

The University Students' Attitudes towards the Use of YouTube Video to Enhance Listening Performance

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Abstract

In spite of the importance of listening in the process of EFL teaching and learning, this competency is not getting as much attention as the other ones; consequently, students are less motivated to depend on their listening comprehension as a tool to help them in the process of language learning. The main purpose of this research study is to bring out one of the World Wide Web's most important sites, YouTube, and show its ability to evolve the listening comprehension of EFL learners. This research aims to examine the impact of blending the use of YouTube videos within the process of EFL teaching and learning. The study focuses on the university students' attitudes towards the use of YouTube Videos on their listening performance. Questionnaires are used with EFL learners at the Islamic University of Kalimantan, Banjarmasin. The data are gathered and analyzed in order to describe opinions from EFL learners using YouTube videos as means to enhance the learners' listening comprehension. The findings show that learners have positive attitudes towards the internet in general and the use of YouTube videos as a means to develop listening comprehension.

Key Words: Attitude, YouTube Video, Listening Performance

Background

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect of their lives, from houses to markets to small institutions to bigger industries. What is most

important is that ICT has infiltrated most of the world's countries and people can no longer separate themselves from its tools such as audio-visual systems, the internet, and others.

In education, the World Wide Web (WWW) becomes a reliable source for EFL learners in the process of teaching and learning English as a foreign language (EFL) teaching and learning. It showed learners how to learn using modern ways.

From an EFL learner's point of view, using the World Wide Web (WWW) as a reference to develop EFL abilities is something very important and necessary in order to get quick and positive results. Online tools such as web blogs, social media, and YouTube videos can be the right means that can fulfil the needs of the learner. Developing listening skill needs specific tools which can be found online and one of the most suitable tools is YouTube.

YouTube is one of the most common websites in the internet world, and many EFL learners depend on it as a means to develop their listening comprehension skills. It provides them with the space to practice and test their listening abilities. YouTube can also give them the chance to be able to listen to real native English speakers and be able to interact with them.

This research study is made to spotlight the importance of using YouTube videos as means to develop EFL learners' listening comprehension by opening the door for both learners and teachers to interact within that space and also to feed them with new ways to teach and learn the English language instead of the traditional ones, it also gives the opportunity for EFL departments to interact with native English universities and share their video publications through YouTube website.

Literature Review

The world we are living in is changing throughout the centuries, and our lives are changing as well to fit the developments the world is witnessing. Technology now is playing a major role in human life. The human brain moved to a high level of

creativity, and it succeeded in promoting the quality of life and making things easier to be done.

The 21st century has witnessed a revolution in the field of technology and made it inseparable from peoples life style. It is necessary for those of us who live in an advanced world to be surrounded by technology which penetrated our lives and modified our way of communicating and also the way we search for information, it even changed our way of shopping. Technology invaded educational institutions and by creating computer laboratories and using electronic whiteboards inside the classrooms (Sharpe, Beetham, and De Freitas, 2010). We can say that nowadays wealth, power, and knowledge are counting on society to gain profits from the use of a technological system that is represented by computing, microelectronics, and digital communication (Castells & Cardoso, 2005).

The impact of Information and Communication Technology (ICT) touched almost and every domain in people's lives. The economy is one of those domains that succeeded to benefit from ICT in many ways, according to the Organization for Economic Co-operation and Development: "The use of ICT may help firms expand their product range, customize their services, or respond better to demand, in short, to innovate" (2003, p.8). This indicates that the use of ICT made the economy grow and become better than in the past by making their activities easier and also by allowing companies to expand their business to reach many places around the globe.

The social side was also affected as well by the massive growth of ICTs. The benefits that came from the new technologies have enhanced social performance and made communities contact each other and interact easily. It is argued that ICTs represent great importance in the domain of social work. In specific, they are effective in organizing people and ideas, providing access to education, and they make work more efficient (Perron, Taylor, Glass, & Leys, 2010).

The educational field has become one of the main interests of people especially when it became related to it. Educational institutions embraced the new technology revolution in order to make better improvements: "Some countries and institutions

have turned to information and communication technologies (ICTs) and are exploring ways by which ICTs may help them in pursuing their educational goals.” (Haddad & Jurich, 2002, p.29), those aims are growing higher along with the big development in the field of ICTs. Educational theorist and technologist Curtis Bonk quoted Brian J. Ford about the necessity of ICT tools such as the internet in the educational field.

Over the last two generations, more and more people on more and more occasions have had to pay more and more money to get it. And suddenly, the glacier is melting. Suddenly, the tide is receding. And education is being offered to larger and larger numbers of people for nothing, for everybody. The whole concept makes me glow with pleasure (2009, p.140).

An Overview on YouTube

The Internet is now considered to be at the center of every individual's interest since people's lives are now directly connected to this type of online technology. Economic investments are growing fast and people started to be attached to this online world to a level that makes it part of their lives.

The internet world is a wide virtual space that contains many sections concerning many fields of human interests. YouTube is one of the most important parts of the internet and a World Wide Web source. The source, Youtube.com, is a website that exists on the web. It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone (Watkins & Wilkins, 2011).

In the field of English as a second/foreign language learning, the use of online tools and especially the YouTube website has proven its usefulness. EFL learners now are able to enhance their English learning through the use of YouTube websites. Using online videos offers students a new way to practice their language skills in any place and this will keep them involved in the learning process (Baniabdelrahman, 2013). YouTube is a very attractive social media (Bonk, 2009) that hosts thousands of entertainments, 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

Incorporating user-videos such as youtube.com is very important in education. Students have a changing nature and since they are the population that most support ICT tools in general and the web 2.0 in specific, educators should put that in consideration knowing that students absorb information in videos and images quickly as well as texts and from multiple sources. They expect immediate responses and feedback, and they like to get access to media. In addition, they prefer communication (Duffy, 2008); those conditions will suit the educators if they integrate the lessons with web 2.0 tools and YouTube is one of those most suitable tools.

The internet is a broad field that contains many resources that are produced and continue to be produced by internet workers. When someone searches for online video resources, many websites appear to provide the service of storing and exhibiting videos and their number is estimated to reach 210 websites with large number of videos shared, but only one video website that is famous and being used million times per day by internet users and that website is youtube.com. "At present the website with the largest market share is www.youtube.com" (Duffy, 2008 p.122); this makes it dominate the field of online videos providing sources.

Same as any other online source in the internet, YouTube website is a source which can be very useful if the teachers know how to use it properly for the sake of helping them present their lessons in a more effective and efficient way.

YouTube videos are very important for EFL learners and the reason behind that is that YouTube website can provide learners with the material they need in their learning of the English language. They usually try to enhance the four skills (listening, speaking, reading, and writing) and the use of YouTube could help them achieve that goal.

EFL learners are always searching for ways to enhance their listening and speaking proficiency through the use of many activities. Although some traditional activities could be helpful for practicing listening and speaking abilities, the modern ways that the technology provides are better and they give positive results for EFL learners.

Research Method

This research is conducted using the qualitative method in order to reach more satisfying answers. It has been decided to choose the descriptive way to deal with the variables in this study. A Questionnaire is used for students with a random selection from the second year of English language at the University of Islamic Kalimantan in order to have an idea about the participants' attitudes towards the use of YouTube videos to develop listening comprehension. The data are collected and the findings are analyzed and interpreted for questionnaires in order to answer the research questions.

This research is conducted using the descriptive way and depends on the qualitative method. It is planned to study the opinion of EFL learners towards the use of YouTube videos on students' listening performance.

To investigate this study, 50 second-year students of the English language at the University of Islamic Kalimantan are chosen. This choice was made for the reason that second year students are studying oral expression module and they might have experienced studying in the laboratory or they may have been exposed to technological tools in this session, this makes them able to understand the purpose of our study and also makes them willing to give their actual point of views about the subject. Fifty participants in the field of the English language Department were chosen randomly with a variety of age, gender, and social status.

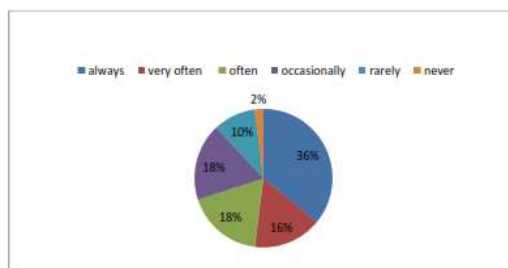
A questionnaire is the most suitable technique to reach valid answers in this research. It is made for students in order to investigate the students' attitudes

concerning the use of YouTube videos in their educational setting as a means to develop the students' listening comprehension.

The students' questionnaire is distributed to the learners who are required to answer individually by giving their pure thoughts on the subject. The answers are gathered and analyzed. Statistics show us the students' familiarity with the use of YouTube websites. This helps us measure the students' understanding of the topic. The findings also show the percentage of students who accept the idea of using YouTube videos in the learning process. The results are presented in form of Graphs.

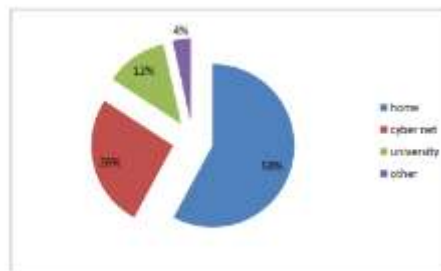
Findings and Discussion

Findings



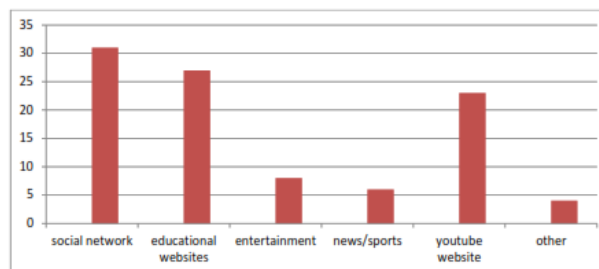
Graph 1 : Frequency of Internet Use

The results from asking the learners about the frequency of using the internet showed that 36% of them (18) always access the internet while 18% of the participants (9) often access the internet and the same percentage goes to the ones who access it occasionally. On the other hand, 10% of the participants (5) are rarely using the internet; the results show that most of the participants are familiar with the use of the internet because only 2% of them (1) have never accessed it.



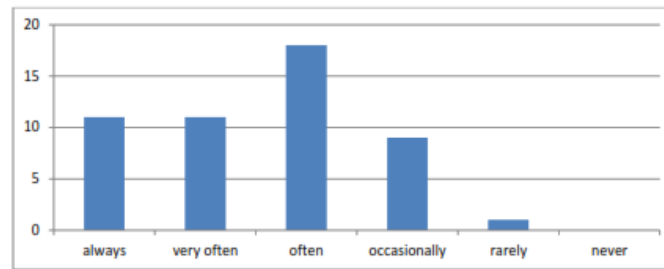
Graph 2: Setting of Internet Access

According to the results shown in the second table (table 2); more than half of the participants 66% (33) have access to the internet from their homes, while 30% of them (15) access it through a cyber net or any other public place. The findings also indicate that 14% of the participants (7) use the internet inside the university whereas 4% (2) access it from other different places. This means that all participants are familiar with the use of the internet.



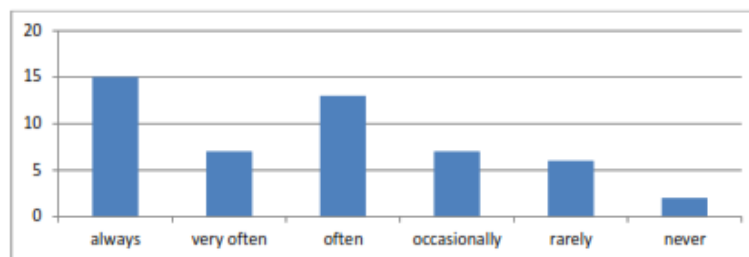
Graph 3: The Visited Websites

According to the findings that are shown in (Graph 3), 62% of the participants (31) visit social media websites (Facebook, Twitter ...) whereas 54% of them use the internet to visit educational websites. The findings also show that 46% of the students (23) visit YouTube website meanwhile 16% of them (8) use the internet for entertainment and 12% of the participants (6) access the internet for news/sports websites. The results showed that 8% of the students visit other different websites.



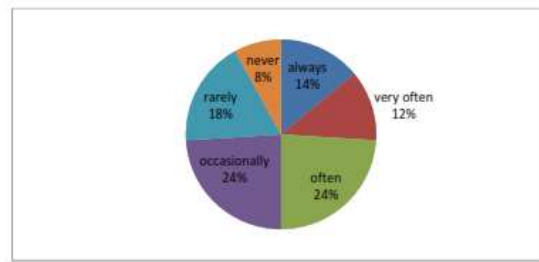
Graph 4: Internet for Educational Purposes

As be seen in Graph 4, the use of internet for educational purposes varies among students, the findings show that 36% of the participants (18) often use the internet for educational purposes whereas 22% of them (11) use it always and the same percentage for the ones who use it very often. 18% of the students (9) who occasionally have some educational activities while surfing the internet. The findings also show that only 2% of the participants (1) rarely use the internet for educational purposes and 00% of them never did.



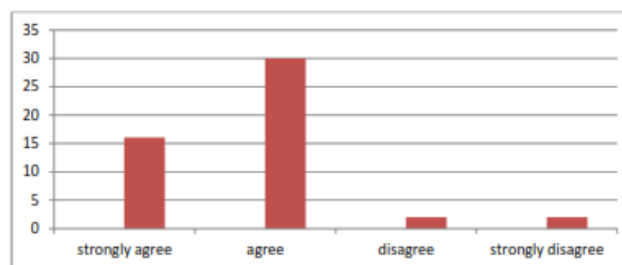
Graph 5: Frequency of using YouTube Website

The findings from this research (Table 5) indicate that the majority of the participants are familiar with the YouTube website, 30% of the students use the YouTube website all the time, whereas 26% of them use it often. The results also show that 14% of the participants use YouTube very often and the students who use it occasionally have the same percentage as the latter. 12% of the students said that they rarely use YouTube website and only 4% of them never used it.



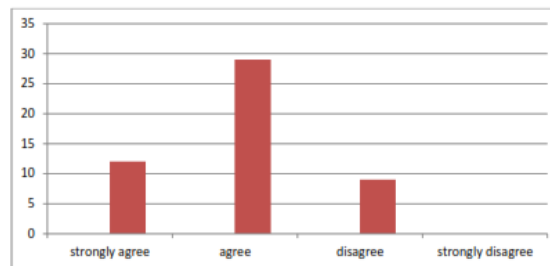
Graph 6 : YouTube for Educational Purposes

The findings that are obtained from (Table 6) show that the students who are using YouTube website for educational purposes differ from using it often to using it occasionally with the same percentage 24%, on the other hand, 18% of the participants said that they rarely use YouTube website for educational purposes. For the rest of the results; 14% of the students use the YouTube website for educational purposes all the time, whereas 12% of them use it very often. The findings also show that 8% of the students have never used YouTube website as an educational tool.



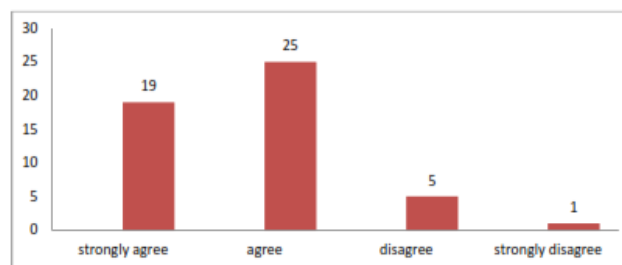
Graph 7 : Videos and Motivation

The findings in (Graph 7) show that more than half of the participants agree with the idea which says that using videos inside the classroom motivates the learners, 60% of the participants agree whereas 32% of them (16) strongly agree with this idea. In contrast, 4% of the participants disagree with the statement that says that using videos in the classroom motivates the learners and others are strongly disagreeing with the same percentage.



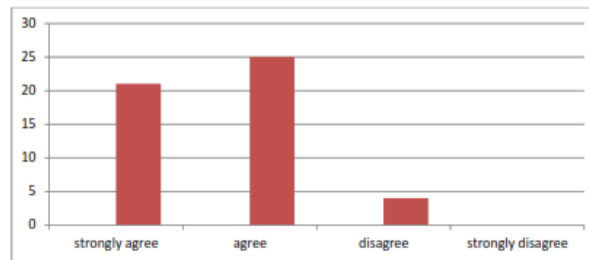
Graph 8: Videos and Participation

As it is seen in (Graph 8), the majority of participants agree with the statement which says that using videos inside the classroom increase participation of the students in the class and their level of agreement differs. 58% of the participants (29) agree with this idea whereas 24% of them (12) strongly agree with it and support it. On the contrary, the percentage of students who disagree with the idea of (using videos inside the classroom increases the participation of students in the class) is 18% (9).



Graph 9: Videos and Comprehension

When we look at (table 9), we will see that most of the participants think that the use of videos increases the students' comprehension of the lesson's content. The overall percentage of the participants who agree with this idea is 88% between strong agreement and agreement. On the other hand, findings indicate that 10% of the participants (5) disagree with this idea while 2% of the others (1) are strongly disagreeing with the statement which says that using videos increases the student's comprehension of the lesson content.



Graph: The benefit of Educational YouTube Videos

In this research, the survey results show that the majority of the participants agree with the idea that watching educational YouTube videos inside the classroom has a beneficial effect on learning English. Students who agree with this idea are grouped between 50% of agreement and 42% of strong agreement. In contrast, the percentage of participants who disagree with this idea has reached only 8% (4).

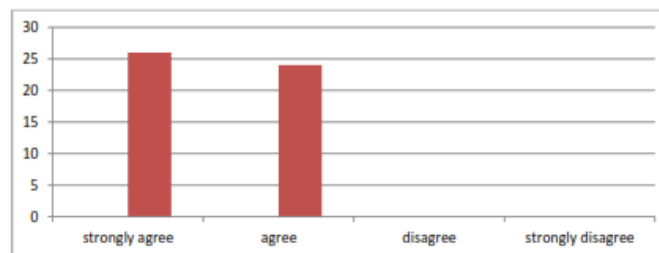
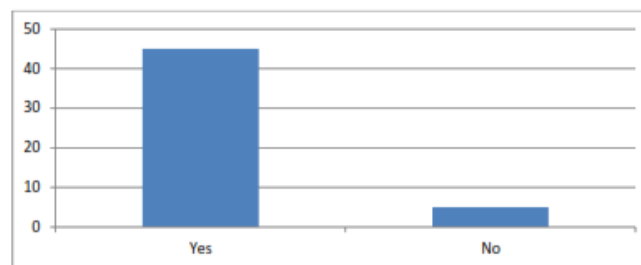


Table 11: YouTube Videos and Listening Ability

The participants who agreed with this idea had a number of reasons which are presented as follows: (1) Watching educational YouTube videos in the classroom provide the learners with a huge sum of information. (2) The use of educational YouTube videos is somehow practical and is better than theoretical teacher talks. (3) Because watching educational videos requires the use of most senses (sight, listening), in addition to that, while watching videos attention increases. (4) The use of educational YouTube videos can improve the learners' speaking of English by listening to native speakers' video recordings of courses or social experiences.

According to the survey, all participants agree that the use of YouTube videos is a good source for practicing listening ability, and their agreement differs. 52% of

the students (26) are strongly agreeing with this idea whereas 48% of them (24) agree with it and they had a different explanation for their choices and they are summed up as follows: YouTube videos are a good source for practicing the English languages because they provide the learners with the ability to recognize different accents. Listening to a lot of YouTube videos makes the ears familiar with the utterance so learners become better at listening. Videos that are made by native speakers or professionals are motivating and they enrich the students with new vocabulary, they are also very helpful to improve the student's pronunciation.



Graph 12: Videos as a Teaching Material

It is clear from (Graph 12) that the majority of the participants are interested in the idea of using the videos by the teacher as teaching material. 90% of the participants (45) showed their satisfaction with this idea and they had some reasons that support their choice anew as follows: The session will be more active with using videos as aching material. Using videos is more accurate and goes directly to the point and it is less time-consuming. In this way, the teacher will help the learners learn something new rather than the usual way. Videos motivate thinners to study harder. It will be better if the teacher provides additional time for playing videos to enrich the vocabulary of the students. However, 10% of them (5) refused this idea and their reasons were: Sometimes the teacher uses videos in which native speakers are talking and students cannot understand them. Students want to speak; they do not want to listen to video recordings the whole time. When we leave it to the videos, the teacher will have nothing to do and it will not be important if the students come to the classroom or not because they can study from the net.

Discussion

The results found in this research work can be categorized into two main parts. The learners' familiarity with the use of internet, and the learners' attitudes towards the use of YouTube videos in the educational field concerning the integration of YouTube videos in the educational settings.

First of all, the findings of our research showed that English language learners are familiar with the use of ICT tools since their use infiltrated every aspect in their lives : “With the growth of the Internet, a wide range of ICTs have transformed social relationships, education, and the dissemination of information.”¹ The majority of the learners can access the internet all the time from different settings and use it for educational purposes. In addition to that, EFL learners seem to be familiar with YouTube as a concept and as a popular website that can provide them with all the types of educational videos they need. Most of them appear to be constant visitors to YouTube websites and they access it as one of their most visited websites to be used for educational purposes. Furthermore, almost all the learners pointed out that they will be very motivated if videos are used in the educational setting and they believe that if videos were integrated with the classroom, they will interact more and participate in the sessions. They also consider that videos can be the reason for increasing the comprehension of the lesson content. Concerning the positive effect of using educational YouTube videos inside the classroom, most participants seemed positive towards this assumption and they agreed upon its usefulness in the classroom.

Most participants appear to be curious and positive towards the idea of considering videos as a good source for practicing their listening ability and they have shown their interest to experience the use of videos in the classroom by the teacher as teaching material. Videos have many advantages in the field of teaching, one of them maybe the ability to create a communicative atmosphere. Another advantage is the

videos' ability to cover the non-verbal communication and which will help the learners to comprehend better (Tarnopolsky & Degtiariova, 2003). Although most of the students have not experienced studying in laboratories, they feel good about this idea since laboratories will provide an opportunity to study using certain equipment and learners are interested in using new technological tools in their studies. Compared to the printed texts, videos seem to gain the support of most of the students and the reason is their desire to break the routine and bring new things to the educational setting which - as they pointed out - will be fun and entertaining. Almost all of the students also believed that the use of videos can be a way to solve their pronunciation and intonation problems through listening to the content of those videos which can contain native English speakers who probably will bring a correct form of clearly pronounced words. This would make the students imitate what they listen to and eventually turn to native-like speakers.

Comparing videos with audio sound recordings, participants agreed that both tools are very helpful for understanding oral English with a bigger hope that videos would bring additional help to them since they will be watching and listening at the same time. The traditional method has always been the usual way for studying the participants and almost half of them were positive towards its usefulness concerning developing listening ability. On the other hand, more than half of the participants were more open to trying new methods and they hoped to be able to experience new things in order to break the routine and witness methods that kill their boredom, plus their desire to integrate technological tools in educational settings made them want to discover modern methods.

Conclusion and Suggestions

Conclusion

Classrooms are the prime setting for EFL learners to learn the English language in Indonesia. This setting could be the cause for certain limitations that learners may encounter. One of these limitations is the lack of laboratories where the

students could learn through relying on their listening abilities. Another limitation is the numerous number of classroom members where the teacher feels obliged to shout while explaining the lesson and that may result in frustration for both the teacher and the learners, crowded classrooms make it hard for students to listen to the teacher or to each other and that is an obstacle that makes learners lack the motivation to be good listeners.

The investigation took place at the Islamic University of Kalimantan with learners. The population was second-year students of English language comprehension who were chosen randomly without any consideration of age, gender, or social status. The questionnaire was handed to them in order to know their attitudes towards the adoption of such techniques such as the YouTube website for enhancing their listening comprehension.

The findings of the investigation showed that English language learners are interested in the use of internet tools like YouTube in their learning process since it represents to them a new way that they think is going to help them in the educational setting and enrich their English language knowledge. The majority of the students are interested and curious about how can YouTube change the way they learn and be presented to them as a new method of teaching them English sessions. Through the review of the students' questionnaires, this study has made us sure that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information besides the teacher. YouTube videos can be a very useful way of practicing the listening ability of EFL learners and provide them with new and exciting methods of learning the English language.

To conclude, it can be said that the study of the topic of university students' attitudes towards the use of YouTube videos to enhance listening performance using the descriptive method is not as good as can be expected, but the problem of the limited period of time forced the use of the such method in order to obtain some results. The most suitable way for this topic is the experimental way. The limitation

of time also prevented the use of interviews if we take into account that the interview's analysis is time-consuming. Another limitation faced in this work is the technical problems concerning the laboratories of the English department which led us to count only on the students' questionnaire in the field work without depending on the observation.

Suggestions

At the end of this research, it can be said that in order to be able to integrate the use of technology in the process of teaching and learning English as a foreign language, some conditions need to be addressed: (1) Curriculum designers should be aware of the involvement of technology in the educational field and merge ICT tools within the curriculum. (2) Laboratories should be provided for EFL learners to practice their listening abilities. (3) Students should experience the use of some tools such as Overhead Projectors and Data shows more often. (4) Opening channels in the YouTube website in students could interact through video postings and comments will be a good method for learners. (5) Those technology tools would not be effective without taking the aforementioned qualifications into consideration

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