Youtube Videos For Listening Skills During Covid-19 Pandemic: EFL Students' Views

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A B S T R A K

Media sosial berperan sebagai sumber informasi, media hiburan, ruang diskusi, pengayaan sumber belajar, peningkatan kreativitas, dan peningkatan pemahaman siswa, memungkinkan siswa untuk menciptakan kesadaran tentang potensi siswa untuk aktif secara intelektual. Media sosial yang paling umum digunakan di kelas EFL adalah Facebook, Whatsapp, YouTube, Instagram, dan Twitter. Banyak yang berpendapat bahwa YouTube menyediakan sumber belajar yang autentik untuk meningkatkan kemampuan bahasa Inggris siswa. Terlepas dari kemudahan akses dan kesesuaian video YouTube untuk meningkatkan keterampilan mendengarkan siswa terutama dalam pembelajaran daring, penerapannya menghadapi beberapa tantangan. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa tentang penerapan YouTube di kelas Listening selama pembelajaran online. Penelitian ini merupakan penelitian kualitatif yang melibatkan 32 mahasiswa. Data dikumpulkan dari kuesioner yang terdiri dari 31 item yang didistribusikan melalui Google Form. Ditemukan bahwa mahasiswa memiliki persepsi positif terhadap YouTube karena aplikasi ini memberi empat manfaat, yaitu meningkatkan keterampilan menyimak, meningkatkan minat dan motivasi belajar, membangun pemikiran kritis, dan mengasah kreativitas. Kelemahan yang teridentifikasi adalah koneksi internet dan pulsa yang mahal. Penelitian ini menegaskan kegunaan video YouTube untuk melatih keterampilan mendengarkan siswa, terutama dalam pembelajaran online di mana siswa membutuhkan fleksibilitas dan kreativitas, namun pihak terkait perlu menyediakan kemudahan akses internet yang memadai dan terjangkau sehingga pembelajaran daring bisa berlangsung dengan lebih lancar.

A B S T R A C T

Social media acts as a source of information, entertainment media, discussion space, enriching learning resources, increasing creativity, and increasing student understanding, allowing students to create awareness about students' potential to become intellectually active. The most common social media used in EFL classrooms are Facebook, Whatsapp, YouTube, Instagram, and Twitter. Many have argued that YouTube provides authentic learning sources for improving students' English skills. Despite the availability and authenticity of YouTube videos to provide practice in enhancing students' listening skills, especially in an online setting, its application serves some challenges. The present study aimed to explore the students' perception of the application of YouTube in listening classes during online learning. This study was a qualitative study involving 32 university students. Data were collected from a questionnaire consisting of 31 items distributed through Google Form. The analysis resulted in students' positive perception in the forms of four benefits: improving listening skills, increasing interest and motivation to learn, building critical thinking, and sharpening creativity. The identified shortcomings are the internet connection and the expensive internet credit. The present study confirms the usability of YouTube videos to practice students' listening skills, especially in online learning, where students need flexibility and creativity. However, it implies suggestions for stakeholders to provide stable and affordable internet connections so online learning can be conducted more effectively.

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1. INTRODUCTION

The development of science from time to time supports the creation of new technologies in this globalization era (Diamandis & Kotler, 2012). Technology is an inseparable part of human life; this is because every field of life begins to involve its use, including in the world of education (Adnyani et al., 2022; Dantes, Audina, et al., 2022; Lestari, 2018; Trilling & Fadel, 2009; Umayah & Riwanto, 2020). The development of information technology has made it possible for social media to be used as a platform for supporting online learning and as a learning source (Cahyani et al., 2021; Lestari, 2018; Listiani et al., 2021). Social media is a necessity for students to seek knowledge, share knowledge and conduct social interactions with other social media users while providing a fun learning experience (Riko et al., 2020). Social media acts as a source of information, entertainment media, discussion space, enriching learning resources, increasing creativity, and increasing student understanding, allowing students to create awareness about students' potential to become intellectually active (Apriansyah, 2020; Ridwan et al., 2021). The most common social media used in EFL classrooms are Facebook, Whatsapp, YouTube, Instagram, and Twitter (Ariantini et al., 2021). Many have argued that YouTube provides authentic learning sources for improving students' English skills (Cahyana, 2020; Listiani et al., 2021; Purwanti et al., 2022; Saiful, 2019). The use of videos makes it easier to learn English in terms of understanding, pronunciation, and mastery of grammar because videos make meaning clearer by displaying images, text, and audio (Ningsih & Arianti, 2019; Purwanti et al., 2022). Furthermore, these studies argue that implementing YouTube in EFL classrooms has promoted students' language skills: reading, listening, speaking, and writing (Ariantini et al., 2021; Cahyana, 2020; Purwanti et al., 2022).

Among the four language skills that EFL students have mastered, listening has been considered one of the most challenging skills to master (Amiryousefi, 2017; Citrawati et al., 2021; Elekaei et al., 2020). As a receptive skill, listening allows for understanding speech, conversation, and oral texts (Broughton et al., 1980). Mastering listening skills requires much practice because this skill relies on his understanding of the meaning of what he hears (Yuyun & Simamora, 2021). Mastering listening skills become a key to speaking skills because students can learn to pronounce English words correctly through listening (Broughton et al., 1980). Hence, many studies have cultivated the use of YouTube videos to improve students' listening skills (Chen et al., 2012; Nova, 2017; Qomariyah et al., 2021; Silviyanti, 2014; Solano et al., 2020; Yuyun & Simamora, 2021). YouTube has been proven to provide suitable teaching material for listening classes (Silviyanti, 2014), through which students can practice comprehending the videos (Nova, 2017; Qomariyah et al., 2021; Yuyun & Simamora, 2021). YouTube provides exposure to native speakers' speeches, which can train students' listening skills, allowing them to produce correct pronunciations when they speak (Binmahboob, 2020; Meinawati et al., 2020; Mulyani & Sartika, 2019). YouTube videos help students improve their vocabulary repertoire, helping them both with their listening comprehension and productive skills (Chen et al., 2012).

However, the benefits offered by YouTube videos for improving students' listening skills are not without drawbacks. Reviews on the challenges most frequently encountered during the implementation of YouTube videos in EFL contexts, including unstable internet connection, prolonged duration of the videos, students' lack of technological readiness and learning autonomy, the discrepancy between the content of the videos with the learning goals, and loss of teacher-students interaction (Purwanti et al., 2022). These are in line with the problems faced in implementing online learning in general (Dantes , Audina, et al., 2022; Dantes, Rinawati et al., 2022; Suwastini et al., 2021). However, previous study poignantly warn of the high possibility of inappropriate, vulgar, and offensive content in many YouTube videos (Solano et al., 2020). Concerning the drawbacks accompanying the benefits of YouTube videos for improving students' listening skills in the EFL context, the present study aimed to reveal students' perceptions about the application of YouTube videos in listening classes during online learning. Students' perceptions of the application of YouTube videos in listening classes are critical for analyzing students' views on YouTube videos for listening lessons.

2. METHOD

The research was descriptive qualitative. The samples were chosen purposively with the criteria have been experienced learning listening using YouTube videos. The samples of this study were thirty-two students of the 4A class at Universitas Mahasaraswati Denpasar, consisting of twenty-two females and ten males. The data collection method used is a questionnaire consisting of thirty-one open-ended questions about implementing YouTube videos. The data collected from the questionnaire were analyzed using an interactive model (Miles et al., 2014), which consisted of the simultaneous process of data condesation, data display, and conclusion drawing.

The constructions of the questionnaire was adapted from previous study (Dörnyei & Taguchi, 2009), while the questions also adopted from previous study (Sari & Wahyudin, 2019). The questionnaires were distributed online to the students via Google Forms. Table 1 presents the blueprint of the questionnaire for students' perception of the implementation of YouTube videos in listening classes.

**Table 1.** The Blue Print of the Questionnaire

Research Question	Indicators	Number of Items
What are students' perceptions about the use of YouTube videos in listening classes	The benefits of YouTube for listening skills	1, 2, 3, 4, 5, 6, 7, 8
	The benefits of YouTube for increasing students' interest and motivation	9, 10, 11, 12, 13, 14, 15, 16, 17
	The benefits of YouTube for students' critical thinking	18, 19, 20, 21
	The benefits of YouTube for students' creativity	22, 23, 24
	Lack of YouTube videos for listening skills	25, 26, 27, 28
	Lack of YouTube videos as learning media for listening classes	29, 30, 31

3. RESULT AND DISCUSSION

Result

The present study aimed to reveal students' perceptions of the use of YouTube videos in listening classes during online learning. The study revealed that students had positive perceptions. However, it was also revealed that the students also encountered some challenges.
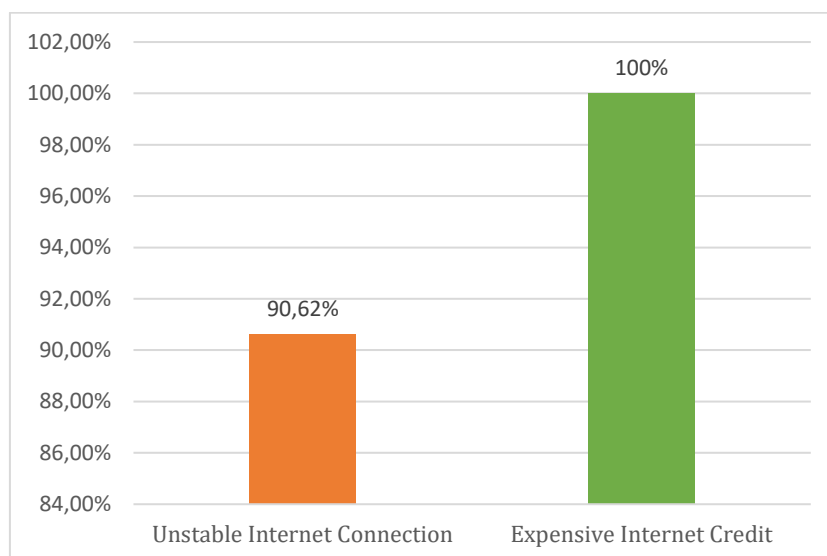
Students' Positive Perceptions toward the Implementation of YouTube Video
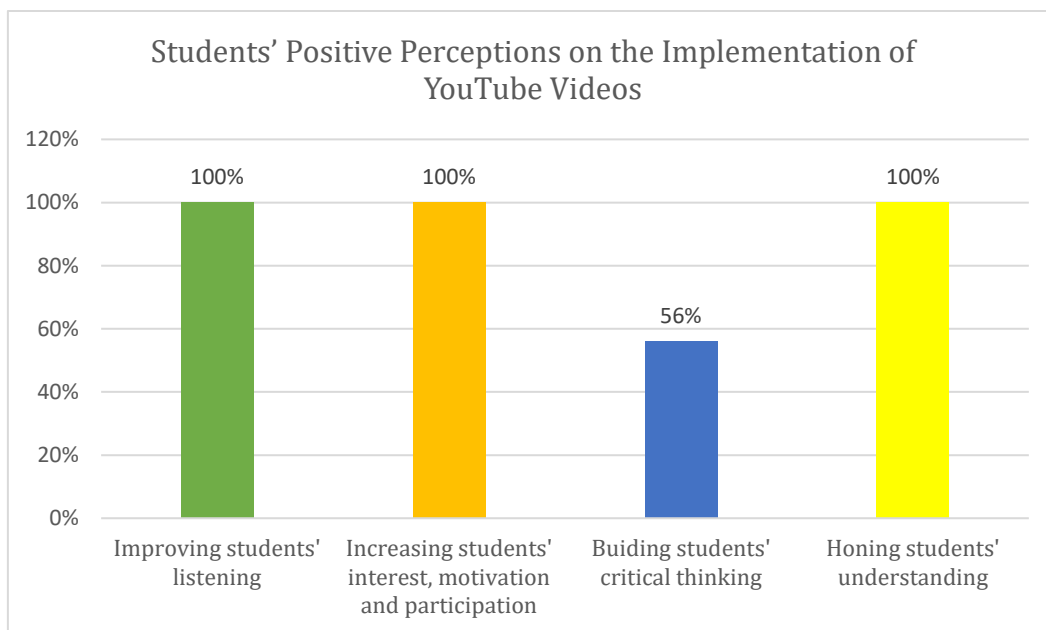
Figure 1. Students' Positive Perceptions of the Implementation of YouTube Videos

Figure 1 shows the students' positive perceptions toward implementing YouTube videos for listening classes during online learning. All students univocally considered the implementation of YouTube videos in their listening class benefited their listening skills, their motivation, and their listening comprehension. However, only 56% of the students considered YouTube videos promoted their critical thinking.

Students' Negative Perceptions of the Implementation of YouTube Videos

Figure 2. Students' Negative Perceptions of the Implementation of YouTube Videos

Figure 2 shows the students' negative perceptions of implementing YouTube videos. 90,62% of the students found that unstable internet connection distracted the flow of listening exercise, while all of them found the amount of internet credit rrequired for accessing the YouTube videos made the activity expensive.

Discussion
Students' Positive Perceptions toward the Implementation of YouTube Video
Figure 1 has displayed that the students enrolled in this study had a positive perceptions on the implementation of YouTube videos in listening class. In general, students considered YouTube videos beneficial for improving their listening skills, motivation, creative thinking, and understanding. The thirty-two students (100%) perceived that YouTube was effectively used to improve listening skills. According to the students, YouTube videos are beneficial for learning listening skills because they have interesting content that relate to their life, making them easier to listen to the videos. Furthermore, students consider the animations included in the videos help their listening skills. Besides, students considered the YouTube videos chosen in their listening class fit their level of English mastery, improving their confidence in comprehending the content of the videos. These findings are in line with the study, where students considered the applications provided film videos, animations, music, and learning videos, that could improve their listening skills (Koto, 2020; Rorimpandey, 2019). Similarly, YouTube effectively improves students' listening skills. YouTube videos help improve understanding because of their superiority in displaying moving images, explanatory audio, and text to explain the video's content (Hapsari & Kusnindyah, 2020; Nugroho, 2020). This research found that the application of YouTube videos in online learning was beneficial for improving students' listening skills. YouTube videos support the listening learning process because it makes it easier to acquire new vocabulary, learn how to pronounce words, and understand video content (Sakkir et al., 2020; Shafwati et al., 2021).

All of the students involved in this study expressed their positive perceptions on the implemetation of YouTube videos in their listening class because the videos enggaged their attentions and motivate them to keep practicing. YouTube provides various videos that can build students'curuosity and keep them enggaged during the listening classes. The videos can be in the form of movie clips, tutorials, music, and blogs. This is in line with the findings from research, where the the diversity of YouTube can increase students' interest and motivation in learning (Rajulain, 2020; Setiadi et al., 2019). Besides, the visual aspects of the videos are considered helpful for supporting students' interest because the animations, facial expressions, gestures and special effects added to the videos can engage their attentions and help them focus (Meinawati et al., 2020; Syafiq et al., 2021). Besides, The use of YouTube videos can create a comfortable and conducive classroom atmosphere. Creating a conducive classroom atmosphere can encourage students to master the material presented through video. The existence of learning motivation in students can help students contribute to learning activities and master listening skills. The diversity of YouTube videos containing various types of content, such as daily activities, tutorials, films, and learning videos, can increase students' interest and motivation in learning (Rajulain, 2020; Setiadi et al., 2019).

Many YouTube videos contain content related to student life in everyday life and the school environment that broadens students' horizons. Based on the results of a questionnaire to thirty-two students regarding using YouTube videos to build students' critical thinking skills, eighteen (56%) shared the same opinion that YouTube videos bridge students to identify new things based on the videos they watch. In 21st-century learning, one of the abilities that students must have is thinking critically so that students can identify the problems they face and solve them. The abundance of YouTube video content can broaden students' horizons to help them form-critical minds. YouTube video content can be used as an example of a problem that students can learn and solve. Identifying and analyzing problems obtained from videos will familiarize students with applying logical thinking. Integrating technology, such as YouTube videos, can help students train their critical thinking (Huang & Hsieh, 2020; Salam, 2020).

Producing something new is essential for students to compete in society. The ability to create something new cannot just exist but must do various practices. YouTube videos in the listening class were revealed to hone students' creativity. Thirty-two students expressed the same opinion that their creativity increased after watching different exciting videos on YouTube. Using YouTube videos in class can increase students' creativity in the form of ideas and products. Watching YouTube videos containing various types of information or activities can sharpen the memory of something shown in the video. YouTube videos can broaden students' horizons in developing something existing or creating something new. Students can implement various ideas in college life and everyday life from YouTube videos. Twelve out of thirty-two students' revealed that the video that could improve their creativity was a tutorial video. Five students considered the animation included in the videos fostered their innovative and creative in completing assignments. Meanwhile, three students considered podcasts helped them develop ideas and boost their creativity. The application of technology such as YouTube videos is also helpful for sharpening students' creativity (Huang & Hsieh, 2020). Students can develop ideas; their creativity helps them elaborate on something they have watched in more detail. Then students can also build something that already exists or create something new based on the videos they watch.

The Negative Perceptions of the Implementation of YouTube Videos

Figure 2 shows the students' negative perceptions of implementing YouTube videos. In implementing YouTube videos in listening classes during online learning, This study identified two problems students faced during the implementation of YouTube videos in their listening class: connection problems and the high cost of internet credit. Both issues were caused by technical issues that hindered the smooth teaching and learning process using YouTube videos (Purwanti et al., 2022; Silviyanti, 2014).

Connection is the most crucial aspect of using the YouTube platform, especially during this online learning (Purwanti et al., 2022). From the students' perceptions, it was revealed that most of them (90.62%) considered unstable connection as the most annoying problem during the implementation of YouTube videos during their listening class. An unstable connection makes the video presented jammed or intermittent, so that information needs to be received clearly. The poor video and audio quality makes students unable to listen to the speaker's voice. Moreover, the unstable connection also affects students' interest and motivation in learning. The twenty-nine students expressed that the students are less interested when the internet connection could be better. Poor video and audio quality due to unstable connections make students less interested because they have to wait for the video to load in seconds or minutes, affecting their reduced concentration. On the other hand, students' motivation is also affected due to unstable internet connections, so they lose interest in mastering the content or material presented in the video. The faint voice received by students can make students misunderstand the content of the video and not get essential points from the video. Technical problems are the main issues teachers face during online learning, where internet connections affect the smooth teaching and learning process (Barrot et al., 2021; Chung et al., 2020).

Online learning integrated with YouTube videos requires a lot of internet quota, especially when it is implemented in regions where internet access are not free. The thirty-two (100%) students revealed that using YouTube videos during online learning requires a large internet quota. Students need a lot of internet quota to obtain good video quality. The use of many quotas is undoubtedly an obstacle for students because of the high fees. The high cost of internet credit unquestionably burdens students participating in online learning using YouTube videos. This situation becomes an obstacle for students, especially those at a low economic level, because it requires students to pay a lot of internet credit. An expensive internet quota will undoubtedly hamper teaching and learning, especially for listening classes using YouTube videos to deliver the material. The need for an internet quota during online learning and the integration of YouTube videos is a problem for students, especially those with low economic levels, because they have to pay expensive credits (Barrot et al., 2021).

4. CONCLUSION

The application of YouTube in listening classes provides four benefits, including improving listening skills, increasing interest and motivation to learn, building critical thinking, and sharpening creativity. YouTube videos can improve listening skills because students can easily understand each video's content from watching videos, acquire new vocabulary, learn how to pronounce sentences based on audio from videos, and learn grammar usage. Many YouTube videos, both authentic and learning videos, promote the use of various grammar structures. Then YouTube videos help increase students' interest and motivation in learning because students experience a fun learning style by watching videos in listening class. YouTube videos create a fun classroom atmosphere so students can enjoy learning. However, apart from having benefits, the researcher found problems implementing YouTube videos in listening classes. The main problem is an unstable internet connection; connection instability prevents students from receiving information or materials in YouTube videos because they cannot hear sounds and see images. The second problem faced is the high price of internet credit; the large number of quotas needed to access videos in online classes makes students have to pay for expensive credits. The high cost of credit is a problem for students, especially those with low economic levels because they cannot take lessons if they do not have the quota.

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