

The Use of English Videos on YouTube to Enhance Listening Skills: EFL Students' Perspectives

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**The Use of English Videos on YouTube to Enhance Listening Skills:
EFL Students' Perspectives**

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Abstract

English videos on YouTube can be utilized as an alternative medium for learning listening subjects. This research attempts to explore EFL students' perspectives on using English videos on YouTube as a learning medium to enhance students' listening skills. A mix-method research design was used to explore students' perceptions of using English video to enhance their listening skills. The data in this study were obtained from questionnaires and semi-structured interviews which were administered online to thirty-two students of the English Language Education Study Program (ELESP) at Universitas Teknologi Yogyakarta using a convenience sampling technique. The findings revealed that of 32 respondents, 31 of them viewed the English video platform on YouTube to help them a lot in learning listening subjects. Of 32 respondents, 30 of them utilized the platform for learning vocabulary. Of 32 respondents, 29 of them thought that their listening skills improved a lot after watching and listening to videos on YouTube. It indicates that the majority of respondents have positive perceptions of the utilization of this platform because it helps them in facilitating their learning needs. However, 2 respondents disagree about the statements for some reasons.

Keywords: enhance, English videos, listening skills, perspectives,
YouTube

1. INTRODUCTION

Technology has advanced at a breakneck pace in our information age. As a result, technological advancements are critical in education, particularly in the teaching of English. Because of the rapid changes in technology, educators and students have had to be innovative in their search for appropriate teaching and learning tools. Bull and Ma (2001) claim that technology provides language learners with an infinite amount of resources. Clements and Sarama (2003) state that, the use of appropriate technological materials can be beneficial to learners. As a result, numerous new

instructional and learning resources, particularly in English, have emerged. The creation of video-based learning resources is one example. Using video as an audio-video medium of learning may improve English language students' skills, particularly their listening skills (Ayu, 2016).

Listening is one of the most difficult skills to master in English, especially for students with limited English proficiency (Prasiyanto, 2017). If the dialogue is recorded by a native speaker with a different accent and pace, listening becomes more challenging. Because students just listen to the chat tape over and over again, listening is also seen as a boring subject. According to Brown (2006), studying listening is closely related to studying speaking because both the speaker and the listener must interact correctly.

Listening is a crucial ability to develop to learn English. Students must be aware of the language being spoken while listening (Renukadevi, 2014). She also claims that listening entails a deeper grasp of the meaning rather than a basic word-by-word translation. According to Harmer (2003), listeners should be able to identify the topic, predict and guess, and comprehend spoken words. While students are learning a language, they receive information through receptive skills, one of which is listening (Brown & Palmer, 1995). Indeed, listening is a crucial skill for students' language development.

According to Etman (2012), the foundation for constructing the main contact with the target language is listening. Thus, EFL students are expected to have significant listening skills. Chen (2013) states that the listeners' lack of working memory and verbal competence will make their understanding quickly fall. The sounds, structures, meanings, words, and procedures for putting them together are all covered by linguistic knowledge. Listening is an activity that requires someone to focus and pay attention to the meaning of what they heard. Students should be able to recognize the topic, predict and guess, and analyze spoken words to master listening. Besides, they need to concentrate on improving their working memory and linguistic expertise.

Recently, technological advancements have enabled listening to be taught not only through audio but also through audio-visual media such as video. According to Rusman (2012), the process of classroom activities will be more efficient if visual media are used. The use of videos is effective in encouraging students' intellectual

abilities (Medina, 2002). She went on to say that, videos can help EFL students to improve their vocabulary, grammar, pronunciation, and other language skills such as reading, writing, speaking and listening. The findings of Medina (2002) showed that audio-visual media such as video is well suited to teaching listening to make teaching and learning more effective and simpler.

The use of audio-video in learning language skills assists students in understanding and interpreting spoken language in varied circumstances. Students can figure out what speech or words they heard when viewing video because it includes both audio and pictures. As a result, students are exposed to both audio and visuals. Kay (2012) confirms that videos involve positive attitudes, management of the learning process, improvement of learning behavior, and student performance. Furthermore, (Kelsen, 2017) discovered that students believed that any listening exercise incorporating YouTube made the learning process more enjoyable. According to Silviyanti (2014), students were inspired to learn English listening after YouTube videos were used in the listening classroom.

Students of the English Language Education Study Program (ELESP) at Universitas Teknologi Yogyakarta had experienced using audio-video on YouTube as a medium of learning the listening subject in the previous semester. Based on our preliminary observation in their listening class, we found out that students were very happy and enjoyed their class watching and listening to the video provided by their lecturer. Students may benefit from viewing English movies and songs since they may see native speakers' expressions of how to pronounce the words and sentences. Furthermore, videos could help them improve their vocabulary mastery and expand their grammar. Despite the benefits of using video as a medium of learning and listening, some students thought that utilizing video became more challenging as well.

Researchers in the present study is interested in further exploring the students' perceptions of using video on YouTube as a medium of learning listening to enhance their listening skills. This effort is to confirm the previous findings on a similar issue and to provide different perspectives towards using audio video as a learning medium of listening at the tertiary level of education. Therefore, the objective of the research is to explore EFL students' perspectives on using English videos on YouTube as a learning medium to enhance students' listening skills.

2. LITERATURE REVIEW

According to Br nner (2016), YouTube is the most popular platform among students. It is a website where users may locate and submit videos related to their interests. Furthermore, it is a video library service that is free for everyone that wants to learn that can be used to develop independent and creative learning (Latifah & Prastowo, 2020). Indeed, utilizing video to practice listening skills may provide students with a clear image of how the language is utilized, as well as eliminate ambiguities in native speakers' voices and actions. Furthermore, learning media can also grab learners' interest in the process of learning, making it more meaningful (Prayitno & Mardianto, 2020; Rosmiati & Lestari, 2021).

YouTube provides quick and enjoyable access to language and culture-related videos and education from across the world (Terantino, 2011). YouTube might be a good place to start looking for appropriate learning resources. Students, listening comprehension can be improved by using video, particularly YouTube videos, which is the largest video source on the internet. It can also be used to develop a variety of new topics or issues (Karkera, 2018). According to Mayer (2001), YouTube is a multipurpose platform that offers easily accessible videos on several topics and is beneficial, especially in introductory lectures, because it may assist students to understand complex issues and bring their attention. YouTube could be utilized to support self-learning as part of a language learning system and could improve learning and increase student engagement and participation in class (Callow & Zammit, 2012; Hafner & Miller, 2011).

Watching videos from YouTube can help enhance the process of increasing listening abilities. There is, however, little proof of students' feelings about using English Videos on YouTube. It is also difficult to ascertain whether they are motivated to improve their listening abilities by watching YouTube videos. According to Balcikanli (2011), YouTube provides students with numerous possibilities for learning a second language because it allows them to view and listen to a wide range of spoken content (formal and informal), genres, and languages (songs, debates, talk shows, film clips). Furthermore, McKinnon (2011) believes that the environment, action, moods, and gestures in the YouTube video portion provide a significant visual boost to language learning. Ghasemi, Hashemi, and Bardine (2011) believe that using YouTube

in language learning can reduce stress because the learners will see learning a new language as a pleasurable and educational activity.

Several studies have been conducted on students' perspectives on the usage of YouTube videos in the classroom. For instance, Roodt and Peier (2013) looked at how YouTube could be used in the classroom to engage Net Generation students in a university's second-year undergraduate course. They found out that YouTube videos are increasing students' engagement when they used a questionnaire. Another study was conducted by Kelsen (2009) who used a survey of two sophomore classrooms in Taiwan to look into the use of YouTube as supplementary material with EFL students. The results showed that respondents like to study English via YouTube because it is engaging, relevant, and beneficial for them and fulfill their learning needs.

Snelson (2011) published an article in which he summarized the findings of a review of 188 peer-reviewed journal articles and conference papers published between 2006 and 2009, containing the word "YouTube". His study demonstrates that scholarly interest in the topic of online video sharing and online video content, particularly YouTube, exists and that additional research and explorations of YouTube as a potential educational tool. Students will get many benefits from using YouTube as a learning tool, and educators will benefit greatly as well.

Although there have been several studies on the use of video on YouTube in the classroom, the studies on the usage of YouTube as a medium of learning listening skills are a relatively fresh area for investigation. Therefore, the present study is worth conducting to confirm the previous findings and to figure out the power of video on YouTube to enhance students' learning and listening skills at the tertiary level of education.

3. METHOD

This research attempts to explore EFL students' perspectives on using English videos on YouTube as a learning medium to enhance students' listening skills. A mixed-method research design was utilized to describe the students' perspectives on using English videos on YouTube as a medium of learning to enhance their listening skills. To obtain the data needed in the present study, a questionnaire and semi-structured interview were administered online to thirty-two students from the fifth semester at the

English Language Education Study Program (ELESP) of Universitas Teknologi Yogyakarta using a convenience sampling technique.

The questionnaire and semi-structured interview items have similar issues, consisting of five questions each, aimed at figuring out students' perspectives on the use of videos on YouTube in improving their English listening skills. The questionnaire items included the frequency of using YouTube, topics they usually watch on YouTube, whether or not YouTube helps them in learning English and improving their listening skills, and whether or not YouTube can enrich their vocabulary. Meanwhile, the semi-structured interview was conducted to further explore the information obtained from respondents' questionnaire results on how they perceive the use of video on YouTube to enhance their listening skills. Moreover, the questionnaire used the four Likert-scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). After obtaining all data needed, the researchers analyzed the results of respondents' questionnaires and interviews using descriptive analysis. The data analysis was done using the interactive model of Miles and Huberman's (1994), which are; data collection, data reduction, data displaying, and conclusion.

4. FINDINGS AND DISCUSSION

4.1 Findings

Results of Students' Responses to the Questionnaire

To gather the data about the student's perceptions of the use of video on YouTube in improving their English listening skill, the researchers used the questionnaire as quantitative data, and also conducted a semi-structure interview as qualitative data with the fifth-semester students of ELESP at Universitas Teknologi Yogyakarta. The respondents' responses to five items in the questionnaire are presented in Table 1 as follows:

Table 1 The results of the respondents' questionnaire

No.	Questions	Rating Scales			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I usually access YouTube every day	0 (0 %)	5 (15,6 %)	18 (56,3 %)	9 (28,1 %)
2.	I usually watch the video for learning listening subjects on YouTube	0 (0 %)	7 (21,9 %)	21 (65,6 %)	4 (12,5 %)

3.	YouTube helps me very much in learning English listening subject	0 (0 %)	1 (4,1 %)	25 (78,1 %)	6 (18,8 %)
4.	My English listening skills improve a lot after watching English videos on YouTube	0 (0 %)	3 (9,4 %)	23 (71,9 %)	6 (18,8 %)
5.	I learn a lot of vocabulary while listening to and watching videos on YouTube	0 (0 %)	2 (6,3 %)	27 (84,4 %)	3 (9,4 %)

Table 1 shows the respondent's ¹ responses to the five questions concerning their perceptions of using video on YouTube as a medium for learning English to improve their listening skills. The findings revealed that 18 (56,3%) of the respondents agree with item 1 "I usually access YouTube every day" and there are 9 (28,1%) of the respondents strongly agree about that statement. However, there are 5 (15,6%) of them disagreed about the statement and no one strongly disagree about the statement in item 1. There are 1 (6,6%) of the respondents who agree about item 2 "I usually watch the video for learning listening subjects on YouTube", and about 4 (12,5%) strongly agree that they watch the video for learning listening subjects. However, there are 7 (21,9%) of them disagree and no one strongly disagrees about the statement.

Furthermore, there are 25 (78,1%) of the respondents agree with item 3 "YouTube helps me very much in learning English listening subject", meanwhile there 6 (18,8%) strongly agree about the item. The data showed that only 1 (4,1%) disagree and no one strongly disagree about the statement. There are 23 (71,9%) of the respondents agreed with item 4 "My English listening skills improve a lot after watching English videos on YouTube", and about 6 (18,8%) of them strongly agree that their listening skills improve a lot after watching English videos on YouTube. There are 3 (9,4%) of them disagree and no one strongly disagrees about the statement. There are 27 (84%) of the respondents agreed about item 5 "I learnt a lot of vocabulary while listening and watching videos on YouTube" and there are 3 (9,4%) of them strongly agreed with the statement that they learn vocabulary while listening and watching video on YouTube. However, there are 3 (6,3%) disagree and no one strongly disagrees about the statement. ²⁰ It is seen from the data in Table 1 that the majority of respondents have positive perceptions of using English videos on YouTube because the learning platform could ⁴ improve their English and enhance their listening skills.

Results of Students' Responses on the Semi-structured Interview

Apart from the questionnaire, a semi-structured interview was also conducted to further explore the students' perceptions of using video on YouTube to improve their English listening skills. The results of the interview showed that the respondents watched English videos about English learning materials on YouTube about 2-3 times a day to improve their listening skills, for instance, as stated by two respondents; AT, and MS, as presented in excerpt 1:

I like to watch the video about English learning materials video on YouTube 2 times a day because it helps me improve my listening and speaking skills. (AT).

I watched English videos 2-3 times a day for 1 hour because I could find many learning sources to learn English and have chances to practice my listening skill. (MS).

From interview results with the respondents, it was found that they would like to watch the English Channel, vlog, talk podcast, songs, and movies on YouTube to improve their listening skills and enrich their new vocabulary. For instance, SAB, AP, AS, and SP, express their interest in watching various types of English channels to improve their English listening skills and increase their vocabulary achievement. The followings are their views about what to watch on YouTube, as seen in excerpt 2:

"To improve my listening skill and enrich my vocabulary, I learn English through several English learning platforms, such as ABC Channel, TED talk Podcast, and native English daily vlogs. These platforms make it possible for me to train my ear to get accustomed to hearing the native speakers' accent and topics discussed" (SAB).
"I frequently access listening materials on YouTube like TED, the Late Show, English with Lucy, Vogue, and English Daily to improve my English and listening skills" (AP).

"Watching English movies and listening to English songs through YouTube is very interesting and beneficial for me to improve my English and gain new vocabulary, Besides, watching geographical channels could improve my vocabulary mastery" (AS).

"For me, watching Daily vlog, Oxford online English, and English songs are worth improving my listening skills and new vocabularies" (SP).

In response to whether or not English videos on YouTube help the respondents improve their listening skills, the majority of respondents stated that English videos on YouTube assist them a lot and bring a positive contribution to the improvement of their English listening skills. For instance, as stated by respondent AJ, in excerpt 3:

“Yes, it helps me very much in improving my listening skill by listening to the Linguamarina channel on YouTube. This channel provides English learning materials which can help me learn English because I could see, and hear how she pronounces words and expressions”. (AJ).

Other respondents, NT, MS, SP, and AA, state that English videos on YouTube help them a lot in improving their English and enhancing listening skills because through YouTube, they could access English learning materials delivered by native speakers of English. The followings are NT, MS, SP, and AA’s thoughts as seen in excerpt 4:

“English movies on YouTube help me very much in improving my English and listening skills because I could hear native speakers’ pronunciation and also see the subtitle when watching them”. (NT).

“...yes, there are many learning resources that I could use to improve my listening ability. Besides, I imitated the native speakers of English accents, and expressions, thus, my English improved significantly” (MS).

“English videos could assist me in improving my English listening ability. By watching interesting content on YouTube, I learned a lot and entertain myself”. (SP).

“...yes, English videos on YouTube help me very much in sharpening my listening skills as I could access several learning platforms, for instance, Linguamarina: an English Channel owned by a Russian who lives in the USA. Moreover, I am very excited to watch the aforementioned channel because the contents help me a lot in improving my English listening skill” (AA).

However, two respondents DF, and TA, have opposite views ¹ on the use of English videos on YouTube, as reflected in excerpt 5:

“...the English videos on YouTube do not really help me in improving my English significantly, but to make conversation with native speakers of English in tourism spots” (DF).

“...It does not help me very much in improving my English listening skill because I mostly utilized other learning platforms to learn English” (TA).

In response to whether or not videos on YouTube bring a positive impact on the respondents' listening ability, some respondents, for instance: AP, AR, AM, MS, and DF viewed that it help them very much because their English significantly improved after watching English video on YouTube, as addressed in excerpt 6:

“When I watched English video on YouTube without its subtitle many times, I acknowledged the topic of the video, enrich my vocabulary, and understand what the native speakers talks easily” (AP).

“The impact of watching English videos on YouTube is very significant in improving my listening skill, especially my vocabulary mastery” (AR).

"My listening ability has been improved significantly since I listen to native speakers of English on YouTube. I could understand the topic and the expressions uttered" (AM).

"Listening to English videos on YouTube made it possible for me to gain new vocabularies because I could see the subtitle on the screen, and know how to use the expressions correctly" (MS)

"It helps me very much in understanding the phereses, abbreviations, and acknowledging the variety of native speakers' conversation" (DF).

Despite the benefit of watching English videos on YouTube, two respondents, for instance, RS, and TA viewed that English videos on YouTube are not significantly impacted their English competence, as pointed out in excerpt 7:

"...so far, English videos on YouTube have not contributed significantly to the improvement of my English, especially my listening ability" (RS).

"Watching English videos on YouTube has a small impact on my listening ability" (TA).

In the interview session, respondents were asked to provide their perceptions on whether or not listening and watching English videos on YouTube can **enhance their vocabulary** mastery. **The results of the interview** showed that all **respondents** stated that listening to and watching English content videos on YouTube made them possible to figure out unknown words and expressions which in turn enriched their vocabulary mastery. The reasons why listening to and watching English content videos could enrich their vocabulary mastery can be known from NJ, AP, SA, and AA thoughts' in excerpt 8:

"...yes, by listening and watching English videos on YouTube, I could learn words sounds and I must find out the meaning of the words or expressions. I believe that by doing so, it increases the number of my new vocabularies over time" (NJ).

"...yes, because if I watch and listen to English videos, I often found out some difficult words and expressions, then I tried hard to translate those words. It is possible for me to gain new vocabulary, and understand the vocabulary" (AP).

"...yes, my new vocabulary enhanced a lot since I tried hard to consult the dictionary when I found out difficult words and expressions. Thus, my vocabulary mastery increased significantly" (SA).

"Watching English videos on YouTube helps me very much in enriching my new vocabularies because I learned a lot through YouTube because I can access many kinds of English contents, using American English, British English, and Australian accent" (AA).

4.2 Discussion

The existence of technology nowadays makes it possible for learners to gain knowledge and skills, including in the field of education. The use of internet-based English learning materials on YouTube has allowed students to learn from a variety of interesting learning platforms online. English videos on YouTube are one of the learning platforms that can be used to improve their English, especially to enhance their listening skills. Using video as an audio-video medium of learning may improve English language students' skills, particularly their listening skills (Ayu, 2016).

The quantitative data from the present study revealed that of 32 respondents, 27 have been watching and listening to English videos on YouTube and other learning platforms online every day about two to three times a day. The watching and listening activity is considered as a high frequency which in turn accommodates their learning needs. Furthermore, the data showed that respondents usually watch English learning materials on YouTube to improve their listening skills. Of 32 respondents, 25 respondents watched and listened to an English video for completing their English listening tasks. The present findings support the findings of Snelson (2011) that both students and teachers will get many benefits from using YouTube as a learning tool.

Furthermore, of 32 respondents, 31 of them viewed that the English video platform on YouTube very helps them in learning listening subjects. Only 1 respondent disagree about this statement. It indicates that the majority of respondents have positive perceptions of the utilization of this platform because it helps them in facilitating their learning needs, wants, and lacks. Moreover, watching English videos on YouTube brings a beneficial impact on respondents' English achievements, especially listening skills. Of 32 respondents, 29 of them thought that their listening skills improved a lot after watching videos on YouTube. Of 32 respondents, 30 of them utilized the platform for learning vocabulary. It means that the majority of respondents made use very well of English videos on YouTube to gain new vocabulary while listening to and watching English materials. However, 2 respondents disagree about the statement because they mostly use other learning platforms and applications to improve their English and enhance their listening skills. Another reason why they disagree about the statement is that they prefer to talk face-to-face with foreigners than watching and listening online through the YouTube platform.

Apart from quantitative data, the present study provides qualitative data which was gathered from semi-structured interviews. It was conducted to further explore the information obtained from the results of respondents' questionnaires on how they perceive ¹the use of video on YouTube to enhance their listening skills. ⁶The respondents' responses to five items in the interview question varied among them. ²⁴The results of the interview showed that the majority of respondents watched English videos on YouTube every day about two to three times a day. Furthermore, they watched the English movie and listened to English songs on YouTube to learn ¹⁴new vocabulary, and learn how to pronounce words while listening to the native speaker's pronunciation. The present study is in line with Medina's (2002), English videos can help EFL students to improve their vocabulary and pronunciation

Moreover, they viewed the use of English videos on YouTube bring a positive impact on their learning outcomes because their listening skill and vocabulary mastery have increased significantly by watching the English video through the platform. In addition, they gained new knowledge and interesting experience using the YouTube platform. The present ⁸study is in line with Kelsen's findings (2009), which confirms that YouTube inspired students to improve their listening skills. He went on to say that watching and listening to English video on YouTube ignite students to learn more because it creates an interesting and exciting learning environment.

English-based ⁵videos from YouTube can help students to improve their English skills. Furthermore, YouTube videos provided plenty of opportunities for listeners to make their interpretations while also practicing their listening skills. The present findings revealed that ¹the utilization of the platform English songs in learning English is useful for the students, for instance, the results of the interview with the first respondents NT, MS, SP, and AA, showed that English videos on YouTube help them a lot improving their English and enhance listening skills because through YouTube, they could access English learning materials delivered by native speakers of English. Surprisingly, two respondents, for instance, RS, and TA perceived that English videos on YouTube are not significantly impacted their English competence.

Furthermore, English content videos on YouTube made them possible to figure out unknown words and expressions which in turn enriched their vocabulary mastery. Since YouTube is accessible by many people from all over the world, this platform become one of the favorite English learning channels for students, especially EFL

students in Indonesia. English-based videos from YouTube are beneficial for EFL students to learn a foreign language because students can search or choose what materials they are going to learn and enjoy since it facilitates students to learn more about English language skills, especially listening subjects. Ghasemi, Hashemi, and Bardine (2011) believe that the utilization of the YouTube platform in language learning may reduce stress because the learners will see learning a new language as a pleasurable and educational activity.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Some important points to be highlighted in connection with the present study are as follows: 1) English videos on YouTube could help students to improve their English and enhance their listening skills. Besides, it may be used as an alternative medium of learning listening subjects for EFL students both inside and outside the classroom; 2) The majority of respondents in the present study made use of the YouTube platform to search for learning materials and get new experiences in learning English. They could access a variety of learning instructions and figure out the unknown words and expressions while listening and watching English videos which in turn enriches their vocabulary mastery; 3) English video on YouTube is not the only learning platform for learning to listen, there are plenty of learning platforms that may be utilized by students as the media of learning English, especially to improve listening skills and enhance vocabulary mastery.

5.2 Recommendations

Bearing in mind the importance of watching and listening to English videos to improve listening skills and enhance vocabulary mastery, it is recommended that EFL students utilize English-based videos on YouTube and other learning platforms which can facilitate their learning needs, especially listening subjects. Since the learning materials can be easily accessed through many learning platforms on the internet, it is highly recommended that teachers utilize the platforms for teaching listening, and assign their students to explore learning instruction both inside and outside the class. However, the present study has its shortcoming, therefore, it is recommended that future researchers conduct a similar study by involving a large number of respondents

across different universities using a survey design. Besides, to compare the effectiveness of using YouTube and other learning platforms as media for learning listening and speaking skills ²⁶ using a survey and an in-depth interview.

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