

Students' Responses in Learning Listening Using Travel Vlog

Anisa Putri Utami¹, Efransyah²

IKIP Siliwangi, Indonesia

¹ anisaputr00@gmail.com, ² efransyah@ikipsiliwangi.ac.id

Abstract

The use of ICT in daily life is familiar to the students because they can access it easily. One of media that can attract the students is travel vlog. Travel vlog is authentic media that influence the students' learning experiences and outcomes in language classroom. This study raised the case regarding the students' responses to learning listening skills through the use of travel vlog. This study used a descriptive quantitative method as it allows the researcher to find the percentage of the result. The participants were tenth grade students from class X-4 from one of senior high school in Cimahi, which consisted of 34 students. The data was carried out by research questionnaires consisting of 16 close-ended questions, which were analyzed using a Likert scale. This research has been done by distributing questionnaire in form google form to the students after they learned listening recount text using travel vlog in the classroom. This research found that travel vlog can be used as learning media in learning listening, as demonstrated by the result of the questionnaire. Finding indicates that the students generally perceive travel vlog positively, citing convenience in access and use, listening learning benefit, enhance the students' motivation, and provide students' enjoyment. It can be concluded that integrating travel vlogs into language learning can enhance the students' excitement and motivation in learning listening.

Keywords: Travel Vlog; Listening Skills; ICT

INTRODUCTION

Listening is the ability to identify and understand what others are saying (Saricoban, 1999). Listening is the active process of making sense what we hear. Listening skill is the skill to receive information or message as response to the speaker. Listener need to understand and interpret the information or message that given by the speaker. Therefore, there were 5 stages of listening; receiving, understanding, remembering, evaluating and responding (DeVito, 2000). Listening is the first stage in knowing new language to recognize the vocabulary and the pronunciation. The output of listening is the ability to speaking. Listening as the activity of paying attention and trying to gain the meaning from something in spoken language (Underwood in Nurhayani, 2019). The listener should be able to understand the speaker's accents and pronunciation to understand the point of the message the speaker delivered.

In Indonesia, English is one of subject in school where students need to study it from elementary school to high school. Therefore, some of students seem to have a limited English skill because English is classified as a foreign language in Indonesia. Most of students only learn English in the class without including English in their daily life. In fact, listening skill is important for Indonesian students to get more information from around the world and to increase their communication skills. Listening skill is a fundamental skill that supports effective learning and communication in English lesson. In the same line, Nunan (2003) says that listening assumes more significant and greater importance in the foreign language classroom.

Teacher need to provide various interesting techniques or method in teaching English in aims to make students more interested. Stated from Tang et al. (2020), EFL teachers need to be equipped with various interactional strategies that can encourage student discussion and

exploration to improve students' English language proficiency in solving problem. The use of Information and Communication Technologies can be one of alternative answer for that problem. The students are familiar with ICT because they use gadget and internet everyday so, there is a chance to be more productive by learning something using gadget and internet. In developing listening skill, we need to get used to listening to audio in English as often as possible to be able to recognize the pronunciation of specific words. Put listening practice in daily activities is can improve listening skill. People used to watch travel vlog in YouTube to get entertained and to feel travelling online. However, watching travel vlog can make us more productive to learn listening skill. Travel vlog is one of authentic media that students can reach out from their phone via YouTube apps. Travel Vlog is usually conversational vlogs, which represents the vlogger's conversations in front of the camera and records of the surrounding things (Aran et al., 2014)

Several researchers have proven that the use of video is effective and gave many benefits in English teaching and learning activity (Maya et.al.,2023; Yuyun & Simamora.,2021; Lestari.,2019;Telaumbanua et.al.,2022;Meldayanti,2022;Boltiziar & Munkova (2023);Khoiriyah et al.,2023)Even many researcher has been investigated teaching English using video, no one has used travel vlog in learning listening for recount text, especially at tenth grade students, particularly in Indonesia. So, the aim of this study was to investigate the students' responses in learning listening using travel vlog at tenth grade students. The results of this study were expected to make a practical contribution to the teaching English as a foreign Language (EFL) in Indonesia and proven that the use of attractive media can encourage students' language skills.

METHOD

Descriptive quantitative is used in this research. This method chose because it is suitable for this study to find the students' responses in learning listening using travel vlog. The data is collected from Class X-4 from MAN Kota Cimahi which consist of 34 students. The researcher chose student from class X-4 because recount text material is taught in the class.

To collect the data, the researcher decided to use questionnaire. This questionnaire is modified from (İnce, 2015). The questionnaire consists of sixteen close-ended questions. In distributing the questionnaire, the researcher used google form as the media and shared the link to the class representative. In order to make it easier to calculating the score of the students' responses, below is the table to measure it based on (Sugiyono, 2017):

Table 1. Scoring Table of Students' Responses

Alternative Answer	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

RESULTS AND DISCUSSION

Results

The implementation of this research was held on 16th February and 23rd February 2024. Teaching and learning process described in the table below:

Table 2. The Implementation of Teaching Listening Using Travel Vlog

Meet 1	Meet 2
<p>Pre-Activity: Teacher and students prayed together to start the lesson. After that, the teacher checked the students' attendance. Teacher prepared teacher media such as active speakers, laptop, and projector assisted by a student. Teacher showed short video and asked students' opinion about the video. Students answered that the video is about nature, mountain, travelling, hiking, etc.</p>	<p>Pre-Activity: The teacher started the class with praying together. After that, the teacher asked students how they are doing and check the students' attendance. Teacher prepared the learning media such as laptop, active speaker, and projector for this meeting. To gained students focus from the start, the teacher asked a question <i>"Do you remember the general structure of recount text?"</i> and the students answered <i>"Orientation, miss", "Events", and "Re-Orientation"</i>.</p>
<p>Main-Activity: Teacher explained material about recount text used PowerPoint. Teacher asked some questions about the material and students able to answer it. After explain the material, teacher gave worksheet to the students and explained how to fill it. The questions was based on travel vlog that will be showed later, it was divided into 3 parts, fill in the blank, write down the words based on language feature, and true or false. Travel vlog played without subtitle. The active speaker has low volume so teacher borrow speaker from the school to replace it. Teacher monitorized students while answer the questions. Teacher asked if there's students who already done but none of the students done it. So, the teacher gave a chance for students to watch the travel vlog with subtitle. Students watched the travel vlog for the last time and students seemed easily to answer the question at the second chance. After make sure that all students done their work, teacher asked a student to do a presentation of their result. To check the results, the teacher asked students to swap their worksheet with their friends. Then, the teacher and the students discussed to get the correct answer. The students only checked the A and C part of the worksheet</p>	<p>Main-Activity: Teacher showed a travel vlog without subtitle to the students for the first five minutes. Teacher asked the students what the vloggers done at the video and students answered that vlogger taken the train to Jakarta and travelling around Jakarta. For the second meeting, teacher divided students into groups consist of 3-4 students. Then, teacher hand out the worksheet to the students and gave instruction how to fill it. Students answered the worksheet while watched travel vlog. After the video ended, the students started the discussion about the general structure of the video with their groups. In this activity, the students should analyze the general structure of the video. They should write down their answer in the worksheet. Besides of the general structure, the students needed to know the main idea and important thing that they can applied in their daily life. The students still can't answer some questions, so the teacher played the video one more time with subtitle on. At the second chance, the students became more focus in watching the video because they already know what the question is. After that, they discussed about the group exercise's questions. The students should present their work results but due to limited time the</p>

because the B part will checked by the teacher.

Post-Activity:

At the end of the class, the teacher gave a chance if there is a question about the material and the students said that it was cleared enough. The teacher gave a brief about next meeting material and thanking the students for all the attention. To close the meeting the teacher and the students prayed together.

presentation can't be done. So, the students gathered their worksheet at the teacher desk.

Post-Activity:

In the end of the teaching and learning activity, the teacher for their hard work and attention during this meeting and give short motivation to keep study and achieve their goals. To close this session, the teacher and the students prayed together and greeted.

In this research, the questionnaire is used to gain the data on the students' responses in learning listening using travel vlog. The questionnaire shared in form google form to the students. To make the students fully understand the question, it given in Indonesian so that there is no burden for the students in delivering their responses. There are sixteen statements in the close-ended questionnaire, which must be responded based on their conditions. Further, the questionnaire findings are presented based on four indicators; 1) ease of use, 2) usefulness, 3) motivation, and 4) satisfaction. Based on those indicatore, the researcher illustrate in the table below:

Table 3. The Frequency and Percentage of Ease Indicator

Items	Questions	Rating Scale									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Travel vlogs in English are easy to understood	1	3	3	8.8	12	35.	14	41.	4	11
						2	2				.8
2	Travel vlog could be accessed everywhere and everytime	0	0	2	5.9	3	8.8	13	38.	16	47
								2			.1
3	I don't know how to solve this technology	3	8.8	18	52.	13	38.	0	0	0	0
					9		2				
4	The ideal duration for travel vlog is around 10-30 minutes	0	0	5	14.	14	41.	11	32.	4	11
					7		2		4		.8
5	Transcriptions of audio file help me understand better	0	0	0	0	10	29.	19	55.	5	14
							4		9		.7

This table shows that from 34 participants, there was 1 student (3%) strongly disagreed, 3 students (8.8%) disagreed, 12 students (35.2%) neutral, 4 students (11.8%) strongly agreed, and 14 students (41.2) agreed for question item 1. While for the second question, 16 students (47.1%) voted to strongly agree, 13 students (38.2%) chose to agree, 3 students (8.8%) decided to neutral, 2 students (5.9%) responded to disagree, and none of student picked to strongly disagree. To response question item 3, 13 students (38.2%) decided to neutral, 3 students (8.8%) chose to strongly disagree, 18 students (52.9%) voted to disagree, and no students perceived to agree and strongly agree. 4 students (11.8%) strongly agreed, 11 students (32.4%) agreed, 14 students (41.2%) neutral, 5 students (14.7%) disagreed, and none of them strongly disagreed in

answered item 4. While 10 students (29.4%) chose to neutral, 19 students (55.9%) chose to agreed, 5 students (14.7%) chose to strongly disagreed, and none of them chose to disagreed and strongly disagreed to question item 5.

Table 4. The Frequency and Percentage of Usefulness Indicator

Items	Questions	Rating Scale									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Watching travel vlog in English makes me learn a foreign language	0	0	1	2.9	4	11.8	18	52.9	11	32.4
2	Travel vlog is easily useful for language learning	0	0	1	2.9	5	14.7	17	50	11	32.4
3	Watching travel vlog is effective in improving my English listening skills	0	0	0	0	13	38.2	18	52.9	3	8.8
4	Watching travel vlog helps me develop my English comprehension	0	0	0	0	12	35.3	16	47.1	6	17.6
5	Watching travel vlog helps me to use my time efficiently	0	0	1	2.9	15	44.1	12	35.3	6	17.6

This table shows that 11 students (32.4%) strongly agreed, 18 students (52.9%) agreed, 4 students (11.8%) neutral, 1 student (2.9%) disagreed, and no student strongly disagreed to item 1. And for item 2, 17 students (50%) agreed, 11 students (32.4%) strongly agreed, 5 students (14.7%) neutral, 1 student (2.9%) disagreed, and no student strongly disagreed. 3 students (8.8%) chose to strongly agree, 18 students (52.9%) chose to agree, 13 students (38.2%) chose to neutral, and no students chose to disagree and strongly disagree for question item 3. In question item 4, no student voted strongly disagree and disagree, 12 students (35.3%) perceived to neutral, 16 students (47.1%) decided to agree, and 6 students (17.6%) responded to strongly disagree. There are 15 students (44.1%) neutral, 12 students (35.3%) agreed, 6 students (17.6%) strongly agreed, 1 student (2.9%) disagreed, and no student strongly disagreed in responded question item 5.

Table 5. The Frequency and Percentage of Motivation Indicator

Items	Questions	Rating Scale									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	I will watch travel vlog in the future as well	0	0	0	0	18	52.9	11	32.4	2	5.9
2	After watching travel vlog, I plan to improve my English in the future	0	0	1	2.9	13	38.2	13	38.2	7	20
3	I will suggest other people to learn English using travel vlog	0	0	0	0	15	44.1	12	35.3	7	20

This table shows that out of 34 students, 2 students (5.9%) strongly agreed, 11 students (32.4%) agreed, 18 students (52.9%) neutral, and no student disagree and strongly disagreed for item 1. In item 2, no student chose to strongly disagree, 1 student (2.9%) chose to disagree, 13 students (38.2%) chose to neutral, 13 students (38.2%) chose to agree, and 7 students (20.6%) chose to strongly agree. In responding item 3, 7 students (20.6%) voted to strongly disagree, 12 students (35.3%) perceived to agree, 15 students (44.1%) decided to neutral, and none chose to disagree and strongly disagree.

Table 6. The Frequency and Percentage of Satisfaction Indicator

Items	Questions	Rating Scale									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	I enjoy watching travel vlog	0	0	2	5.9	11	32.	14	41.	7	20
2	Travel vlog don't sound fun to me	9	26.	15	44.	8	23.	1	2.9	1	2.
3	I don't think travel vlog is interesting	4	11.	21	61.	9	26.	0	0	0	0

This table shows that no student strongly disagreed, 2 students (5.9%) disagreed, 11 students (32.4%) neutral, 14 students (41.2%) agreed, and 7 students (20.6%) strongly disagreed to item 1. In respond item 2, 8 students (23.5%) chose to neutral, 9 students (26.5%) chose to strongly disagree, 15 students (44.1%) chose to disagree, and 1 student (2.9%) chose to agree and strongly agree. In item 3, 21 students (61.8%) disagreed, 4 students (11.8%) strongly disagreed, 9 students (26.4%) neutral, and none agreed and strongly disagreed.

Discussion

Based on the data that has been presented above, it was found that students' responses using travel vlog in learning listening were quite positive. These results are based on students' experiences after two meetings in learning listening using travel vlog.

1. Easy To Use

Based on the students' responses about ease of using travel vlog, the students generally can use or acces travel vlog easily. Travel vlog could be accessed from YouTube apps which all of the students familiar with. The features in this apps also support students to practice listening such as transcription that students can control whether to use it or not and students can replay it multiple times to confirm their comprehension. This is in line with the statement from Afrizal & Herlina (2023), the findings showed that learning listening using YouTube in class is not hard to understand for students and it makes them feel more eager, joyful, and enthusiastic.

2. Usefulness

The students mostly agreed that travel vlog can help them in learning language especially for listening. Related to Rufino (2024) YouTube remains a valuable tool for ESL learners seeking to enhance their proficiency and fluency in the English language. Students can learning listening using travel vlog where they can learn language, culture, and nature. Travel vlog is useful for students in learning listening By presenting authentic spoken language in real-world contexts, vlogs provide learners with exposure to various accents, colloquialisms, and conversational styles. Additionally, learners can

repeatedly engage with vlogs to reinforce their understanding of spoken language, thereby improving their ability to comprehend different speeds of speech and nuances in pronunciation. Research, such as that by Vandergrift & Goh (2009) supports the notion that multimedia environments like travel vlogs promote effective listening skill development by offering learners opportunities to process language in meaningful and engaging formats.

3. Motivation

The result shows that the students tend to agree they will learn listening using travel vlog again to practice their listening skills. It means, travel vlog can increase students' motivation in learning listening. This was in line with Kim (2015), using videos was effective and interesting, and gave students an enhanced motivation to listen to English. Travel vlog offer authentic and engaging content that captivates learners' interest, making the learning process enjoyable and relevant to real-life scenarios. The visual and auditory in vlogs provide a multisensory learning experience, helping students to better retain and comprehend spoken language. According to self-determination theory from Deci & Ryan (2000) learners' motivation thrives when they perceive content as personally meaningful and when they have autonomy in their learning journey. This theory supports how travel vlogs, by offering authentic and engaging content, can enhance students' intrinsic motivation to improve listening skills. Additionally, cognitive load theory (Sweller, 1988) suggests that multimedia formats like vlogs, which integrate visual and auditory information, can optimize learning by reducing extraneous cognitive load and focusing attention on key linguistic cues.

4. Satisfaction

The participants generally show that they can enjoy using travel in learning listening. Travel vlog present authentic conversations feature and cultural insights that captivate students' interest, making the learning process more engaging and relevant to real-world contexts. When students can enjoy learning listening using travel vlog, it enhances their engagement, promotes active learning, and fosters a deeper understanding of language in authentic contexts. Positive emotions such as enjoyment can be theorized to broaden learners' perspective, free their cognitive resources, and facilitate engagement with the language (Boudreau et al., 2018; Fredrickson, 2001).

CONCLUSION

Based on the data obtained, it can be drawn that the students' responses using travel vlog in learning listening is positive. The results indicated that the students have been enthusiastic and positive, highlighting enhanced motivation and engagement during lessons. The use of travel can made the students find the real-world context of travel vlogs engaging and relevant to their learning experience. It can be concluded incorporating travel vlogs into language learning curricula appears to be a beneficial approach for enhancing students' listening skills.

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin, praise to Allah SWT, the most gracious, most merciful because of His blessing the author was able to complete this journal. This journal entitle "Students' responses in learning listening using travel vlog" is submitted as final requirement at English Education Study Program of Language Faculty, so the writer would like to say thank you to IKIP Siliwangi for all the guidance and the opportunities to publish this journal. Also for everyone who supported during the creating this journal. Hopefully this journal will be useful

for the writers and for all the readers. Therefore, constructive thoughtful suggestion and criticism are very welcomed.

REFERENCES

- Afrizal, & Herlina, R. (2023). Students' Experiences on Learning Listening Through YouTube Media. *JEEP: Journal of English Education Program*, 10(1), 25–34. <https://jurnal.unigal.ac.id/jeep/article/download/9682/pdf#:~:text=The findings showed that learning,after learning listening through Youtube.>
- Aran, O., Biel, J.-I., & Daniel, G.-P. (2014). Broadcasting Oneself: Visual Discovery of Vlogging Styles. *IEEE Transactions on Multimedia*, 16(1), 201–215. <https://doi.org/10.1109/TMM.2013.2284893>
- Boltziazar, J., & Munkova, D. (2023). Emergency remote teaching of listening comprehension using YouTube videos with captions. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-12282-7>
- Boudreau, C., MacIntyre, P. D., & Dewaele, J.-M. (2018). Enjoyment and anxiety in second language communication: An idiodynamic approach. *Studies in Second Language Learning and Teaching*, 8(1), 149–170. <https://doi.org/10.14746/ssllt.2018.8.1.7>
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- DeVito, J. A. (2000). *Human Communication: The Basic Course*. Longman.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- İnce, H. G. (2015). *EFL Learners' Perceptions of Educational Podcasting*. June. <http://repository.bilkent.edu.tr/handle/11693/29145#.YGcanNHs7M.mendeley>
- Khoiriyah, A., Ramasari, M., & Syaprizal, S. (2023). Teaching Listening Skill by Using Video (Audio-Visual) to the Eleventh Grade Students at SMA Al-Ikhlas Lubuklinggau. *Journal of English Education, Literature and Linguistics*, 6(1), 32–43. <https://doi.org/10.31540/jeell.v6i1.2478>
- Kim, H.-S. (2015). Using Authentic Videos to Improve EFL Students' Listening Comprehension. *International Journal of Contents*, 11(4), 15–24. <https://doi.org/10.5392/IJoC.2015.11.4.015>
- Lestari, J. A. (2019). The Use of Youtube Vlog to Improve The Students' Listening Skill of MTs Samarinda. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 6(1), 35–45. <https://doi.org/10.21093/twt.v6i1.2041>
- Maya, Sudarsono, S., Ikhsanudin, Susilawati, E., & Salam, U. (2023). The Effect of Using Video to Enhance Listening Ability. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(3), 1480–1488. <https://doi.org/10.58526/jsret.v2i3.246>
- Meldayanti. (2022). The Influence of Youtube Videos on Listening Achievement of The Second-Grade Students At MA Guppi. *English Language Teaching for EFL Learners*, 4(1), 25–34. <https://doi.org/10.24252/elties.v4i1.25074>
- Nunan, D. (2003). Listening in a second language. *The English Centre, University of Hong Kong*.
- Nurhayani. (2019). Factors Affecting Students' Listening Skill. *Progress in Retinal and Eye Research*, 561(April), 33–35.
- Rufino, G. G. (2024). Methods Used in YouTube for Teaching and Learning English Language: A Systematic Literature Review. *International Journal of English Language Studies*, 6(1), 82–97. <https://doi.org/10.32996/ijels.2024.6.1.9>

- Saricoban, A. (1999). The Teaching of Listening. *The Internet TESL Journal Archives*, V(No. 12). <http://iteslj.org/Articles/Saricoban-Listening>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tang, S., Long, M., Tong, F., Wang, Z., Zhang, H., & Sutton-Jones, K. (2020). A Comparative Study of Problem-Based Learning and Traditional Approaches in College English Classroom: Analyzing Pedagogical Behaviors Via Classroom Observation. *Behavioral Science*, 10. <https://doi.org/10.3390/bs10060105>
- Telaumbanua, Y., Satopramono, H., & Yalmiadi. (2022). “Youtube Go”: Developing EFL Learners’ Listening Skills and Social Learning Process. *International Journal of English and Applied Linguistics*, 2(1). <https://doi.org/10.47709/ijeal.v2i1.1329>
- Vandergrift, L., & Goh, C. (2009). Teaching and Testing Listening Comprehension. In *The Handbook of Language Teaching* (pp. 395–411). Wiley. <https://doi.org/10.1002/9781444315783.ch22>
- Yuyun, I., & Simamora, F. Y. (2021). the Use of Youtube To Support Efl Students’ Listening Skills. *ELLTER Journal*, 2(2), 1–12. <https://doi.org/10.22236/ellter.v2i2.7512>