

THE USE OF YOUTUBE MOVIE CLIPS IN TEACHING LISTENING: LECTURER PRACTICE AND STUDENTS' OPINIONS

Bariqotul Hidayah¹

¹bariqalamien@gmail.com

¹Universitas Qomaruddin

Received: 11th April 2022

Revised: 1st May 2022

Accepted: 15^h May 2022

ABSTRACT The use of YouTube in language teaching is no longer considered a new idea. In this study, the researcher investigated the use of YouTube movie clips in teaching listening from a student's response, specifically in English education class. The study aims at portraying and describing the nature of how the lecturer applies YouTube movie clips in teaching listening classes for university students. The data were collected from the lecturer through observation, interviews, and field notes. A total of 26 English Department students in the Extensive Listening class were chosen as the participants of the study. The result of this study shows the students' motivation improved by the feedback from their answer and their score. Their participation can be seen when the lecturer gave them feedback on their mistakes in spelling, pronunciation, vocabulary meaning, and content comprehension. The findings also show that there are a lot of ways that can be applied in language teaching by adopting media. Listening could be measured by the response answer to the writing or speaking skill of the students. Authentic material is used to make the relevant material for students' listening improvement. It is suggested that the lecturer can implement various techniques or media in their language class.

Keywords: YouTube, movie clips, listening comprehension II

INTRODUCTION

Language has played an essential part in most aspects of our lives since it is considered an international language. English functions not only as a language for technology and science but also as a way of communication in other aspects like economics, politics, society, and culture, as well as for economical growth. Today, people use English to understand new information about technology, especially in getting all information from the internet. Since it has an important effect in this global world, the Indonesian government, as a result of the national curriculum focuses the goal on improving the students' English skills, especially the listening skill.

Nowadays, the use of computers and internet programs is familiar to every person. Students use their computers, laptop, and tablet to study and do their tasks by using internet access to find more resources and increase their knowledge. The simple use and easy access provided by the internet programs allow students to access them anywhere and anytime as much as possible through their mobile phones, Smartphones, and computers.

The rapid development of world technologies, information, and the internet in this era is used by teachers to support the learning process, especially for English teachers. YouTube is used in the learning process to give the students new variations of learning methods in the class. Taking advantage of using those technologies in the learning process is the main purpose of using technologies in English class.

Listening is one of the crucial skills in learning a language, including English for a foreign language (EFL). Listening is involved in many language-learning activities, both inside and outside the classroom (Rost. 1991:4). It means that listening is very important in language learning and it cannot be trivial and different from the academic context. Richard (1983:3) says that listening has the fundamental function of function to facilitating the understanding of spoken discourse involving understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Listening comprehension skill is an important foreign language learners' skill in oral communication. Over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 2001).

As English students in university, mastering receptive language skills to support communication skills and upgrade language knowledge through written or spoken resources is very important. In receptive communication, students search for information from texts, images, audio, and videos (Kavaliauskine, 2011). Reading skill is needed in understanding texts, journals, books, and articles as a written resource, and listening skill is needed in understanding the context of audio, videos, dialogues, presentations, conference, and other spoken resources. Listening is a language skill that is mostly used for our communication. According to Miller (2003), more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading, and only nine percent on writing. Listening is the receptive skill that is mostly used in communication. Therefore, mastering the listening skill is necessary for language learners.

Listening is one of the language skills, listening gave the contribution to improving the other language skills, such as writing and speaking. But, teachers or students still feel that listening comprehension skill is unimportant. The reasons why listening comprehension skills cannot be carried out is because of the students' rare practice and ineffective listening media.

The theories and practical skills for listening are usually used as authentic listening material from British and American pronunciation, sounds, and talks. Basic listening is usually about daily conversations at normal speaking speed. However, the students sometimes have difficulties listening to conversations with rapid speech. The listening class only takes place once a week. This is not enough for them to practice listening skills efficiently. Therefore, students can use YouTube as their helping material in the learning process. They also can have the listening practice from authentic materials on YouTube.

Based on the researcher's experiences as an English teacher, in teaching and learning language process, especially for EFL university students, they find many problems particularly in developing the listening skill. Most students state that they do not get the message that they heard because they could not understand the words spoken. Moreover, they are not able to predict the sound, intonation, and stress since the native speaker usually speaks too fast. Another reason why listening comprehension cannot be carried out is because of less variation in the teaching and learning process. Usually, the teacher just gives the students listening materials and the students read the book and fill in the blanks. This is the very old fashion of language learning.

There are four types of listeners (VARK) Visual, Aural, Reading, and Kinesthetic learners. In the Visual learner's type, students remember information recall it better when it is represented, and learned both visually and verbally. The second type of learner is Aural; it is a learning style in which a person learns through listening. Kostelniket. al (2004) state that an auditory learner depends on hearing and speaking as the main ways of learning. The third type is the reading learner; students prefer to receive information via written words. The last type is kinesthetic learners, it takes place by the students carrying out physical activities, rather than listening to a lecturer or watching a demonstration.

The students in Univevrvsitas Qomaruddin are Audio learners, who can understand well through verbal explanation. The preliminary studies show that sometimes they understand the instruction tasks in verbal or visual form like short news videos or television programs.

Furthermore, teachers must prepare the listening materials which is not easy. Teachers must choose the spoken texts which are relevant to the learning objectives. They can be authentic or non-authentic materials. Herron and Seay (1991) state that listening comprehension improves with increased exposure to authentic speech. Authentic materials are language samples that are created by native speakers of the language (Thanajaro, 2000:35). It means that all spoken texts which are spoken by the native speakers of the language are good for students' listening skill improvement.

Now, a teacher can apply new learning techniques or use the new media to make the class action in the teaching-learning process. The use of media is very helpful for teachers and also students in the teaching-learning process. The media used by the teacher must be appropriate to the method, planning, and the strategy in the teaching-learning process, because the purpose of applying media is easy to understand by the learners and can be efficient, effective, and joyful learning, and also gives a good effect for the learning process.

One of the media which can be used in the learning process in improving the listening comprehension skill is YouTube media, is movie clips from Exciting English canal on YouTube while the purpose of using YouTube as media is to make the students familiar with English even for the first time the students are unfamiliar with the new words listened. The students' unfamiliarity with the English words listened to gives them benefit, because it exercises their listening skills. There are two benefits when the teacher uses YouTube as learning media, the first is pronunciation and the second is vocabulary enrichment.

YouTube is an online public communication site. The site allows registered users to upload and publish the videos that are posted on the site. The videos are varied from beginner videos to more professional videos. No matter what kind of video you want to watch or post, you can do it allowing YouTube. There is a wide variety of different videos out there, such as learning, entertainment, comedy, action, music, marketing, and much more videos. The students need videos as visualization material and they can search on YouTube. Then, the researcher tries to study the benefit of movie clips on YouTube if the contents can be a source.

Research on Youtube has been done in speaking skill area. Zahro (2019) developed and investigated the use of Youtube video as instructional material in speaking skill classes. The result of the study indicated that students' evaluated the Youtube videos as a good and acceptable to be implemented in speaking classes both for the students and the lecturers. The good preception of Youtube in speaking classes cannot explain the use of Youtube in listening classes, therefore, this study investigated the use of Youtube in the area of listening classes.

Students usually have the difficulty in listening. Because they lack vocabulary, feel unusual in listening to English, or are confused when they have the listening materials. For this purpose, it is necessary to use media as teaching aids that can help the teachers in the teaching-learning process.

LITERATURE REVIEW

Listening Comprehension

On the whole, listening has a different meaning than hearing. Listening is an active process, while hearing can be thought of as a passive condition Underwood (1989:2). It is supported by Millrood (2001:99) defined listening as an act of interpreting speech that one receives through the ears. He distinguished between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation; on the contrary, listening is an act of interpreting speech that one receives through the ears.

Listening is always an active process in which the listeners try to identify the sound, decode them, and understand the meaning of the words by means using context. Postovsky in Morley states that listening is not a passive skill since it requires full participation and the undivided attention of the listener (Morley, 1991:80). Therefore, when the nature of the skill is understood, the process become exists. In other words, listening involves active participation on the part of the listener.

There are three characteristics of the listening activity and ways of coping such as those characteristics mentioned by buck (2001, p.25). According to Buck (2001.p.25), those characteristics of listening activity are: firstly, automatic processing is important in listening activity. To make it successful, knowledge of the language that can make language processing fast and efficient is needed when there is no time to think about the meaning. Secondly, the

total of the listeners' knowledge, experience, current thoughts, feeling, intentions, personality, and intelligence are allowed by the normal process of listening comprehension to interact freely with the acoustic input and with each other and to create the interpretation of the text. Thirdly, as listening is a cognitive process and in reality, the context is not external to the listener, listening comprehension, therefore, takes place within the mind of the listener, and the context of interpretation is the cognitive environment of the listener (Buck, 2001, p. 25).

One of the most difficult tasks for any teacher is to teach the skills of listening because successful listening skills are acquired over time and with lots of practice (Rivers, 1992). He adds that listening skills are frustrating for students because there are no rules as in grammar teaching. Listening skills are difficult to quantify. One of the largest inhibitors for students is often mental block. While listening students suddenly decide they do not understand. At this point, many students just tune out some students convince themselves they are not able to understand spoken English well and create problems for themselves.

Top-down, bottom-up, and interactive models have been extensively used to teach listening. In top-down processing, the listener gets a general view of the listening passage. In bottom-up processing, the listener focuses on individual words and phrases and achieves understanding by combining the details to build up the whole content (Harmer, 2001). It is also useful to see the activity of listening as interactions between top-down and bottom-up processing. However, teaching listening in the classroom comprises three activities: pre-listening, while listening, and post-listening.

METHODS

This study was designed as descriptive qualitative. Qualitative research explores a problem and develops a detailed understanding of a central phenomenon then justify the problem based on the literature review (Creswell, 2012, p. 16). This research describes the use of YouTube to teach listening and analyzes it based on teaching listening theories. According to Hancock et al (2009:6), qualitative research focuses on description and interpretation and might lead to the development of new concepts or an evaluation of an organizational process. in addition, Hancock (2009:7) writes that qualitative research is concerned with developing an explanation of the social phenomenon. It aims at helping to understand the social world in which humans live and why things are the way they are.

The study subjects were 26 students from the English department in the second semester of the English department. The students of the class are selected because, in the preliminary study conducted at the beginning of the academic year, the students in this class scored low in listening class. As stated by Creswell (2012:206) the participants involved in qualitative research are those who are rich in the information needed and can help understand the central phenomenon which aims at developing an in-depth exploration of the phenomenon.

The data were collected from the lecturer through observation with the aid of field notes, and interviews in an open-ended way. After getting the data from observation and interview, the results were analyzed descriptively by reducing the data, classifying the data, and analyzing the data based on the inquiries.

FINDING AND DISCUSSION

The implementation of YouTube movie clips in teaching listening comprehension is done by the lecturer simultaneously by applying similar steps from the first meeting until the second, but by using a different video. There are fifteen meetings of listening comprehension classes in a semester. Three of the meetings are used for introduction and pretest, midterm test, and final test. Therefore, the twelve meetings left are used for the process of teaching and learning process. There are twelve meetings used for teaching-learning classes.

The Implementation of Youtube Movie Clips in Teaching Listening Skills

Teaching and learning processes through some strategies are used in this listening comprehension class. The teaching and learning process is divided into three parts, including pre-listening activity, while-listening activity, and post-listening activity.

Technology is everywhere. Some people are addicted to it and they refuse to live without it. College students would say that their laptop or Smartphone is more important compared to food. YouTube videos include visuals, music, voice-over, and sound effects along with information, which keeps students much more engaged with the videos. Here, the lecturer used some methods and strategies in teaching listening, such as cooperative learning, a communicative approach, and of which video learning.

The use of authentic sources as the listening source in the listening comprehension class in this research, especially video, gave a good impact on students' listening comprehension skills. In this phase, the lecturer gave variant types of YouTube movie clips in his listening comprehension class, the first video was Mean Girls movie clips and the second video was Despicable me as his listening material.

In the listening comprehension class, the researcher found the advantages of YouTube movie clips in the class. (1) Making classes more interesting because students could see the video while they listen to the sound. (2) Being relevant to course materials (3) Being beneficial to language learning. (4) Motivating students to learn in class. And (5) Motivating students to use this material to learn English outside of class because they could access YouTube everywhere when there was an internet connection.

Besides showing advantages, YouTube movie clips in listening comprehension class also demonstrated disadvantages. Unfocused students when they were listening to the conversation, even the use of the video helped students to understand and got the information from the video conversation, most of the students were simply watch the video and ignore the hidden information from the conversation. They were interested in the video but could not reach the information and this affected their task. The second disadvantage is students' anxiety in listening because some speakers talk very fast, so they could not get the whole information from the conversation. Last, the researcher assumed that the use of traditional listening classes made the students difficult in listening to the words. There were other sounds out of class such as from another class sound, car and motorcycle sounds, and so on. Even though the speaker's volume was louder, they could not hear the speaker's words.

Students' Opinions on YouTube Movie Clips in Listening Classes

Then, the lecturer asked about the students' opinions about the listening material during the while-listening activity. Students' difficulties in listening activities could be various.

1. Unfamiliar Vocabulary
2. Accent
3. Length and Speed of the Listening

YouTube movie clips are efficient in cost because it does not require purchasing a high price of technology, since both the lecturer and the students can access the various materials from YouTube by Smartphone or computer every time and everywhere via internet access, it can be used at all schools or universities. Therefore, the use of YouTube movie clips in listening comprehension II class could be achieved in this research.

The students had good responses during the implementation of YouTube movie clips in the listening class. The positive responses are shown by half students related to the implementation of YouTube movie clips in the Extensive listening class. They thought it was an innovation in learning listening comprehension. While the negative responses are shown by the other students mostly related to YouTube movie clips used in listening comprehension class. Besides, some students preferred to have a listening class with a simple conversation, the

researcher assumed that it was influenced by the students' learning experiences which used simple conversation in almost of their learning process, and this YouTube movie clips listening activity was their first time.

Students had considerable comprehension in listening to simple words and common words, yet, they had limited comprehension in listening to complex words of grammar, such as phrases or a combination of two words with similar sounds, and the accent. They also had a considerable understanding of ideas and information.

In this research, YouTube clips video was used to teach language skills focused on Listening Comprehension. In this listening class, YouTube was used based on the learning goals and available technology used by the lecturer and students. The use of YouTube allowed students to employ the language practice skills with a new variation, so they could increase their listening skills by watching the video. Hence, the lecturer and students could design the YouTube movie clip implementation based on the goals of the learning. Therefore, since YouTube movie clips are Flexible and advantageous, the lecturer can use the YouTube movie clips for other learning subject such as language, engineering, social, science, and so on.

The students also can use YouTube movie clips to improve their listening in their home or another place where there an internet connection is available. Besides that, YouTube movie clip learning allows students to practice the language skills outside the classroom, so the learning activity was not only done inside the classroom as the old learning or traditional learning style was. However, the YouTube movie clip learning should be designed based on the lecturer and students' ability.

Based on the discussion above, it could be concluded that the lecturer implemented a good strategy, though it was not maximally implemented. Therefore, optimal and better preparations were needed to avoid the students' problems.

CONCLUSION

The present research applies the implementation of YouTube movie clips in Listening Comprehension II class for university students. The students' responses to the implementation of YouTube movie clips are very good. It can be seen from the data interview. Most of the students like the application of YouTube movie clips in teaching and learning English. Students have good enthusiasm for the pre-listening activity, which proves that the students are very eager to follow the activities wholeheartedly. In other words, the warm-up activity presented by the lecturer has motivated the students to engage with the process of learning and lower their anxiety. In teaching listening comprehension class through YouTube movie clips, the lecturer used the One Directions song and Oprah Winfrey talk show videos. The lecturer uses this media to make variations in his listening comprehension class. He also uses another teaching strategy to improve students' listening skills. Most of them have a good understanding of those things. So, they can answer the entire task from each phase.

YouTube clips video gives a positive effect on the students in their listening comprehension. Learning by using clips video helps students more easily in understanding the conversation, so the students are more easily answer the questions related to the contexts. The media also makes students enjoy learning English, especially in listening comprehension.

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