

SECONDARY STUDENTS' PREFERENCES IN ACCESSING YOUTUBE VIDEOS FOR EXTENSIVE LISTENING DURING DISTANCE LEARNING

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Abstract

Distance learning makes students less time spent studying from school. The various limitations found in conducting distance learning make students choose to hone their skills independently with a variety of learning resources, one of which is the YouTube application. To explore and investigate the importance of listening skills in English learning to understand students' interests in learning English listening skills prompted this research. This study aims to determine students' preferences in acquiring listening comprehension through self-access materials in YouTube. The study used qualitative research. The data were collected by means of open-ended questionnaires and interviews. The participants were seven Indonesian high school students. It was found that the students preferred accessing listening materials through videos produced by English native speakers. In addition, students enjoy videos that use daily English. Their extensive listening practice was motivated by the structure of English class. The implication of this study will recommend teachers to create meaningful, attractive and encouraging teaching materials.

Keywords: Extensive Listening; Students' Preference; YouTube

INTRODUCTION

2019 could be a year of considerable educational transformation that takes place in person before taking an unforeseen turn. In order to ensure that the teaching and learning process continues as it should, all institutions were required to convert their traditional classrooms, which were based on the actual physical interaction between educators and students, to online classrooms (Noviyanti, 2021; Rizaldi & Fatimah, 2020). Azhari & Fajri (2021) stated the learning process is carried out remotely from home, according to Indonesia's government policy during the COVID-19 pandemic. While schools were closed during this time, teaching and learning continued. In order to satisfy the goals of distance learning when they made the switch from classroom instruction to distance learning, Noor (2020) said that teachers had to adapt the curriculum, teaching materials, and processes. In contrast, teachers struggled with difficulties such a lack of digital literacy, poor student engagement, insufficient material development, and a lack of time for lesson planning and evaluation. Success in distant learning is influenced by a number of aspects, including the infrastructure, teacher and student preparedness, and learning outcomes (Rizaldi & Fatimah, 2020). The goal of listening in language skills is to comprehend spoken texts and develop language abilities for real-world communication (Marleni, 2016). According to Syahabuddin, Mulia, and Rizqa (2021), listening is fancifully thought to be a difficult, interactive action in which listeners take part in the incredibly dynamic construction of meaning. Extensive Listening (EL) is a pedagogical method for teaching languages that is simple to understand and interesting for language students learning the target language. With the use of spoken texts, students' knowledge and abilities can be strengthened. Another purpose

of using an extensive listening strategy is to help students build a general understanding of spoken texts. By giving students interest-based themes, this will help them learn more effectively. (Fauzanna, 2017; Ivone & Renandya, 2019).

Wahidah (2018) claims that extensive reading precedes extensive listening, and she lists five concepts that can be used to extensive listening by Mayora (2017). These five principles are:

- a. Students listen to a variety of sources in the target language in quantity. According to Lee & Cha (2017), students are exposed to reliable listening sources like news, plays, and interview programs throughout comprehensive listening.
- b. Readability: Listening materials must be easy to understand. The key point in this situation is that the listener's aptitude, not just the text, serves as the "challenge."
- c. Learner-centeredness: Teachers leave it up to the students to choose their own listening material. Using clear and pleasant EL resources, students are encouraged to keep listening in the target language.
- d. Meaning orientation: Students choose listening resources depending on their interests in order to easily absorb meaning or to listen in quest of meaning. Due to the fact that students may choose to listen to educational resources based on their interests, prolonged listening can support English language learning activities (Saputra & Fatimah, 2018).
- e. Accountability: Students must demonstrate some level of accountability for the material they hear, typically through non-intrusive comprehension exercises. According to Wright (2013), there should be little to no evaluation following the students' completion of listening to the resources they selected.

The YouTube platform can provide school-age children with a variety of educational materials across various subject areas, including the English language (Zulhijah, 2020; Rahmatika et al., 2021). During the Covid-19 pandemic, Simanjuntak et al. (2021) found that YouTube could be used as an English online learning medium because it offers highly relevant content, which is attractive to students at the senior high school level. Al-Ameri & Rababah (2020) report that students in the experimental group find YouTube videos enjoyable tools for teaching and learning EFL vocabulary comprehension skills. It was found by the students in Jordan that YouTube videos were more motivating, satisfying, and helpful than other learning resources. EFL classes can benefit greatly from YouTube and other online video-streaming sites when they have access to the proper technology. In Japan's EFL and second language student community, further studies of YouTube's use could be precious site remains a valuable resource for teachers when it comes to enhancing their lessons with lively, topical content (Watkins and Wilkins, 2011). It has been argued by Poedjiastutie et al., (2018) that highly educated and trained employees are key to achieving innovation-driven global competitiveness. One of the indicators of qualified human resources in the modern world is citizens' familiarity with English as a language of networking. According to Pratama et al. (2020), learners gain a bottom-up comprehension of spoken language through extensive listening. This covers a wide range of abilities, such as active listening to a conversation and interpreting its meaning. Students can select from a variety of listening materials and sources during extensive listening, according to Barella and Linarsih (2020), for both enjoyment and language development. They have the option of using YouTube, the BBC, or VOA to study English. When learning with low affective filters as compared to high affective filters, students will actively seek out more inputs during extensive listening. It appears that their own perceptions of features had a significant impact on their attitudes regarding both language course podcasts for EL and real podcasts for EFL learners. The attitudes of learners toward learning materials have been studied only

infrequently, especially in an English as a Foreign Language (EFL) context (Angelia & Julianti, 2021).

This study gives a general overview of the requirements for teaching English to students using YouTube media. English is not the primary language in Indonesia, therefore when students attempt to speak it, they become anxious. Use of YouTube should be restricted as well. YouTube enthusiasts endure a fairly challenging setback in their performance in two out of every three cases. It must be conscious of each person (Klobas et al., 2018). Students are interested in a video that they believe is helpful and efficient in helping them comprehend English material through the YouTube application. There are many English language learning videos on YouTube. Grammar, the building block of language, guidelines for speaking English fluently, and formal or daily material are all included in the learning process. They have the option of learning from native speakers directly or by utilizing their own language. Due to the fact that not all schools have native English speakers on teachers, this is one of YouTube's benefits. Teachers at the school may be inspired by the requirements for viewing student learning films. What this generation of Z needs can be learned by teachers. One of these elements can be delivered that is simple and attractive.

METHOD

A case study was the research methodology used. The research was conducted in June 2022 and was performed online. Seven members with high school grades and ages ranging from 16 to 18 made up the group. Participants were chosen based on a variety of criteria, including being in high school, participating in online school, and—most significantly—using the YouTube app to learn English. The data were collected by means of questionnaire and interview. The data collections were conducted online and in Indonesian, the use of Indonesian as the mother tongue of researchers and participants is intended to avoid misunderstandings in the research. The questionnaire used by the researcher was open-ended. An open-ended question is one for which the researcher does not offer established responses; participants must make their own decisions (Creswell, 2012). There were 15 questions answered by the participants based on their experiences and activities in learning English. To learn more about the respondents' desire to sharpen their English listening skills, the researcher conducted interviews with them. In-depth interviews are performed with people to find out more about how they personally experienced, in accordance with Creswell (2007). According to the research objectives, there are just ten questions total in the interview. The mother tongue of both the participants and the researcher, Indonesian, was used for the questionnaires and interviews.

RESULTS AND DISCUSSION

Results

1. Listening learning in English class at school

At this section, the researcher asked the participants about their experiences learning English in school, focusing specifically on their listening skills. Depending on the subject matter students are learning, teachers may use learning resources like audio or video. They typically use PowerPoint presentations and videos to directly explain the material. The participant's teacher, an Indonesian native, is the person who exposes them to a lot of English in class.

“Video & audio, depending on the material being studied.” (Participant 1)

“Learning media in school is usually directly from the presenters or subject teachers themselves” (Participant 6)

The researcher questioned the participants about the suitability of listening to English at school in order to learn how to learn English. Some of the participants believed it to be adequate and inclusive. However, the majority of the participants believed that either the pandemic or the lack of listening to them made it ineffective. As stated by one of the participants:

“Not yet, because of the pandemic. The use of English in the workplace and as a language of communication between foreigners” (Participant 2)

Another participant also said that she felt that she had not had enough in learning English listening and felt that English is important to learn, as stated:

“Listening practice is still not sufficient. As of now, English is being used as a promotion language by the media.” (Participant 7)

The participants were also questioned by the researcher about their needs other than academic English instruction. Some individuals claimed to have a greater understanding of the subject. Another person, who can master all four language learning skills—listening, speaking, reading, and writing—wants to become a better teacher. Other participants then provided the following responses:

“It would be great if this English learning can also develop, and the students could be able to understand the vocabulary better as well.” (Participant 5)

“Hopefully, English can be taught efficiently in school.” (Participant 7)

In spite of the fact that English learning in schools does not fulfill the needs of its participants, it still requires improvement. In particular, they are interested in improving their listening skills in English class. As part of the teaching and learning process, media can also be used to support the process. Students can expect to fulfill all four language skills (listening, speaking, reading, and writing) by learning English at school.

2. Extensive listening via YouTube

Each of them demonstrates a distinct frequency of YouTube video access. Some participants use YouTube as a source of learning that is not taught in school, while some participants also use YouTube to complete schoolwork, especially when they are required to learn independently during distant learning.

“Rarely, only if the teacher gives the material and I study it.” (Participant 5)

“Quite often to watch because of the type of daily vlog video.” (Participant 6)

Students can choose the information they will study based on their specific needs, making self-learning simple to complete and easier to understand, mostly on learning English, which is easily accessible to everyone and can be done anywhere. The participants in this study indicated that media like vlogs (video blogs), movies, and music were not considered educational resources. Then there are those individuals who respond to questions about general knowledge and educational resources.

“Types of videos such as an explanation of the learning material or movie.” (Participant 1)
“I love to watch Daily vlog and traveling videos on YouTube” (Participant 4)

There are many different applications available for studying English; the researcher asked participants why they chose YouTube as their application of choice. The researcher also asked the participants how they felt about changes in listening abilities after using YouTube to learn English. Depending on their personal experiences, the participants provided a variety of answers.

“Because YouTube can learn audio-visually and, in the video, there is an explanation.”
(Participant 2)

“Because we can listen with expression.” (Participant 3)

Besides doing schoolwork in the English language, participants use YouTube to boost their curiosity and have fun. Their weekly activities include accessing English-language YouTube videos relevant to their interests, which is evident from what they do. YouTube was chosen as the source of English learning by participants because they felt it improved their proficiency. On the YouTube application, users can observe a variety of speakers, including native English speakers who provide information about the English language. Furthermore, participants found native English speakers more attractive than Indonesians who spoke English. Participants can also watch YouTube videos with closed captions to better understand the content.

3. Students’ preference in YouTube as extensive listening

The researcher was interested in the needs and preferences of the participants for listening to English. They have a propensity of watching English language learning videos on YouTube, preferring to watch either Indonesians or native English speakers. The majority of them responded that they wanted to learn listening skills and preferred to watch native English speakers rather than Indonesians who spoke English. Additionally, every participant said that after learning English through YouTube, their listening skills increased the most out of the other four language skills. The participants also stated that speaking and listening are the two most crucial aspects of language learning.

“Native [speakers], because they are better able to introduce their culture and mother tongue.” (Participant 2)

“Listening & speaking, because it becomes the main need to interact.” (Participant 7)

Participants were asked about their use of English in daily life in order to determine their listening needs. The researcher asked the participants how important English is to them in their daily lives or whether they use non-formal English vocabulary. For various reasons, they all answered important. By relating this answer to videos, they watch in their everyday lives as well as formal learning videos like in school, the researchers concluded that they watch videos in the language they are proficient in. According to the participants, English vocabulary is frequently studied on a daily basis.

“Very important, when you have entered the workplace or education.” (Participant 4)

“I like to use the language that we use in daily conversation.” (Participant 6)

There are many applications available for teaching distance learning, including YouTube. The researcher asked the participants about the teacher's instructions to learn through YouTube. According to the participants, their teacher had requested that they do English classes on YouTube to fulfill the learning that they were studying or to increase their understanding on their own.

"The teacher at school has explained quite clearly regarding the learning video on YouTube, it is just necessary that you do not really understand it yet." (Participant 1)

"Yes, to know more deeply and learn more at home." (Participant 5)

Following the viewing of the English video, the researcher asked what impact the activity had. During the study, the researcher asked whether watching English videos impacted their listening skills. During the viewing of a video, our hearing is used to capture the contents of the video, especially since some videos may not have subtitles to help us understand what is being said.

"Yes, further improve English [listening] skills." (Participant 2)

"The improvement I feel is that there is a constant improvement for my listening abilities." (Participant 3)

The participants who studied English on YouTube preferred native speakers for a number of reasons. Participants are interested in understanding how to use English and new words in various contexts. Participants in a video containing information from daily life that they believe should be learned. In addition to watching English videos on YouTube for enjoyment, the participants also used it to learn English by selecting their own videos. Apart from using YouTube for independent learning, their teachers often recommended using it for learning. Through this training, they see improvements in their still-weak listening skills.

Discussion

In the research that has been done, the researchers discuss the results of the research. The purpose of this study is to determine how students prefer to learn English via the YouTube application, particularly through listening. Activities that involve listening in the classroom can come from English teachers, audio presenters, or instructional films. The materials they are studying are used as the basis for the English learning activities in the listening class at school. Teachers in Indonesia frequently use their own audio and voice. PowerPoint is frequently used to aid with presentations of explanations, which are then delivered directly by the instructor. Teachers now frequently use the media. Whereas, according to the participants, both English itself and listening comprehension are crucial for communication. Teachers can also invite specific English-speaking course instructors or English-speaking school teachers to events held for pupils at schools. The more opportunities teachers can give students to hear English spoken and use their English skills, the more confident they feel (Poedjiastutie, et al. 2018). The participants are interested in learning more about a variety of topics, including vocabulary and educational techniques. Students are encouraged to engage in independent study in a variety of ways, one of which is by watching instructional videos on YouTube. They find it challenging to communicate in the language they are learning since they have not developed their speaking and listening abilities.

When asked how they think English language learning in schools could be improved, especially for listening skills, the participants responded that they lacked language learning experience. Speaking and listening are a couple of examples of practice activities during language learning.

They spend more time studying languages in theory than in practice. A participant's drive to get better when learning English is also expressed in their desire to increase their vocabulary. According to Patahuddin et al. (2017), vocabulary development is an essential component of language learning. The four language skills of listening, speaking, reading, and writing are the easiest for learners to master the more vocabulary they are familiar with.

According to the listener's preferences and demands, extensive listening is performed. Some individuals simply participate out of necessity to complete the lessons learned from the teacher at school; others do it out of their own free desire. The YouTube videos they frequently watch vary based on the individuals' preferences or demands. Nearly every participant selected to observe someone's daily activities. Video creators use mostly daily or casual English, as opposed to the language used in vlogs (video blogs). In line with Rachmawati & Madkur (2014), the time allocation to students should enable them to better comprehend English idioms, pronunciation, and other phrases in addition to the language they are learning. Besides that, the light discussion is also one of the reasons. At the same time, there is also a participant who only watches for learning needs at school. Due to the fact that they learn English independently, they never recommend English learning videos to their friends. There is a wide variety of tastes, needs, and wants among individuals.

Participants watch English videos on YouTube that were created by native English speakers. Participants favor it over Indonesians who speak English because they are interested in learning more about the appropriate words to utilize in various contexts. Additionally, participants reported that learning English on YouTube has enhanced their speaking and listening abilities. Participants claimed that learning English will be helpful for their future. They therefore like learning English outside of school and seek out information that they do not receive from classroom instruction. As a general rule of modality, learners comprehend multimedia messages better when spoken text rather than printed text is used to provide information (Mayer, 2009).

It is not only beneficial for students to learn English on YouTube but is also beneficial for teachers to do so. Because all these resources are easily accessible, many teachers recommend that students spend more time on YouTube learning. In most cases, this is done to aid participants in understanding some difficult material. Participants will watch videos containing the material they are studying as part of the lesson. The segmenting principle by Mayer (2009) suggests that multimedia messages are better learned when presented in segments rather than continuous units, and if the segments can be adjusted, this is more effective for learners. In complex learning, learning with several parts is better divided by the participant, who is asked by his or her teacher according to the understanding possessed by the participant rather than learning as a whole. To accomplish teaching and learning tasks, distance learners and teachers separate themselves from one another. Furthermore, students enjoy their teachers more when they are able to use technology to teach English. Students' use of media like YouTube will help them build their confidence in their ability to study English, and English teachers must take notice (Lubis, et al., 2018). Students can learn at their own pace and according to their preferences thanks to extensive listening teaching. Participants can use YouTube to kill time without being required to finish a course. Additionally, they do it as a form of entertainment while learning English from local speakers. Despite the fact that it was just for entertainment, the participants thought their listening skills had improved. Students frequently have trouble hearing due to new terms, speech rate, accent, inaccurate pronunciation, poor recording quality, and limited resources, according to Nadhira & Warni (2021). Students also customize their education to the videos they find engaging.

CONCLUSION

According to the findings of the research, students in the second grade have favorable preferences for listening comprehension. Listening skills are something they want to focus on more. It is important to note that the four language skills are not distributed equally in school despite the fact that they are always taught. This is due to the fact that they have not practiced listening enough. It is also possible for teachers to incorporate technology into their lessons, such as audio recordings from native English speakers. It is more enjoyable for students to listen to native English speakers since they can listen to their varied accents and can also learn some useful vocabulary. In some cases, English terms should only be used occasionally. It is more motivating for students to learn English when it is spoken frequently. Furthermore, students should expand their vocabulary.

In contrast, those who are interested in English tend to pay closer attention to it. It may be possible to use the responses of the students as motivation or recommendations for improving English learning at school in the future. The passion students have for learning, especially language learning, is apparent when they enjoy it. Students who choose their own study materials can effectively learn in self-study environments because they are free to choose what they want to study. As a result, students feel comfortable and motivated to learn English outside the classroom.

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