

# The effect of YouTube on students' listening comprehension in millennial era

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## Abstract

This study investigates the effect of learning with YouTube, particularly on students' listening comprehension. This is quantitative research. In addition to using an ex post facto design, the form of observation also employed an ex post facto design. This study employed pre-test and post-test methodologies to pre-test the final outcomes of acquiring listening comprehension using YouTube. For the post-test, namely by using a questionnaire. The study samples were collected through the distribution of questionnaires. The samples consisted of 20 eighth-semester IAIN Sultan Amai Gorontalo students. This study's samples used only one class. This study's findings revealed that a significance value of  $0.05 < 0.05$  (sig. 0.000 0.05). Therefore,  $H_0$  was rejected, whereas  $H_1$  was accepted. The results indicated that YouTube impacted the auditory comprehension of eighth-semester English students at IAIN Sultan Amai Gorontalo during the 2020–2021 academic year.

**Keywords:** YouTube, Listening Comprehension

## INTRODUCTION

Technology is knowledge of the use of tools that affects the natural environment. Technology also means objects that humans can use, such as machines, systems, networks, and techniques. Nowadays, technology is beneficial in daily life activities. Technology in the millennial era is currently experiencing very rapid development. In addition to its development, technology can change people's way of thinking in finding and obtaining knowledge and information more easily. Therefore, people no longer need to bother to look for information through printed media (newspapers, magazines), audio media (radio), or audio-visual media

(television).

In technological development, development is also needed for the technology can be used according to the times and not left behind. Therefore, technological development is carried out so that it can be found and provided with facilities to assist students in finding information in the learning process. Then Development Technology in education can also do by learning through social media as students can collaborate to discuss with one another and exchange ideas that can be used to learn everywhere and anytime. Thereupon, the Development of Technology in the world is excellent because it helps students in achieving educational goals.

The use of technology in education is relatively new, particularly in the context of language instruction. Teachers can use technological developments to enhance learning, which can help teach language learning. Teachers can use the facilities available on the internet as supporting material for the learning process. In this millennium era, technology in the field of education can significantly increase students' interest in learning because, in terms of the use of technology, students more often use technology for learning rather than through books.

Learning technology is theory and practice in the design, development, utilization, management, and evaluation of processes and resources for learning. This is a unified whole to improve student learning outcomes in the learning process in the educational unit stated by (Barbara B. Seels and Rita C Richey, 1994) and Hartoyo (2008) state that several media technologies can be used in education, including Interactive multimedia, Television, Computer / Laptop, Mobile phone.

Learning English nowadays is essential because it allows communication with new people. Especially in English learning, it helps to see things from a different perspective or get a deeper understanding of another culture, as studies have shown that people who speak two or more languages have more active minds later in life. And in this millennial era, many applications help students to learn English, such as Youtube, British Council, Hello English, etc. Indeed, students also use mobile devices or smartphone technology to access these applications.

The most effective method to introduce listening strategies to students is by having them listen to language lessons using Multimedia Technology. As Multimedia Technology, comprising interactive video, audio, speaker, and CD, becomes more accessible to instructors and students, its potential as a tool for enhancing listening skills becomes more practical. Multiple combinations of text, graphics, audio, and moving video can be incorporated via

multimedia. Students can interact with textual, aural, and visual media in various formats. (Shapran et al., 2011:78-83) "multimedia-enhanced listening allows students to combine sounds and images in a manner similar to that which they would use in a communicative situation outside of the EFL classroom." Along with expert statements, multimedia, and audio and visuals can support students' listening comprehension. In addition, the teacher has followed the method and development of existing technology to develop exercises and listening skills for students.

YouTube is one of the Internet resources for innovative learning activities in the current era, characterized by the accelerated development of technology. YouTube is a popular website that allows users to upload, observe, and share video clips, especially lessons in listening. There are many listening comprehension exercises on YouTube; students can access exercises related to listening comprehension easily. No longer uses CDs, DVDs, and others.

According to (Burke, Snyder, & Ranger, 2009), YouTube can be used as a source of learning and learning media to satisfy the needs of the digital generation. YouTube can increase interest and support the digital generation's learning styles. YouTube also provides an educational opportunity with new technologies that will be beneficial after they graduate. The result above that impacts youtube listening can improve student skills in English learning education, especially in listening, and make it easier for students to practice listening comprehension.

Now learning to use technology helps teachers and students. Teachers can facilitate the delivery of knowledge to students using technology media. For instance, the use of technology has been encouraged in higher education institutions due to factors such as the availability of mobile phones, their ability to motivate students, and the freedom and information they provide for sharing. Educational institutions are presently confronting the reality of accelerated development with the assistance of technology. Based on data in the field at IAIN Sultan Amai Gorontalo, especially on students of the English Education Department in listening subjects 1, 2, and 3 often face some difficulties in listening subjects. The example is difficult to concentrate on listening, lack of understanding of accent, and lack of understanding of vocabulary in listening. In Listening 1, students are required to understand the basics of listening by listening to the audio and then recounting what has been heard through the audio. In Listening 2, students were trained on TOEFL tests, listened to some audio about the song, and rewritten the lyrics that needed to be added. Then during the Final Examination, students are given an assignment

via Youtube and take the TOEFL test. In Listening 3, students were reviewed again about the TOEFL tests and were introduced to the IELTS test. Followed by more exercises related to TOEFL and IELTS tests. Then in the Final Examination, students are given back the task via Youtube and then look for News on CNN and BBC. Then the students retell what they had heard from the news. So, for this problem, the researcher is very interested in how You tube's effect on listening comprehension will be taught to students.

## **METHODS**

This study was quantitative that used an ex post facto design. In this design, it must consider the possibility that the independent variable and the dependent variable were two separate consequences. Because there were common causes that were sometimes obvious. The researcher should always consider the possibility of common causes that impact the effectiveness of this study.

The population in this study was the English students of institute Sultan Amai Gorontalo final semester. The researcher took one class as an object of research. The sample of this study were the 8<sup>th</sup> semester class that consisted 20 students. This study used two kinds of instruments in collecting the data, they were questionnaire and documentation. The questionnaire was a data collection technique that was done by giving several questions to respondents. The questionnaire conducted in this study uses a closed questionnaire type that is a questionnaire that has provided the answers.

Meanwhile, documentation used in this study was documentation for students that going to do some Listening Comprehension by using Youtube. So the document that the researcher used in this study was in the form of students' final scores after the listening comprehension test using Youtube.

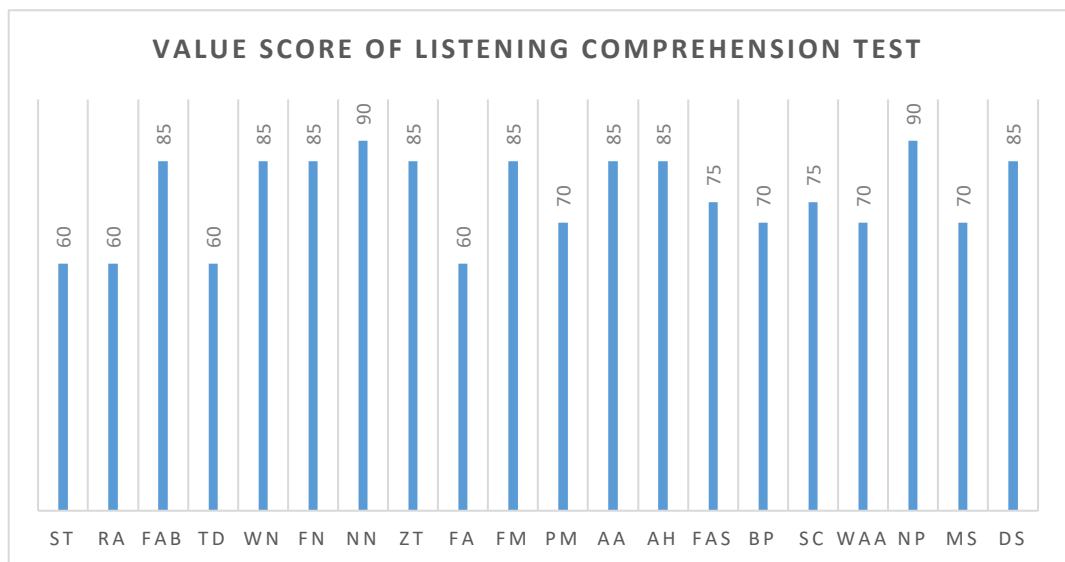
## **RESULTS AND DISCUSSION**

### **Results**

The effectiveness of Youtube on students' listening ability, that the data shows an increase in listening ability before using Youtube and after using Youtube. With practice, it becomes more fun because listening to using Youtube students can further improve their listening skills and be free to find material for listening skills.

Data results from tests and questionnaires were obtained from 20 students or respondents. Data collection was carried out with one questionnaire, a questionnaire using Youtube as well as a questionnaire that supports data from using Youtube for listening ability. From the research obtained one type of data, namely; the value of the questionnaire.

**Figure 1. Value of Listening Comprehension Test**



On the table diagram above, is the result of the questionnaire and the listening comprehension score. Therefore, it is also proven by the results of the questionnaire that I gave to approximately 20 respondents that **47.8%** They are looking for learning especially listening comprehension by using Youtube as their learning media which can be accessed wherever they are. Furthermore, the results of statistical calculations carried out using the SPSS program for the final score of Listening usYoutube as a Media can be seen as follows: the result data using SPSS.

**Table 1 the final score of listening Youtube**

Case Processing Summary			
		N	%
Cases	Valid	20	100,0
	Excluded <sup>a</sup>	0	0,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability of the Test: If the Cronbach's Alpha Value is more than 0.05, the Questionnaire is Reliable:

Reliability Statistics	
Cronbach's Alpha	N of Items
.736	26

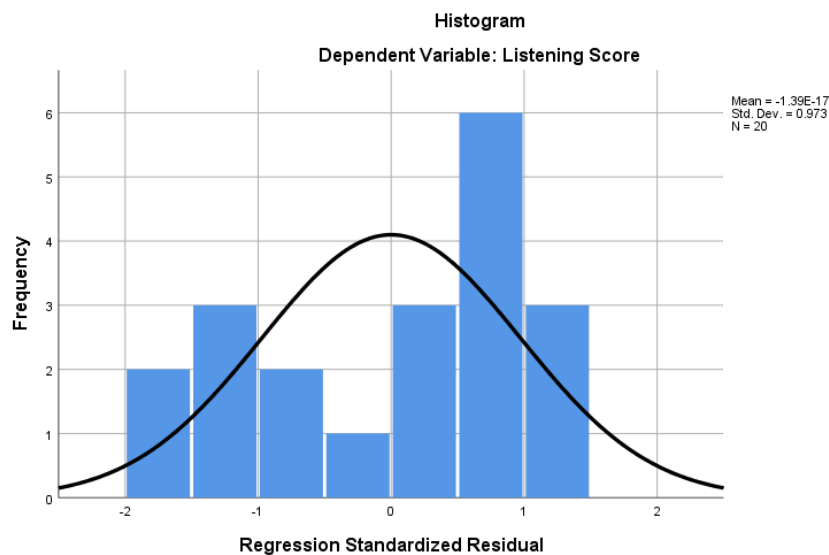
1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	10.15715848
Most Extreme Differences	Absolute	.219
	Positive	.122
	Negative	-.219
Test Statistic		.219
Asymp. Sig. (2-tailed)		.013 <sup>c</sup>

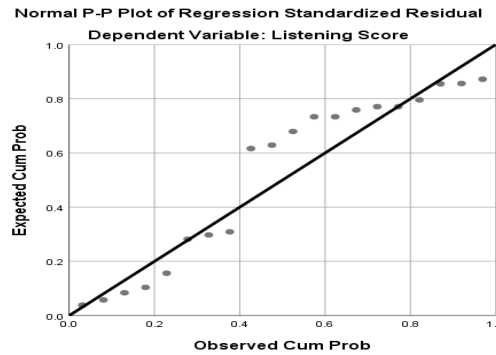
- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Figure 2. The effect of youtube on students' listening comprehension



The table above showed that the Effect of YouTube on Students' Listening Comprehension is directly proportional and can be used in independent learning for students.

**Figure 3. Linearity Test**



Linearity Test: By looking at the Deviation From Linearity in the Sig and F value tables Linear said if the significance value is more than 0.05.

**2. Hypothesis Test Results**

	Mean	Std. Deviation	N
Listening Score	76.5000	10.77277	20
Use of Youtube	70.1500	8.73152	20

**Correlations**

		Listening Score	Use of Youtube
Pearson Correlation	Listening Score	1.000	.333
	Use of Youtube	.333	1.000
Sig. (1-tailed)	Listening Score	.	.076
	Use of Youtube	.076	.
N	Listening Score	20	20
	Use of Youtube	20	20

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	47.661	19.375		2.460	.024		
	Use of Youtube	.411	.274	.333	1.499	.151	1.000	1.000

a. Dependent Variable: Listening Score

**Discussion**

The discussion should elaborate and justify the significance of the research results, not repeating them. Avoid extensive citations and discussions of published literature. In discussion

section you get the chance to sell your data. Make the discussion correspond to the results, but do not reiterate the results. The following components should be covered in discussion: How do your results relate to the original question or aims outlined in the introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences.

## CONCLUSIONS

In addition, students certainly gain knowledge as well as listening skills because YouTube videos make learning situations in the classroom more fun, motivating, interesting, creative, cooperative, and productive.

From 20 students of English Education Department of IAIN Sultan Amai Gorontalo as the subject of research, then the result showed that The Effect of YouTube on Students' Listening Comprehension in Millennial Era Directly Proportional, by using Youtube as media Can improve and be effective in learning listening comprehension along with this millennial era with technology-based learning.

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