

# The Use of Youtube Video toward Students' Listening Ability

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**Abstract**—Listening has been one of the most complex language skills among others, especially for students with low competence in English. Moreover, listening has been considered as monotonous, boring subject as it is notorious for its repetitive activities of listening to recorded audio. The application of video especially from huge platform like YouTube, might improve students' listening ability and provide more up to-date and various listening topics. This study was intended to identify the influence of YouTube videos to students listening ability. Moreover, it was expected that using YouTube as a listening media, may improve students' listening ability, and make listening subject more engaging. Pre-experimental quantitative, with one group pre-test post-test, was applied in this study. This research design analyzed students' listening ability at the initial, and final part of the lessons. The subjects of this study were undergraduate students of English Department, University of Lampung. There were 23 samples taken from pre intermediate listening class. From the result of the data analysis show that the students' average score in the pre test is 76.65 and the mean score of the post test is 82.04, so that the gained score is 5.39. After the calculation of Paired sample t-test used, it showed the result of the two tailed significance was 0.000. It indicates that the influence is significant since 0.000 is less than 0.05 ( $0.00 < 0.05$ ). It means that Null hypothesis ( $H_0$ ) is rejected, while Alternative hypothesis ( $H_1$ ) is accepted. Therefore, it can be concluded that there is significant influence of using Youtube videos toward students' listening comprehension. Regarding students' perception of listening class with YouTube videos, a survey via Google form had been distributed to all 23 students. All of the students were asked to fill in the form after the lessons were completed. The result showed that all students agreed that using YouTube videos made listening class more engaging. Further, 90% of the samples believed that YouTube videos helped them to comprehend better when listening to English conversation, and 87% believed that YouTube

**videos gave contextual examples that could relate to real life situation.**

**Keywords:** *Listening, YouTube, Video*

## I. INTRODUCTION

Listening is one of the hardest skills in English especially for students with low competence (Cahyono, 2017). Listening will become more difficult if the conversation recording is made by the native speaker which has different accent and speed. Listening is also considered as boring subject since students only listen to the conversation recording again and again. Furthermore, most of conversations used in listening contain topic or issue which are not new and not suitable with students in Indonesia.

Lately, invention of technology makes listening can be able to be taught not only through audio media but also through audio-visual media like video. In fact, Raharjo in Rusman (2012: 65) in his research stated that teaching and learning activities will be more effective and easier if it is assisted by visual media, where 11% from the given material occurs through sense of hearing, while 83% through sense of sight. From that research, audio-visual media like video is very suitable in teaching listening to make the teaching and learning more effective and easy.

Through video, especially youtube video as the largest video provider on the internet, it can increase students' listening understanding, and it also can develop variety of the newest topic or new issue (Karkera & Chamundeshawari, 2018). Beside that, video also allows students to recognize mimic and gesture/movement from every speaker in conversation (Harmer, 2007). Several studies have been done related to students' attitude toward the use of Youtube video in teaching listening. Damronglaopahan and Stevenson (2013) and More (2015) investigated students' attitude towards the implementation of YouTube videos. It showed that the students have positive attitude toward the utilization of Youtube in the classroom. It was found that not only students

motivation increased but also their participation in class activity. Furthermore, Kelsen (2009) revealed that students have perceptions that listening by using YouTube made the learning itself became interesting. It is similar to Silviyanti's research (2014) which found that students were motivated and interested in learning listening after YouTube videos were applied in listening classroom.

From the previous research above, it shows that teaching listening by using Youtube make learning become more interesting and students become motivated. However, it is rarely to find the study which focus on students' listening comprehension after being taught by using Youtube videos. Therefore, this research will find out: 1. How is the influence of youtube video toward students' listening comprehension?; and 2. How is the students' perception toward teaching listening by using Youtube video?. This research is carried out for the advancement of students' listening teaching and learning in the latest teaching media. In addition, it is also expected to improve students' listening comprehension and make teaching and learning listening more enjoyable.

## II. METHOD

This study was a quantitative pre-experiment with one group pre-test and post-test design. This design was chosen as this study involved only one class, where listening ability of the students assessed at the beginning and at the end. The findings included the results of listening pre-test and post-test, and responses to a set of questionnaire of 23 students.

The procedure of data collection was started by administrating pre-test to the students of Pre-intermediate Listening Class. After that, video lesson by optimizing YouTube as main source was applied. Finally, post-test was organized to assess the listening skill after the students were taught using YouTube videos. The results of pre-test and post-test were compared to see the significance of YouTube videos in listening class.



T1 referred to pre-test that was administered before the video class treatment, X referred to the treatment application conducted by the researcher using YouTube videos to teach, in order to improve listening ability (Setiyadi, 2006). T2 referred to post-test to see the result after the treatment.

### Participants

The participants of this study were undergraduate students of Pre-intermediate Listening Class in English Department Unila. 23 students were taken to participate in this study. This study involved cluster sampling to choose the participants. According to Kothari (2004) cluster sampling involves grouping process of a population. This sampling technique also focuses more in involving the group as a whole unity rather than identifying each individual in the chosen group. This technique is very relevant to the setting of this study, since the participants were a group of students that had been

clustered into several groups in a system organized by the institution.

## Instruments

### 1. Listening Test

To obtain the data, listening test was administered to the students. There were two tests, the pre-test and the post-test that the results were compared to see the significance of the treatment.

### 2. Questionnaire

The questionnaire consisted of 9 items that are intended to identify students' perception regarding the application of YouTube videos in listening class. The questionnaire was a likert-scaled-design with the scales of 1 (strongly disagree) to 5 (strongly agree).

## Data Analysis

The data of the tests results were analyzed using SPSS by firstly inputting the scores to Excel spreadsheet. The overall scores of both pre-test and post-test were calculated to see the significance of the use of YouTube videos. For the questionnaire responses, the data was given in the form of chart and percentage of different responses of each item.

## III. RESULT AND DISCUSSION

In this research, the researchers administered a pre-test prior to the treatment and a post-test after the treatment. The aim was to find out whether there was any significant influence of Youtube videos toward students' listening comprehension. Paired Sample T-Test in SPSS 20 version was used in analyzing the data of the tests. Based on the result of pre-test, it can be clearly seen that the students' score ranged between 60-86. The average score of the pre-test was 76.65, with the lowest score is 60 and the highest one is 86. On the other hand, the range of students' score of post-test lies in between 76 - 96. It means that the minimum score of post-test is 76 and the maximum one is 96, while the average score is 82,04. Therefore, it can be justified that students' score in listening comprehension improved after the implementation of treatment.

The normality test was used to make sure whether the data of the test had normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 20 for Windows. The result of the normality test can be seen in the table below:

| <b>One-Sample Kolmogorov-Smirnov Test</b> |      |                         |
|---|------|-------------------------|
|   |      | Unstandardized Residual |
| N   |      | 23                      |
| Normal                                    | Mean | 0E-7                    |

|                           |                |            |
|---------------------------|----------------|------------|
| Parameters <sup>a,b</sup> | Std. Deviation | 4,65793581 |
| Most Extreme Differences  | Absolute       | ,159       |
|                           | Positive       | ,159       |
|                           | Negative       | -,108      |
| Kolmogorov-Smirnov Z      |                | ,764       |
| Asymp. Sig. (2-tailed)    |                | ,604       |

According to table above, the data were normally distributed since the sig (2 tailed) is higher than 0,05 (0,604). After the data had been distributed normally, hypothesis testing was conducted. It was used to prove whether the hypothesis proposed by the researcher was accepted or not. To examine the hypothesis, the researcher used statistical computation Paired Sample T-Test SPSS 20 version for Windows.

**Table of Paired Sample Statistics**

| Paired Samples Statistics |           |      |    |                |                 |
|---------------------------|-----------|------|----|----------------|-----------------|
|                           |           | Mean | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | PRE TEST  | 76,6 | 23 | 6,35044        | 1,32416         |
|                           | POST TEST | 82,0 |    |                |                 |
|                           | PRE TEST  | 522  | 23 | 5,40604        | 1,12724         |
|                           | POST TEST | 435  |    |                |                 |

Table above presents the mean scores of students' listening comprehension in both pre-test and post-test. It is shown that mean score in pre-test is 76.65 while the mean score in the post-test is 82.04. It means that the mean score gained 5.39. To see whether the influence was significant or not, the result is displayed in the following table:

**Table Paired Sample T-Test**

| Paired Samples Test |                    |   |    |      |
|---------------------|--------------------|---|----|------|
|                     | Paired Differences | t | df | Sig. |

|           | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       | Lower  | Upper |      | (2-tailed) |
|-----------|------|----------------|-----------------|---|-------|--------|-------|------|------------|
|           |      |                |                 | Lower                                     | Upper |        |       |      |            |
| Pre-Test  | -5,3 | 5,89           | 1,2283          | -7,95                                     | -2,85 | -4,389 | 22    | ,000 |            |
| Post-Test | 913  | 097            | 5               | 387                                       | 438   | 89     |       |      |            |

The result of the table shows that the two tailed significance is 0.000. It indicates that the influence is significant since 0.000 is less than 0.05 ( $0.00 < 0.05$ ). It means that  $H_0$  is rejected, while  $H_1$  is accepted that there is significant influence of using Youtube videos on students' listening comprehension. Therefore, it can be concluded that there is significant influence of using Youtube videos toward students' listening comprehension.

The finding of this study is inline with another previous study from Alqahtany E.T (2014) who investigates the effectiveness of using Youtube toward Students' listening comprehension skills. This study used quasi experimental design with experiment and control group design. The result showed that using Youtube had indeed enhanced Saudi EFL students' listening comprehension performance. After watching videos, the experiment grup which is given the treatment by using Youtube video perform better that the control group in the post test which indicated their improvement in listening comprehension.

Moreover, this study has positive corelation with another previous study from Marti (2011) with the title Improving the Listening Skill of The Eighth Graders of MTs Negeri Jember II Using YouTube Internet Site. The method of her research is collaborative classroom action research. After conducted the study, the researcher found that the use of YouTube Internet site can improve the students' listening skill. The improvement can be seen in the increased score of the students' listening comprehension cycle 1 and cycle 2 The average score in Cycle 1 was 69,4 while the average score in the end of implementation (cycle 2) of this study was 78.1.

Regarding students' perception of listening class with YouTube videos, all of the students were asked to fill in the form after the lessons were completed. The result showed that all students agreed that using YouTube videos made listening class more interesting (chart 1).

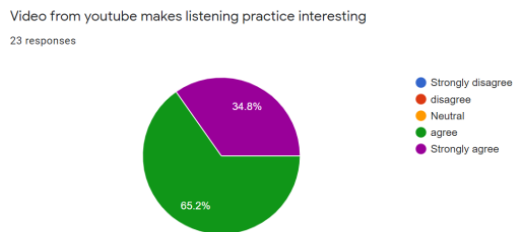


Chart 1. Student's perception 1

Based on the chart above, the questionnaire show that 65,2% are agree and 34, 8% strongly agree that Video from Youtube makes listening practice interesting. It means that all students agree that listening classroom is more interesting after being taught by Video from Youtube. This finding is in line with Berk (2009) who stated that Youtube video not only generate interests in the lesson but also draw on students' imagination and make learning fun and meaningful.

Furthermore, 91% of the samples believed that YouTube videos helped them to comprehend better when listening to English conversation. It means that the meaning of the recording/conversation is easier to be comprehended after being taught by Video from Youtube. This finding is in line with Eick and King (2012) who stated that the videos helped students with supported conceptualization through visualization, provided students with memory cues and connections, and clarified understanding. These students listening conversation understanding are helped by the gesture and mimic of speaker contain in the video from Youtube.

Next, 87% responses believed that YouTube videos gave contextual examples that could relate to real life situation. This happened because Video from Youtube provides students with variation of conversation that relate to real life context such as phone call conversation, book hotel conversation, shopping conversation, etc. This finding is in line with Duffy (2008) who stated that Youtube video can show students the real-world examples of material and theory covered in class.

On the other hand, almost all students, 60% responses, say that Video from Youtube does not help students to get better understanding of associated cultural aspects. This happened because the video from Youtube that the researcher gave to students contain more global and universal contents. So, the video from Youtube that contain cultural aspect is not too purposely given. Further, 45% responses did not agree that Video from Youtube helps them in understanding vocabulary and idiomatic expression in the recording/conversation. This happened might be because there is no further explanation and discussion by the researcher about the idiomatic expression contain in the Youtube video.

#### IV. CONCLUSION AND SUGGESTION

Based on the result of the test, there is significant influence of using Youtube videos toward students' listening comprehension. After analyzing the result of the test such as pre test post test and the questionnaire, the researchers find that the result of the listening ability of the students based on the test shows that most of the second semester students of University of Lampung have significant improvement in the score of post test than pre test. It is shown that mean score in pre-test is 76.65 while the mean score in the post-test is 82.04. It means that the mean score gained 5.39.

Furthermore, the result of the table shows that the two tailed significance is 0.000. It indicates that the influence is significant since 0.000 is less than 0.05 ( $0.00 < 0.05$ ). It means that  $H_0$  is rejected, while  $H_1$  is accepted that there is significant influence of the use of Youtube videos on students' listening comprehension.

Taking closer look at the questionnaire responses, based on the result of students' perception of listening class with YouTube videos, all students agreed that using YouTube videos made listening class more interesting. . Further, 91% of the samples believed that YouTube videos helped them to comprehend better when listening to English conversation. Next, 87% responses believed that YouTube videos gave contextual examples that could relate to real life situation. On the other hand, almost all students, 60% responses, say that Video from Youtube does not help students to get better understanding of associated cultural aspects.

#### SUGGESTIONS

Considering the positive result of Youtube videos in listening class, the researcher suggest that English lecturer/teacher should apply the use of Youtube videos in their listening class or other classes such as speaking class. It is also suggested that to find out the problem happened in the classroom when using Youtube video in order to make the learning and teaching process run smoothly. For the further researcher, it is also suggested that to conduct a research of the use Youtube video in other class such as speaking class. It is also suggested to conduct a research concerning the students' perception toward the use of Youtube video in other classes such as speaking class.

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