

ENHANCING LISTENING COMPREHENSION THROUGH YOUTUBE VIDEOS FOR NON-ENGLISH MAJOR STUDENTS

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Abstract

The goal of this study is to enhance students' listening comprehension by using YouTube videos. This study employed classroom action research Kemmis and Taggart's design as its methodology. There were thirty- five of non-English major students as the research subjects. The findings demonstrate a significant improvement in students' listening comprehension. After the teaching and learning process using YouTube videos, it reveals that the students' mean score in cycle 1 was 68.3, with 68.57% passing the minimum standard score. It continued to cycle 2 with a mean score of 71.0 and a passing percentage of 85.71%, indicating a significant improvement in listening test results. In cycle 3, students' mean score was 84.2, and 94.29% passed the minimum standard score. Hence, the implementation of YouTube videos as a learning media can help students to enhance their listening comprehension. It is proven by the improvement of students' mean score and their learning performance in each cycle.

Keywords: *Classroom Action Research, Listening comprehension, YouTube videos*

Introduction

One of the languages that is spoken by a significant number of people is English. Because it makes communication easier, the English language plays a significant role in our everyday lives. It is the primary language utilized for learning any topic in any part of the world. Students should study English because it helps them acquire a broader intellectual perspective, encourages the growth of their emotional intelligence, and enhances their quality of life by increasing their

employment prospects. In addition, because it is the only means of communication in a great number of nations, the use of English as a global language is growing at an accelerating rate. When it comes to teaching and learning English, there are four skills that are essential: listening, reading, speaking, and writing. Comprehending spoken language requires listening skills, understanding written language requires reading skills, and productive skills require speaking abilities, generating spoken language, and writing skills (producing written language). The researcher emphasizes listening skills because we are constantly curious about what other people think and say in the process of communication. Due to the importance of listening as a receptive skill in improving students' language proficiency and performance, this skill is necessary to be mastered (Umiyati et al., 2022).

According to Gilakjani & Sabouri (2016), the ability to listen is one of the most important skills for learning a foreign language because receiving input in the target language is essential to the learning process. Unfortunately, it is frequently viewed as a passive skill due to the fact that students appear to sit quietly in class and listen to conversations. Al-Nafisah (2019) proposed that listening to native speakers is one of the most effective ways to learn a new language. Listening is the primary mode through which students of a language acquire new vocabularies and structures, which is why students should work to improve their general proficiency in a second or foreign language.

Mastering listening is especially challenging because it is a crucial discovery that allows students to uncover creative ways in which language is pronounced and comprehended, making it the most difficult of all language skills to master. The reason for this is that listening is an essential skill that helps students learn new and interesting ways to pronounce and understand language. According to Cahyono (2017), listening is one of the most challenging skills to master in English, particularly for students who already have a limited level of ability. If the recording of the conversation was made by a native speaker with a different accent and speaking speed, it will be more difficult to understand what

is being said. Since students merely listen to the chat recording over and over, listening is likewise seen as a boring subject (Shafwati et al., 2021). Students may struggle to learn a language if they cannot understand what they hear in their language classes, which can seriously hinder their ability to master other communicative skills like speaking, reading, and writing. Spoken language cannot exist without listening. Students will feel lost if they cannot follow the discussion. Because of their insecurity, they need to have information presented to them orally repeatedly. Students in Indonesia face a similar challenge due to a lack of exposure to native speakers: understanding English at its natural pitch and tempo. Therefore, it is important to find an efficient strategy for teaching listening that also fosters a fun learning environment in order to increase students' listening comprehension.

Gilakjani & Sabouri (2016) also revealed that to understand what someone is saying is to demonstrate listening comprehension. As such, it considers not only the listener's expectations, the situation and context, prior knowledge, and the subject matter, but also linguistic units like phonemes, words, and grammatical structures. In addition, Asemota (2015) stated that it is essential to provide students with the appropriate activities and resources so that they may develop their listening and comprehension skills in English. This was shown to be the case through an analysis of the relevant literature as well as research conducted on the topic. It is important for teachers to give their students the opportunity to listen to a variety of dialogues in the form of listening dialogues. They can improve their listening skills and prevent themselves from becoming bored by listening to lectures given by native speakers and reading books written and published by people for whom English is a second language. There is a wide variety of pedagogical material available, including that which can be found online.

In this day and age, education cannot function without the incorporation of information and communication technology (ICT). Teachers in every part of the world can now make use of various forms of technology in their classrooms. When it comes to the use of desktop computers, Indonesian students (54%) are in

second place globally behind only students in the United States in 2018 (Yuyun & Simamora, 2021). According to the findings of this study, students in Indonesia are particularly receptive to advances in technological innovation. As a result, in order to keep up with the times, educators today utilize online sources. As a result of recent technological advancements, it is now possible to instruct listening skills using audio-visual materials as well, such as videos found on YouTube. Students can identify mimicry, gestures, and movements from each speaker in a dialogue through the use of video as Harmer (2007) as stated in Shafwati et al (2021). According to the findings of a study that was carried out by Qomariyah et al (2021), the use of YouTube videos in the classroom has had a beneficial and demonstrably significant impact on the students' ability to demonstrate listening comprehension. YouTube is an educational website where real-world educational resources can be found and utilized by instructors. Students are more likely to enjoy learning activities using YouTube because their utilization of them caught their attention (Ayu, 2016). Students are more likely to enjoy learning activities using YouTube. According to the findings of that research, audio-visual materials such as videos are appropriate for teaching listening because they make the process of teaching and learning more effective and less complicated. It demonstrates how incorporating YouTube into listening lessons can make learning more engaging, which in turn can encourage students to learn more. It is recommended that teachers provide language students with YouTube videos as a means of acquainting themselves with the materials. Through the use of YouTube videos, the researcher was able to improve the listening skills of the students in this study. The researcher also used these videos to excite the students and encourage greater levels of creativity in their learning. This year has seen a meteoric rise in the number of people using YouTube. These days, everybody can join online communities if they want to. This is a phenomenon that occurs quite frequently in our day-to-day lives.

Method

This method of research is called Classroom Action Research (CAR) by Kemmis and Taggart's model. It was directed at understanding how events or effects of an action take place (Kemmis et al., 2014). According to Hopkins (2014) in Lestari (2019), Action Research is a form of self-reflective inquiry undertaken by participants in a social (including education) and justice of their social education practice, their understanding of these practices, and the situation in which the practice was carried out. This research was conducted to enhance non-English major students' listening comprehension at a private university in Depok, West Java. There were thirty- five Business Administration students in Listening for Specific Purpose class as the research subjects. This research was conducted in one semester with twelve meetings and the duration of each meeting was two and a half hours.

This research was carried out in three cycles and each cycle includes four steps: *planning*, *action*, *observation*, and *reflection*. Each phase was concluded based on the previous and subsequent ones. Kemmis & Taggart (2014) in Tiana & Apriani (2021) mentioned those steps consist of *planning* which is the first step, the researcher must do before doing something. The planning is intended to deal with certain unexpected outcomes and by planning, we can get ready to deal with the issue quickly. *Acting* is an application of planning. It can be a teaching method or technique to fix or complete a certain model. By *observing*, a classroom action's effects can be seen and recorded. This observational outcome is fundamental to conducting reflection so that the research can portray the real situation. The last step is *reflecting* consisting of analysis, synthesis, interpretation, explanation, and conclusion. This stage reflects the methodology used for the research. The outcome can be used to alter the teacher's performance in the future.

Based on Kemmis and Taggart's model, action research starts with a preliminary study to determine the type of issue that students face in the class before conducting those steps. Observation, interviews, tests, and documentation were employed to collect data. The students' test scores reveal the criteria for this

successful research. It must be based on the lowest possible standard score that has been set by the university for the listening subject, which is C in the score range of 60-69.

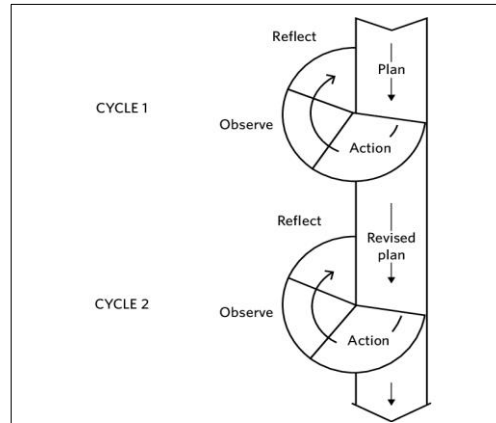


Figure 1. Kemmis & McTaggart's Classroom Action Research Model (2014)

Findings And Discussion

Conducting a preliminary study to determine the level of students' ability is the first step in classroom action research. The observation was done to identify students' listening problems and it was found that they have some difficulties in listening. The preliminary study was conducted in the meeting 1 until meeting 2 and the result showed that mostly they need audio repetition many times to get the words or phrases. Some of them even could not complete the pre-listening test since they heard many new unfamiliar words. The table below shows students' listening scores in the preliminary study.

Table 1: Preliminary Score Summary

Minimum Standard Score	The Number of Students	Percentage (%)	Mean Score	Maximum Score	Minimum Score
< 60	15	42.86	64.29	75	45
> 60	20	57.14			

The statistics shown in Table 1 indicate that the preliminary study's mean is 64.29. There are only twenty students (57.14%) who derived a score above the minimum standard score. It indicates that nearly half of the students (42.86%) failed and the minimum score is only 45. Additionally, they were bored and unmotivated to learn English, particularly listening because the teaching method had never been modified. Listening is one of the challenging skills so the majority of students had difficulties in achieving the minimum standard score. Therefore, it must be a solution to solve the problem. Thus, the researcher used a YouTube video to enhance their listening skills, and the action was conducted in 3 cycles.

The result of Cycle 1

In this cycle, a YouTube video was used to teach and practice the listening skill and it was conducted in the language laboratory in meeting 3 until meeting 5. A syllabus, lesson plan, students' worksheet, video YouTube link about the introduction, and personal information for two meetings were prepared. Before starting the learning process, the researcher gave an icebreaker activity to help students relax and enjoy learning English. The teaching material was explained based on the lesson plan and the researcher modifies the teaching material was modified by inserting YouTube videos such as *@EnglishwithLucy*, *@mmmEnglish_Emma*, *@LearnEnglishwithJessica* that are related to the material. Then, the students were instructed to watch and listen to the video carefully. They were asked to find some important information in the video that was delivered by a native speaker without subtitles. The researcher gave students questions orally by choosing some random students and then discussed them with all the students. The listening test (sentences completion, short-answer, matching) was given at the end of every meeting to determine how far the students' listening comprehension was. The test results were used to assess the students' listening skills. The researchers observed the teaching and learning process, classroom situations, students' responses, and participation. It showed that the most of students were still confused with some unfamiliar vocabulary

delivered by native speakers on YouTube videos. However, they felt more enthusiastic to watch and listen to the video because they can see the speaker's gestures and facial expressions and it makes more focus on the speaker's utterances.

The researchers made a reflection on the first cycle based on the observations. It consists of the classroom situation, the students' interest in learning listening, the teaching and learning process by using YouTube videos, and the outcome of the listening test. It was found that there were still some students who did not pass the minimum standard score: of 60. However, there was an improvement compared to the score of the preliminary study. The following chart shows the students' learning performance of listening in the first cycle

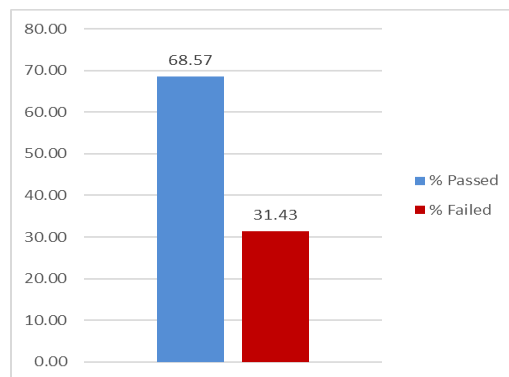


Figure 2. Students' listening scores in cycle 1

According to the graph above, 68.57% of students achieved the minimum standard score, while 31.43% did not. The mean score is 68.3. As a result, the researcher was encouraged to continue the research into the next cycle to get better learning outcomes and improve students' listening comprehension.

The Result of Cycle 2

The researchers attempted to choose a more interesting topic than the first cycle in this section. Learning materials were taken related to their carrier opportunities in the future, about jobs and travel in meeting 6, 9 and 10. Cycle 2 planning was based on the results of Cycle 1. The way of teaching was slightly modified. Preparation was carried out in the same way as in cycle 1. Apperception was given by asking them some fun questions including some little jokes. It was

intended to attract students' attention and readiness to study. The acting section was conducted based on the lesson plan using YouTube videos as in the previous cycle. The YouTube channels used such as *@LearnEnglishbyPocketPassport*, *@EnglishSpeakingCourses* and *@NasDaily*. The types of listening exercises can be sentences completion, short-answer, matching or classifying, and summarizing.

In this cycle, the students were divided into groups and asked to discuss what they listened to on the video without subtitles. They had their task within a group then they were required to complete the exercises provided. They were instructed to write down some important information and make a summary of the video. Each group presented and reported their answers in front of the class. The researcher and the students discussed it actively and each group got the score. It was added to increase their other assignments' scores. The best group with the highest score got rewarded to encourage their participation and motivation in English learning, especially listening skill. The observation was carried out in the same way as in the previous cycle. The activities ran more smoothly than the first cycle. The students were more engaged and excited during the teaching and learning process. Some of them were not shy to speak and delivered their opinion any longer.

The students' listening comprehension improved. Most of them were able to increase their motivation and enjoy learning and listening using YouTube videos, and their scores improved as well. The chart below captures the students' learning performance of listening in cycle 2.

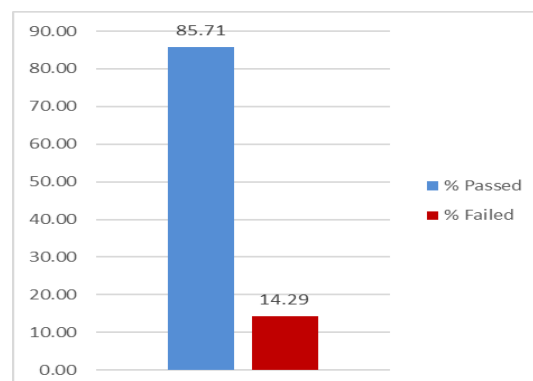


Figure 3. Students' listening scores in cycle 2

The chart shows that students' listening comprehension improves using YouTube links as a learning medium. It demonstrates that the results differ significantly from the previous cycle. 85.71% of students passed the minimum standard score, while the remaining 14.29 % still did not. It still needs to be improved in the next cycle because the mean score is 71.0.

The Result of Cycle 3

The researchers discovered more fascinating topics and methods in this cycle. In meeting 11 until 14, they discussed about news and entertainment including the use of social media by the young generation. Since the use of social media is massively accessed, the students were interested in learning about various topics such as beauty vloggers, gaming, gadget, and culinary information from YouTube channels such as *@MsStephNic*, *@mkbhd*, *@LaurenceBenson* and *@AbroadandHungry*. As with the prior cycle, teaching preparation and apperception were done. The groups of students were created randomly. The researchers attempted to introduce various topics on YouTube and let each group choose the topic provided that they like most. They started listening and watching the video then they had a discussion and completed the exercises as they did in the previous cycle. The researcher allows each student in the group to answer the question and presented the answer in front of the class. It was intended to increase their confidence to speak up beside their listening comprehension. The researcher assured that each student had a chance to deliver their presentation after completing listening exercises through YouTube videos. At the end of the activity, the students received feedback to encourage them to continue practicing their listening comprehension. The researchers created a summary and the group with the best score was still rewarded. Based on observations, the students' listening comprehension improved significantly. They showed good understanding, completed exercises very well and they enjoyed learning by watching and listening to YouTube videos. The chart below portrays the students' learning performance of listening in cycle 3.

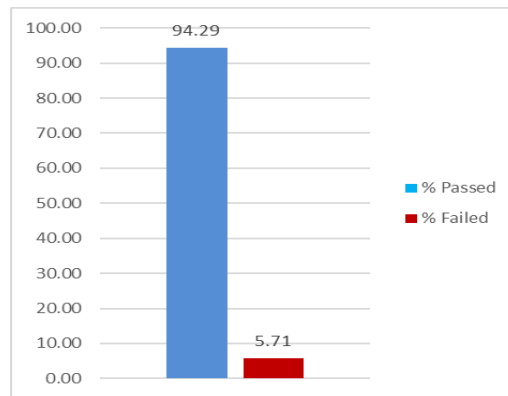


Figure 4. Students' listening scores in cycle 3

The chart above shows that students' listening comprehension has enhanced since the previous cycle. Most of them, 94.29% passed, with only 5.71% failing. The mean score is 84.2. It is possible to conclude that the action taken in cycle 3 was successful.

Discussion

This study was carried out in three cycles. The last cycle was completed to strengthen the students' Academic Performance from the two previous cycles. The results show that students' listening comprehension improves in every cycle, as shown in the table below.

Table 2. The Result of the Students' Listening Test

Section	Mean Score	Max. Score	Min.Score
Cycle 1	68.3	85	53
Cycle 2	71.0	86	56
Cycle 3	84.2	95	59

Another chart provides information about the comparison of research findings in every cycle. It describes the comparison of students' learning performance based on the minimum standard score: 60 and it showed there is an improvement in every

cycle.

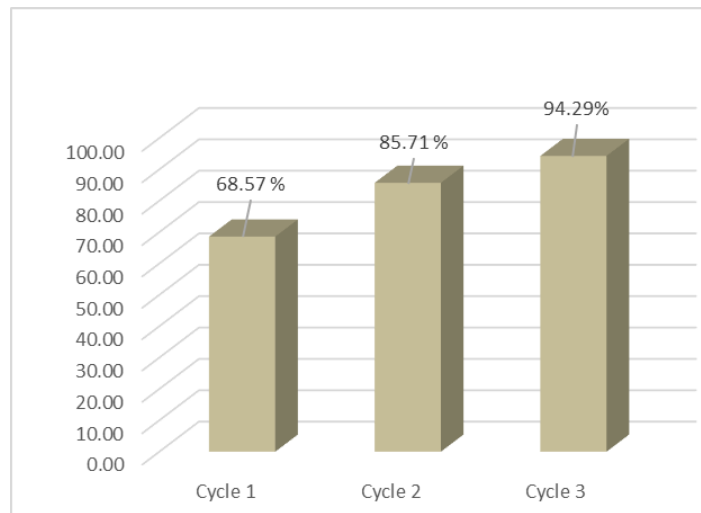


Figure 5. The Comparison of Students' Learning Performance

The result of the interview is also considered. Based on observation, few students still complained about the difficulty of listening particularly when the native speakers spoke quickly, they were afraid of making mistakes and doubtful in answering questions during exercises. The interview section was divided into four perspectives: students' learning performance and motivation to learn, students' opinions on the implementation of using YouTube videos as a learning media and source, and classroom conditions during the learning process. Most of them expressed that learning to listen by using YouTube was enjoyable. They were more interested and excited to watch more learning videos provided. They were satisfied with their work especially when it was done in a group with discussion so they also could learn together. Thus, they eagerly wanted to learn English continuously. This is in line with some previous studies that YouTube can catch students' intention to learn (Ayu, 2016). Besides, it has given a positive and significant effect on students' listening comprehension (Qomariyah et al., 2021). This study shows that teaching media can empower students to learn effectively and help students to understand the material easily. The use of YouTube is associated with increased student satisfaction.

Conclusion

This study employs the Classroom Action Research (CAR) methodology to identify the problem with students' listening comprehension. It begins with observation of the students who are thought to have poor listening comprehension. It can be concluded that using YouTube video in the teaching and learning process, enhance students' listening comprehension. It is proved by the improvement of students' learning performance in every cycle. Furthermore, observation and interview results revealed that after using YouTube videos, the students became more active, confident, and excited in completing listening exercises and show their better comprehension. There are still many methods, techniques, and median that can be applied in teaching listening. The role of a teacher is very vital to keep finding the most effective way to teach listening. It is suggested to choose different strategies for improving listening comprehension based on the needs and situations of the students.

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