

Examining the Effectiveness of Short YouTube Videos to Escalate the Students' Listening Comprehension

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Abstract

This pre-experimental study examined the efficacy of YouTube Shorts videos in escalating the listening comprehension of 26 elementary school students. Employing a one-group pre-test and post-test design, the research procedure encompassed pre-testing, implementing the treatments, and conducting post-tests. Data were collected through comprehensive assessments and subsequently analyzed using SPSS 26. The findings unveiled a significant improvement in the students' listening abilities, with scores surging from an initial 52.42 to an impressive 81.63. Remarkably, the two-tailed significance value (Sig2) yielded a minuscule figure of 0.000, well below the significance threshold of 0.05. This compelling outcome underscores the effectiveness of YouTube Shorts videos as a medium for elevating students' listening comprehension. As a resounding recommendation, elementary English teachers are strongly urged to incorporate YouTube Shorts videos as an innovative and impactful resource in their pedagogical journey especially for teaching listening skills, thereby augmenting the overall learning experience and outcomes of their students.

Keywords: *YouTube Shorts Videos; Listening Comprehension; Pre-Experimental Research*

1. Introduction

In Indonesia, the inclusion of English language instruction within the educational system is of paramount significance, recognized as a pivotal tool for communication and achievements across various domains, encompassing academics, professional pursuits, and social interactions. The introduction of English as a foreign language begins at the elementary level and extends throughout the educational journey, spanning from primary school to university (Lestari et al., 2023). Furthermore, English language teaching in Indonesia typically encompasses the four essential integrated skills: writing, speaking, reading, and listening (Wulandari & Fadhilawati, 2019). Listening, often described as the cornerstone of language acquisition, assumes a role of exceptional importance (Rost, 2011). Nevertheless, a noteworthy challenge persists, with a considerable number of students grappling to grasp spoken English expressions. These challenges, hinder effective English language listening proficiency (Kurniawati, 2015). In English language teaching in Indonesia, listening is considered a challenging skill, often overlooked when compared to other language skills like speaking, reading, and writing. This is primarily because in English language instruction in schools, teachers tend to prioritize teaching speaking, reading, and writing skills, and Listening skills are generally given less emphasis in the curriculum. Typically, teachers teach listening skills by reading a text aloud, and students are instructed to listen (Kurniawati, 2015). Moreover, Rintaningrum, (2017) said that a lack of proficient listening skills will cause student impediments in the development of their speaking and writing abilities, consequently impeding their overall language-learning process.

Furthermore, a considerable number of Indonesian students grapple with the complexities of English language acquisition, particularly in the realm of listening comprehension (Munfangati, 2014; Ferdiat et al., 2021). The challenges they encounter in comprehending spoken English stem from a myriad of factors, including a scarcity of exposure to the language, limited access to English-language media, and a dearth of adequate teaching materials (Lestari et al., 2023).

Mukminatun, (2009) astutely contended that listening represents a nuanced cognitive process, elusive in its explication, unlike the tangible acts of speaking or writing. In essence, listening defies facile observation or quantification, as its occurrence predominantly transpires within the recesses of the listener's mind. Furthermore, Rintaningrum, (2017) comprehensively enumerates the multifaceted factors that contribute to the formidable hurdle of mastering listening skills. These encompass the language's status and one's familiarity with it, inadequate practice, the cadence of the speaker, their accent and articulation, individualized listening strategies, the specter of anxiety, the reliance on translation, the test format, challenges posed by wavering concentration, and the inadequacy of requisite facilities. Al-Alwan et al., (2013)) expound upon these complexities, linking deficiencies in listening skills to students' limitations in problem-solving, planning, evaluation, sustaining focused attention, and pre-existing knowledge base. Besides, the challenges mentioned. Al-Alwan et al.,(2013) reported that some students were still struggling with the listening aspect of learning four factors can cause these issues, they are the message, the speaker, the listener, and the physical settings. Speech rate, vocabulary, and pronunciation were believed to be the main issues.

Based on the preliminary study done by SD Ma'arif Islam Garum Kabupaten Blitar on January 25th, 2023, the researchers found that the students also had difficulties comprehending listening text in English. The school has facilities such as computers and the internet to utilize listening activities, however, many students do not know how to use the tool because of a lack of experience in using it. Moreover, based on the result of A Pre-Test of listening under the topic of public places that was given on 27th January 2023, the results were shown that out of the minimum score of 70.00, the student mean score was 50.40, which means the student's learning outcomes of listening did not meet the minimum standard by the school. Based on the results of interviews with students it was known that the limitation of the time to have a listening class became one of the factors for their low achievement.

In teaching listening skills to elementary school students in an English class, teachers are required to implement appropriate strategies. Techniques, or media to create interesting and joyful learning environments. In this case, teachers can present listening materials that reflect real-life situations, making the content relevant to students. This helps them connect language learning to practical use (Mallapiang, 2014). Besides, teachers must support students' learning with visual aids, such as images, flashcards, and gestures, to support comprehension. Visual cues can help students connect spoken words to their meanings, the other important matter teachers are also required to use technology (Rachmawati et al., 2020; Fadhilawati & Sari, 2018). Utilize educational technology and digital resources like interactive apps, online videos, and audio clips to make listening activities more engaging. One of the technologies that could be applied by teachers in teaching and learning English is a YouTube video. YouTube provides an enjoyable and expeditious experience. It offers convenient access to a wide array of videos showcasing diverse cultures from around the world, each presented in its unique style (Almurashi, 2016). Moreover, Abbas & Qassim, (2020) underscored the indispensable role of YouTube videos as a vital and complementary component of the learning process. Notably, students derive both enjoyment and educational value from these videos, enhancing their grasp of academic content and positively influencing their academic performance. Students demonstrate their appreciation by actively taking notes and recognizing the ideal video length for effective learning. Furthermore, their motivation to incorporate YouTube videos into the classroom underscores its fundamental status in their educational journey. In addition, students express a strong belief in the significant contributions of YouTube videos to their language skills, with a distinct preference for content created by native speakers. These videos provide a unique window into the culture associated with the language they are studying due to the authenticity of the materials presented. This argument put forth by Abbas and Qassim accentuates the vital role of YouTube videos in education, illuminating their multifaceted impact on enhancing students' learning experiences and academics (Abbas & Qassim, 2020).

Further, YouTube provided users with a platform called a short YouTube video in mid-2020. It enables students to grasp content through concise, one-minute videos, enhancing both efficiency and entertainment. This method not only saves time but also engages and educates students effectively. YouTube serves as more than just a platform for individuals to share, upload, and engage with videos. It also presents a valuable resource for teachers and educators to make practical and impactful use of its features, ultimately benefiting students profoundly and advantageously (Pratama et al., 2020). Today's YouTube provides creators a chance to make a short video that can be monetized. A short YouTube video is a brief video clip hosted on the YouTube platform that spans a relatively short. These videos are often designed to provide quick and concise information or entertainment within a limited timeframe, typically ranging from a few seconds to a few minutes. Short YouTube videos are popular for their ability to convey messages or entertain viewers effectively in a brief, attention-grabbing format. They are commonly used for various purposes, including educational content, entertainment, tutorials, and social media ([https://www.youtube.com/intl/id ALL/creators/shorts/](https://www.youtube.com/intl/id_ALL/creators/shorts/)) Utilizing short YouTube videos in the teaching and learning process offers several benefits. Firstly, these concise videos provide a streamlined and focused approach to presenting materials, making it easier for students to grasp information without feeling overwhelmed. Their brevity also aids in maintaining students' engagement in viewing, as shorter videos require less time commitment, and they are more likely to be watched in their entirety. Short videos are particularly advantageous for quick and specific learning, enabling students to acquire knowledge on a particular topic without dedicating a significant amount of time. This convenience is especially beneficial for individuals with busy schedules, as these videos can be easily incorporated into their daily routines. Moreover, the retention of information is often enhanced with shorter videos, as viewers can revisit

the content more easily. The versatility of short YouTube videos is also noteworthy, as they can cover a wide range of subjects, from educational tutorials and how-to guides to entertaining and informative content. Another advantage is the ease of sharing. Short videos are highly shareable, making it effortless for viewers to spread valuable content to their networks, contributing to increased reach and dissemination of information. Creators of short YouTube videos often employ creative storytelling techniques to effectively convey a message or concept within the constraints of a brief time frame. These videos also cater to a diverse audience, offering accessibility for individuals with limited time or shorter attention spans, promoting inclusive short YouTube videos is a cost-efficient means of delivering information, making them particularly beneficial for educators and businesses looking to communicate effectively without significant production costs.

Furthermore, The study on the use of YouTube videos in teaching learning had been performed by researchers such as: 1) Komang et al., (2022) revealed that YouTube videos have been effective in enhancing students' speaking skills, encompassing pronunciation, sentence structure, vocabulary, intonation, grammar, and fluency; 2) Sanoussi et al., (2021) reported that there is a strong student interest of the students in learning listening through the use of YouTube videos at Faculty of Arts and Science Kufrah. This, in turn, has positive implications for two crucial elements: student motivation and active engagement in the English as a Foreign Language classroom; 3) Anggraini, (2021) argued that students at Easy English Training in south Tangerang can enhance their speaking abilities through the utilization of YouTube videos in. In the initial round, the students achieved an average score of 65 points, which increased to 75 points in the second round, and further improved to 85 points in the final round; 4) Kristiani & Pradnyadewi, (2021) argued that YouTube proved to be a valuable educational tool for enhancing students' English language skills, particularly in the domain of speaking. YouTube effectively supports students, including those with introverted personalities, in practicing and demonstrating their speaking proficiency. This is achieved through the option to upload recorded videos, providing them with opportunities to receive feedback not only from their teachers and peers but also from a wider online audience; 5) Jati et al., (2019) highlighted that the students' speaking skills across three critical dimensions: 1) precision, 2) fluency, and 3) overall performance were able to be improved with the utilization of YouTube Tutorial Videos; 6) revealed that the primary driver for students to utilize YouTube was the perception that it significantly contributed to their English language skills. Following this, the students found it engaging, indicating that the platform piqued their interest. Moreover, many students mentioned that YouTube served as a motivating factor for their English language studies. Additionally, the relevance of the YouTube content to their classroom studies was noted as a substantial motivator. Conversely, the least motivating factor included students feeling that using YouTube within the classroom did not necessarily lead to using it independently for self-study outside of regular class hours.

The previous studies mentioned above have consistently demonstrated the positive impact of using YouTube in enhancing students' language skills, particularly in speaking and listening. However, there appears to be a noticeable research gap regarding the utilization of short YouTube videos specifically for listening comprehension in elementary school settings. While YouTube has been explored as a valuable resource for improving speaking skills and motivation in language learning, the use of concise video content on this platform for elementary students' listening development remains underrepresented in the existing literature. This research gap is significant because listening comprehension is a fundamental aspect of language acquisition, and it is especially crucial for young learners in elementary schools. There is a need to investigate the effectiveness of short YouTube videos in promoting listening skills in this specific educational context. Addressing this gap could provide insights into the potential benefits of incorporating brief and engaging YouTube videos into elementary school language classes to enhance listening comprehension. Based on this fact, the researchers were motivated to conduct a study to examine the Effectiveness of Short YouTube Video to Escalate Students' Listening Comprehension in Elementary School.

2. Method

The researchers employed a quantitative approach, collecting numerical data as part of their research (Creswell & Creswell, 2018). Their research design followed a pre-experimental approach, specifically a one-group pretest-posttest design. In this experimental study, a single group of participants was involved without a comparison group. This design facilitated the measurement of variables both before and after the intervention, enabling the assessment of any changes or effects within the group (Arikunto, 2013). The research was conducted at SD Islam Ma'arif Garum, Kabupaten Blitar, this school was chosen for its provision of resources and support for the implementation of listening classes. The participants in this study were fifth-grade students at SD Islam Ma'arif Garum, Kabupaten Blitar, totaling 26 students. The research procedures encompassed three primary stages: administering a pre-test, implementing the treatments, and conducting a post-test, as illustrated in Figure 1.



Figure 1. The Research Procedures

To gather data, the researchers administered tests, ensuring that the validity and reliability of the tests were rigorously assessed. Subsequently, they analyzed the collected data using SPSS 26. The research formulated two hypotheses: 1) Ha: There is effectiveness in utilizing short YouTube videos to enhance the listening comprehension of fifth-grade students at SD Islam Ma'arif Garum, Kabupaten Blitar, and 2) Ho: There is no effectiveness in utilizing short YouTube videos to enhance the listening comprehension of fifth-grade students at SD Islam Ma'arif Garum, Kabupaten Blitar.

3. Findings and Discussions

In this section, the researchers discuss the findings of the interventions and explain the results of the data calculated using SPSS 26. The pre-test was conducted on January 27th, 2023, with 26 students taking a 25-item listening test in a fill-in-the-blank format. The pre-test lasted for 90 minutes, during which students could ask questions related to the test. Some students completed the test with confidence, while others finished it with uncertainty. After the time elapsed, the researcher instructed students to submit their work. Despite the mixed expressions from students, all 26 students managed to complete the entire test. The results of the test were recorded as pre-test scores, and as mentioned earlier, the average pre-test score was 50.40, falling below the school's standard of 70.00. Subsequently, in the following week, the researchers administered the treatments, teaching listening skills through short YouTube videos. These videos covered topics such as the names of public buildings and the use of prepositions with objects. Students readily grasped the content and found the videos engaging, as evidenced by their enthusiastic and confident responses to a quiz based on these subjects. Before concluding the treatment, students were instructed to prepare for the post-test scheduled for the following week. An example of treatment; teaching elementary school students' listening comprehension by utilizing a short YouTube Video that was done by researchers as figured in Figure 1 as follows:



Figure 1: The Utilization of Short YouTube Short Videos in Listening Class

The post-test was held on February 8th, 2023. 26 of the fifth grade at SD Islam Maarif Garum Blitar did a post-test which covered 25 similar items of the test as they took the pre-test. However, the questions in the post-test were more randomized and had a different order from the pre-test. This was done to prevent students from cheating, as well as to give more authentic scores. As before, the test lasted for 90 minutes. However, unlike pre-tests, students were far more confident to answer the test and after the treatment, almost none of the students asked the questions related to the test. After time ran out, the researcher asked the students to submit their worksheets to the front desk. All 26 students managed to do the test easily, as proven by the overall results of the post-test was 81.63. Then the researchers analyzed it using the help of SPSS 2.6. The object of the analysis was to find out the t-test result to determine whether this result lands on the Null Hypothesis (Ho) or Alternative Hypothesis (Ha) by calculating and comparing the significance pretest and post-test with the significance required (0.05). The result is as follows:

Table 1. The result of paired sample t-test (source: SPSS 26)

Tests	N	Descriptive Statistic <i>M (Std.D)</i>	Paired T-Test		
			t	df	Sig (2-tail)

Pre-test	27	54.4231			
			-8.209	25	0.000*
Post-test	27	81.6346			

From the result presented above, the impact of the YouTube short Videos on students' listening learning outcomes, the results were unequivocally positive. Before exposure to the YouTube Short video, the participants scored an average of 54.4231 in the pre-test. However, after engaging with the video material, the students' post-test scores saw a remarkable improvement, with an average of 81.6346. This substantial increase in post-test scores was not only substantial but also highly statistically significant, as indicated by a two-tailed p-value of 0.000*. These findings firmly establish the efficacy of the YouTube Best Shot Video as an effective and successful tool for enhancing students' vocabulary acquisition, making it a noteworthy addition to modern educational resources."

From that result, YouTube videos may be utilized to improve the listening skills of students in elementary school, and with easy access to the internet, students can also improve their skills outside the school by watching them in their homes. However, it must be noted that parents should control and guide them so they can access YouTube short videos properly as they need. The result of the research strengthens Komang et al., (2022) who claimed that the use of YouTube videos has been effective in enhancing students' learning outcomes, especially speaking skills, the result also agrees with Sanoussi et al., (2021) who reported that there is a strong student interest of the students in learning listening through the use of YouTube videos. Further, it is also in line with Anggraini, (2021) who argued that students the utilization of YouTube videos could enhance students' achievement of learning, then the result also supports Kristiani & Pradnyadewi, (2021) who stated that YouTube proved to be a valuable educational tool for enhancing students' English language skills.

4. Conclusion and Suggestions

The result of the study unequivocally demonstrated the positive impact of YouTube's Best Shot Video on students' listening skills. These findings firmly establish the efficacy of YouTube Best Shot Video as an effective and successful resource for enhancing students' vocabulary acquisition. It is indeed a noteworthy addition to modern educational resources. The promising results from this research offer several suggestions for both educators and parents to harness the potential of YouTube videos for improving students' listening skills, particularly in elementary school: Incorporate YouTube Videos into the Curriculum: Educators can consider integrating YouTube short Video and similar educational resources into the curriculum to make learning more engaging and interactive. These videos can be used as supplementary materials to reinforce classroom lessons. Promote Responsible Internet Usage: With easy access to the Internet, students can further enhance their skills by watching educational videos at home. Parents play a pivotal role in guiding and monitoring their children's internet usage. Moreover, Future research is suggested to explore the impact of short YouTube videos on students' listening accuracy, comprehension, vocabulary acquisition, and overall engagement in elementary school language learning. Additionally, they may investigate the strategies and best practices for effectively integrating YouTube video content into the elementary school curriculum to maximize its benefits for young language learners.

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