

THE EFFECT OF USING YOUTUBE AS A TEACHING MEDIA ON THE STUDENTS' LISTENING SKILL (The case of 2nd Semester Students of English Education Study Program of IKIP-PGRI Pontianak)

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Abstract

The objectives of the research are: (1) to identify whether using youtube are more effective than using audio in teaching listening skill; (2) To identify whether there is an interaction between Youtube and Audio on listening skill. The research was conducted at IKIP-PGRI Pontianak. The population of the research was the second semester students in English Study Program. The sample of the research was A Morning class who were taught by using Youtube and the B Morning class who were taught by using audio. The data were in the form of quantitative data taken from the listening comprehension test to know the students' listening skill. The researcher analyzed the data by using Analysis of Variance (ANOVA). The results show that: (1) Youtube are more effective than audio toward students' listening skill at the second semester students of IKIP PGRI-Pontianak in the academic year of 2017/2018; (2) There is no interaction between the Youtube and Audio toward listening skill at IKIP PGRI-Pontianak in the academic year of 2017/2018. The result imply that: (1) The lecturer is suggested to use youtube as a media or supporting media to their students in teaching listening; (3) The implementation of two different media in teaching listening comprehension gives the different learning result. Key words: Youtube, Audio, listening skill.

Keywords: Youtube, Teaching Media, Listening Skill

Introduction

Today, new technologies such Internet, smartphone, television, and computers are becoming inseparable thing with students' life. This new generation is very different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their life without it. They use in most of aspect of daily life such as for studying as well as in socializing with others. This generation has been described by Marc Prensky as "Digital natives" (Prensky, 2001). He stated that, "Our students have changed radically". Today's students are no longer people who are designed to be taught by our education system. Their brain process perceives new information differently from what their educators expected or designed to teach. Therefore, it becomes a challenge for teachers to find and develop creative and effective ways to engage and educate the Digital natives.

Various suggestions have been made for educating this generation; one of them is the use of Web technologies. Examples of Web tools are social networking sites, blogs, wikis, and video-sharing sites. Among all of video-sharing websites such as Google Video, iTunes, Vimeo, Youtube, etc, Youtube have become increasingly popular especially with young adults (Alimemaj, 2010). It is a video-sharing website that allows people to easily upload, share, and view video clips. It becomes the most widely used resource for online videos (Burk & Snyder, 2008).

Youtube is a very attractive social media (Bonk, 2009) that hosts thousands of entertainment, educational, political, medical, and historical videos from all around the world. According to recent statistics about the use of Youtube worldwide in 2018, there are 1 billion users of Youtube, 100 hours of video are uploaded to Youtube every minute, and it is localized in 61 countries and across 61 languages with 82 million subscribers (www.youtube.com/t/press_statistics). Youtube is a popular video server for sharing online videos and it is mainly used for online entertainment. However, it can be used as a huge source of authentic material for teaching English, which can be updated on regular basis. All of these materials are free and can be downloaded from the Internet, not only at school but the students have free to access 24 hours a day, even from their compute at home. One huge advantage is also that all these materials can be downloaded by the teacher, edited, uploaded back to the server as new material and

shared with the students. This article aims at finding out all the possibilities and advantages and show how youtube can be used by teachers.

Listening is one of the important English skills. It is different from other skills to be learned. Wallace (1998) states listening is the ability to identify and understand what others are saying. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50% rather than other skills. Nevertheless, many students get frustrated in listening comprehension. For some students, this skill is regarded as the most difficult skill. Some of them are not able to participate successfully in listening activity that is taught at class even in the real world. They can recognize the expressions and practice it in their daily life. They cannot respond anything when they heard English expression and conversation. English learners have serious problems in English listening comprehension due to the fact that schools pay more attention to other skills and aspects in learning process.

There are some researchers about youtube in teaching listening. Using youtube can be motivated students (Brno, 2010). Many learners simply like using the computer. They like multimedia exercises, as they can proceed at their own pace. They can make their own choices as to how to work through the materials. Secondly, the interactivity of language exercises can be highly beneficial (Sharma and Barrett, 2007). Web-based exercises are more interactive than paper-based exercises. This can be appealed to many learners. Setting learners to work on an interactive exercise can add variety to the class.

Method

In this research the researcher used quasi experimental research. This research was conducted in order to find out the effect of using Youtube as a media on the students' listening skill. According to Gay and Airasian (2009) in an experimental study, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variable. In this research, the researcher conducted Post test only design. In order to find out the effect of using Youtube as a media on students' listening skill, the design of this research was factorial design 2x1. This research design was used to find out the effect of a variable to look over two or more variables. As stated by Gay and Airasian (2009), the factorial design is used to elaborate single variable of experimental design to investigate two or more variables.

The population and sample. This research took the place at Institute of Teacher Training and Education, Teacher Association of the Republic of Indonesia (IKIP-PGRI) Pontianak. English Education Study Program is one of the majors in this campus that related to this study. The population of this research was all of the second semester students of English Education Study Program of Language and Art Education of IKIP-PGRI Pontianak in the academic year of 2017/2018. There were three classes which were consisted of class A, B, C. The totals of the students were 95 students. The sample of this research is the part of the population that will be investigated and it is determined by the technique of sampling. In order to get the samples in this research, cluster random sampling was applied. According to Mackey and Gass (2005:120), "cluster random sampling is a probability sampling procedure that divided the population into groups, usually geographic or organizational and some of the groups are randomly chosen". The reason used clusters random sampling because the researcher wants to give the same chance in the second semester students of English Education Study Program of IKIP PGRI Pontianak to be sample as representative of the population. The samples were taken from the population which had the same characteristics, such as the same English lecturer, materials to be learned and classroom classification. To decide both classes, a piece of paper was divided into three parts where each part has the number of class (A, B, and C). Then the researcher randomly chose two numbers of classes. One number was for experimental group and another one was for control group. Here experimental class was class A, and control class was class B, the tried out of the instrumentations was done at class C.

To collect the data, the researcher used listening test. Listening test was given to measure the students' listening skill. The listening test was given after the treatment. The test was designed to find out students' ability and competency in such skill including listening skill. According to Gay and Airasian (2009), "test is designed to provide information about how well the test takers have learned what they have been taught." The listening test was created to find out students' listening skill after having the treatment for both classes on several topics given. Before giving the test to the sample groups, the test was tried out to another class that was called respondent class C. The try out was done to analyze the validity and reliability of the test items.

Results and Discussion

1. Data Description

The data descriptions present the students' listening comprehension test result of the experimental and control groups. The data obtained consist of the mean, mode, median, and standard deviation. They are also followed by the frequency distribution, histogram, and polygon. The descriptions are based upon the number of the groups which are analyzed as follows:

1. The students' data of the experimental group on the students who are taught by using Youtube (A_1)

Table 1. The Score of Experimental Class

78	70	73	73	78
85	78	73	83	75
80	78	80	75	70
75	70	60	70	68
73	83	80	85	65
73	83	58	88	80

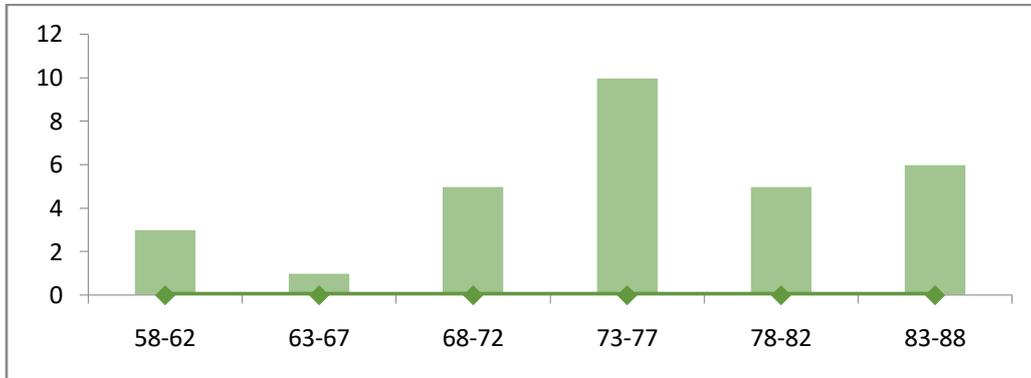


Chart 1. Frequency Score of Data A₁

The descriptive analysis of the data of A1 shows that the listening score from the lowest to the highest is 58 up to 88, the mean is 75, the mode is 73, the median is 74, and the standard deviation is 7,1. Besides, the distribution of the frequency and histogram/polygon can be seen in the chart above.

- The students' data of the control group on the students who are taught by using Audio (A2)

Table 2. The Score of Control Class

75	73	55	73	68	68
55	70	63	63	65	73
70	65	73	65	63	70
68	75	70	63	65	70
60	68	70	68	58	60
73	55	73	60	58	65

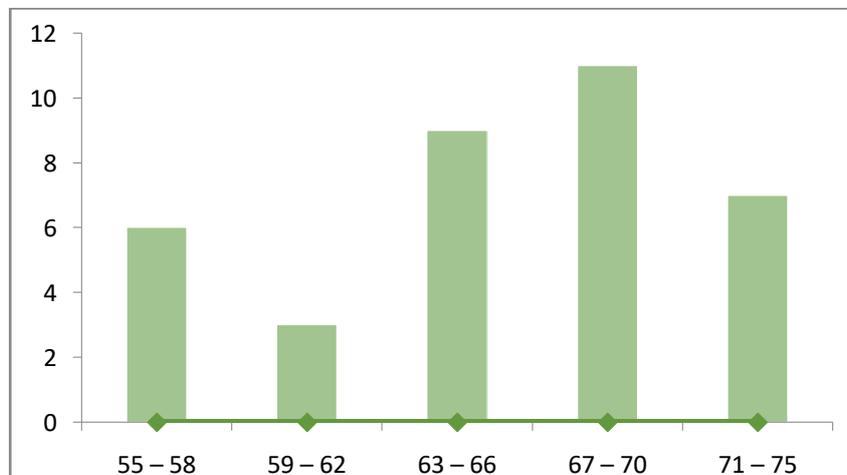


Chart 2. Frequency Score of Data A₂

The descriptive analysis of the data of A2 shows that the listening score from the lowest to the highest is 55 up to 75, the mean is 66, the mode is 70, the median is 66.5, and the standard deviation is 5.9. Besides, the distribution of the frequency and histogram/polygon can be seen in the chart above.

2. Result of the Test

The test can be conducted after the result of normality and homogeneity test are calculated and fulfilled. In this research the characteristics of data in the first, second and the third hypothesis were appropriate to be tested by using t-test. While the characteristics of the data in the fourth hypothesis were appropriate to be analyzed by using multifactor analysis of variance (ANOVA) 2 X 1 with formula unweighted mean. In computing and processing the data, Minitab 18 for Windows will be used. The result of students' listening test shows that the mean score of students' listening skill taught by using Youtube in experimental class is significantly better than the scores of students' listening skill in control class which was taught by using Audio.

Table 3. The Result of Test

Classification	Class	
	Experiment	Control
N	30	36
Mean	74.67	65.86
tobserved	5.17	
ttable	1.668	

Table 3 shows that the mean score of students' listening skill in experiment class is 74.67 with stdev 7.60. While the mean score of students' listening in control class is 65.86 with stdev 5.92. The whole scores of students' listening test in experimental class can be seen in Appendix 25. For the score of students' listening test in control class. It can be seen that the result of the first hypothesis testing shows that tobserved = 5.17 while the critical ttable is 1.668 with df=66. As the tobserved is higher than ttable (tobserved > ttable), so statistically null hypothesis (Ho) is rejected and alternative hypothesis (H1) is accepted. It means that the students who were taught by using Youtube got significantly higher result in listening score than those who were taught by using audio at second semester students of IKIP PGRI-Pontianak. Furthermore, because the probability of significance value is 0.000 which is less than the specified alpha value (0.05), then tobserved is significant. It means that implementing Youtube is significantly different from to teach listening comprehension. So, it can be concluded that using Youtube is more effective than using audio to teach listening comprehension in second semester students of IKIP PGRI-Pontianak.

In order to know the interaction between both teaching media (Youtube and Audio) toward students' listening skill, it was analyzed by using Two Way ANOVA with formula unweighted mean by using Minitab 18. The result of analysis can be seen on the table below:

Table 4. Multifactor Analysis of Variance (ANOVA)

HASIL UJI ANAVA DUA JALAN DENGAN SEL TAK SAMA						
Analysis of Variance for Nilai, using Adjusted SS for Tests						
Source	DF	Seq SS	Adj SS	Adj MS	F	P
Media	1	1174.56	257.33	257.33	8.46	0.007
Error	28	2558.63	851.91	30.43		
Total	33	4037.53				
S = 5.51593 R-Sq = 62.74% R-Sq(adj) = 55.76%						

The second row in the table 3 above shows the P-value = 0.007 and P-significance = 0.05 (P-value < P-significance). It can be concluded that there is an interaction between teaching media (Youtube and Audio) toward students listening skill. In addition, there are differences between students' listening score in experimental and control class. In addition, the following chart indicates that Youtube is more effective to improve students' listening skill.

3. Discussion

Youtube are a kind of instructional materials which is taken from the internet. Across the internet, it empowers every lecturer and learner who is able to connect to the network with expanded communication capabilities. The internet makes it possible to seek, find, and communicate information that might otherwise have been impossibly out of reach. The internet makes it possible for lecturer and learners to interact with each other globally to discover new perspectives and broaden personal horizons. According to Underwood (1989: 14), it is no wonder that so many educators are awed by possibilities presented by internet access in their group room or the media centre.

The internet is actually made up of millions of individual machines and networks that have agreed to connect, to provide resources to each other, and to share data (Judy, 2001: 11). We can use the internet as a basis of activities to accompany your textbook. We can also go one stage further and use the internet as the basis for your course; or even as our „textbook“. The net’s huge range of material and the methods of communication it offers make it particularly suitable for the following types of courses (Teeler, 2000: 48). It offers particularly suitable tasks and activities for the following types of courses. When published textbooks and textbooks cannot cater for the specific needs of particular groups of students, this is where Youtube step in. Not to replace the classroom activities or tasks but as a source of material, an instrument for real communication. Alqahtani (2014) has conducted the research about the effectiveness of using Youtube on enhancing EFL students' listening comprehension skills. From this thesis. Alqahtani conclude that Youtube listening/viewing activity presented statistically significant effect on the part of the experimental group subjects' listening comprehension skills. Meanwhile, Audio is a traditional method used as a teaching learning guide, especially in a school or college. Audio for foreign language learning are often part of a graded series covering multiple skills. In many cases, audio can have a strong influence on, or even dominate, the nature and sequences of a course and thus profoundly affect students’ learning experiences. Audio may be ideal in one situation because it matches the needs of that situation perfectly.

Youtube can allow the lecturer to find information which is out of reach. It is suitable for the lesson materials. It provides lecturer with many opportunities for increased productivity, efficiency, and personal and professional knowledge Underwood (1989). Therefore, Youtube can use as instructional materials which can help the lecturer to develop their teaching process and the students to get a clear understanding about the topic discussion with the learning interest. Alqahtani (2014) said that the use of Youtube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

The researcher taught the students in experimental group with Youtube which have been taken from the internet. In control group, the students were taught by the same teaching strategies in teaching listening comprehension with audio only. It means that the students were positioned as a good listener which had to understand the way how the expression or functional expression expresses and pronunciation. The students listen the topic of discussion from Youtube in experimental group and Audio in control group. The lecturer repeated the recording for many times to give a clear voice, spelling, and intonation about the topic discussion. After that, the lecturer and the students practiced the short conversation or dialogues about the topic discussion. The students had to understand to recognize how to express and to respond the expressions related to the context and situation of discussion in real life activities. The students also had to understand the grammatical construct and vocabulary which were going to use in the expressions. In other hand, the lecturer used media such as projector and internet connection to help the students found the appropriate Youtube for their learning.

Conclusions

Based on the descriptions of the data analysis, the writer can come to the research findings as follows:

1. Using Youtube is more effective than using Audio to teach listening comprehension at the second semester students of IKIP-PGRI Pontianak in the academic year of 2017/2018.
2. There is an interaction between the teaching materials (Youtube) in teaching listening comprehension at the second semester students of IKIP-PGRI Pontianak in the academic year of 2017/2018.

Based on the findings described above, it can be concluded that in general using the Youtube is more effective than using Audio to teach listening comprehension and there is an interaction between the teaching media implemented in teaching listening. For the students having who are taught by using Youtube is more effective than using Audio to teach listening. It shows that the effectiveness of the teaching media implemented in different classes depends on the degree of the use of media.

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