate the digital natives.

Teaching is an action in accord understanding and explanation with a particular ground, to magnify students' knowledge, their character and conduct to be good people in a good frame of mind. English as a worldwide language is used in unfamiliar occupations and purposes, such as; education, business, professional, or many different kinds of effort. In Indonesia English as a foreign language, because people are not utilized English as their daily language or their formal language, however, English quite enhance foreign language, but most of higher school circumstances English as a part of mind lesson in their curriculum. Listening as aside from language skill is principal for language learners because in studying language it is a concern with recognize and productive.

Studying listening is in close relation with studying speaking because doing interaction correctly speaker and listener are needed (Brown, 2006). People could not turn out a word correctly especially for non-native speakers without listening to someone's first, or on the other hand before being a good listener they cannot be a good speaker. The process of receiving a language is a question that puzzles scholars of linguistics and induces dispute in academics. In the past, some decades, theories of language comprehension have recognized the primacy of listening in the comprehension processes, confinement of information in mind, and the acquisition of second language ability.

However, for some English language learners, listening is the most difficult skill to be achieved. Thus, the educators/teachers are continually seeking innovative ways to put multimedia tools to work in engaging and teaching their students. To decrease this problem occurring among language learners, teachers are suggested to use teaching media to facilitate the teaching and learning of listening.

YouTube has turned as social media when the videos are shared and when comments and other forms of interaction occur on the site DeWitt et al. (2013). YouTube generates knowledge, mainly; it offers multimedia forms of education, the abilities of learners to recall and comprehend improve better when they have a full experience, that is when they see, hear, and do. The comprehension level of a subject is higher than 75% when they see, hear, and produce materials during instruction, whereas it is 20% for learners who only understand during preparation, and 40% only is among those who see and hear (Lindstrom, 1994). As explained above, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information.

This study examines how active and significant YouTube can be in the academic procedure and how it is instrumental to language teachers to increase the skills of students in studying the English language. The research attempt to answer the following questions: What is the outcome of YouTube videos on students in classrooms? What is the plan of action to exploit YouTube in the educational environment? And what are the challenges of apply technology in the developing countries, Indonesia in particular? This paper emphasis injunction YouTube videos, not any other application. It discloses the barrier to its employment in Indonesia. The study sample represents 100 third-semester college students from Ma'soem University.

## **2. Theoretical Review**

### **2.1 The Over View of YouTube**

The platform YouTube was created by three former PayPal employees on February 14, 2005 (Jefferson, 2005). It is a video-sharing website that allows people to easily upload, share, and view some video clips. It becomes the most widely used resource for online videos (Burke and Snyder, 2008). YouTube is hosted for thousands and even millions of entertainments, educational, political, medical, and historical videos from around the world.

### **2.2 YouTube Videos as Educational Innovations**

Successful listening is obtained time added and also lots of practice. One of the most avoidance for the students is often mental block, a student suddenly determines that he or she doesn't understand what is being said from the conversation or the information that they hear, students always attempt to translate specific words or sentences. This action wastes their time ends with dissatisfaction.

Wu et al. (2002) investigated the effective use of videos, and offer recommendations, directions, and approaches to achieve the best benefit in education. Berk (2009) concentrates on the role that YouTube clips play in teaching a language in college classrooms. He comes up with 15 strategies for using videos in learning environments. Seilstad (2012) examines using YouTube videos as an innovative method for English language teaching in Morocco. He states that YouTube clips are just a simple way to make the teaching material related and specified. The results display the efficiency of using YouTube videos on the achievement of students and personal reflection on their learning progress (Almurashi, 2016).

Rice et al. (2011) stated that employing the Internet has a high impact on the educational process, especially when handling classes. YouTube has a high potential for improving the learning skills of students. Fathallah (2007) claims that educational videos are educational situations recorded on the World Wide Web. Such videos involve real elements, and they teach specific goals. Videos on YouTube offer several services like uploading, downloading, watching, and sharing among individuals. Clips on YouTube are available anytime and anywhere, they have a high quality of showing contents, and they offer the potential of repeating, stopping, or completing at any other time. YouTube videos provide multimedia content as they engage visual and verbal material in them thus, they develop many educational skills. YouTube videos encourage group work activities through sharing the videos which add fun and meaning to the learning environment. Thus, YouTube helps to keep the material in long-term memory (Ebied et al., 2016). Frdlingcr and Owens (2009) state that technology and the Internet contribute considerably to the social and educational lives of students.

Educational contexts can apply YouTube in teaching; however, some authors have to worry about the security and validity of online videos. Kay (2012) states that videos involve positive attitudes, management of the learning process, enhancement of reading and study behaviour, and the performance of students. Nevertheless, he outlines the disadvantages of using videos in learning. These are less class participation, referring to orthodox teaching, and technical problems. Recommendations made that future studies focus on providing empirical evidence on the influence of online video and new media in the learning process (Gbolahan, 2017).

Several academic institutions use YouTube to upload and share the course material on the Internet. Jaffar (2012) mentions that 98% of students use YouTube as a resource of information, and 86% of them confirm that it helps their learning. Thus, the videos were a worthy instructional means. Concurrently, the number of users of innovative media has increased all over the world.

The use of this innovation still restricts educational members, whether students or teachers. For instance, in developing countries, there are challenges for the utility of technology in education. Kremer et al. (2013) mention some of these problems, like diffusion of technology, supplies of computers, and efficient use of ICT, requiring the availability of equipment and tools, pedagogy issues, accountability, access, and quality. Others state further issues like software licenses, training, maintenance issues, hardware and software costs, and learning material development. Liyanagunawardena et al. (2013) report challenges like low download speeds of Internet connections, language, and computer literacy. Some of the essential issues of educational technology include:

- A lack of understanding of user experiences.
- The problems of limited empirical evidence of the effect of new tools on student performance.
- An absence of the strategies and approaches that best fit using media in the learning process (Gbolahan, 2017).

### 2.3 Strategies for Using YouTube Videos in Classrooms

Twelve generic techniques for using video clips in teaching according to Berk (2009) First, video clips should provide content and data that is different from the information appropriate for the context. Second, they illustrate different concepts or principles like family relationships, anger management, etc. Third, YouTube videos present alternative viewpoints to develop the ability to reach decisions and convey compelling arguments. Fourth, they apply content to real-world applications for important matters like child abuse, rape, etc. Fifth, videos serve as a stimulus for learning activities. Playing the video, the teacher can ask students for their reaction in an open discussion, direct them to answer specific questions collaboratively, or ask specific questions about the content presented. Sixth, video clips provide a good or bad application to critique, like inaccurate interpretations offered by the media on different topics. Seventh, the videos can exaggerate a particular point on various issues like personality disorders, diplomacy, and political decision making, etc. Eighth, YouTube clips snap student's attention through inserting sound clips of comedy or inspiring and motivating videos to the class while covering any particular topic. Ninth, videos should be entered into collaborative learning exercises. The teacher can assign examples of practical applications, the students critique the performance and concept, and the video is the motive for the discussion. The students engage in an unforgettable learning experience, and of course, this has various characteristics and several benefits for the educational process. Tenth, YouTube videos should motivate and inspire students through viewing uplifting message videos. A short video clip may make a gigantic difference in their moods, motivation, and attitude, and it takes the pressures they experience away. Eleventh, the teacher can use videos as commercial breaks when students are restless for whatever reason. These breaks charge student's energy and grab their attention back to the presentation of the material.

Twelfth, the teacher can also employ videos to signal a return from a class break. Berk (2009) also provides eight steps for using a video clip in teaching. These are the following:

1. The teacher picks a particular clip to provide the content or illustrate a concept or principle.
2. The teacher prepares specific guidelines for students or discussion questions, to have directions on what to see, hear, and search. What is the point of the clip? The teacher makes it clear to the students;
3. The teacher introduces the video briefly to reinforce a purpose;
4. The teacher plays the clip;
5. The teacher stops the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
6. The teacher sets a time for reflection on what was the view;
7. The teacher assigns an active learning activity to interact on specific questions, issues, or concepts in the clip; and
8. The teacher structures a discussion around those questions in small and large group formats.

### 2.4 Kinds of Listening

Assessment is a popular and sometimes misunderstood term in current educational practice. It is an on-going process to encompass as much as a wider domain (Brown, 2006). In this explanation, The Researcher tries to compare the types of listening and decide an appropriate method to elaborate on the assessment. Listening divide into several types and function, there are:

1. Intensive: Listening for the perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
2. Responsive: Listening to a relatively stretches of language (a greeting, question, command, comprehension, check, etc.) to make an equally short response.

3. Selective: Processing stretches of discourse such as short monologues or short stories for several minutes to “scan” for certain information.
4. Extensive: Developing a top-down and global understanding of spoken language. Extensive performance ranges from listening length to a conversation and deriving a comprehension message or purpose.

Based on the type and function of listening above, the researcher will use selective listening as the focus research, because in this section students will listen to some short monolog and some stories to certain the specific information in gaining their listening skill.

### 3. Methodology

The research is using a qualitative descriptive approach to give a clear explanation about the research process without any interpretative data depth, as Sandelowski (2000) in qualitative descriptive studies, the researcher does not need penetrating the data in their deep interpretation, and purposive sampling is taken as the subject of the research because for qualitative research purposive is the most suitable term to gain the data. The researcher of this study has expanded a ten-item questionnaire concern to the third-semester college students at Ma'soem University. Participants answer each item as 'agree', 'disagree', or 'neutral'. The selected is bounded to the students of the third stage because they have a third semester of study experience in the college. Also, they have a considerable time trying to get more understanding of the material dispense to them through using the Internet, YouTube in particular. In other words; they are more enlightened of the benefits of the technology they obtain throughout their years of study. Also, the researchers expect them to share their experience on how YouTube can influence their future profession as teachers. The researcher organized and applied the questionnaire electronically using the WhatsApp. A vote was arranged and allocate over a group of such students. This group involves 49 participants, but only 27 students answered the questionnaire. Therefore, the study sample examines the 27 male and female students who answered the survey to evaluate the effectual use of YouTube in their academic study as presented in Table 1. In other words, such things are the most remarkable ones for the researcher to ask. Furthermore, the researcher helped and highlighted by others. The following points show the details and percentages of the questionnaire:

- 1) Learning throughout YouTube videos is entertaining.
- 2) I understand what is contemporary on YouTube properly.
- 3) The use of YouTube represents a change from a traditional to an overturn classroom.
- 4) Teachers should implement YouTube in the classroom as a learning tool.
- 5) The ideal length of a video should not be more than 10-15 minutes.
- 6) It is recommended to take notes while watching a YouTube video.
- 7) YouTube can take the capacity of the teacher.
- 8) YouTube videos increase language skills, specifically speaking and listening.
- 9) YouTube videos presented by native speakers are superior to those produce by teachers.
- 10) YouTube videos are essential in expand grammatical patterns and building vocabulary.

**Table 1.** Percentage of the responses to the questionnaire

No.	Agree	Neutral	Disagree
Q1	41%	38%	21%
Q2	43%	36%	21%
Q3	50%	25%	25%
Q4	82%	11%	7%
Q5	50%	25%	25%
Q6	81%	11%	8%
Q7	62%	23%	15%
Q8	88%	8%	4%
Q9	61%	22%	15%
Q10	75%	14%	11%

The researcher has not used a follow-up enterprise due to a lack of communication with the participants and the difficulties contemplate having students talk about their learning experience during the COVID-19 global pandemic.

## 4. Results and Discussion

The responses of participants to statement number one, "Learning throughout YouTube videos is entertaining," show that 41% of them agree that they love learning throughout YouTube. It is quite interesting as they have fun experiencing it. About 38% of the students give a neutral response to the use of videos as being magnificent for classes, and 21% do not agree to this. Such a distinction in percentages specifies that it is still uncommon for students to have their academic education done on YouTube. Such findings observe that of Frdlinger and Owens (2009) in their study, which found that 93% of students feel the YouTube process is fascinating. Besides, Almurashi (2016) supports this view through his interviews with language students. He concluded that the majority of his sample members feel happy and satisfied while watching YouTube videos. They like YouTube since it has audio and visual effects.

Regarding the statement of number two, "I understand what is presented on YouTube properly", the result showed that 43% of students agree that the materials are explained on video adequately, and the students fully comprehend them. Only 36% are neutral to this, and 21% disagree on the probability of gaining a complete understanding of the materials. Again, this conforms to the conclusions of Frdlinger and Owens (2009) that 95% of students report that they understood the content learned from the tutorials uploaded to YouTube.

For question number three, "The use of YouTube represents a change from a traditional to a overturn classroom" students' responses show that 50% agree to the change and 25% equally disagree and neutral. The point here is that students are hesitant about whether or not the video should carry the whole task of presenting materials with no instructions from the teacher. Wilson (2015), in her findings, states that the individuals in her sample confirmed the change that some teachers seem passive in the whole process of teaching while in traditional, their explanation usually accompanies the videos. Both have an impact on students in one way or another.

For item number four, "Teachers should implement YouTube in the classroom as a learning tool" 82% of the participants find it a must to employ YouTube videos as a tool for learning. Participants who disagree constitute only 7%, while those who have a neutral reaction are only 11%. The findings of the present study shown considerable interest in using YouTube in the classroom, unlike the results of Frdlinger and Owens (2009) that display only 73% of their participants are less interested. In this regard, most of the respondents feel they would use the YouTube project in their classroom, while the other respondents state they would not use this methodology. Technology can play a crucial role in improving the understanding of students. His results show that learners are eager to have technology like YouTube in the classroom to be more comfortable (Almurashi, 2016).

Responses to statement number five, "The ideal length of a video should not be more than 10-15 minutes" show that students agree the appropriate length of the video should be on a scale between 15-20 minutes; they constitute a percentage of 50%. The rest of the students divide between 25% are neutral, and 25% do not agree to this time allocation. Relying on the questionnaire, it is not clear whether students have other suggestions to share, yet clearly, this does not work best for them. Such findings conform to the instructions of (Berk, 2009) guideline that the video should be appropriate in length so that students will not get bored.

Statement number six, "It is recommended to take notes while watching a YouTube video" displays that students confirm taking notes while a video is playing. It is that 81% of them do take notes by either pausing or rewinding the video for minutes. Only 8% of them do not take notes, and 11% are being neutral; they sometimes do take notes other times they do not. One more time, this conforms to (Berk, 2009) guideline that students should write down their observations.

Regarding item number seven, "YouTube can take the capacity of the teacher" 62% of students agree to the possibility of using videos instead of the teacher in classes. Others at the rate of 15% disagree, and 23% are neutral. Such findings show concordance to Frdlinger and Owens (2009) that the professor is a guide on the side; he/she knows the subject material and gives good feedback.

As for item number eight, "YouTube videos increase language skills, specifically speaking and listening" 88% of the students agree that watching videos on YouTube can improve their language skills, speaking and listening in particular. Only 4% of the students do not agree with this; others are neutral 8%. Almurashi (2016) comes with similar rates and some past reviews, that YouTube is a useful tool that can build the knowledge of learners and help them improve their English fluency. Also, watching YouTube videos can help learners communicate and experience events in the videos.

Item number nine, "YouTube videos presented by native speakers are superior to those produce by teachers" shows that 63% of students agree that watching YouTube videos of native speakers is more beneficial. Others 15% disagree with this, and 22% are neutral. Again, Almurashi (2016) finds similar results in that watching official videos in the classroom can make the learning process more enjoyable and meaningful. Official YouTube videos can improve the comprehension of learners and elicit information. Additionally, it allows learners to understand the lesson in an effective and lively way. Also, YouTube videos can present the experience more realistically and comprehensively than traditional teaching methods.

Item number ten, “YouTube videos are essential in expand grammatical patterns and building vocabulary” displays that 75% of students find YouTube videos significant in improving these two aspects of language. Only 11% do not agree, and 14% are neutral to this. Almurashi (2016) again emphasizes that there is a reasonable number of students who believe that YouTube videos can simplify lessons since it has audio and digital effects and make them more realistic and understandable. Also, the audio-visual effects featured in YouTube videos can help learners to grasp the hidden meanings of some references and idioms in the English language and sources that are available in the library.

The point of the researcher throughout this study is to investigate how effectual YouTube videos can be to the students' comprehension of the material. The questionnaire items mark this and find out the positive passion and learning that students have. Therefore, these findings should be seized into account when applying technology to classrooms to build up the teaching-learning process. Articulate recommendations and suggestions are of preference to this research as it is a real aim to minimize the challenges that obstruct the Indonesia educational realm. As the calculation exhibit, participants found learning throughout YouTube entertaining, informative, essential in improving language skills, and more flexible in communication.

## 5. Conclusion

Depend on the analysis of the data, it is concluded that learning by using video in teaching listening gives a significant effect to make the students effortless to understand the content or the occasion about the material that students learn. Teachers cannot leave YouTube outside the educational process as it offers all the advantages of having more valuable and sensational teaching experience. YouTube videos should be contemporaneously fundamental and an expanded part of the learning process. Students find the use of YouTube videos delightful. Such videos enhance the understanding of the academic materials and develop the presentation of the students. Students take the YouTube videos thoughtfully as an educational tool since they are taking notes, and have an actual time length for the videos in their perception. Students have a strong stimulation for using YouTube videos in classrooms to the extent that they approve that it is a must. Besides, students do believe that YouTube videos increase their language skills and aspects especially listening skills that they hold a favourite for videos created by native speakers. YouTube videos relieve students to reach the culture of the language under study through the original material presented. Accordingly, YouTube videos are essential for the educational process, and further studies should focus on improving them to benefit more enthusiasm.

Based on the conclusion, suggestions from the researcher for this research are: first, the teacher ought to change their standard way, purposefully in teaching listening to be more delightful for their students. Second, the teacher as a facilitator also should explain the material to their students and give exciting for the students to evolve their intellect. Third, the teacher should use video as an important medium to improve and obtain the goal of learning listening because it will give a positive result on the students. Fourth, teaching listening is one of the characteristics of teaching language, especially in a foreign language. Hence, the teacher should be able to find particular and new ways for their students. Fifth, teachers as a facilitator are not only facilitated their material to teach in the classroom only but also should be able to think about their students' condition in fascinating the material.

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