

USING YOUTUBE AS A LEARNING MEDIUM FOR EFL STUDENTS TO ENHANCE LISTENING AND SPEAKING SKILLS

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Abstract

The purpose of this study was to investigate a method for integrating English foreign language learners with YouTube media to enhance listening and speaking skills. This analysis uses a qualitative method by adopting a survey research design. Data collection involved the distribution of questionnaires via Google Forms to English as Foreign Language (EFL) students at both high school and university levels. The researchers aimed to investigate the acquisition of English, focusing on listening and speaking abilities, through the use of the YouTube app. A total of 79 respondents, comprising 23 men and 56 women, participated in this study. The research included an exploration of YouTube media as a tool for English language instruction to enhance listening and speaking skills. The procedures in this study include searching for data from online forms as well as various opinions from respondents which are useful for finding accurate research results. These findings are to be useful because they can give teachers and administrators a practical and theoretical understanding of undergraduate EFL learners perception of using YouTube as a supplemental resource for language acquisition.

Keywords: *EFL; English; listening and speaking; technologies; Youtube*

1. Introduction

Due to its diverse views and activities, YouTube has become a rich and relevant platform for social media users over the last two decades. YouTube videos can help to improve the teaching and learning of English. EFL students can use its content to improve their language skills, particularly speaking and listening comprehension. EFL learning makes use of YouTube as a learning medium because of its enormous potential (Saed et al., 2021). YouTube is a significant virtual space. Since its official launch in 2005, it has grown to become the most popular site for viewing, sharing, uploading, and commenting on videos. As a result, YouTube is the most popular content provider among teenagers, followed by the messenger service WhatsApp. Listening to music, streaming videos, surfing the Internet, and playing games are all everyday smartphone activities. The survey revealed, most notably, that among young people, digital media behavior is characterized by the use of pre-established software services rather than programming software (Eisenlauer, 2020).

The implementation of YouTube on the development of students' speaking skills is reliable. A control group and an experimental group were chosen for this purpose. The control group was taught speaking skills through traditional activities, whereas the latter group was taught the same skills through YouTube. Both groups were given a pre-test, and the results of the two groups were compared. A post-test was then given, which revealed that the experimental group's test scores in all of the speaking skill descriptors were moderately higher, which can be attributed to the treatment of YouTube use (Saed et al., 2021). Few researches have been conducted to develop effective computer-assisted listening review mechanisms based on video annotation to improve English listening comprehension performance. Although YouTube offers an immediate review mode that allows a learner to immediately replay any video section; they are having difficulty to improve their listening skills; this means that this mode may not be appropriate for all learners. The findings of this study can be used to guide future research on computer-assisted listening designs in order to improve teaching qualities and learning effectiveness of English listening acquisition while also reducing time spent practicing listening skills (Chen & Chen, 2021).

Students in higher education voted YouTube as their favorite platform to learn English because it is appealing, useful, and directly relevant to their lives. Previous research findings have revealed the importance of the YouTube platform in EFL learning. The students' activities on YouTube have a positive impact on their learning improvement and learning satisfaction. Video projects have the potential to be a clever method for teachers to conduct speaking activities (Basch et al., 2017). Using learning activities and video production as teaching tools improves students' speaking skills by allowing them to self-evaluate their performances. Furthermore, that activity makes the students more critical of their abilities, particularly speaking (Shieh & Reynolds, 2021).

The incorporation of digital technology has resulted in a major alteration of the language learning landscape in recent years. Of these technologies, YouTube has come to light as a flexible and easily navigable medium with enormous potential for improving speaking and listening abilities for students studying English as a Foreign Language (Herlina, 2019). Because YouTube videos are both visual and audio-based, they can accommodate a wide range of learning styles, which makes it a useful tool for language learning. Making advantage of this well-known video-sharing website provides a vibrant and genuine learning environment that emulates language use in everyday situations (Nofrika, 2019).

With an enormous content library covering a multitude of subjects, accents, and speech patterns, YouTube offers EFL students exposure to real English in a variety of settings. Through exposure to a variety of dialects, conversational patterns, and colloquial idioms, the platform not only improves listening comprehension but also develops oral proficiency (Dabamona & Yunus, 2022). Additionally, YouTube provides an abundance of resources that accommodate all skill levels, enabling teachers to customize learning activities to meet the individual needs of their pupils (Solano et al., 2020). Teachers of English as a foreign language (EFL) can create a dynamic and immersive learning environment by utilizing YouTube's pedagogical potential. This multimedia approach fosters a comprehensive language learning environment that mirrors the real use of English in the digital age, in addition to improving speaking and listening abilities (Nasution, 2022).

The use of YouTube videos in foreign language classrooms has catered to both students' and teachers' needs. This new portal offers quick and easy access to instructional

and entertaining videos from around the world (Wang & Chen, 2020). The majority of these videos serve a dual purpose: first, they are entertaining to watch, and second, they are an effective learning medium that students enjoy. As a result, students have a genuine opportunity to engage in meaningful language learning. What is striking about the use of YouTube is that students are learning without even realizing it. YouTube has a wealth of useful content for teaching English. Students are stimulated and their fears about learning a second language are reduced by interacting in a fun experience (Saed et al., 2021).

Because YouTube videos are audiovisual, they are appealing to students because they teach and educate in real-life situations and contexts. This is because visuals provide access to real language use in authentic environments and social contexts (Eisenlauer, 2020). Although many suggestions for improving the educational process within the classroom have been made, such as websites, blogs, video-sharing websites, iTunes, and Vimeo, YouTube appears to be the most widely used and has become extremely popular, particularly among young adults. Another advantage of using YouTube in the classroom is that it is inexpensive. There is no limit to how much it can be used online, and watching videos is completely free (Nofrika, 2019).

EFL YouTube videos aid in the development of not only receptive but also productive students' English skills; for example, they can assist and improve listening skills. Because English is probably the most widely used language in the world, improving English skills is becoming increasingly important to modern people (Ozcelik et al., 2019). Listening and speaking skills are the most important skill to learn in English to support communication, and it has gradually become a top priority for many language teachers. However, understanding a listening task requires learners to discriminate between sounds, understand vocabulary and grammatical structure, become familiar with intonation and stress, and contextualize the speech in terms of sociocultural utterances (Solano et al., 2020).

For this study, the researchers were interested to examine how do EFL students learn English especially for listening and speaking skills through the YouTube app, and how can using the YouTube app affect EFL students listening and speaking comprehension (Basch et al., 2017). By examining this research issues, furthermore, the study's objectives are to provide information on how much the YouTube video project contributes to the students' listening and speaking skills improvement learning and what factors appear in the reflection process.

2. Literature Review

YouTube is an example of technological advancement. It is an internet-based application that can be freely found, watched, downloaded, and uploaded by anyone. People can leave comments on videos or interact with the owner of the video. Aside from that, there are numerous other benefits that the lecturer can derive from it. We can get a role from it to goal teaching learning based on some advantages (Fachriyah & Perwitasari, 2020). YouTube is regarded as a source of online content that can be useful in the field of teaching and learning. Some teachers or lecturers can gain some benefits from YouTube for the teaching and learning process (Solano et al., 2020). As we all know, YouTube is based on the internet, and the internet provides opportunities to spread messages through a variety of resources such as images, fact sheets, videos, news, events, and blog postings. The

internet can provide many items to aid in the teaching and learning process (Adimawati, 2022).

Some researchers use YouTube as a teaching tool for various purposes. Some of the researchers focused on using video from the YouTube channel as material sources to create an effective teaching learning process and, in particular, to improve students' speaking skills (Audina et al., 2022). However, Youtube is now very familiar to students and even parents. Online videos such as YouTube can help students improve or expand their knowledge. The use of content in YouTube videos can help students understand many things more easily and pique their interest in learning more skills such as reading, writing, listening, grammar, and speaking skills through YouTube (Nasution, 2019).

Because technology plays such an important role in people's lives, the use of YouTube as an educational tool has been extensively researched and debated in recent years (Dabamona & Yunus, 2022). There were qualities criteria for using YouTube as an educational tool, including the following: (1) Accessibility refers to the ability to provide learners with access anywhere, at any time, through multiple devices, and for free; (2) User friendliness refers to the ability to provide an easy connection for uploading and subscribing to different English channels on YouTube, as well as sharing, commenting, and rating on the videos on other social media platforms. (3) providing authentic and rich content that can be used for learning target language; additionally, (4) searching for valuable resources, referred to the learners' ability to find any resources on YouTube that can help learners learn their target language; (5) defining topic and learning goals, the abundance of online resources on YouTube uploaded by media corporations and individuals is overwhelming, so it is critical for learners to know precisely what topic and learning goals they are looking for (Tazkia, 2023).

3. Research Method

This study uses a qualitative method by adopting a survey research design. data was collected by distributing questionnaires via Google form to EFL students at the high school and university levels. Participants filled out questionnaires according to their circumstances and experiences related to the research topic; the use of YouTube as a medium for learning English. In this method there are 79 respondents who filled out a questionnaire survey, for that it will be seen the results obtained from the questionnaire data, how they respond to learn English by using YouTube media and also how do EFL student affect to learn listening and speaking comprehension by using YouTube media. The procedures in this study include searching for data from online forms as well as various opinions from respondents which are useful for finding accurate research results. This research data analysis starts from how to find out how effective YouTube media is as a means of learning English and also this YouTube media will be studied more deeply so that EFL learners can find out the impact of using YouTube media as a medium for learning English.

This research was conducted starting from high school education to the university level. The total number of participants who filled out the questionnaire was 79 people, (26) men and (53) women. In this session the participants who filled out the questionnaire were not only students studying in the English education department, but all those who had studied English were allowed to fill out the questionnaire. A pre-test is given to students to determine their knowledge about learning English using YouTube media. The test was designed based on the provided student learning experiences by the Examiner which contains 20 multiple choice items and the answers to be answered are justified.

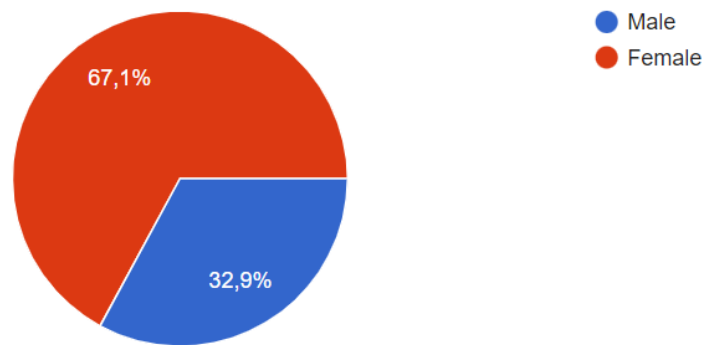


Figure 1. Gender

The instrument used for data collection in this study was a questionnaire designed by the researchers entitled "Using YouTube as a Learning Medium for EFL Students to Enhance Listening and Speaking Skills." It is used to obtain useful information in the field of attitudes and opinion. Therefore, a questionnaire was used to collect data from the respondents. Questionnaire divided into two parts. Section 1 requires demographics respondent information such as age, gender, faculties and departments, universities, educational qualifications, rank/status while part 2 is the pre-eminent item which captures data on each research variable. This section is further divided into six sections. Every part superior item in each research variable. There are 20 items in all with variations ranging from responses strongly agree to strongly disagree. In addition to the questionnaire, focus group interviews were conducted to complement the questionnaire and further support the study.

The instrument is a critical component in data collection. It is a tool for gathering research data. In other words, an instrument is a research tool that aids researchers in gathering data in a clear, comprehensive, and systematic manner. The questionnaire is the research instrument used to determine students' perceptions of using YouTube as a medium for delivering English online learning material during the Covid-19 pandemic. It was distributed via Google Form. It included twelve items. This instrument was derived from the instruments used to assess students' perceptions of YouTube learning media. The instruments include Yes/No questions and open-ended questions. It is used in each statement to assess attitudes or points of view toward the use of YouTube as a medium for delivering English material to improve listening and speaking skills. The information is then shared via a Google Form that includes some details, there are any 79 respondent, consisted of 53 female 67.1%, 26 male 32.9%. These aspects are attractiveness, effectiveness, course content relevance, and motivation to use YouTube as an English online learning medium. All of the questionnaires focused on students' perceptions of using YouTube as a medium for delivering material to improve their listening and speaking skills (Simanjuntak et al., 2021). The interview centered on finding out the actual type of YouTube used for English learning. Therefore, the questions asked are based on "what type of YouTube is suitable for learning English?".

4. Results and Discussion

In relation to YouTube, EFL students' opinion on the use of YouTube using ratings for YouTube as: (1) interesting, (2) relevant, (3) beneficial, (4) less motivating in the classroom,

and (5) less motivating outside the classroom. The results revealed that, even though student perceived YouTube enhanced their English, but, they were less motivated to use YouTube outside of their class. The review on this study has covered the concept of YouTube, lecturers and librarians' perception of YouTube, use of YouTube for teaching and learning YouTube content quality, the usefulness of YouTube, problems of using YouTube, and empirical literature. Though most of the reviewed studies are very important and similar to the study (Adeyinka et al., 2018); however, most of the studies were conducted in developed countries and focused mainly on students' perception of YouTube for teaching English for EFL learners.

Another advantage of using YouTube in classrooms is that it is cost effective. There is no limit on the amount that it can be used online, and watching videos is free of charge. YouTube is a global gateway that can be accessed anywhere and anytime (Lumettu & Runtuwene, 2018). YouTube videos play a significant role in enabling learners to speak and communicate with their teachers and classmates and understand their surroundings. YouTube is a powerful teaching aid which boosts learning both inside and outside the classroom. It provides a multi-media platform for promoting all language learning skills, especially listening and speaking, together with enriching students' vocabulary in different domains and cultural backgrounds. YouTube content has improved the students' speaking skill considerably in three areas: fluency, accuracy and overall performance.

Youtube Video Project Contributes to the Students' Listening and Speaking Skills Improvement Learning

From the first research question we can see that the contribution that arises when using YouTube media is to improve students' listening and speaking skills. The research instrument explains that the level of English language proficiency of the respondents varies, starting from a basic level of 40.5%, an intermediate level of 38%, an upper intermediate level of 16.5%. Here it can be concluded that students' proficiency in learning English varies according to research (Ding et al., 2019) This framework can also be used to understand English language teachers' technology integration practices. For example, if a teacher used a computer program to help students practice individual sound and sentence pattern repeatedly, this could be considered a skill based practice as repetition and memorization were the main features of the technology integration practice. There are as many as 91.1% of respondents who know that the YouTube platform and they watch YouTube videos on average around 2-4 hours a day. The genres they see also vary, starting from videos about learning English material, listening to podcasts on YouTube and also listening to music as a means of improving their listening skills in English.

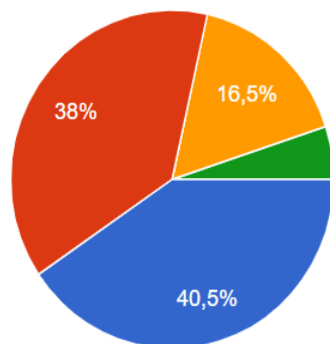


Figure 2. English Level

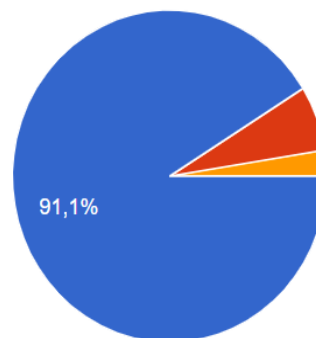


Figure 3. YouTube app familiar

Basically they watch YouTube in their free time, the thing that makes them interested in watching YouTube is the many interesting video content on it. Apart from watching various content on YouTube, they also found videos containing English learning materials. As many as 88.6% of respondents studied English materials on YouTube and 7.6% of respondents found videos about English learning materials. From there it was found that as many as 87.3% of respondents who often learn English from YouTube videos and 8.9% of respondents who sometimes learn English use YouTube. Can be concluded that acknowledges that the use of YouTube videos in a language learning context helps students learn vocabulary since, without any doubt, it favors the process of acquisition of new words.

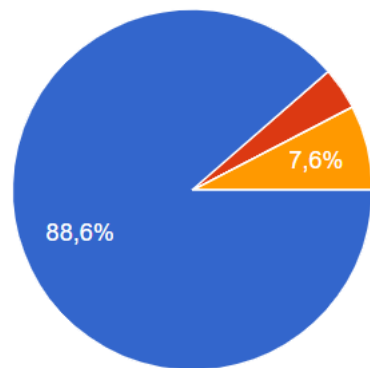


Figure 4. Study English on YouTube

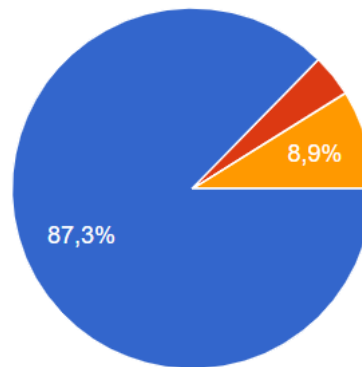


Figure 5. Often Learn English on YouTube

Through learning English via YouTube, several respondents stated that learning English using YouTube could increase learning references, especially in the areas of listening and speaking skills. As many as 70.9% of respondents stated that there were results obtained in learning through YouTube videos and 27.8% of respondents stated that learning to use YouTube takes time and also extra understanding, but that does not rule out the situation that learning English using the YouTube platform is difficult. No doubt that using YouTube videos in Learning English had useful effects on students. Nevertheless, some students outlined many barriers they have faced in using YouTube videos. A participant said "I really enjoyed using YouTube videos in learning English except the technical problems and bad internet connections during bad weather". In addition, a student added that "the high cost of internet bundle and the weak internet connection in some places were the challenges of using YouTube videos in learning English". In learning videos using YouTube, of course there are several kinds of aspects that are found. Respondents stated that learning using YouTube, especially listening and speaking skills, they had learned a lot from the learning video material on YouTube. Their speaking and listening skills began to improve over time, but there were some obstacles such as poor internet connection which is also a common problem for those who learn English through YouTube. Thus, there is a need for guidance from the teacher so that the material on YouTube can be taught again during normal class lessons, so that they can combine class learning and learning on YouTube, especially to practice improving their listening and speaking.

Factors Appear in the Reflection Process

The process that occurs in this learning reflection is how the influence of learning using the YouTube video platform and also what challenges have been passed by the respondents to learn English in order to improve listening and speaking skills. Here it is

explained that respondents who have used the YouTube platform as a medium for learning English feel a change in their listening and speaking skills. As many as 63.3% of respondents answered that there was a significant change in learning to use the YouTube platform and 36.7% of respondents answered that there was a change but not significant from learning to use YouTube.

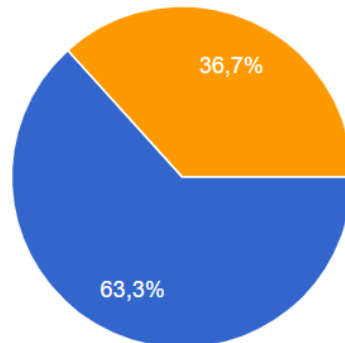


Figure 6. Significant Change After Use Youtube on Their Listening And Speaking Skills

The researchers quoted from the results of interviews with respondents who experienced significant changes from learning to use YouTube "learning English using YouTube is very good for training our focus and understanding of the material we learn on YouTube, especially listening and speaking skills". From this statement it can be concluded that there is a difference from previously learning English without using YouTube and after using the YouTube platform. There were 54.4% of respondents who learned to use YouTube occasionally, there were 27.8% of respondents who answered that they rarely used the YouTube platform as a learning medium, there were 15.2% of respondents who answered that they often used the YouTube platform as a means of learning language. English in the field to improve listening and speaking skills.

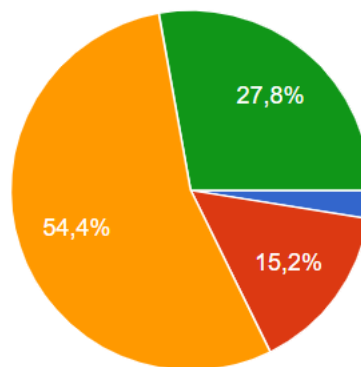


Figure 7. Different English Learning with YouTube Media

The impact caused by the existence of learning media from YouTube to improve learning listening and speaking skills is quite good. As many as 59.5% of respondents answered that quite a lot of things could be learned from learning on YouTube, as many as 25.3% of respondents answered that little could be learned from learning through YouTube, as many as 12.7% of respondents answered there were many things that could be learned. can from learning through the YouTube platform. The researchers quoted from the results of interviews with respondents "from YouTube we can get a lot of lessons that can hone our ability to improve listening and speaking skills, starting from listening to podcasts and songs

and learning to imitate what is taught on YouTube as a means to improve our speaking skills".

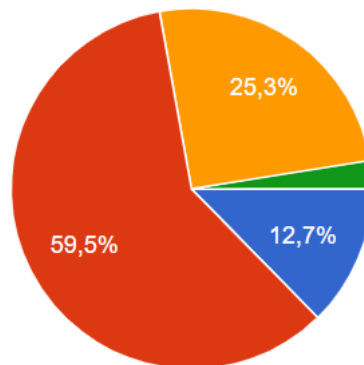


Figure 8. Impact of Use YouTube Media for English Learning Frequently

From this it can be concluded that the influence of the YouTube platform is indeed good for learning English in terms of listening and speaking, apart from that there are many challenges that must be faced such as it is difficult to learn if there is signal interference and if something is not understood it is difficult to ask. Therefore, learning in class is also important so that students can balance learning material on YouTube so that they can review it in class with the teacher. There are several statements which state that learning to use the YouTube platform is very good such as there is a translation feature available to make it easier to understand the material explained by the YouTube video and there are also many variations that make it easier for us to learn English to improve listening and speaking skills.

The findings of this study are likely valuable since they can provide teachers and administrators with a practical and theoretical understanding of undergraduate EFL learners' perceptions of using YouTube as a supplementary resource for language acquisition. The respondents in this survey ranged in age and major (Huy et al., 2021). They were, however, mostly female and spoke English at the beginner to intermediate level. While the demographic makeup was not the result of any deliberate intent on the part of the sample technique, more research with demographics underrepresented in this study (gender, language level) is required. The survey also discovered a significant level of Internet and YouTube use in classroom learning.

While YouTube can be a useful tool for language acquisition, it should not be used in place of a comprehensive language learning program. Teachers and students must take caution and choose trustworthy and high-quality content, as YouTube offers false or misleading information. Learners should also use YouTube as a supplement to structured language learning activities to ensure a well-rounded approach to language acquisition. While YouTube is a great resource for listening and speaking practice, EFL students should balance their use of YouTube with other language learning activities (Al-Hammouri et al., 2022). A thorough language learning program must include interactive speaking practice with native speakers or other learners, classroom instruction, and focused speaking activities. Finally, YouTube can be a useful tool for EFL learners to improve their listening and speaking skills. YouTube contributes greatly to the development of these basic language competencies by offering authentic language input, diversified material, and opportunities for observation and practice.

5. Conclusion

Finally, YouTube material can have a major impact on English as a Foreign Language (EFL) learners' listening and speaking skills. It provides several advantages that aid in the development and enhancement of these skills. YouTube offers a large choice of authentic English content for listening skills, including varied accents, speech patterns, and vocabulary usage. EFL students can improve their listening comprehension by being exposed to real-life language use, comprehending different accents, and growing their vocabulary. In terms of speaking skills, EFL students can benefit from YouTube. Furthermore, exposure to authentic language use in a variety of circumstances assists learners in developing a more natural and authentic speaking style.

The visual accompaniment provided by YouTube, such as subtitles and captions, aids comprehension for both listening and speaking activities. Learners can also practice interactive speaking by responding to questions, watching language challenge films, or joining language exchange channels. Furthermore, by delivering fascinating and culturally relevant content, YouTube increases motivation and engagement, making the language learning process more fun. Learners can watch videos at their own pace, based on their interests, competence levels, and individual learning needs. However, because YouTube offers false or misleading material, it is critical to exercise caution and select dependable and high-quality video. YouTube should be used as a supplement to structured language learning activities by EFL students to ensure a balanced approach to language acquisition. In conclusion, YouTube media provides EFL learners with a variety of real language input, interactive chances, and fascinating content to help them develop their listening and speaking skills. Learners can improve their language skills, increase cultural understanding, and foster a more confident and effective communication capacity in English by utilizing the numerous materials accessible on YouTube.

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