

YouTube Animated Movies as an Alternative Media to Enhance Students' Listening Skills

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ABSTRACT

*These objectives of this research are to investigate whether using YouTube animated movies as an alternative media enhances students' listening skills and to find out what attitudes the students have towards learning through YouTube animated movies as an alternative media. The participant was thirty-two students of Junior High School. The collecting data use questionnaire, observation, and interviews. The results were: (1) there were **twenty-five students (78.13%)** who strongly agreed that the students wanted their teachers to use more animated movies on YouTube as one of the alternative media in the classroom; (2) there were two students' expectation of the teachers' role in teaching and learning listening skill by using YouTube animated movies in the classroom: **twenty-nine students (90.63%)** who strongly agreed that the teachers became facilitators and mentors who helped students to learn when teaching and learning listening process took place in the classroom; and there were **twenty-three students (71.88%)** who strongly agreed that the teachers walked around the class to observe the process of the students' work assignment; (3) More than **twenty-five students** agreed that YouTube animated movies could help the students in studying English especially in learning listening; and (4) It also found that **majority of the students** had higher and good attitude in teaching and learning listening process by using YouTube animated movies. It can be concluded that the use of YouTube animated movies can enhance students' listening skills. Besides, it is recommended that YouTube should be considered as an effective instructional medium for enhancing the content learning of the students and as an important teaching resource in the classroom.*

Keywords: *listening skills; audio visual media; youtube; animated movies*

INTRODUCTION

Problems in learning English at junior high school level are complicated especially in learning listening skills. Lots of students do not understand the material presented and conveyed by their English teacher including the lack of interesting material given by the teacher when the teaching and learning process takes place in the classroom. These problems should not occur for the teacher, as the facilitator is able to improve their abilities in the teaching and learning process. The use of media in teaching and learning process should be the best solution in solving these problems. The teaching media is used in the context of efforts to improve or enhance the quality of the teaching and learning process and also as an intermediary (medium) in the learning process of the students. The use of media should be

able to stimulate and motivate students so they can focus more on learning to listen and the learning objectives can be optimally achieved.

The benefits of learning media in students' learning process will attract more students' attention so that it can foster motivation to learn; more clearly meaningful so that they can be better understood by students and enable them to master and achieve the learning goals; teaching methods will be more varied, not merely verbal communication through words spoken by the teacher, so the students do not get bored and the teacher does not run out of energy, especially if the teacher teaches every hour of the lesson; and students can do more learning activities because not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, acting and others (Sudjana and Rivai, 1992). The Encyclopedia of Educational Research in Hamalik (1994) details the benefits of educational media as laying concrete foundation for thinking, therefore reducing verbalism; enlarge students' attention; laying the basics that are important for the development of learning, therefore, makes the lesson more stable; providing real experience that can foster self-activity among students; cultivating regular and continuous thinking, especially through vivid images; helping the body understand that can help the development of language skills; providing experience that is not easily obtained in other ways, and helping to improve efficiency and diversity.

The researcher found that learning in junior high schools still requires pleasant English learning because this lesson is still considered to be a very difficult and not easily understood the lesson. Especially listening skills are still very low. Based on the preliminary research done by the researcher in SMP Islam Ta'Allumul Huda Bumiayu. It found that out of thirty-two students, there were twenty-two students (**68.75%**) who did not understand listening materials taught by their English teacher; twenty-three students (**71.87%**) who did not understand the meaning of sentences in English, especially the mastery of vocabulary in English; and eighteen students (**56.25%**) who have difficulty to distinguish similar sounds they hear in listening learning given by English teachers in the classroom.

The researcher concludes that there needs to be a change in the teaching and learning process in the listening class so that the purpose of learning can be achieved well among others as an alternative media that are very close to their world, namely the use of learning media using YouTube, especially animated movies so that learning in the classroom can be more fun and enjoyable. This situation encourages the researcher to conduct a research entitled "*YouTube Animated Movies as an Alternative Media to Enhance Students' Listening Skills*". The purpose of the study is to investigate whether using YouTube

animated movies as an alternative media enhances students' listening skills, and to find out what attitudes the students have towards learning listening through YouTube animated movies as an alternative media.

REVIEW OF LITERATURE

Listening

Listening is not the same as hearing. Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically. Listening requires more than that, it requires focus and concentrated effort, both mental and physical as well. Listening is not a passive process. In fact, the listeners (students) can and should be at least as engaged in the process as the speaker. Active listening here means used to describe this process of being fully involved. Tarigan in Rorimpandey (2019) says that listening in learning English is a process of listening to verbal symbols with attention, understanding, appreciation for obtaining information, capturing content or messages and understanding the meaning of communication that has been conveyed by the speaker through or spoken the language. The purpose of listening based on Tarigan (1999): *First*, listening to study, some people doing listening activities in order to obtain knowledge from the speaker's speech material. *Second*; listening to evaluate (the purpose of listening to access what is listened to. *Three*; listen to appreciation (to enjoy and appreciate something that has been listened to. *Fourth*; listen to communicating his own ideas, and; fifth is to distinguish sound (distinguish meaning and sound that does not distinguish meaning).

Audio-Visual Media

Learning media according to Kemp and Dayton (1985) can fulfill three main functions if the media is used for a large number of individuals, groups or listening groups, namely: motivating interest or action, presenting motivation, and giving instructions. *First*, to fulfill the motivational function, learning media can be realized with drama or entertainment techniques. The expected outcome is to generate interest and stimulate students or listeners to act (take responsibility, serve voluntarily, or provide material donations). Achieving this goal will affect attitudes, values, and emotions. *Second*, for information purposes, learning media can be used in the context of presenting information in front of a group of students. The content and form of the presentation are very general, functioning as an introduction, summary report, or background knowledge. The presentation can also take the form of entertainment, drama, or motivational techniques. The expected participation of students is

only limited to their mental approval or disagreement, or limited to feeling unhappy; neutral, or happy.

Third, media functions for the purpose of instruction where the information contained in the media must involve students both in mind or mentally and in the form of real activities so learning can occur. The material must be designed more systematically and psychologically in terms of learning principles in order to prepare effective instruction. In addition to fun, learning media must be able to provide a pleasant experience and meet the needs of individual students. In general, educational media have the following uses, such as: clarifying the presentation of the message so as not to be too verbal (in the form of mere written or oral words), and overcoming the limitations of space, time and senses. Dale (1969) says that audio-visual materials can provide many benefits provided the teacher plays an active role in the learning process. The teacher-student relationship remains the most important element in the current modern education system.

YouTube Animated Movies

YouTube is a video-sharing website, created by three former PayPal employees in February 2005, on which users can upload, view and share videos. The company is based in San Bruno, California, and uses Adobe Flash Video and HTML5 technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging, short original videos, and educational videos. (<http://en.wikioedia.org/wiki/YouTube>)

Rorimpandey (2019), Video is an image accompanied by a sound that contains a message for learning purposes. YouTube is the largest and most popular online video sharing media website on the internet. YouTube users are spread throughout the world from various ages, from children to adults. YouTube is a website that provides a variety of videos ranging from video clips to films, as well as videos made by YouTube users themselves. They can upload videos, search videos, watch videos as learning media. YouTube videos can be used as learning resources and learning media that are able to meet the demands of the digital generation, and also can increase learning interest and styles. YouTube provides a variety of topics that can be used in-class learning, and YouTube can be used as a free video library for students to learn independently.

The purpose of learning by using YouTube videos is to create interesting, fun and interactive learning conditions and atmosphere. Using YouTube videos in learning English can make the learning process more fun, learning how to pronounce correctly the words in

English language, YouTube videos can make material understanding easier and it is easy to access videos on various topics. Along with the development of science and technology, the use of educational media is an urgent demand. Video is a series of motion pictures accompanied by a sound that form a unit that is arranged into a plot, with messages in it to achieve the learning objectives stored in the storage and disk process (Arsyad, 2011).

Previous Studies

Another research has been conducted to get information on the use of audiovisual media in teaching listening by some researchers. Brian and Saputra (2017) on their title “*The Effect of the Teaching Using Audio Visual (Video) Media, on Seventh Grade Students’ Listening Comprehension at SMP Negeri 1 Mengwi Academic Year 2017/2018*”. It can be concluded that the use of audiovisual media as a tool for teaching listening for seventh-grade students at SMP Negeri 1 Mengwi gave a significant effect on the listening comprehension of the students. Ayu (2017) do research entitled “*YouTube Videos in Teaching Listening*”. In her findings show that YouTube enables teachers to create activity attempting an improvement on students’ listening ability as well as helping them identify vocabulary, contraction, speed, and tempo of speech Mayoral et al. furthermore, YouTube provides both audio and visual to the learners which give the students an opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities. This assists learners to get a better description of the language being spoken. Based on the findings, teachers are suggested to provide YouTube videos to familiarize the materials to the language learners.

Omar (2015) in his study entitled “*The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students’ Content Learning*” shows that positive gains for the experimental group students’ outcomes as a result of the integration of video technology in instruction. In addition, Sethela, Yaacob and Kheng (2014), they find that YouTube Videos are fun and interesting, increased the students’ participation and engagement and enhanced their critical thinking skills. The students are able to participate actively and demonstrated a strong interest in the learning process as they are able to understand lectures better visualizing the content and relating it to the real workplace.

Berk (2009) also conducted the research entitled “*Multimedia Teaching with video clips: TV, Movies, YouTube and MTVU in the College Classroom*”. The research questions were how can video clips embedded in multimedia presentations be used to improve learning in college courses. The results of these studies and the verbal and visual components of a

video potentially provide the best fit to the characteristics of this Net Generation of students and a valid approach to tap their multiple intelligences and learning styles. Concrete guidelines are given for using available video technology in the classroom, selecting appropriate video clips for any class, and applying those clips as a systematic teaching tool. The use of clips can also attain 20 specific learning outcomes. Toward that end, 12 generic techniques with examples to integrate video clips into teaching across the college curriculum are described.

METHOD

The subject of this research is thirty-two students of SMP Islam Ta' Allumul Huda Bumiayu Brebes Regency in the second semester of the academic year 2018/2019. The research instruments use the animated movies on YouTube and education material from approximately two or five minutes' length; two questionnaires of the use of YouTube as one of the alternative media and teachers' role in teaching and learning listening skill by using YouTube animated movies in the classroom; observation of students' attitude in teaching and learning process by using YouTube animated movies; and students' interview about the use of YouTube animated movies in teaching and learning listening in the classroom. The analysis of the data, the researcher uses quantitative which is collected by means of the questionnaires. Descriptive results which are collected by observation and interview are used in analyzing the data. $P = \frac{f}{N} \times 100\%$ the percentage of frequency of each respondent's answer; f = frequency of each respondent's answer; N = the total of respondents; and 100% = constant value. The percentages of the respondents will be counted as the frequency of each respondent's answer divided by the total of respondents and it will be multiplied by a constant value.

RESULTS & DISCUSSION

The first table below shows the students' questionnaires of using YouTube as one of the alternative media.

No	Statements	Strongly Agree %	Slightly Agree %	Neutral %	Slightly Disagree %	Strongly Disagree %
1	Animated movie on YouTube helps students improve listening skills.	62.50	25	12.50	-	-
2	Watching animated movies on YouTube helps students	21.88	37.50	28.13	12.50	-

	understand the vocabulary and phrases used by native speakers.						
3	Watching animated movies on YouTube in English helps students understand English language culture.	34.38	37.50	25	3.20	-	
4	The students want their teacher to use more animated movies on YouTube in the classroom.	78.13	6.25	3.20	9.34	3.2	
5	Watching animated movies on YouTube in English is more useful than listening to a textbook CD.	28.13	46.88	18.75	6.25	-	
6	The students feel frustrated when watching animated movies on YouTube.	6.25	9.34	6.25	12.5	71.88	
7	Characters talk too fast.	12.5	18.75	15.63	46.88	6.25	
8	Learning to use animated movies on YouTube is very interesting and fun.	84.38	6.25	-	6.25	3.20	
9	The students can understand vocabulary well.	62.50	18.75	6.25	9.34	3.20	
10	The students understand pronunciation and intonation well.	46.88	34.38	15.63	-	3.20	

Based on the result of questionnaire above, there are twenty students (**62.50%**) who strongly agree that animated movie on YouTube helps students improve their listening skills; twelve students (**37.50%**) who slightly agree that watching animated movies on YouTube helps them to understand the vocabulary and phrases used by native speakers; twelve students (**37.50%**) who slightly agree that watching animated movies on YouTube in English helps students understand English language culture; and twenty-five students (**78.13%**) who strongly agree that the students want their teacher to use more animated movies on YouTube in the classroom.

There are fifteen students (**46.88%**) who slightly agree that watching animated movies on YouTube in English is more useful than listening to a textbook CD; twenty-three students (**71.88%**) who strongly disagree that the students feel frustrated when watching animated movies on YouTube; fifteen students (**46.88%**) who slightly disagree that the characters talk too fast; twenty-seven (**84.38%**) who strongly agree that learning to use animated movies on YouTube is very interesting and fun; twenty students (**62.50%**) who strongly agree that

the students can understand vocabulary well; and fifteen students (**46.88%**) who strongly agree that the students understand pronunciation and intonation well.

The second table below shows the teachers' role in teaching and learning a listening skills by using YouTube animated movies in the classroom.

No	Statements	%
1	The teachers walk around the class to observe the process of the students' work assignments.	71.88
2	The teachers get around and make comments or direct corrections to the work done by the students.	68.75
3	The teachers directly discuss the answers to the assignments.	50
4	In giving assistance to students, the students first asked teachers to look back at the examples that had been given before.	25
5	In providing assistance to students, the teachers explain again the things learned previously related to the difficulties faced by students.	21.88
6	The teachers help the students to overcome the difficulties faced by students, the teacher gives spontaneous difficult answers.	46.88
7	The teachers give explanations, instructions, and target language models.	56.25
8	The teachers become facilitators and mentors who help students to learn when teaching and learning the listening process takes place in the classroom.	90.63
9	The teachers become observers, giving the opportunity to the students to discuss and question and answer openly.	43.75
10	The teachers are being a motivator, provide advice, criticism, support, and input to students.	65.63

Based on the result of questionnaire result above, there are twenty-three students (**71.88%**) who strongly agree that the teachers walk around the class to observe the process of the students' work assignment; twenty-two students (**68.75%**) who strongly agree that the teachers get around and make comments or direct corrections to the work done by the students; sixteen students (**50%**) who slightly agree that the teachers directly discuss the answers to the assignments; eight students (**25%**) agree that the teachers give assistance to students, the students first asked teachers to look back at the examples that had been given before; seven students (**21.88%**) who want the teacher provide assistance to their students, the teachers explain again the things learned previously related to the difficulties faced by students. There are fifteen students (**46.88%**) who slightly agree that the teachers help the students to overcome the difficulties faced by students, the teacher gives spontaneous difficult answers; eighteen students (**56.25%**) who slightly agree that the teachers give explanations, instructions, and target language models; twenty-nine students (**90.63%**) who strongly agree that the teachers become facilitators and mentors who help students to learn

when teaching and learning listening process takes place in the classroom; fourteen students (43.75%) who slightly agree that the teachers are become observers, giving the opportunity to the students to discuss and question and answer openly; and twenty-one students (65.63%) who strongly agree that the teachers are being motivator, provide advice, criticism, support, and input to students.

The result of the observation of students' attitudes in the teaching and learning process by using YouTube animated movies. The majority of the students can follow the lesson enthusiastically. Many students are active in answering the teachers' questions. A majority of the students can concentrate well on teaching and learning listening. Many students can do tasks well. Many students can improve the teachers' attainment in listening to the information included in the text. The majority of the students interested in following the activity using YouTube animated movies. Many students can take part in the listening activity by using YouTube animated movies. The majority of the students enjoy getting involved in listening activity by using YouTube animated movies.

From the explanation above, it is found that the majority of the students react higher positive attitude to those statements (follow the lesson enthusiastically, concentrate well, interested in following the activity, and getting involved in the learning activity by using YouTube animated movies); and many students have positive attitude to those statements (answering the teachers' questions, do the task well, improve the teachers' attainment, and take part of the listening activity). It can be concluded that the students have a higher and good attitude in teaching and learning the listening process by using YouTube animated movies.

The result of interview shows that the students of SMP Islam on the eighth years are happy and well-motivated in learning to listen using YouTube animated movies; The students can easily understand the material; The teacher should provide to accompany their students in learning listening by using YouTube; The teacher should provide glossary for some students who do not understand the movie and followed by class discussion; Some students also argue that listening by using YouTube animated movies is very helpful, as students prefer animated movies better than listening to their teacher explanation in front of the classroom that makes the atmosphere while teaching and learning process get bored; YouTube makes students easy to learn and enjoy learning; By using that medium, students are not so serious in learning, helpful and can be more focus in learning English; learning English by using this medium, can increase enthusiasm in learning and YouTube can help memorize some vocabulary in English; some students also say that using this medium is

recommended and create the enjoyable learning in the classroom, and; more than twenty-five students agree that YouTube animated movies can help the students in studying English especially in learning listening skill.

CONCLUSION

Most of the students enjoy watching YouTube animated movies. They can often welcome change from the routine of learning listening in the classroom. For the students, using YouTube animated movies as one of the media in the teaching and learning process can motivate them in learning and it can help them enhance their listening skills. In addition, it can also be a useful medium in the learning of vocabulary and cultures, and the great benefit/advantages to using YouTube animated movies is that it entertains the students of SMP Islam TH Bumiayu.

In relation to the result of this study, there are some suggestions that can be proposed by the researcher. 1) The use of audio-visual media (YouTube Animated Movies) as a tool for teaching listening is recommended to be implemented by the junior high school teachers as one of the teaching media for teaching listening. Since it can effectively help the students in their listening comprehension, because audio-visual (YouTube Animated Movies) not only provide the audio source, but also the visualization; 2) For the students, audio-visual (YouTube Animated Movies) can be used as a useful tool to help them in mastering listening comprehension through interesting and enjoyable way; 3) For the teachers, they should find creative and enjoyable learning by using some media that can be used in facilitating and helping the students to overcome their problems, and; 4) For another researcher, it is recommended to conduct another study in relation to the use of audio-visual (YouTube Animated Movies) media in order to develop its advantages and pieces of evidence of its use.

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