



YOUTUBE: A TEACHING MEDIA TO OPTIMIZE STUDENTS' ENGLISH LISTENING COMPREHENSION SKILL

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Abstract

Listening is one of important skills in English language learning since it provides input for the students. However, many students still encounter a lot of listening difficulties caused by various factors, one of which that should be urgently solved is the use of poor and restricted materials in the language teaching and learning. As the Information and Communication Technology (ICT) develops rapidly, educators should take the advantages of it. Educators can use teaching media that provide various kinds of listening materials and can be accessed online. One of the most popular media that is accessible anytime and anywhere is YouTube. This literature review article aims to describe the use of YouTube as a media to optimize students' English listening comprehension skill. YouTube provides a wide variety of materials for teaching language. Educators and students can use some of many recommended YouTube channels, namely BBC News Review, TED Talks, and Easy English. They provide listening materials; news review, talks, and daily conversation which are very useful for the students to improve their listening comprehension as well as their communication skills. However, several things need considering when using YouTube in language teaching. Educators need to plan the activities and find materials that suit the students' needs, interest, and level in order to optimize the teaching of listening so that at the end, the listening comprehension skill of the students can be optimized as well. In addition, it is highly suggested that educators invite parents to work together in guiding the students when doing individual learning.

Keywords: listening comprehension skill, media, Youtube

INTRODUCTION

Listening comprehension is essential in language leaning because it provides input for the students. Without understanding input at the right level, any learning simply cannot begin (Rost, 1994). It is obvious that one has to have the capacity to listen attentively in order to participate in communication activities. Since listening is crucial for comprehending spoken communication, listening instruction must be included in English language instruction.

Experts have defined listening comprehension in many ways. According to Goss (1982), listening is the process of comprehending and decomposing what is heard into lexical components that may be given meaning. According to Buck (2001), different types of knowledge are involved: both linguistic and non-linguistic knowledge. Listening comprehension is an active process of generating meaning and is accomplished by applying knowledge to the incoming sound. Buck (2001) asserts that wide range of variables influence comprehension, and potentially any characteristic of the speaker, the circumstance, or the listener can influence the comprehension of the message. Morley (2001) noted that there are six components of listening. These skills include the ability to distinguish between sounds and forms of meaning, as well as grammar, information selection and memory. Byrnes (1984) asserts that listening has related talents as well. These include the ability to follow the general trend of what is said, the ability to compare what is said to a specific piece of prior knowledge, and the ability to understand the speaker's intention and attitude.

For Indonesian students learning English as a foreign language, listening comprehension is not as easy as many people think. Students may encounter some difficulties in the listening comprehension process caused by various factors, one of which that should be urgently solved is the use of poor and restricted materials in the

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language teaching and learning. Dora and Rosa (2020) revealed that the students in their survey study found some difficulties in listening comprehension related to the speaker and physical setting. Poor quality of tapes or disks greatly affects students in listening to the audio. Poor quality of tapes or disks produced unclear sounds and the students did not understand because they could not hear it clearly. Additionally, Hasan (2000) noted that students' listening comprehension faces major challenges due to clarity, lack of interest, and the requirement for comprehensive answers to listening comprehension questions. It is consistent with Underwood's (1989) assertion that it might be difficult for listeners to focus on the listening text. Even the smallest attentional lapse can sometimes inhibit understanding. However, listeners will have no trouble focusing if the paragraph they are listening to is intriguing to them. The phenomenon demonstrates that listening materials become the major factor in the students' issues with listening comprehension.

Educators need to be aware of these issues and find the solutions. One of the alternatives is to use media that is available and offers a variety of resources that meet students' needs, interests, and level. Finding effective instructional materials used to be a challenge for educators. Fortunately, the development of Information and Communication Technology (ICT) brings a bunch of boons to educators. It offers many web-based instructional resources that may be used. The online media offer a readily available source of linguistic information for educational purposes. Internet-based media can also help students become used to the appropriate real-world context. According to Yasin et al. (2018), video is a great teaching media since it displays body language and contextual thing and also gives students "short attention spans".

YouTube is one of the most popular online video platforms. It enables the users to search several videos, comment on the videos, upload a video, and subscribe to the other users (Srinivasacharlu, 2020). The videos shared on YouTube can be used by the educators as the authentic learning materials. It could make it easier for the students, especially the ones with audio-visual learning style, to understand the subject matter since it presents not only the audio but also visual elements (Puspitasari & Murda, 2018). Moreover, it could overcome the limitations of space and time as it can be accessed anywhere and anytime.

Several findings have shown that YouTube is a great boon that can be used as a learning media for listening activity. Widiyanto, Mulyadi, Wulansari and Ati (2021) found that YouTube media could improve students' listening comprehension skill outcomes at Alikhlas High School, Bekasi city. In addition, the study done by Sembiring and Katemba (2023) revealed that watching English educational videos on YouTube improved students' listening comprehension, and that YouTube definitely aids students' understanding of English listening. The data indicated that the individuals may become more motivated to study English as a result of this application due to the ease with which they can use YouTube to study and listen. Moreover, through a survey study, Pratama, Arifin, and Widianingsih (2020) found that using video in teaching listening could give a significant effect to make the students effortless to understand the content or the occasion about the material that students learn. Students in their study did believe that YouTube videos could increase their language skills and aspects especially listening skills.

The results of previous studies above made the writer interested in finding out how YouTube could be very helpful in optimizing students' listening comprehension skills. Thus, this study aimed to describe the use of YouTube as a learning media to optimize students' English listening comprehension skill.

LITERATURE REVIEW

Definition of Listening Comprehension

There are a lot of definitions of the term "listening". Hamouda (2013) said that listening skill is very important in acquiring understandable input. Learning does not occur if there is not any input. Gilakjani and Ahmadi (2011) expressed that listening has an important role in the communication process. Out the four main areas of communication skills called listening, speaking, reading, and writing, listening is the most important of all.

The term "listening comprehension" has been defined by different authors. Bingol, Celik, Yidliz, and Mart (2014) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. According to Gilakjani and Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Osada (2004) expressed that listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. According to Morley (2001) and Rost (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills.

Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making

sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Listening Comprehension Strategies

Goh (2000) said that it is very important to teach listening strategies to students and before doing this, educators should increase learners' knowledge of vocabulary, grammar, and phonology. According to Vandergrift (1999), the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. Many researchers, one of which is Bingol, Celik, Yidliz, and Mart (2014) who expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.

Cognitive Strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (Bingol, Celik, Yidliz, & Mart, 2014). Abdalhamid (2012) expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. There are two kinds of cognitive strategies in listening: bottom-up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies involve forecasting, guessing, explaining, and visualization. Advanced learners use more top-down strategies than beginners (Abdalhamid, 2012).

Metacognitive Strategies

According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input. Bingol, Celik, Yidliz, and Mart (2014) stated that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part. Salataci (2002) indicated that the use of metacognitive strategy in the listening process increases learners' self-confidence, motivation, and ability to complete the activities. According to Abdalhamid (2012), there are two kinds of metacognitive skill: knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners' consciousness of what is going on, and regulation of cognition deals with what learners should do to listen effectively. The difference between skilled and less skilled listeners can be understood through their application of metacognitive strategies. Abdalhamid (2012) also showed that skilled listeners applied twice as many metacognitive strategies as their less-skilled learners.

Socio-affective Strategies

Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Wilson (2003) said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. Habte-Gabr (2006) said that in socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

Kinds of Listening

According to Brown and Abeywickrama (2010), listening is divided into several types and function, they are:

1. Intensive: Listening for the perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
2. Responsive: Listening to a relatively stretches of language (a greeting, question, command, comprehension, check, etc.) to make an equally short response.
3. Selective: Processing stretches of discourse such as short monologues or short stories for several minutes to "scan" for certain information.
4. Extensive: Developing a top-down and global understanding of spoken language. Extensive performance ranges from listening length to a conversation and deriving a comprehension message or purpose.

YouTube as A Media for Listening Skill

Learning media is very helpful for the students to facilitate the learning process. Learning media can attract students' attention during the learning process so that it makes learning meaningful (Prayitno & Mardianto, 2020; Rosmiati & Lestari, 2021). Students do not get bored easily and are eager to learn. According to

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Maqfiroh, Khutobah, & Budyawati, 2020, learning media has a significant influence on students' learning outcomes. In addition, learning media can also increase learning activities and students' interest in learning. The use of instructional media It becomes easier for the educators to deliver the materials by using teaching media. According to recent studies (Hanifah & Budiman, 2019; Putra & Sujana, 2020), media can make the learning process more engaging. Learning media is a means that can attract students' attention in learning. YouTube is a piece of technology that can be used to enhance students' listening skill. Almurashi (2016) found that YouTube is an interesting media to use in teaching and learning English. It provides videos that can be used by the students as learning resources. Students can learn English through short English videos, films, and English tutorials.

YouTube is also a video library service that is provided free of charge to educators and students to form independent and creative learner characters (Latifah & Prastowo, 2020). Youtube is a popular video-sharing service where users can upload, view and share video clips for free. YouTube is one of the social media platforms that is useful and easy to access. YouTube creates a favorable learning situation and increases students' interest in learning as it occurs.

The use of Youtube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere. Videos on YouTube that can improve students' understanding of learning. Audiovisual media or instructional videos are media that display audio and visual elements or moving images make the students comprehend the listening materials easily since they not only hear but also see them (Naharir, Dantes, & Kusmaryatni, 2019). Media in the form of images, animation, or sound, and videos can be used by educators as teaching media. Good video media that have been presented on YouTube can be downloaded and then can be used by the teacher to help the learning process again and again. This video media will stimulate students' feelings, thoughts, and willingness to learn through audio-visual presentation of ideas and information (Muskania, Badariah, & Mansur, 2019; Novita, Sukmanasa, & Pratama, 2019; Yuniarni, Sari, & Atiq, 2020). However, educators must pay attention to the age and psychological development of students in selecting the videos.

METHOD

This article used Systematic Literature Review (SLR) which focused on finding out the concept of optimizing English comprehension skill using YouTube. This study highlighted the advantages and drawbacks of using YouTube in language teaching. The data were collected from various literature which was a collection of research reports of previous scientific papers, such as theses, dissertations, articles in journal or seminar proceedings with the subject focusing on optimizing English comprehension skill using YouTube.

This study used documentation techniques by collecting data through various written documents, such as books on opinions and theories, articles, journals, and research reports. The data analysis was done in June 2023. The data analysis technique used was a content analysis technique by utilizing procedures to draw valid conclusions from various documents and find the characteristics of messages that were carried out objectively and systematically. The final step was to compare one writing with another, yet still in the same field.

FINDINGS AND DISCUSSION

In this digital era in which ICT develops rapidly, educators made use of media that can be accessed online and provide various kinds of material for teaching listening skill. One of media that is commonly used is YouTube. Videos on the YouTube channels are in the form of audio-visual media consisting of sound and supporting images that are very helpful for the students in optimizing their listening comprehension skill. It is in line with what has been found by Naharir, Dantes, and Kusmaryatni (2019) that audio-visual media make the students comprehend the listening material easily since they can both hear and see them. Thus, YouTube is a kind of best choice to help optimizing listening skill.

There are myriad channels dealing with various topics on YouTube. The followings are three of the most popular channels on YouTube which can be used to teach listening skills:

1. BBC News Review

BBC News Review is a part of BBC Learning English Channel on YouTube. This channel uploads a video every day on YouTube. It aims at helping students learn English. There are various features which focus on pronunciation, vocabulary and examination skills. News Review in particular is useful to teach listening skills as well as vocabulary. The videos are usually 5 to 8 minutes long. It consists of two British presenters who discuss how a news item has been covered by the newspaper or by the news channels. They highlight the language used to discuss the particular news item. These videos become an ideal tool to teach listening in the class.

2. TED Talks

TED Talks as the name indicates is a global network that spreads ideas through short powerful talks. It initially covered topics related to Technology Entertainment and Design. Today the topics vary "from science to business to global issues." The TED Talks YouTube channel shares videos of all the short speeches. The

speakers on TED Talks are different from the speakers in BBC news reviews where the speakers are usually British. Speeches on TED Talks are given by both eminent as well as common people from India and other parts of the world. The lengths of the speeches on TED Talks ranges from 5 to 18 minutes. They are highly motivating, inspiring and thought provoking. These videos bring the students in contact with external experts on a particular topic.

3. Easy English

Easy English is a YouTube Channel that shares videos of daily conversation. This channel shares lots of conversations on various topics which help students improve their English listening skill as well as enrich their vocabulary mastery related to daily life. Students can also learn grammar in a fun way, easy to understand by almost anyone. The English level used in our videos ranges from beginner to upper-intermediate. It makes students learn English in an entertaining way since it provides the videos with attractive animation. The videos are usually 10 to 15 minutes long.

Those three YouTube channels do prove that they offer many advantages for teaching language skills, especially listening skill. Videos in those three channels are interesting to watch and listen to. Karkera and Chamundeshawari (2018) stated that even though BBC News Review seems to be a hard topic, but it is presented in interesting way so it makes the students always motivated to watch or read news. The videos are accompanied by images and they discuss current affairs, recent trends, and unusual events. BBC News review also uses informal and simple language to make sure that the students are able to follow it. Though listening comprehension would be the main objective, students can develop vocabulary as well. It familiarizes students with new words, phrases, expressions and idioms. Besides improving their listening skills and vocabulary, the students also get information about news around the globe. This finally can help them to have meaningful conversations with people around them.

Next, videos in TED Talks also provide educators with unlimited opportunities to improve students' listening skills. The students are exposed to various speech styles which make them get used to listening to how people make stress, intonation and modulation. This is very beneficial to make the students grasp the idea of the spoken language easily since stress and intonation are some of many factors that help students in listening activity. It is in line with what Hamouda (2013) state that listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. In addition, the speeches in TED Talks which cover a wide range of topics make this channel an ideal one for teaching students from different backgrounds.

Then, daily conversations shared in Easy English Channel make the students able to relate the listening materials to their daily lives. It is very helpful to make the students have meaningful input. The videos are also presented with animation. Using them as a learning media is very beneficial to attract the students' attention. As it has been found by Rosmiati and Lestari (2021), students' attention during learning process could make learning meaningful. This channel is also great that it facilitates students from all ages, so educators find it easy to find proper and suitable materials for their students.

However, as there are various kinds of channels and videos shared on YouTube and they are easily watched and downloaded anywhere and anytime, several things need considering. Educators need to consider the learning objectives and select the materials that suit the students' needs, interest, and level in order to optimize the teaching of listening so that at the end, the listening comprehension skill of the students can be optimized as well. Moreover, every channel has its own focus, so students should use different ways of listening for different YouTube channels. Students do "Selective Listening" while listening to BBC News Review Channel to scan certain information presented by the speakers. However, while listening to TED Talks, students must do "Intensive Listening" to focus on the intonation, discourse marker, stress, etc produced by speakers from different backgrounds. Then, Extensive Listening is applied while listening to videos on Easy English Channel since students deal with long conversations that needs comprehension. Last but not least, it is highly suggested that educators invite parents to work together in guiding the students when doing individual learning.

The following steps can be performed by educators to make the listening activity become effective when using YouTube as the learning media:

1. Determine the theme and learning objectives;
2. Determine listening learning indicators;
3. Specify the type of video to be displayed, whether it is a dialogue or monologue videos;
4. Look for video links (if you don't use videos on your own channel), but if you want to upload your own videos, it can be adjusted to the material, indicators, and learning objectives;
5. Ensure the availability of student facilities to be able to access videos on YouTube;
6. Control and supervise students in watching YouTube videos in coordination with parents.
7. Provide a link to the evaluation of listening learning using google form so that students can do it from home;

8. When the meeting session in class returns, the educator reflects with students regarding the listening theme that has been learned.

CONCLUSION

Educators use teaching media that provide various kinds of listening materials and can be accessed online in optimizing students' listening comprehension skill. One of media that is accessible anytime and anywhere is YouTube. YouTube provides a wide variety of materials for teaching language. Educators and students can use some of many recommended YouTube channels, namely BBC News Review, TED Talks, and Easy English. They provide listening materials varying from news review, talks/speeches, and daily conversation which are very helpful for the students to improve their listening comprehension as well as their communication skills. However, several things still need considering when using YouTube in language teaching. Educators must plan teaching activity and find the materials that suit the students' needs, interest, and level in order to optimize the teaching of listening so that at the end, the listening comprehension skill of the students can be optimized as well.

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