

STUDENTS' EXPERIENCES ON LEARNING LISTENING THROUGH YOUTUBE MEDIA

Afrizal¹ & Rina Herlina²

^{1,2} English Education Program, FKIP, Galuh University, Ciamis, Indonesia

Email: afrizalzone2@gmail.com

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Abstract: YouTube has become a fabulous learning medium for teachers to enhance students' language abilities and to boost students' listening skills. But, for some students, learning listening through YouTube is their first experience, mainly 7th-grade students in junior high school. It picked the interest of the researcher's present study to explore the student's experiences of learning listening through YouTube using a phenomenological design at one of the junior high schools in Karangpucung, Cilacap, Central Java. The data were obtained from observation and close-ended questionnaires to 32 EFL students who have experienced learning listening using YouTube in listening class. The findings showed that learning listening using YouTube in class is not hard to understand for students and it makes them feel more eager, joyful, and enthusiastic. Furthermore, students became more self-confident to communicate in English after learning listening through Youtube.

Keywords: *Students' experiences; phenomenological study; YouTube Video; Listening Class.*

INTRODUCTION

Listening skill plays an essential role in building communication skill today. As a result, students studying English as a foreign language should have excellent listening abilities. Teaching listening skills must be taught to improve students' listening skills in English, but many teachers tend to neglect that skill. They should select approaches involving the components of children's preferences. Furthermore, teachers should use modern media to help students comprehend and introduce them to such media as teachers' assistance, appropriate learning materials, and activities (Ahmadi & Seyedeh, 2016).

Due to technology, conventional teaching resources such as audiotapes and video cassettes have evolved into modern ones. Teachers nowadays frequently use videos instead of audiotapes to instruct their students. As a result, today's students may instantly view movies on the internet by connecting their technology gadgets to the network. Brünner (2013) states that YouTube is considered as a top-rated video website among students.

YouTube is one of the technologies that can be used as learning media to assist students in improving their listening skills. According to Almurashi (2016), YouTube is a fascinating medium for teaching and studying English. Students can use YouTube videos as learning resources. Students can learn English by watching short English movies, films, and lessons. Furthermore, Riswandi (2016) discovered in his research that YouTube could enable students to enhance their listening and speaking skills by improving their grasp of vocabulary, grammar, and pronunciation in English videos available on the site. As a result, it is plausible to suppose that YouTube can be an excellent learning tool for improving students' language abilities that teachers can use, particularly in enhancing students' listening abilities.

Today, YouTube has become the most famous video-sharing application on the planet. Benson (2015) explains that YouTube is an online service formally established in late 2005, allowing registered users to upload video clips that the broader population of internet users can watch. Saed et al. (2021) adds that "EFL students' listening and speaking abilities increased and they were encouraged to speak English because of YouTube. YouTube also expands students' English language skills, like reading, writing, listening, vocabulary lists, and pronunciation." Furthermore, Almurashi (2016) says that YouTube is a stimulating platform for teaching and learning English. Kabooha and Elyas (2018) argues that "YouTube has a major impact on increasing students' vocabulary."

Many previous studies on learning listening skill and YouTube as a language learning tool have been conducted (Karkera & Chamundeshawari, 2018; Fleck, Beckman, Sterns, & Hussey, 2014; Holland, 2016; Hendrawaty, 2019; Nofrika, 2019). Fleck et al. (2014) evidenced the use of Youtube in classroom with invaluable tips for teachers. Holland (2016) proved that YouTube has become a platform to generate content. Hendrawaty (2019) has successfully improved students' listening skill by using songs. Nofrika (2019) revealed some advantageous role of Youtube in developing English competencies, especially listening skill (Karkera & Chamundeshawari, 2018). None of the employs the phenomenological as a type of research design. Therefore, the researcher of this study aimed to fill the gaps by having a research entitled "Students' Experiences on Learning Listening through YouTube Media (A Phenomenological Study At Junior High School)".

METHOD

A qualitative study was employed in this research. The research design of this study was a phenomenological study. According to Christensen (Christensen et al., 2014), the main purpose of a phenomenology study is to illustrate the meaning, structure, and essence of a person's life experiences or a group of people related to a specific phenomenon. The participants of this study consist of thirty-two students in class 7A at a junior high school in Karangpucung, Cilacap, Central Java. In this study, the data were collected using observation. In this technique of collecting data, the researcher's observation is to recognize students' experiences on learning listening through YouTube media in-class activity. As stated by Sarwono (2006), observation is to record the events, behavior, objects in view, and other things that need support in the research. The researcher conducted preliminary observations to gather information about the topic and item. The researcher gathered information on the field conditions during the preliminary observation by asking the subject and borrowing a textbook. The researcher wrote an observation sheet drawn from the findings and took some pictures for documentation. Meanwhile, the researcher used a Likert scale

of closed-ended questions as a data questionnaire to facilitate the researcher specifying the students' thoughts. It contains 15 questions divided into 3 indicators; the feelings, benefits, and drawbacks of learning Listening using YouTube. There are scales from 1-4: 1 (Strongly disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly agree). The researcher used triangulation in the data analysis technique. Given (2012) defines "triangulation as a method to discover the data is correct through the measurement of two different points." It is used to compare the result of the observation, document, and Questionnaire data to confirm that the data is valid and clear.

RESULTS AND DISCUSSION

In this segment, the researcher describes the observations and the questionnaire data. The observation goal is to figure out the culture, setting, or social phenomenon being observed from the participant's perspective and supported by the observation sheet and photograph of the classroom activity. Afterward, the data were analyzed using a questionnaire. The result will be discussed into the following organization:

Students' Experience in Learning Listening Using YouTube

The observations show that most students seem happier and more enthusiastic towards learning and listening using YouTube in class when watching learning videos presented in animated videos and fun music. In addition, after being given listening and taking notes on the material on YouTube, the most students seemed more passionate. The researchers also found that most students become more confident to speak English after learning listening from YouTube, for instance, when several students describe their friends in front of the class and make a simple conversation with their classmates. The researcher also found some drawbacks: several students seem to find it difficult to understand and hear the audio clearly, especially those sitting at the back. However, the teacher picked another video and increased the volume to encounter the problems. It can be analyzed in the following Table 1:

Table 1
Observation of Student Activity

No.	Indicators	Aspects	Answer	
			Yes	No
1.	Student's feelings on learning Listening through YouTube media	a. Students feel happier and more enthusiastic about Learning and Listening using YouTube in class.	√	
		b. Students feel passionate about listening and taking notes on material delivered via YouTube.	√	
		c. Students seem to find it easier to learn by Listening using YouTube.	√	
2.	The benefits of learning Listening through YouTube.	a. After learning by Listening through YouTube, students easily understand what other people are saying in English.	√	
		b. Students seem to become more confident to speak English After learning Listening through YouTube.	√	
3.	The drawbacks of learning Listening through YouTube	a. Some students seem to find it difficult to understand learning using YouTube.	√	
		b. Few students seem to find it difficult to hear the audio from YouTube.	√	

Based on Table 1, the researcher found that learning and listening using YouTube in class has made the students feel more passionate, happy, and enthusiastic. This is in line with Almurashi's (2016) statement that YouTube is an exciting medium for teaching and learning English. In addition, Moghavvemi et al. (2018) also assert that using YouTube as a learning tool is attractive because the videos are exciting and fun. The researcher also found that learning and listen to by using YouTube helps students to study English well. This finding is also in line with what has been stated by Riswandi (2016) in that YouTube enables students to build their speaking performance, particularly their English vocabulary, grammar, and pronunciation.

The Students' Perceptions of Learning Listening through YouTube

In collecting data about students' perceptions of learning Listening through YouTube, the researcher gave a close-ended questionnaire by giving the questionnaire using Google Forms. The questionnaire contained 15 statements divided into 3 indicators: feelings, the benefits, and the drawback of learning listening using YouTube. The first indicator was whether or not students enjoyed learning by listening using YouTube. Their learning ability may affect by whether they are active or passive participants in the lesson. Furthermore, their personality and experiences influenced their performance in classroom learning activities. The findings of the data can be seen in Table 2.

Table 2
Students' Questionnaire of Their Feelings in Learning Listening using YouTube

No.	Statement	SD	D	A	SA	Total
1	I feel happier and more enthusiastic about learning and Listening using YouTube in class.	0%	3.1%	71.9%	25%	100%
		0	1	23	8	32
2	Learning Listening using YouTube is not hard to understand.	0%	12.5%	65.6%	21.9%	100%
		0	4	21	7	32
3	Learning Listening using YouTube helps me in studying English	3%	6.3%	68.8%	21.9%	100%
		1	2	22	7	32
4	Even though no one told me to, I will still learn to use YouTube to practice my listening skills in the future.	0%	6.2%	71.9%	21.9%	100%
		0	2	23	7	32
5	I am passionate about listening to and taking notes on material delivered via YouTube.	0%	12.5%	71.9%	15.6%	100%
		0	4	23	5	32

Based on Table 2, questionnaire data with the first indicator, learning listening using YouTube in class made most students feel happier and more enthusiastic. In addition, listening to and taking notes on material delivered via YouTube made most students are also passionate about.

The second indicator is about the benefits of learning listening through YouTube. This indicator had five statements that inquired students' perceptions of the benefits of learning listening via YouTube. Table 3 shows a summary of the questionnaire data based on this parameter.

Table 3
Students' Questionnaire about the benefits of learning Listening through YouTube

No.	Statement	SD	D	A	SA	Total
1	Learning Listening through Youtube made me realize the importance of learning listening.	3.1%	3.1%	75%	18.8%	100%
		1	1	24	6	32
2	Learning Listening through Youtube is an effective way to improve my listening skills.	0%	12.5%	65.6%	21.9%	100%
		0	4	21	7	32
3	After learning Listening through Youtube, it became easier for me to understand what other people were saying in English.	0%	9.4%	65.6%	25%	100%
		0	3	21	8	32
4	After learning Listening through Youtube, my English vocabulary has improved a lot.	3.1%	0%	71.9%	25%	100%
		1	0	23	8	32
5	After learning Listening through Youtube, I became more confident in communicating in English.	0%	21.9%	68.8%	9.4%	100%
		0	7	22	3	32

Based on Table 3, most students agreed that learning listening through YouTube made them realize the importance of learning listening. The finding also shows that learning listening through YouTube is an excellent technique for students to enhance their listening abilities. Moreover, students strongly agreed that learning listening through YouTube made it easier for them to understand what other people were saying in English.

The final indicator on the students' questionnaire is the drawbacks of learning listening via YouTube. This part explored some challenges students encountered while learning listening using YouTube in class. Table 4 summarizes the results of the questionnaire.

Table 4
Students' Questionnaire about drawbacks of learning Listening via YouTube

No.	Statement	SD	D	A	SA	Total
1	Learning using YouTube consumes a lot of my Internet quota.	3.1%	43.8%	40.6%	12.5%	100%
		1	14	13	4	32
2	Learning using YouTube videos is difficult to understand.	21.9%	62.5%	15.6%	0%	100%
		7	20	5	0	32
3	The quality of the learning videos using YouTube is very poor.	15.6%	71.9%	12.5%	0%	100%
		5	23	4	0	32
4	I am not too interested in learning through Youtube as in conventional learning activities.	12.5%	65.6%	18.8%	3.1%	100%
		4	21	6	1	32
5	The Audio quality in learning using YouTube is too low and hard to hear for me.	9.4%	75%	15.6%	0%	100%
		3	24	5	0	32

As shown in Table 4, most students (62.5 percent with a total of 20) disagreed, while 21.9 percent with seven strongly disputed that studying through YouTube videos is difficult to understand. Although five students agreed with a proportion of 15.6 percent, we can conclude that most students believe it is not difficult to learn Listening via YouTube. Moreover, most students (71.9 percent with a total of 23) disagreed, and 15.6 percent with five strongly refuted that the quality of learning videos on YouTube is extremely low. Although four students agreed with a proportion of 12.5 percent, we may indicate that most students do not have an issue with the quality of the YouTube videos.

Discussion

To summarize, learning and listening using YouTube in class has made the students feel more passionate, happy, and enthusiastic. As we can refer to literature, this is in line with Almurashi's (2016) statement that YouTube is an exciting medium for teaching and learning English. In addition, Moghavvemi et al. (2018) asserts that using YouTube as a learning tool is attractive because the videos are exciting and fun. The researcher also found that learning to listen using YouTube helps students study English well. This finding is also in line with what has been described by Riswandi (2016) in that YouTube enables students to build their speaking skills, primarily by increasing their vocabulary, grammar, and pronunciation in English through the videos provided on it. Therefore, it can be concluded that YouTube can become a mean as an effective learning medium to develop students' language skills and can be used by teachers to build students' listening skills. Nofrika (2019) also reveals findings that watching YouTube videos upgraded students' English skills.

The study results also found benefits for students in learning listening using YouTube. The students realize that learning by listening through YouTube is an excellent way to enhance their listening abilities. These findings align with a previous study conducted by Karkera & Chamundeshawari (2018); their study shows how YouTube may help English learners to improve their listening skills. Infusing YouTube videos into a language lesson makes it more exciting and engaging, fitting the expectations of modern learners. YouTube videos can provide audio-visual input to learners. Listening to and seeing these videos exposes students to various accents, speech speeds, vocabulary, expressions, and phrases. In addition to the findings, some studies discovered that watching YouTube videos improves students' English proficiency. The utilization of YouTube videos increased students' listening abilities, as suggested by Ayu (2016), Medoukali (2015), and Watkins & Wilkins (2011). YouTube delivers audio and visual content to students, allowing them to understand the spoken English they heard while studying the topic and enhancing their language skills. In sort technology assist the learners to improve their listening skill which link to the study conducted by Hendrawaty (2019).

Moreover, the researcher also found that they became more self-confident to speak English after learning listening through YouTube. These findings are consistent with prior research by Solano et al. (2020) which discovered that using EFL YouTube videos as a supplemental resource makes courses more effective by improving interaction and making learners feel involved and stirred to acquire language. Furthermore, Güler & Bozkurt's (2021) findings show that students were fully involved in class, participating in activities directed by teachers to teach Listening using a song.

However, the researcher also found some drawbacks. For some Students, learning using YouTube is difficult to understand, and the audio is too low for them. This result is also related to

the previous study conducted by Zulfikar et al. (2020). The findings revealed that strange topics, strange vocabulary, distinct accents, fast speech rate, incomprehensible pronunciation, barriers to making inferences, complicated passages, complicated grammatical structure, and complex ideas were the primary causes of the students' barriers to listen to English news broadcasts videos. Nevertheless, in this study, the researcher also found that the students explored various techniques to overcome the constraints, such as asking the teacher to increase the volume or picking better quality video learning on YouTube.

CONCLUSIONS

For some students in grade seven of Junior High School, learning listening from YouTube is their early experience. Consequently, it became the interest of the present study to examine the student's experiences of learning by listening to YouTube. This study has successfully answered two research questions: how are students' experiences, and what are students' perceptions of learning listening through YouTube?

According to findings, most students are enthusiastic and excited in learning listening in the classroom using YouTube. Furthermore, most students acquire confidence in communicating in English after studying listening on YouTube. However, when the learning content was displayed on YouTube, a few pupils had difficulty in listening to the audio and comprehending the video; the teacher explored various techniques to overcome the constraints, such as increasing the volume or picking better quality video learning on YouTube.

Meanwhile, students' perceptions of learning listening through YouTube has been positively responded. The findings of the students' questionnaire which were grouped into specific indicators, resulted in some points and were backed by essential remarks. Aside from the quality of the YouTube videos, the findings revealed that the student's excitement for participating in the listening lesson through YouTube had a substantial influence on the teaching-learning process. The students then tried several strategies to overcome the limitations, such as requesting the teacher to increase the volume or selecting another best video learning. They also noticed that listening skills on YouTube might help them enhance their listening abilities.

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