TEACHERS' ATTITUDES TOWARDS USING YOUTUBE VIDEO TO ENHANCE LISTENING COMPREHENSION

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Abstract

The development and condition of the current pandemic has changed the direction of learning from face-to-face to online. The main purpose of this research study is to bring out one of the World Wide Web's most important sites which is YouTube and show its ability to evolve listening comprehension of EFL learners. This research aims to teachers' attitudes towards using YouTube video to enhance listening comprehension. Questionnaire is handed to teachers who have an experience with the oral expression module from the English Department. The data are gathered and analysed in order to see positive or negative attitude from teachers towards using YouTube videos as means to enhance the learners' listening comprehension. The findings show that teachers have a positive attitude towards the internet in general and the use of YouTube videos as a means to develop listening comprehension. This research can provide better ways for teaching and learning and create a new space for obtaining new experiences particularly for teachers.

Key Words : *Attitude*, *YouTube Video*, *Listening Comprehension*

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A. Introduction

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives, starting from the houses to the markets and from small institutions to bigger industries. What is most important is that ICT has infiltrated the majority of the world's countries and people are no longer able to separate themselves from its tools such as audio-visual systems, internet, and others.

To be more specific, internet is one of the most important tools that had a major role in the ICT worldwide spread, it made the world look so small by connecting people from all over the world and made them share everything with each other. This helped countries to be developed in the educational, economic, and business fields. Indonesia is one of the countries that proved its loyalty to such evolution, and the internet became an inseparable part of the Indonesia overall systems.

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

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

The development and condition of the current pandemic has changed the direction of learning from face to face to online. Online learning is a form of information technology that is applied in the field of education in the form of virtual

schools.[2] Youtube have become increasingly popular especially with young adults[3], and many of EFL learners depend on it as a means to develop their listening comprehension skill. It provides them with the space to practise and test their listening abilities. YouTube can also give them the chance to be able to listen to real native English speakers and be able to interact with them. YouTube, an important offshoot of digitalization, is leading the charge as the most multipurpose medium for content transactions in the classroom and outside the classroom. It not only provides digital entertainment but also provides a great environment for learning.[4]

This research study is made to spotlight the importance of using YouTube videos as means to develop EFL learners' listening comprehension by opening the door particularly for teachers to interact within that space and also to feed them with new ways to teach and share their video publications through YouTube website.

Listening is one of the important English skills. It is different from other skills to be learned. Wallace (1998)[5] defines listening is the ability to identify and understand what others are saying. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50% rather than other skills. Nevertheless, many students get frustrated in listening comprehension. For some students, this skill is regarded as the most difficult skill. Some of them are not able to participate successfully in listening activity that is taught at class even in the real world. They can recognize the expressions and practice it in their daily life. They cannot respond anything when

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[2] Purbo, O. W. Buku Pintar Internet Teknologi E-Learning berbasis PHP dan Mysql Merencanakan dan Mengimplementasikan Sistem E-Learning. Jakarta. Elex Media Komputindo. (2002).

[3] Alimemaj, Z. Youtube, Language Learning And Teaching Techniques. International Journal of Language Learning, 2(3), (2010). p.10-12.

[4] Srinivasacharlu, A. Using Youtube in Colleges of Education. Shanlax International Journal of Education, vol. 8, no. 2, (2020), pp. 21–24. DOI: https://doi.org/10.34293/education.v8i2.1736

[5] Rizkan, A. M., Mukhaiyar. & Refnaldi. The Effect of Using YouTube as a Teaching Media on the Students' Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP PGRI Pontianak). Advance in Social Science, Education and Humanities Research. Seven International Conference on Language and Arts (ICLA), 301, (2018). p.286-290. https://dx.doi.org/10.2991/icla-18.2019.48.

they heard English expression and conversation. English learners have serious problems in English listening comprehension due to the fact that schools pay more attention to other skills and aspects in learning process.

Various suggestions have been made for educating this generation; one of them is the use of Web technologies. Examples of Web tools are social networking sites, blogs, wikis, and video-sharing sites. Among all of video-sharing websites such as Google Video, iTunes, Vimo, Youtube, etc, Youtube have become increasingly popular especially with young adults[6]. It is a video-sharing website that allows people to easily upload, share, and view video clips.

The social side was also affected as well by the massive growth of ICTs. The benefits that came from the new technologies have enhanced the social performance and made communities contact each other and interact easily. It is argued that ICTs represent a great importance in the domain of social work. In specific, they are effective in organizing people and ideas, they provide access to education, and they make the work more efficient.[7]

Teachers can depend on videos while trying to develop their learners" listening and speaking abilities. Providing the students with real life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful. "Supplementing the (often) scripted and stilted textbook listenings with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers (not to mention their students)".[8]

Internet is now considered to be at the centre of every individual's interest since people's lives are now directly connected to this type of online technology.

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[6] Alimemaj, Z. Youtube, Language Learning And Teaching Techniques. International Journal of Language Learning, 2(3), (2010). p.10-12.
[7] Perron, B., Taylor, H., Glass, J., & Leys, J. Information and Communication Technologies in Social Work. Advances In Social Work, (2010). p.11(1).
[8] Stanley, G. Podcasting: Audio on the Internet Comes of Age. Teaching English As a Second or Foreign Language-EJ, (2006). p.9(4).

Economic investments are growing fast and people started to be attached to this online world to a level that makes it part of their lives.

The internet world is a wide virtual space that contains many sections concerning many fields of the human's interests. YouTube is one of most important parts in the internet and a WWW source. The source, Youtube.com, is a website that exists in the web. It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone.[9]

In the field of English as second/foreign language learning, the use of online tools and especially YouTube website has proven its usefulness. EFL learners now are able to enhance their English learning through the use of YouTube website. Using online videos offers the students a new way to practise on their language skills in any place and this will keep them involved in the learning process.[10]

Incorporating user-videos such as youtube.com is very important in education. Students have a changing nature and since they are the population that most support ICT tools in general and the web 2.0 in specific, educators should put that in consideration knowing that students absorb information in videos and images quickly as well as texts and from multiple sources. They expect immediate responses and feedback, and they like to get access to media. In addition, they prefer communication; those conditions will suit the educators if they integrate the lessons with web 2.0 tools and YouTube is one of those most suitable tools.[11]

The internet is a broadfield that contains many resources that are produced and continue to be produced by internet workers. When someone searches for online video resources, many websites appear to provide the service of storing and exhibiting videos and their number is estimated to reach 210 websites with large number of videos shared, but only one video website that is famous and used million

[9] Watkins, J. & Wilkins, M. Using YouTube in the EFL Classroom. Language Education in Asia, (2011). p.2(1). doi:10.5746/leia/11/v2/i1/a09/watkins_wilkins
[10] Baniabdelrahman, A. (2013). Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skill. American International Journal of Contemporary Research, 3(6)
[11] Duffy, P. (2008). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. The Electronic Journal Of E-Learning, 6(2). EDUCAUSE. (2005). There's Something in the Air: Podcasting in Education. United States: EDUCAUSE review.

times per day by internet users and that website is youtube.com. "At present the website with the largest market share is www.youtube.com"[13]; this makes it dominate the field of online videos providing sources.

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

Youtube is a very attractive social media[14] that hosts thousands of entertainment, educational, political, medical, and historical videos from all around the world. According to recent statistics about the use of YouTube worldwide in 2018, there are 1 billion users of Youtube, 100 hours of video are uploaded to Youtubeevery minute, and it is localized in 61 countries and across 61 languages with 82 million subscribers (www.youtube.com/t/press_statistics). YouTube videos are very important for EFL learners and the reason behind that is that YouTube website can provide learners with the material they need in their learning of the English language. Usually EFL learners try to enhance the four skills (listening, speaking, reading, and writing) and the use of YouTube could help them achieve that goal. In accordance with English learning, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking.[15] Furthermore, YouTube implementation in classrooms will provide students with better comprehension of the lesson.[16]

EFL teachers and learners are always searching for ways to enhance their listening and speaking proficiency through the use of many activities. Although

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[12] Duffy, P. (2008). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. The Electronic Journal Of E-Learning, 6(2). EDUCAUSE. (2005). There's Something in the Air: Podcasting in Education. United States: EDUCAUSE review.

[13] Duffy, P. (2008). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. The Electronic Journal Of E-Learning, 6(2). EDUCAUSE. (2005). There's Something in the Air: Podcasting in Education. United States: EDUCAUSE review.

[14] Bonk, C. The World is Open. San Francisco, Calif.: Jossey-Bass. (2009).

[15] Chhabra, P. Use of E-Learning tools   in teaching English. International Journal of Computing & Business Research, (2012). p.1-7.

[16] Khalid, A., & Muhammad, K. The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study). International Journal of Linguistics, (2012). p.4(4), 525-551.

some traditional activities could be helpful for practising the listening and speaking abilities, the modern ways which the technology provides are better and they give positive results for both teachers and learners.

B. Methodology

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

This research is conducted using the descriptive way and depending on the qualitative method. It is planned to study the attitude of EFL teachers towards the use of YouTube videos to enhance students' listening comprehension.

In order to investigate this subject, seven teachers who may have an experience with oral expression module have been chosen. The reason behind choosing specifically the oral expression module is because of its nature where teachers at some point are required to do activities that may require the use of some ICT tools. Teachers were selected randomly without taking into consideration their knowledge about the internet use.

A questionnaire is the most suitable technique to reach valid answers in this research. The questionnaire is made for teachers in order to investigate the teachers' attitudes concerning the use of YouTube videos in their educational setting as a means to develop the students' listening comprehension.

This survey which is concerned with EFL teachers made for the purpose of introducing YouTube as an effective tool for education and also to investigate the teachers' attitudes towards the use of YouTube videos in the teaching of English as a foreign language.

The teachers' questionnaire is distributed to the teachers who are required to answer individually by giving their pure thoughts towards the subject. The answers are gathered and analysed. Statistics show us the teachers' familiarity with the use of YouTube website. This helps us measure the teachers' understanding of the topic. It is decided to deal with the data findings manually by entering them in Microsoft Excel 2010. The results are presented in form of graphs.

C. Findings and Discussion

1. Findings
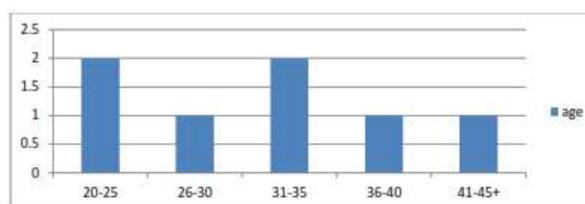
Graph 1 : Teachers' Age

From what can be seen in Graph 1, the range of teachers' ages varies from one another. The percentage as it is presented in the figure is divided into two parts, teachers whom their age is around 20 to 25 and 31 to 35 are 29% for each, on the other hand, teachers who are around the ages of 26 to 30 and 41 to 45 + are 14% for each which shows that there is a mixture between young and old teachers.
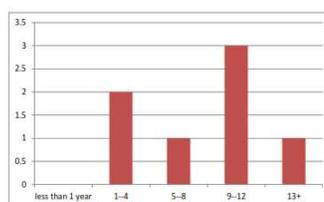

Graph 2 : Years of teaching experience

As the (Graph 2) illustrates, there is an increasing number of the teachers who have an experience of teaching between 9 and 12 years with a percentage of 43% followed by 29% of the teachers who have less experience between 1 and 4 years. Teachers who have 5 to 8 years of teaching experience are 14% and the same thing for the teachers who are teaching for more than 13 years. This shows the diversity of the teaching experience.
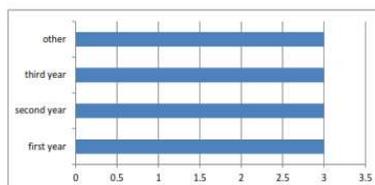
Graph 3 : Classes of Teaching

The findings from this research indicate that all the participants are spread equally on the English classes and all of them are in touch with the English levels. 43% of the participants are teaching the first year, 43% of them also are teaching the second year level of students, and the same percentage for the third year level. Another 43% of them are teaching the masters levels.
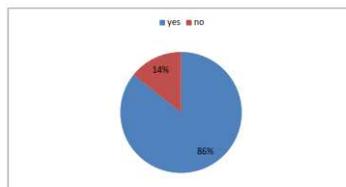
**Graph 4 : Teachers" use of Technology Tools in Daily Life**

The findings that are obtained from the graph 4 show that almost all the teachers are familiar with the use of technological tools in their daily life. It is shown that 86% of the teachers use ICT tools on a daily basis. However, 14% of the teachers appeared to have no contact with the technological tools in their daily life.
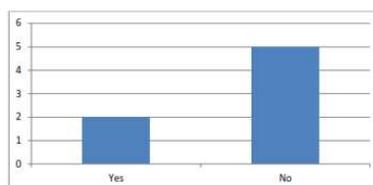
**Graph 5 : The Phobia of using Technology**

According to the results that are shown in Graph 5, most of the participants seem to have no fear towards the use of technology whether in their daily life or at the work place or anywhere else. 71% of the teachers appear to be tolerant with the use of technology without showing any kind of phobia towards it and their reasons

were summed up as (1) It is a natural part of life, (2) It is the era of technology, and we have to live the era with all its components, (3) Passion for new things especially the things that are related to technology because they facilitate life and improve it. Only 29% of the participants shown their fear against the use of technology in their lives and seem to be scared of the use of ICT tools and we can sum up the reason for their phobia for examples : (1) Being scared to plan to work with ICT tools (computer, datashow) and finding problems dealing with technical issues that may occur while presenting the lesson using those tools. (2) Not being familiar with the use of technology tools.
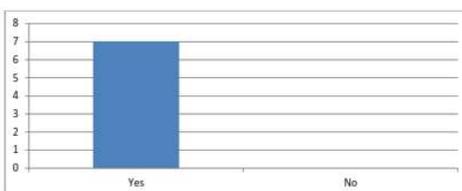
Graph 6 : The use of Technological Material inside the Classroom

As it is illustrated by the graph in (Graph 6), all the teachers who participated in this survey welcomed the idea of teaching the English language using technological material in the classroom. 100% agreement is positive sign from the part of the teachers who have not showed any sign of refusing this idea and that proves that they are open to new thoughts or methods concerning the way of teaching.
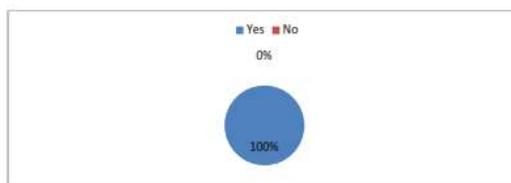
**Graph 7 : Practising through Native speakers' Speeches**

As it appears in the graph 7, there is no doubt that all the participants agreed upon the idea which suggest that students will acquire best the listening ability through the exposure to a native speaker talk. 100% of the participants showed their support

to this idea and they seem to be sure that it would make a positive difference in the study field.


Graph 8 : Teachers' Reliance on Technology in Teaching

According to the results shown in (Graph 8), there is a significant percentage concerning the teacher participants who appear to be relying on the use of technological tool concerning the teaching of listening ability. There are 86% of the participants who approved to be ICT tools users in the work place. On the contrary, 14% of the participants denied the use of technology in the classroom.
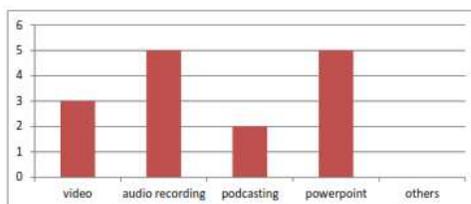
Graph 9 : Videos and Comprehension

The findings from this research indicate that the teachers" choices of tools vary from one object to another according to what suits the nature of the lessons. The most used objects are audio recordings and PowerPoint with 71% for each, participants also chose videos as a suitable object for their use with 43% whereas the participants who have chosen podcasting are 29%, those tools are the usual ones which can be found in educational institutions.
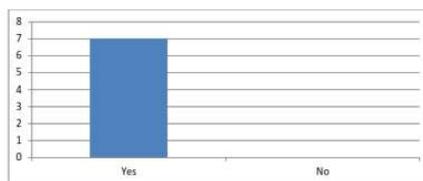
Graph 10 : YouTube is good Source for Listening

As seen in (Graph 10), there is a total agreement concerning the idea of using YouTube website and videos as a good source for teaching listening. 100% of the participants showed their support and said that YouTube can be considered as a good source for teaching listening and none of them refused this statement.

2. Discussion

The overall findings that appear in this survey which is made for the teachers show positive responses when speaking about the ICT tools in general and about the use of videos in specific even if there are some reservations from a small part of the participants concerning some of the details but the general opinions are promising and almost all participants are opened up to suggestions.

Firstly, what can be seen from the findings is that there is diversity in the age concerning the English language teachers and the mixture of age can be a positive thing. The majority of the teachers are in touch with ICT tools in general and with the internet and the WWW in specific which means that they have a clear idea about them and their use. Additionally, more than half of the teachers appeared to have no fears concerning the use of technology and showed that they are ready to use it whenever the chance gets to them; in fact all of the teachers prefer to use technological materials while they are teaching in the classroom. Furthermore, participants think positively concerning the idea which says that students will acquire best the listening skill if they are exposed to native speakers' talk. Videos that contain native speakers are the best solution for teachers who want to help their students with the listening skill. Most of the participants also appear to be using some of the technological objects while they are teaching such as PowerPoint, Datashows, and videos and this is a sign that the educational system supports modern ways of teaching.

Videos are a good source for teaching listening; this is what all the participants agreed upon confirming that the authenticity of the videos gives them the privilege to be a good source for teaching the students listening. All participants also think that using videos as a teaching material will attract the interest of the students and make them want to study and that because of the power of videos in

putting the students inside the situation and make them live it, and also the videos ability to bring real life situations inside the classroom and this will break the routine that the students used to live in. Entertainment is one of the things that bring good atmosphere to the classroom and teachers need it and this is what the findings show, videos are the solution for the teachers to bring a funny atmosphere to the class.

Authentic materials such as videos are always the best way to improve the students' pronunciation and intonation. This is what the results of the participants showed and it appears that all the teachers agree on this point. In other words. YouTube can provide all sorts of videos the teachers need in their process of English language teaching.

Most of the teachers agree that the traditional method is not very helpful for teaching the listening comprehension because people are living a new era and they need to modify their way of educating to what suits this new technological generation. Teachers also admitted that they need special training concerning the use of YouTube videos inside the classroom and the reason for that is to get used to such a method and such an object for teaching. They think that learning and mastering its use will bring better results for both learners and teachers.

D. Conclusion

This research was divided into two parts, the theoretical part and the field work. The theoretical part consists of two chapters in which the study was about the two variables of the topic. The first chapter concentrated on the listening comprehension variable in which it covered some aspects concerning that ability. On the other hand, the second chapter concentrated on YouTube videos as a second variable in this study. The field work was concerned about the data analysis of the teachers' questionnaires with the discussions of the findings.

The investigation took place at Islamic University of Kalimantan with teachers. The population was teachers English language and the reason for choosing them was because they have oral expression module. The questionnaire was handed to seven teachers who taught or currently teaching oral expression module in order

to get an insight about their opinions and attitudes towards the use of YouTube videos in the process of teaching and learning.

The findings of the investigation showed that English language learners are interested in the use of internet tools like YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educationalsetting and enrich their English language knowledge. The majority of the students are interested and curious about how can YouTube change the way of their learning and be presented to them as a new method of teaching them the English sessions. The research findings also revealed EFL teachers' acceptance and support concerning the use of the new methods which the technology provides to the teachers. Teachers think that YouTube videos could be a solution to many problems such as boredom and routine. However, the success of the use of this technology depends on the teachers' experience of using such tools and the way they guide the students through the use of its features. Through the review of the teachers' questionnaires, this study has made ussure that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher. YouTube videos can be a very useful way of practicing the listening ability for EFL learners and provide them with new and exciting methods of learning the English language.

To conclude, it can be said that the study of the topic using the descriptive method is not as good as can be expected, but the problem of the limited period of time forced the use of such method in order to obtain some results. The most suitable way for this topic is the experimental way. The limitation of time also prevented the use of interviews if we take into account that the interview's analysis is a time consuming. Another limitation faced this work which is the technical problems concerning the laboratories of the English department which led us to count only on the teachers' questionnaire in the field work without depending on the observation.

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