YouTube Videos in Teaching Listening: The benefits in Experts’ Views

Lidia Puspa Ayu*1

1Syiah Kuala University, Banda Aceh

*Corresponding Author: lidyajackoeb@outlook.com

Abstract

This library research was conducted by finding out experts’ theories and research evidence about how YouTube videos improve students’ listening skill. The findings showed that YouTube enables teachers to create activity attempting an improvement on students’ listening ability as well as helping them identifying vocabulary, contraction, speed, and tempo of speech Mayoral et al. Furthermore, YouTube provides both audio and visual to the learners which gave students an opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities Oddone. This assists learners to get better description of the language being spoken. Based on the findings, teachers are suggested to provide YouTube videos to familiarize the materials to the language learners. The writer also recommends that future studies investigate the problems and difficulties that may occur in teaching listening through YouTube videos.

Key Words: YouTube Videos; Teaching Listening; Experts’ View

1. INTRODUCTION

Although video based learning is not a new theory in language teaching methodology (York, 2011), numerous studies focusing on the effectiveness of using videos as media in foreign language teaching are still highly conducted by language teaching experts. Related to this issue, previous studies showed that videos have been helpful material for teachers to enhance students’ language learning skills (Stempleski & Tomalin, 1990). Furthermore, using videos is proved to be efficient in encouraging students’ cognitive development (Medina, 2002). Medina explains that videos enable language learners to attain vocabulary and grammar, encourage pronunciation ability and increase their linguistic skills such as reading, writing, speaking and listening.
Over the time, traditional media for teaching such as audiotape and videos cassette are transformed into modern one due to the involvement of technology. Nowadays, instead of using audiotape to teach students, teachers commonly choose videos. Accordingly, today’s learners are easier to watch videos by simply connecting their technology devices to the internet network. Regarding to this fact, YouTube is viewed as a top rated video website among students (Brunner, 2013).

Students receive information while learning a language through receptive skills; one of these is listening (Brown & Palmer, 1995). Listening is an essential skill for student’s language development. Etman (2012) stated that listening is the foundation to get primary contact with the target language. Thus, English as foreign language students are supposed to have good ability in listening skill.

However, for some English language learners, listening is the most difficult skill to be achieved. To decrease this problem occurring among language learners, teachers are suggested to use teaching media to facilitate the teaching and learning of listening. As explained above, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information.

Considering the research background above, the researcher was intrigued in conducting a study about the benefits of YouTube video in enhancing students’ listening skill by evaluating the result findings of previous studies, and examining some written references including theories, beliefs, research findings and other sources related to the impact of YouTube videos in students’ listening skills. Thus the research question of this study is formulated as follows: “what are the benefits of using YouTube videos in teaching listening?”

2. LITERATURE REVIEW

2.1 Concept of Authentic Video Materials and YouTube

One of the characteristics of functional approach is teaching students using authentic materials (Richards, 2006). The use of authentic materials helps learners learn language in real way and permit them to obtain information beyond language itself. In this research, the authentic materials being discussed are videos taken from YouTube.

YouTube is seen as an online media in which trainers and learners learn through videos anywhere and anytime as long as there is available internet connection (Educause, 2006). In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012). Furthermore, YouTube implementation in classrooms will provide students with better comprehension of the lesson (Khalid & Muhammad, 2012).

Practically, videos on YouTube have some advantages for learning language such as providing authentic examples about the use of English for everyday conversations/languages by native speakers. Besides, the videos can be used as tools to improve language skills including listening, speaking, reading and writing. Lastly, YouTube video is accessible and free from any charge fee which makes students easy to access it (Alwehaibi, 2013). Using YouTube also has some weaknesses. Those are poor sound quality, speakers’ unclear pronunciation and dialect. On the one hand, YouTube videos sometimes do not provide good videos either from the dialogues to the pictures taken (Brunner, 2013). Thus, the videos have to be selected in order to find the appropriate one for education learning.
2.2 Teaching Listening

Teaching listening means helping students to develop their listening skills and to understand the things they listen to (Richards, 2006). This can be created by using appropriate materials for learning source and construct well lesson plan. Through the use materials and careful designed activities, the goals of teaching listening are achieved (Etman, 2012).

In conventional method, teaching listening emphasizes on memorization and oral repetition rather than functional aspect (Rost, 2001). Teachers ask students to listen to a dialogue/monologue which is spoken by the teacher himself or native speakers from audio recorded. Meanwhile, learners are expected to be able to pronounce and remember words accurately. The words memorized are supposed articulated correctly and structurally with the right accent, dialect, and intonation as the native speakers that they listen to. Lesson materials are presented either through audiotape in which the teacher would play the cassette into segment or spoken directly by the teacher with several pauses. The conversation on audio recorded could be stop when needed as long as the teacher’s learning objectives are achieved. In traditional method, students are passive while the teacher dominates the classroom activities.

In contrast, current method highlights the significance of teaching listening skills communicatively and practically. To achieve these goals, teacher should use authentic materials in teaching students while students’ activities should be constructed in group. All activities created should give students opportunity to practice their skills as well as deepen their knowledge or comprehension of subject and skills being learned. These are arranged so because the present method demands learners to learn by their own way, in real context and encouraging environment.

Additionally, authentic materials being taught are not simply limited to the use of audio recorded. It could be taken from several trustworthy sources such as videos and songs from native speakers of English. Thus, the modern method applies student-centered approach in which the students are active and the teacher’s control is less in the classroom.

3. METHODS

This research used library research; a technique of data collection which uses sources from several documentations (Hasan, 2002). The data sources were obtained from written resources related to the use of YouTube videos in teaching listening. The writer collected all information from the literature and studied the researchers’ viewpoint related to the topic discussed. Then, the writer concluded significant points which later pointed out the solution for the problems in teaching listening.

4. FINDINGS AND DISCUSSION

4.1 Findings

A survey of students’ point of view related to the use of YouTube videos in learning English by Kelsen (2009) was conducted at Northern Taiwan to 69 university students. The students were in sophomore year that enrolled in English class. Of 69 students, the male students (92%) and female students (84%) had
access over internet connection and admitted that they were regularly connected to this social media. However, it was found that before YouTube being implemented in the class, the students rarely used it to learn English. The highest number (54 students) chose YouTube as entertainment purpose, while three of students accessed this website related to other education materials.

For the first and second semester, the students were introduced to YouTube. After experiencing the learning methodology by using YouTube, it was discovered from the survey that the frequency of accessing YouTube outside of classroom increased. Moreover, the students started taking advantage of YouTube in learning English. 30 of 69 students thought that YouTube was interesting. Additionally, of 69 students, 32 found that the use of YouTube videos is relevant to the subject learnt. Furthermore, 21 and 24 of the students stated that YouTube was able to motivate them to learn English inside and outside of the classroom.

Alimemaj (2010) conducted a study with title “YouTube, Language Learning, and Teaching Techniques”. The participants of her study were some students who were majoring in English as Second Language Department at University Vlora in Albania. Alimemaj’s research aimed to figure out students’ opinion of learning language by using YouTube. In collecting the data, she used qualitative approach which was interviewing the participants of the study.

Her research results showed that students thought YouTube assist them to improve their English proficiency especially in speaking and listening. It was also discovered that the students had a better learning since they can access YouTube not only inside the classroom but also outside. Moreover, the students felt that their knowledge increases because YouTube enables them to repeat the video (learning materials). Students admitted that they can easily find many videos which can be used as sources to enhance their listening comprehension.

Another study was conducted by Liu (2010) about “Social Media Tools as Learning Resources”. The study aimed to find out the tendency in using social media as learning resources that exist among the students. This investigation involves 212 students of University of Houston as the sample. The results showed that high number of students use YouTube as their learning resources. The percentage pointed out that 70% of the students were accessing YouTube while 30% of the students using podcast. It is also revealed that students connect to YouTube because it is easy to access and it has unlimited information and an authentic resource. It helps students to enhance their analytical skill along with, other skills in the learning process through YouTube videos.

Mayoral et al. (2010) studied about research result which showed that YouTube helps learners to understand French. The learners have a good comprehension scores of the language used by the speakers in the videos because YouTube provides visual aid. This assists learners to get better description of the language being spoken. Mayoral et.al stated that videos from YouTube make the activities interactive and cooperative.

Before getting tasks from their teacher, students tend to be directed by teacher to watch, plan and practice. On the one hand, he wrote that teacher can use videos Karaoke taken from YouTube to enhance their listening skill and other skills such as vocabulary, contraction, speed, and tempo of speech. Furthermore, Mayoral et al. also mentioned that Heron et al. finding showed that extensive listening is facilitated by the wide range of language aspects. YouTube provides visual media which the students’ are familiar with as in educational context.
Mayoral et al. (2015) studied about the use of videos from “YouTube and Websites in the CLIL (Content and Language Integrated Learning) Classroom” that was conducted in secondary high school in North, West Italy. The sample was 30 students in 4th and 5th grades aged 17-20 years. This research aimed to describe particular benefit from implementing YouTube to motivate students’ learning.

The results of research presented steps and procedure to improve students’ motivation and participation at the CLIL context. The paper also illustrated the way the audiovisual videos from YouTube can be used to teach low-level learners the other subjects through English. Then the videos with subtitles are often proved to be successful: most students usually concentrate largely on the written word, by the loss of many visual and aural representation of the message. This study also indicated that it is important to choose the authentic materials as well as activities and tasks for teaching by using videos.

78 students of third year from Business Administration Faculty joining English Conversation course became the participants of a study entitled “Enhancing Listening Skills through Movie Clips on YouTube” conducted by Damronglaohapan and Stevenson (2013) in Thailand. This study aimed to examine student’s attitude towards YouTube movie clips in the process of teaching listening. The result showed that students have a strong opinion that YouTube movie clips are more helpful than textbook CD. Students expressed that by YouTube movie clips they can develop their understanding of the vocabulary. Besides, they also noticed the phrases which are commonly used by the native speakers in speech or conversations.

From a mixed-method research, Subramaniam et al. (2013) carried out an investigation of Polytechnic students’ perception using YouTube in Malaysia. Twelve respondents had to answer face to face interview regarding their perceptions towards YouTube. The interview result showed that 99.2% of the students admitted that they enjoyed the lesson in which YouTube was involved. 84% of the students agreed that they were more confident in completing the tasks given by the teacher with the use of YouTube. Additionally, 99.1% of students answered that they became creative in thinking after the implementation of YouTube videos. Relevant to this finding, the high percentage of students (72%) said that they understand better the topic being taught while 100% agreed that YouTube should be implemented in teaching-learning in the classroom.

Silviyanti’s study (2014) entitled “Looking into EFL students’ perceptions in listening by using English movie videos on YouTube” involved 45 university students in Banda Aceh as her sample. The study aimed to find out students’ perception of YouTube application in their listening course. From ten questions that she directed to the students, it was obtained that 47%, 29%, 13%, 4%, 2% respectively responded sometimes, often, very often, rarely, and never related to the use of YouTube outside of the classroom.

Moreover, Silviyanti’s study revealed that students particularly accessed YouTube for entertainment purposes such as watching video clips, movies, and funny videos as well as for education. In addition, 87% students admitted that YouTube have been useful for their learning process since it gave them opportunity to learn English speech. Furthermore, 34% students agreed that they were interested and motivated to learn English when they were taught using YouTube.
An investigation of students’ listening comprehension development through the use of YouTube caption (online video-text) entitled “Developing Students’ Listening Metacognitive Strategies Using Online Video Text Self-Dictation-Generation Learning Activity” was conducted by Chang and Chang (2014) which aimed to find out whether the use of online video strategy assisted students in increasing their awareness in learning listening status and using strategy in listening.

The participant of this research was 48 undergraduate students registering in Advertising English Course at a Technical University in Southern Taiwan. The result showed that students’ awareness of strategy in listening increased, the students’ listening comprehension was significantly better, the students eased to understand the meaning of unfamiliar vocabulary. Besides, YouTube enabled them to find out relevant listening materials by simply searching the related title to the subject learnt, anytime and anywhere.

Another research by More (2015) entitled “Students Attitudes toward the Integration of YouTube in Online, Hybrid, and Web-Assisted Courses: An Examination of the Impact of Course Modality of Perception” focused on the impact of teaching course using YouTube with the students’ participation. The findings show that the integration of YouTube videos can effectively improve student’s learning and increases their involvement. The activity such as watching YouTube videos are considered functional than the traditional method. This finding showed that YouTube videos provided high learning and is mostly effective at enhancing the students’ educational knowledge as well as skills.

4.2 Discussion
From the result, it shows that YouTube has improved students’ listening ability. Alimemaj (2010) found that students’ ability on the two skills improved after using YouTube. In addition, their knowledge on the subject learnt is developed. In line with this, Liu (2010) reported that students’ analytical skills are developed among the other skills from the learning process using YouTube videos. She further explained that this occurred because YouTube provides unlimited information and authentic resource.

A study by Kelsen (2009) revealed that students have perceptions that YouTube motivated them to learn listening. Besides, they thought that listening by using YouTube made the learning itself became interesting. This result study similar to Silviyanti’s research (2014) who found that students are motivated and interested in learning listening after YouTube videos are applied in listening classroom.

Moreover, Mayoral et al. (2010) revealed that YouTube enabled the teacher to create activity in improving students’ listening ability as well as helping them identifying vocabulary, contraction, speed, and tempo of speech. This is supported by Oddone’s study (2011) stated that YouTube has characteristics which made it as a good site to be used in enhancing student’s listening comprehension. It was discovered that YouTube provided both audio and visual to the learners which gave students opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities.

Furthermore, Damronglaopahan and Stevenson (2013) investigated students’ attitude towards the implementation of YouTube videos. It showed that students have positive attitude of YouTube application. It also discovered that learners felt YouTube as helpful tool in developing their vocabulary understanding. Additionally, learners said that they became familiar with the speech and conversation of the
native speaker. Relevant to this study, More (2015) studied students’ attitude towards YouTube integration in teaching listening. It was found that not only students motivation increased but also their participation in class activity.

Another study by Subramaniam et al. (2013) showed that students understand the learning materials better with the use of YouTube videos. Students also enjoyed their learning process and admitted that they became creative in thinking while YouTube was used in the classroom. Regarding to this research result, Chang and Chang (2014) also discovered that YouTube video-text increased students’ listening comprehension.

Thus, YouTube videos clearly have benefit in helping students to improve their listening comprehension ability. Not only affecting students’ listening proficiency, but YouTube also impacts on the other skills i.e speaking and vocabulary. There are certain elements of YouTube which enable learners to understand well such as audio-visual aid and video-text. Aside from the performance aspects, students’ attitude towards the use of YouTube indicated positive influences. Students were motivated, interested, active, productive, and enjoyed the listening activity. Therefore, YouTube videos are viewed as adequate website to provide the learning materials especially for teaching listening to the students.

5. CONCLUSION AND SUGGESTIONS
From the findings and discussion above, the writer concludes that YouTube is a learning website in which the teacher could take authentic teaching materials. Students are more likely enjoying the learning activities through YouTube because the use of YouTube videos attracted their attention. YouTube videos help learners to get better insight of the subject lesson through the visual support.

Furthermore, students certainly gain knowledge as well as listening skills because YouTube videos makes the learning situation in the classroom more enjoyable, motivating, interesting, creative, cooperative and productive. The students tend to be excited to complete the task given by the teacher when YouTube is applied to their listening subjects.

Furthermore, the writer suggests the teacher to use and gradually provide selected and appropriate YouTube videos to assist learners in developing their listening skills. In addition, students should start using the appropriate and relevant videos from YouTube to learn English from the native speakers, inside and outside the classroom. They should be active and productive during the lesson by using YouTube videos. Besides, the writer also suggests the future researchers to consider studying the problems and difficulty that may occur in teaching listening through YouTube videos and read other related articles, journals, and findings to support their own research.

REFERENCES


Kelsen, B. (2009). Teaching EFL to The iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan. CALL-EJ Online, 10(2), 1-18.


Silviyanti, T.M. (2014). Looking into EFL Students’ Perceptions in Listening by Using English Movie Videos on YouTube. Studies in English Language and Education 1(1), 45-63.
