

YouTube-Based Materials: Students' Perception in English Listening Classroom

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Abstract

Half of the students had difficulty mastering their English listening skills because the instructional facilities did not adequately cover the learning process and the media and method were uninteresting. This study aims to find out students' perceptions toward the use of YouTube applications implemented in teaching English listening. The sample of the study was Biological students of Universitas Muhammadiyah Parepare, Indonesia. The research instrument used was a questionnaire consisting of three indicators. The indicators measured to know the students' perception were the module, video clips, and materials. Microsoft Excel was used to analyze the data and interpreted using a Likert scale. The result showed that the students' positive perception toward the use of the YouTube application was a very good value. The students' distorted perceptions also showed a very good category. In conclusion, youtube-based material was a very good medium for teaching Listening skills.

INTRODUCTION

In teaching English, the use of the instructional medium is important to engage the students in learning. For, the improvement of teaching quality can be influenced by the way the teachers select the instructional medium. Teachers do not necessarily need more mediums but what they need more importantly is better media (Abdelraheem Y A and Al-Rabane H A, 2005). The benefits of having English Instructional media are many. According to Alavi and Dashtestani (2014), some of the benefits include improving academic reading skills, increasing students' academic level and knowledge of English, providing funds to purchase e-books, creating digital libraries at universities, providing relevant facilities, and providing access to e-book publishers at universities.

When selecting a medium for English listening instruction, teachers should take several factors into account. The teacher should also think about whether the medium will expose the students to information that is meaningful and easy to understand. Therefore, for students to attain communicative competence and accomplish their goals, learning media should be able to engage them emotionally as well as cognitively in the study of English listening (Nur and Syarifuddin, 2018). As motivators and facilitators, teachers should actively observe students and, when necessary, offer direction. The second classroom activities also use high-quality mediums, such as English magazines, television shows, and movies (Zhang and Ye, 2016). As a result, educational media play a significant role in directing and inspiring students to study, particularly English listening skills.

According to the observations made at the Biology Department of Universitas Muhammadiyah Parepare, half of the students had difficulty mastering their English listening skills. By giving the students questionnaires, the data was collected. One of the reasons why students with poor English listening skills are in the classroom is because the lecturer did not have any English subject-specific instructional materials. Students argued that the instructional facilities did not adequately cover the learning process and that the media and method were uninteresting.

To get around this issue, the researcher used a YouTube application to create English listening materials that met the needs of the students. According to Irawan et al. (2018), the use of YouTube media was significant because it increased students' motivation to learn and exposed them to the real language. In addition, YouTube is included as genuine content due to the availability of educational images, movie commercials, photographs, sports news reports, and animations (Boyaci and Guner, 2018; DeWitt and others, 2013). Because it provides a virtual and blended-learning space that aims to facilitate the instructional process, the use of the YouTube application as part of technology is important to support learning (Luna and Taillefer, 2018; Li, 2018; Navas 2018). Many academics are now using YouTube as one of the learning media for recording and disseminating course lectures, generating knowledge through observation and social interactions, and expanding their performing arts knowledge (DeWitt et al., 2013; Kousha et al, 2012)

Literature Review

Definition of Listening Skill

According to Oduolowu and Oluwakemi (2014), children's first language skill is listening, which is also the most important communication skill in the classroom and everyday life. According to Cierci and Gultekin (2017), listening is a skill that is naturally acquired and developed in preschool and plays an important role in people's daily and educational lives. It is a skill that requires both pre- and post-activity support. Bottom-up and top-down listening models must be used interchangeably to accomplish this (Eken and Dilidüzgün, 2014). According to Yavuz and Celik (2017), it also covers a significant portion of the input and serves as an important agent in the learning process. Additionally, listening comprehension is essential for the acquisition of language input. In line with it, Bingol (2017) stated that listening plays a significant role in the learning and teaching of ESL and EFL because it transforms the input into meaning in this context. Therefore, despite its significance, this skill has received insufficient attention in ESL/EFL instruction (Bozorgian & Pillay, 2013).

Types of Listening Skills

According to Eken and Dilidüzgün (2014), kinds of listening view goal and way in which the audience takes and answer the most common way of tuning in, various sorts of listening are: (1) active listening: listening which exhibits interest and energizes kept talking; (2) appreciative listening: listening which searches for ways of tolerating and value the other individual through

their assertion; (3) attentive listening: listening which shows consideration; (4) biased listening: tuning in through the channel of individual predisposition, for example, the individual hears just what they need to listen; (5) casual listening: tuning in without clearly showing consideration; (6) comprehension listening: listening for understanding and looking for importance; (7) critical listening: listening which means to assess, censure or in any case condemn what another person says. (8) deep listening: listening which plans to look to figure out the individual, their character, and their genuine and implicit implications and inspirations; (9) discriminative listening: listening for something explicit however nothing else; (10) empathetic listening: listening which expects to look for to figure out the thing the other individual's inclination and exhibit his/her sympathy; (11) evaluative listening: listening which endeavors to assess, scrutinize or in any case condemn what another person says; (12) inactive listening: listening which professes to listen in however investing more energy thinking. (13) judgmental listening: listening which endeavors to assess, scrutinize, or in any case condemn what another person says; (14) partial listening: listening which invests some energy wandering or thinking about a reaction; (15) reflective listening: listening which reflects the next individual what they have said; (16) relationship listening: listening which endeavors to help and foster a relationship with the other individual; (17) sympathetic listening: listening which worries for the prosperity of the other individual; (18) therapeutic listening: listening which endeavors to look for and to comprehend what the other individual's inclination and it likewise endeavors to exhibit feeling; (19) total listening: listening which focuses on significantly more consideration in undivided attention to what is said and the more profound significance found through the way things are said.

The Process of Listening

There are three processes of listening expressed by Eken and Dilidüzgün (2014):

1. Pre-listening exercises: these sorts of exercises are utilized to get a handle on students' consideration, enact earlier information, based on foundation information, and cause the students to know about the thing they will listen to in a manner giving them a thought process to listen in.
2. While-listening exercises: these kinds of exercises center around principal listening, and genuine listening undertakings occur as of now.
3. Post-listening exercises: these are important to upgrade the students' information about the listened point centering both surface and profound construction of the text.

According to Tyagi (2013), the most common way of listening happens in five phases. They are hearing, understanding, remembering, evaluating, and responding. (1) Hearing alludes to the reaction brought about by sound waves animating the tactile receptors of the ear; it is an actual reaction; hearing is an impression of sound waves; you should hear to listen, however, you want not to pay attention to hear (discernment vital for listening relies upon consideration). Brain screens boost and allow simply a chosen handful to come into the center this particular discernment is known as consideration, a significant prerequisite for viable listening; (2) understanding: this step assists with understanding images we have seen and heard, we should examine the importance of the upgrades we have seen; representative improvements are words as well as sounds can imagine praise and sights like a blue uniform that have emblematic implications too; the implications joined to these images are a component of our past affiliations and of the setting where the images happen. For fruitful relational correspondence, the audience should comprehend the expected significance and the setting accepted by the sender; (3) remembering: it is a significant listening process since it implies that an individual has gotten and deciphered a message; (4) evaluating: just attentive people take part at this stage in listening. Right now the attentive person weighs proof, sorts reality from assessment, and decides the presence or nonattendance of predisposition or bias in a message; the

successful audience ensures that the person does not start this action too early; starting this phase of the cycle before a message is finished expects that we never again hear and take care of the approaching message subsequently, the listening system stops; (5) responding: this stage expects that the beneficiary completes the cycle through verbal or potentially nonverbal criticism; because the speaker has no alternate method for deciding whether a message has been gotten, this stage turns into the main unmistakable means by which the sender might decide the level of outcome in sending the message.

Components of Listening

Listening is a psychological cycle that includes basic components in the capable language execution of L2 students (Nurpahmi, 2015). She likewise adds that during the time spent understanding, audience members go through both base and hierarchical cycles to grasp. Knowing the setting of a listening text and the reason for listening extraordinarily decreases the weight of cognizance and giving information will develop their certainty for managing listening (Nurpahmi, 2015). Besides, Tyagi (2013) assumes that hierarchical techniques are audience based. He additionally adds that the audience takes advantage of foundation information on the subject, the circumstance or setting, the sort of text, and the language. Hierarchical techniques incorporate (1) listening for the principal thought, (2) anticipating, (3) drawing surmisings, and (3) summing up while bottom-up methodologies are message based; the audience depends on the language in the message, or at least, the mix of sounds, words, and syntax that makes meaning. Bottom-up methodologies incorporate (1) listening for explicit subtleties, (2) perceiving cognates, and (3) perceiving word-request designs (Tyagi, 2013).

Methods and Strategies in Teaching Listening

Listening strategies are procedures or exercises that contribute straightforwardly to the appreciation and review of listening input. Listening systems can be ordered by how the audience processes the information (Bingol, 2017).

1. Top-down techniques

Hierarchical techniques are audience based. The audience takes advantage of foundation information on the subject, the circumstance or setting, the sort of text, and the language. This foundation information initiates a bunch of assumptions that assist the audience with interpreting what is heard and guessing what will come straight away. Hierarchical techniques incorporate (a) Listening for the primary thought; (b) anticipating ; (c) drawing surmisings; (d) summing up.

2. Bottom-up techniques

Bottom-up techniques are message based; the audience depends on the language in the message, or at least, the mix of sounds, words, and syntax that makes meaning. Bottom-up procedures include: (a) tuning in for explicit subtleties; (b) perceiving cognates; (c) perceiving word-request designs.

As indicated by Bingol (2017), instructors utilize various techniques to bring consideration of the students into the example. For instance, the perspectives of teachers like posing the right inquiries previously, while and after the listening exercises will assist the students with setting up significant discussions. To have the option to build up the informative abilities of students, the instructors should cautiously treat the subjects, the setting of listening and inquiries to be coordinated previously, while, and after the listening exercises. In one more approach to saying, it ought not to be the result of a moment feeling or response, rather it ought to be finished by an arrangement having been arranged previously.

The Significance of Listening Skill

Tyagi (2013) likewise specifies that acquiring the ability of viable listening benefits self-improvement and advancement in the accompanying ways:

1. **Effective Communication** - Clear and succinct transmission of data is a significant part of successful human collaboration. However the onus is much of the time put on introducing clear and brief composed or spoken headings, the audience likewise bears an obligation to hear and figure out messages.
2. **Fewer Misunderstanding** - No matter what the lucidity of composed or spoken messages is, the successful audience can forestall errors and rescue what in any case may be a mix-correspondence by rehearsing undivided attention abilities.
3. **Improved Relationships** - Connections are harmed by misconceptions that can prompt unsuitable deals as well as make feel awful in private connections. Amazing listening rehearses let others know that they are significant and unique and that what they need to say is esteemed. That is extremely appealing and adds serious areas of strength.
4. **Personal Growth** - An individual learns and develops by listening and grasping different perspectives, contrasting thoughts, and investigating clashing perspectives. Mastering the expertise of dynamic and powerful listening not just adds an instrument to the self-improvement portfolio, but prepares you to develop devices for exploring new ideas.

Definition of YouTube

YouTube is a site that gives a ton of recordings. It contains numerous recordings that permit individuals to advance casually by watching it (Cayari, 2011) and it has been created to be a web-based video-sharing objective (Pseudonym et al., 2013). In this manner, today it can likewise be an application that can be downloaded using AppStore and play store. The utilization of YouTube channels can make it simpler for students to get illustrations, and rouse students in learning, so that education can be accomplished well (Ilyas M and Putri E.M, 2020). They likewise added that it supports positive learning disposition assuming it is consolidated in study hall education to enhance language advancement, particularly talking. It is likewise viewed as a free-charge media sharing stage that empowers instructors and understudies to handily watch and transfer recordings connected with English substances (Dabamona M and Yunus A, 2022). Moreover, YouTube is incorporated as bona fide material, since it gives such pictures, photos, film advertisements, sports news reports, and individual drawings that can be utilized for guidance (Boyaci and Guner, 2018; DeWitt et al., 2013).

METHOD

This study was quantitative research that aims to find out the students' perceptions by using questionnaires. The subjects involved in this study were 46 students. This questionnaire was constructed by three indicators. They were modules, video clips, and materials. The students gave their perception about the use of youtube applications in teaching English listening material. The researcher formulated two main criteria for the students' perception, namely the positive perception and the distorted perception. Based on the criteria, the researcher formulated three indicators for positive perception namely good, appropriate, and interesting. Besides, the indicators for distorted perception are inflexible, unattainable, and extreme. The indicators used to measure modules, video clips, and materials used by the lecturers in the English listening classroom.

FINDINGS

Table 1: Frequency level of understanding oral production in English

No	Listening	Frequency (Percentage %)					Total (%)
		A	U	S	Se	N	
1	Understanding English daily conversation	4.35	17.39	54.35	21.74	2.17	100
2	Understanding the lecturer's instruction in the English language	4.35	34.78	54.35	6.52	0.00	100
3	Understanding audio and video material in the English language (such as YouTube and TV Programs)	2.17	52.17	34.78	10.87	0.00	100
4	Understanding audio and video material in the English language related to Biology material (such as YouTube and TV Programs)	17.39	28.26	39.13	13.04	2.17	100
5	Understanding the explanation in English language seminar	8.70	10.87	43.48	28.26	8.70	100
6	Writing when listening	8.70	30.43	50.00	8.70	2.17	100
Score total		45.65	173.91	276.09	89.13	15.22	600
Mean score		7.61	28.99	46.01	14.86	2.54	100

Table 1 portrays that some students usually practice their listening skills. Yet, the problem was that most students sometimes, seldom, or even never practice their listening skills. This becomes an issue for the researcher to be fixed because most of the students always and usually practice their listening skills.

Table 2: Mastery level of students' listening skill

No	Listening	Level of Mastery (Percentage %)					Total (%)
		VG	G	F	P	VP	
1	Understanding English daily conversation	2.17	13.04	69.57	13.04	2.17	100
2	Understanding the lecturer's instruction in the English language	2.17	21.74	71.74	4.35	0.00	100
3	Understanding audio and video material in the English language (such as YouTube and TV	6.52	41.30	41.30	10.87	0.00	100

	Programs)						
4	Understanding audio and video material in the English language related to Biology material (such as YouTube and TV Programs)	6.52	21.74	60.87	10.87	0.00	100
5	Understanding the explanation in English language seminar	8.70	15.22	47.83	28.26	0.00	100
6	Writing when listening	6.52	32.61	52.17	8.70	0.00	100
Score total		32.61	145.65	343.48	76.09	2.17	600
Mean score		5.43	24.28	57.25	12.68	0.36	100

Table 2 portrays that the percentage of student's mastery of listening skills is in the fair classification. More than 50% of students are the fair classification in mastering the listening skill. Many students also are in the poor and very poor classification. It shows that there is still a problem in listening mastery that needs to be fixed.

Table 3: The importance of listening skill

No	Listening	The Importance (Percentage %)					Total (%)
		VI	I	O	U	VU	
1	Understanding English daily conversation	39.13	47.83	13.04	0.00	0.00	100
2	Understanding the lecturer's instruction in the English language	23.91	58.70	17.39	0.00	0.00	100
3	Understanding audio and video material in the English language (such as YouTube and TV Programs)	26.09	39.13	32.61	2.17	0.00	100
4	Understanding audio and video material in the English language related to Biology material (such as YouTube and TV Programs)	28.26	41.30	28.26	2.17	0.00	100
5	Understanding the explanation in English language seminar	23.91	43.48	30.43	2.17	0.00	100

6	Writing when listening	21.74	45.65	32.61	0.00	0.00	100
	Score total	163.04	276.09	154.35	6.52	0.00	600
	Mean score	27.17	46.01	25.72	1.09	0.00	100

Table 3 portrays that many students state that listening skill is very important to be studied. It is supported by the data analysis which shows that most of the students prefer to choose listening skills as very important and important. Besides, some students also state that listening skills are occasionally unimportant to be studied.

Table 4: The students' positive perception of youtube-based materials in English listening classroom

The mean score of the Likert							
No	Components of instrument	scale				Total	Score
		1	2	3	4		
1	Module	0	2	6	8	16	80
2	Video Clips	0	0.67	5.00	12.00	17.67	88.33
3	Materials	0	0.67	8.00	8.00	16.67	83.33
Total score		0	3.34	19	28	50.34	251.66
Mean score		0	1.11	6.33	9.33	16.78	83.89

Table 4 shows that the students' positive perception toward the use of youtube applications in teaching English listening skills is at a very good value. It is valued by 3 indicators. They are modules, video clips, and materials. Every indicator consists of 3 statements of positive perception. If it is converted to 1 to 100 scales and separated into 4 main categories namely, very low, low, high, and very high as illustrated below:

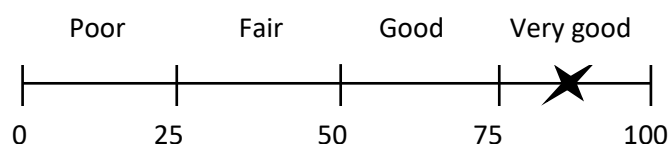


Figure 1: The students' positive perception range

Table 5: The students' distorted perceptions of youtube-based materials in English listening classroom

No	Components of instrument	The mean score of the Likert				Total	Score
		scale					
		1	2	3	4		
1	Module	2	2.67	0	0.33	5	25
2	Video Clips	2.33	2	0.33	0.33	5	25
3	Material	2	3	0	0	5	25
Total score		6.33	7.67	0.33	0.66	15	75
Mean score		2.11	2.56	0.11	0.22	5	25

Table 5 shows that the students' distorted perception toward the use of youtube applications in teaching English listening skills is at a low value. It is valued by three indicators. They are modules, video clips, and materials. Every indicator consists of 3 statements of distorted perception. If it is converted to 1 to 100 scales and separated into 4 main categories namely, very low, low, high, and very high as illustrated below:

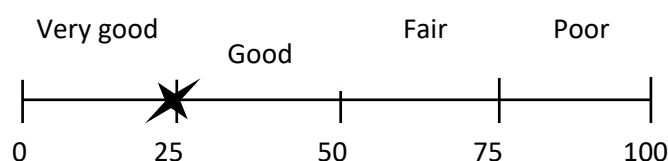


Figure 2: The students' distorted perception range

DISCUSSION

Some students usually practice their listening skills in quite a variety of ways. However, the problem is that most of them sometimes, rarely, or never even practice these skills intensely. This is a problem that needs to be fixed because most of them are in the sufficient category of mastering listening skills. Most of them have poor English listening skills and some are even in the very poor category. This data shows that there are still problems in listening mastery that need to be fixed. To solve the problem, bottom-up and top-down listening models are used interchangeably (Eken and Dilidüzgün, 2014). It also includes most of the input and is an important agent in getting input in the learning process (Yavuz and Celik, 2017).

Many students state that listening skills are very important to learn. This is supported by data analysis which shows that most students prefer that listening skills are very important. Even some students also stated that listening skills were considered not important to learn. Meanwhile, Tyagi (2013) also stated that learning effective listening skills is beneficial for personal growth and development to have (1) effective communication because it is an important component of effective human interaction; (2) fewer misunderstandings – regardless of the clarity of written or spoken messages, effective listeners can prevent misunderstandings and salvage what might become

miscommunications by practicing active listening skills; (3) better relationships – relationships damaged by misunderstandings that can lead to unsatisfactory business transactions as well as hurt feelings in personal relationships. Good listening practice tells others that they are important and special and that what they have to say is valued. It is very attractive and contributes to a strong relationship and; (4) personal growth – one learns and grows by listening to and understanding other points of view, and different ideas, and exploring conflicting viewpoints. Learning active and effective listening skills not only adds tools to your development portfolio but also equips you to continually grow with the tools to explore new ideas.

Students' positive perception of teaching materials is at a very good value. It is assessed from three indicators. They are modules, video clips, and materials. Each indicator consists of three positive perception statements. Likewise with the distortion of students' perceptions of the application of YouTube-based material. It is assessed from three indicators. They are modules, video clips, and materials. Each indicator consists of three deviant perception statements. The results of deviant perceptions are in the very good category. The use of the YouTube channel can make it easier for students to accept lessons, motivate them in learning and encourage positive learning attitudes if included in classroom teaching to complement language learning (Ilyas M & Putri E.M, 2020). Apart from that, YouTube is also considered a free media-sharing platform that allows teachers and students to easily watch and upload videos related to English content (Dabamona M & Yunus A, 2022). The benefit is that YouTube is authentic material that provides pictures, photos, movie advertisements, sports news reports, and pictures of people that can be used for teaching (Boyaci and Guner, 2018; DeWitt et al., 2013).

CONCLUSION

Students' positive perception of teaching English listening skills by using youtube-based materials was very good. It was valued by three indicators. They were modules, video clips, and materials. Every indicator consisted of three statements of positive perception and distorted perception. If it is converted to 1 to 100 scales and separated into four main categories namely, very low, low, high, and very high, the result is in the very good category. In conclusion, the youtube application is a good medium for teachers to teach English in a listening classroom.

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