



Utilizing English Videos as Listening Instructional Media to Promote EFL Students' Listening Proficiency

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Abstract: The delivery of listening instructions proved difficult for students, who also lacked interest in English subjects. One potential solution to improve their listening skills could be the use of effective learning media that engages their interest in the subject matter. The purposes of this study were to investigate students' listening proficiency and figure out students' perceptions of utilizing videos as media for learning English listening subjects. A quantitative research design was applied to gather the data required through a test and questionnaire. Furthermore, a test was used to gather data related to students' listening ability, and a questionnaire was used to find out students' perceptions of utilizing videos as sources of learning listening. Respondents in this study were twenty-five students from the eleventh grade of SMK N 1 Pleret, Yogyakarta. The findings of the present study revealed that the total mean score (\bar{x}) of the students' test results was 76,8, which is categorized as a "Fair" level of achievement. Other findings revealed that the use of video brings a positive impact on students' learning situation because the use of videos made it possible for students to actively participated in their listening class activities. The results indicated that students enjoy watching videos, and believe that watching videos could enhance their listening proficiency. Besides, videos provide visual elements which can be the key element in assisting students to enhance their listening ability.

Keywords: *English videos; students' listening enhancement; listening proficiency; perceptions.*

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A. INTRODUCTION

Videos as one of the media for learning English may be utilized to enhance students' listening ability. It may be used in English language learning and teaching as a method for practicing listening skills. According to Wallace *et al.*, (2004), being able to listen effectively is important because it allows learners to successfully communicate with others and develop insights, understanding, knowledge, and information. Meanwhile, Harmer (2001), confirms that English-based video can facilitate students' learning of English both providing feedback and evaluating their listening performance.

The existence of ICT-based teaching media may help students in listening (Mustofa & Sari, 2020). Internet search-based engines such as YouTube, and other online sites can be used as authentic sources of teaching material (Fakhruddin *et al.*, 2020). Meanwhile, (Hamad *et al.*, 2019), state that YouTube has a significant role in language teaching and learning.

English-based videos may be great alternative learning sources since they include conversations with native speakers of English which can help learners understand how to pronounce words and train their listening skills in class. Listening is important and the most crucial language skill that students should have in social interactions (Luo, 2008). Listening can help students improve their ability to communicate.

Furthermore, English videos as learning sources may boost students' interest and motivation in studying English, especially listening subjects. Video as relevant resources may be implemented as an alternative instructional method for teaching listening. According to Qomariyah *et al.*, (2021), YouTube videos are authentic and used for fun and educational purposes. According to Sabinus *et al.*, (2013), videos are available for any level of learners and topics for all domains of instruction. According to Amalia (2014), the appropriate use of videos at the right time and the right place make it possible to give a positive contribution to language learning.

The importance of listening skills has been addressed by several experts, for instance, Nunan (1997), listening is very important for learners in foreign language classrooms. According to Richards and (Renandya & Richards, 2022), students will learn to listen before they learn to speak, read, and write. Meanwhile, (Gilbert & Procter, 2006), believes that the skills of listening comprehension and pronunciation are interdependent.

Our preliminary observation in the English listening class at SMK N 1 Pleret showed that students have difficulties understanding the learning instructions and they were not interested in listening to English subjects. Using the appropriate learning media to attract students' interest in learning listening subjects might be one of the ways to enhance their listening ability. Therefore some EFL teachers at SMKN I Pleret utilized English based-videos in their listening course, for instance, **English For You (EFU)** https://www.youtube.com/channel/UCaUajKAl3cpGQ6KARpnz_3w. Teacher provided the video, and asked students to listen. Then, students did the exercises provided on their book and practice the pronunciation. English videos may be a good learning resource since they include conversations with native speakers of English, which can help students understand intonation, word stress, and how to pronounce the word easily. The present study focuses on examining the ability and perceptions of eleventh-grade students of SMK N 1 Pleret Yogyakarta using videos as media for learning listening subjects. The findings of the current research are expected to bring insights into the existing body of knowledge in English Language Teaching (ELT), especially listening skills.

Researchers in the present study is interested in examining students' listening ability and perceptions of using English videos as media for learning listening English subject. Therefore, the research questions are set as follows: 1) What is the student's ability in listening using videos as media for learning a listening subject; 2) What are the students' perceptions of using English video as media for learning a listening subject?

Some previous studies were conducted in this topic, for instance, Ismaili, Bajrami (2016), Kurniawati (2016), Hsu, *et al.*, (2012), Woottipong (2014), Riftiningsih (2018), and Thuy dung (2021) were mostly discussed about the utilization of videos to improve learning and teaching process, students' attitude of learning English, and achievement in the tertiary level of education. A few studies to the best of the authors' knowledge were conducted to focus on the utilization of videos as media for learning listening subjects to enhance students' listening ability at the Senior High School level.

Despite the plethora of the aforementioned studies, the present study is worth conducting to confirm the previous findings and to fill in gaps on similar issues regarding the utilization of video to enhance students' language skills, especially in listening skills at the secondary level of education. The objectives of this research are to examine students' listening ability and figure out students' perceptions of utilizing videos as media



for learning English listening subjects.

B. RESEARCH METHOD

The quantitative research design was applied in the present study since the data were in the form of quantitative both test and questionnaire, The participants of this present study were 25 students in the eleventh grade at SMK N 1 Pleret Yogyakarta who joined listening course subject. Since there are 3 classes, then they were selected using convenience random sampling technique. In this present study, the researchers utilized a test of the listening subject as an instrument to find out students listening ability by using a video from the video on YouTube 'Listen and find the correct picture' which can be watched through <https://youtube.com/watch?v=aUczcMUlopg&feature=shares>, with a total duration is about 12:07 minutes. The function of this test is to find out students' listening ability in learning listening English subjects. Meanwhile, a questionnaire was used to find out students' perceptions of learning listening English subjects through video.

In this present study, the researchers used a set of a test consisting of ten (10) questions, The test items can be seen in Table 1 as follows:

Tabel 1. The Description and Test Items (Question)

No	Description	Questions
1	Picture number one describes about a woman who is calling her friend that might be late to the café because, there is an accident outside. She tells him that she is driving on the highway at the moment.	Where is the women?
2	Picture number two describes about an American tourist who ask the women next to him about what train that go to the oxford.	What time is the next train to oxford?
3	Picture number three describes about a woman who gives an attention to the class for going to the playground about two hours when the bell rings leave for the fire drill.	Where should people go?
4	Picture number four describes about a woman who tells john that her house is easy to find. She also gives some clues like her house is sees a avenue, she doesn't have a pool, isn't terraced house either, just a simple detached house.	Which house is she talking about?
5	Picture number five describes about a mom who asks her son to tidy up his room because it is so messy. And her son say he will do it later because he takes a shower.	Where is Adam?

6	Picture number six describes about a woman who talks Harry about the dishwasher that does not working properly, so she ask harry to come and repair it. Harry say he can do it on Wednesday.	When is Harry repairing the dishwasher?
7	Picture number seven describes about a man who invites a woman to go for a dinner in the park by the river.	Where are they going for a dinner?
8	Picture number eight describes about a boy who calls his girlfriend and tell her if his mom doesn't agree if they go to the disco, and house isn't clean enough. So the boy ask her to go bowling at 6:00 for his birthday party.	Where is John's party?
9	Picture number nine describe about a woman who orders two pizzas, three bottles of cokes, and some salad at eight o'clock.	Which is the correct picture?
10	Picture number ten describes about the speaker who give an attention to do not enter the water beyond the red flags that area, and no swimming around the boats.	Who is the speaker?

Apart from the test, students were also administered five (5) questionnaires. The questionnaire uses 4 rating scales, rabgin from Strongly Agree (4) to Strongly Disagree (1). The questionnaire items can be seen in Table 2 as follows:

Table 2. Questionnaire Items

No	Statements	Rating Scales			
		SA (4)	A (3)	D (2)	SD (1)
1.	I found it easy to complete the test because I watch the video as media for learning to listening				
2.	I like to watch English videos when I learn English, especially listening subject				
3.	The speakers in the videos speak English too fast so I could not catch the ideas				
4.	The English videos enhance my English, especially my English listening ability				
5.	I like the videos used as media for learning listening subject				

The test was used to figure out the students' listening ability and the questionnaire is used to find out the student's perceptions of learning listening English subject. The procedures conducted after gathering the data needed from students' test results and the questionnaire, were the researchers analysed the data by using a scoring rubric, found out the results, and draw the conclusion. The students' scores will be determined by the

number of students' correct answers. If a student can answer all the 10 questions, she/he would get 100. If a student only can answer 5 questions then he/she would get 50. The result of each student's score was calculated by using the following formula as purposed by Kothari(2004) as follows:

$$SS = \frac{CA}{10} \times 100$$

Where: SS = Score of the student, CA = Correct Answer, 10 = Number of items. × 100.

The researchers presented this study used scores and predicate to measure students' learning ability as seen in Table 3 as follows:

Table 3. The Scoring Rubric

Interval	Predicate	Level of Achievement
90 - 100	A	Very Good
80 – 89	B	Good
70 – 79	C	Fair
< 70	D	Less

Adopted from Kemendikbud (2017)

C. FINDINGS AND DISCUSSION

Findings

Students' Ability to Listening using Videos as Media of Learning

The present study was conducted to figure out the students' listening ability and students' perceptions of learning listening English subjects through watching videos. After gathering the students' work, the researchers did the scoring and provided the results as presented in Table 4 as follows:

Chart 1. Students' Test Results

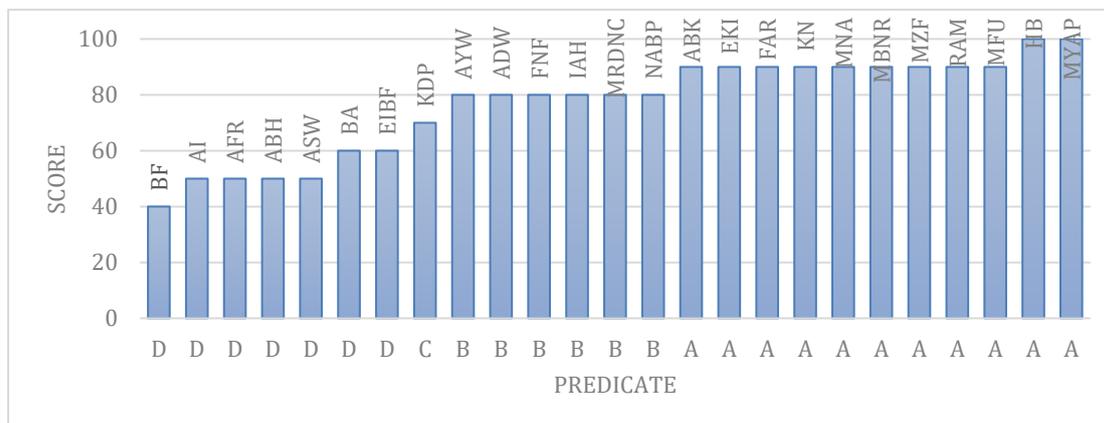


Table 4 shows the scores of twenty-five students' test results of the eleventh-grade students at SMK N 1 Pleret Yogyakarta. After gathering students' work, then the researchers did the scoring on each student's work. The findings showed that four students (AI, AFR, ABH, ASW) gained a score of 50 since they correctly answered five test items. Meanwhile, there are six students (AYW, ADW, FNF, IAH, MRDNC, NABP) gained a score of 80 on the test since they could answer eight test items correctly.

Another result showed that nine students (ABK, EKI, FAR, KN, MNA, MBNR, MFU, MZF, RAM) gained a score of 90 on the test because they could answer nine test items correctly. There is one student (BF) who gained a score of 40 on the test was given because she could only answer four test items correctly. There are two students (BA, and EIBF) gained a score of 60, one student (KDP) gained a score of 70, and two students (HB, and MYAP) obtained a score of 100 as they could answer all the test items given correctly. From the data gained, the highest score is 100 and the lowest score is 40. The total mean score (\bar{x}) of the students' test results is 76,8. The score from the highest to the lowest based on students' test results at SMK N 1 Pleret Yogyakarta is presented in Table 5 as follows:

Table 4. The Highest to the Lowest Score of Students' Test Results

Score	Respondent's Initial Name
100	HB, and MYAP
90	ABK, EKI, FAR, KN, MNA, MBNR, MFU, MZF, and RAM
80	AYW, ADW, FNF, IAH, MRDNC, and NABP
70	KDP
60	BA, and EIBF
50	AI, AFR, ABH, and ASW
40	BF

Table 5 shows the highest score to the lowest score of students' test results from the ten questions test items. The highest score is 100 and the lowest score is 40. The findings showed that the majority of students gained a score of 90 and 80, then a score of 50 in the third position. The researchers grouped the students' scores to find out the student's grades and level of achievement, as presented in Table 4 as follows:

There are eleven students out of twenty-five students who are in a Very Good level of achievement, therefore, they are categorized into predicate A. The other six students of the twenty-five students are categorized into a Good level of achievement, and they are categorized into predicate B. Meanwhile, there is only one student out of twenty-five

students with a Fair level of achievement, therefore, she is categorized into predicate C. There are seven students of twenty-five students are in a Less level of achievement, therefore they are categorized in predicate D. From the calculation of the total mean score (76.8) of the students' test result, it indicates that the eleventh-grade students' listening ability is categorized into "Fair" level of achievement.

Students' Perceptions of the Use of Videos as Media of Learning Listening Subject

The second research question in the present study may be guided by using qualitative data in the form of students' responses to five items of the questionnaire provided. The questionnaire was distributed to twenty-five students of SMK N 1 Pleret Yogyakarta. The summary of students' responses to the questionnaire is presented in Table 6 as follows:

Table 5. The Summary of Students' Responses to the Questionnaire

No	Statements	Rating Scales			
		SA (4)	A (3)	D (2)	SD (1)
1.	I found it easy to complete the test because I watch the video as media for learning to listening	2	10	13	
2.	I like to watch English videos when I learn English, especially listening subject	6	17	2	
3.	The speakers in the videos speak English too fast so I could not catch the ideas	4	10	11	
4.	The English videos enhance my English, especially my English listening ability	8	15	2	
5.	I like the videos used as media for learning listening subject	7	9	8	1

Table 6 shows students' responses to the five items in the questionnaire. The findings showed that the majority of the respondents possess positive perceptions of using videos as media for learning English listening may enhance their listening ability. It can be known from students' responses to items 2, 3, 4, and 5. However, students' responses to item 1 showed the opposite views. For instance, in item 1 "I found it easy to complete the test because I watch the video as media of learning listening". there twelve students have a positive view of the statement, meanwhile, there are thirteen students have negative perceptions. Another interesting finding can be shown from students' responses to item 5 "I like the videos used as media of learning listening subject" that there are seven students strongly agree, and nine agree and have a positive view of the statement. However, eight students disagree, and one student strongly disagree about the statement "I like the videos used as media of learning listening subject".



Discussion

The results of the present study revealed that the majority of students have positive views about the utilization of videos as media for learning English listening because it could enhance their listening ability. The quantitative data showed that the total mean score (\bar{x}) of the students' test results is 76,8 of twenty-five students. Furthermore, there are seven slots for students' scores, namely 100, 90, 80, 70, 60, 50, and 40. The highest student score is 100 and the lowest score is 40. The data from students' achievement revealed that of twenty-five students, eleven students were in the level 'very good' category, six students were in the level 'good' category, one student in the level 'fair' category, and there are seven students in the level of 'less category'.

Apart from quantitative data, the qualitative data gathered from the questionnaire revealed that the majority of respondents have positive views about the use of videos as media for learning listening may enhance their listening ability. It can be known from students' responses, for instance, the students respond to item 2 "I like to watch the English videos when I learn English, especially listening subjects". The results showed that twenty-three students have positive perceptions of using videos as media for learning English material. However, two students have negative views about the statement. We can conclude that the majority of the respondents agree about the statement that they like to watch English videos when they learn English, especially listening subjects. The present study supports the findings of (Silviyanti, 2014), who found that the highest motive for students to use YouTube is because it is interesting and relevant to their learning needs, as well as motivated them to study English. YouTube, for English learners, is a motivating learning tool because it creates an exciting and interactive classroom environment (Chien *et al.*, 2020).

In response to item 3 "The speakers in the videos speak English too fast so that I still can catch some points" showed that there are four students strongly agreed, and ten students strongly agreed about the statement. Although the speaker speak too fast, they could understand some points because the use of the audio-visual system in the videos made it possible for them to get some of the messages delivered by the speakers.

In response to item 4 "The English videos enhance my English, especially my English listening ability" showed that there are twenty-three students who have positive perceptions about the use of videos can enhance their listening ability. Only two students

have opposite views of the statements. Therefore, we can conclude that the majority of students agree about the statement that the use of videos as learning media can enhance their listening ability. Muslem *et al.*, (2018) confirm that students make use of visual clues to comprehend the language in use and meaning. According to Polat & Erİştİ, (2019), authentic videos including audio-visual elements are used as authentic materials to develop listening skills.

In response to item 5, "I like the videos used as media of learning listening subject". the data showed that there are seven students strongly agreed, and nine agree about the statement. Of 25 students, eight students disagree and one strongly disagree about the statement. It means that sixteen students have positive views about the utilization of video as media for learning listening skills. Meanwhile, nine students have negative views that the use of video as media for learning to listen. In other words, nine students prefer other learning platforms as media for learning and listening other than videos. The findings revealed that the use of English videos as media for learning listening subjects brings a positive contribution to enhancing students' listening ability.

Video resources can be used as an alternative method for teaching practical listening since they contain various words and expressions, and audio-visual information used in everyday language by English speakers (Ayu, 2016; Kim, 2015) Meanwhile, (Hasibuan & Male, 2022), state that learning media can encourage students to think critically, use their imaginations, and develop their abilities. Listening skills can be honed by extensive listening practices beyond the classroom (Gonulal, 2020).

D. CONCLUSION

Several necessary points are to be highlighted in connection with the results of the present study namely: 1) The use of English videos as media for learning the listening subject may enhance students listening ability of eleventh-grade students. By watching English videos, students will be more enthusiastic about participating in their classes. Besides, videos provide a wide range of opportunities to learn and explore more about any topic they prefer to focus on. 2) The majority of respondents have positive perceptions of using videos because videos provide visual elements, which can be the key element in assisting students to enhance their listening ability. In addition, the visual components made the material easier for students to understand. English videos provide a wide range of chances to sharpen their listening ability over time. The present study has its

shortcoming, therefore, it is recommended the future researchers to carried out a similar study, for instance, to further explore students' perceptions of using other learning platforms by involving more respondents using survey design to improve students' other language skills.

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