

**TEACHER'S CRITERIA IN SELECTING EDUCATIONAL
YOUTUBE VIDEOS FOR LISTENING COURSES**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



By

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This thesis by Nur Afifatul Khoiriyah entitled "*Teacher's Criteria in Selecting Educational Youtube Videos for Listening Courses*" has been approved by thesis advisors for further approval by the Boards of Examiners.

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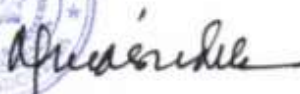
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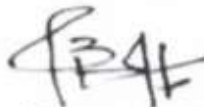

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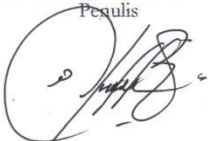
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Therefore, this research focused on teacher's criteria in selecting educational YouTube videos as a media learning for listening for beginner course. Listening is one kind of the important English skills that have to be mastered by English students. Listening skill is the ability to understand or identify what speakers saying are. Unfortunately, many students frustrated in listening comprehension because this skill is classified as the most difficult skill by them especially for English beginners course. Some of English students have serious problem in English listening comprehension, they can not participate successfully in listening the real world in the class, so the teacher should concern this crucial problem.

Selecting learning media is one of teacher's responsibilities. There are many ways that are used by the teachers in selecting media such as YouTube videos and using them in the class or outside. Selecting educational YouTube videos in teaching English and adding them as learning media may become supplementary material to courses. In addition, using YouTube videos to teach the main topics in the course will support students to complete the syllabus accurately and quickly. Futhermore, as an innovative educational media, the selection of YouTube content is a challenging especially for a teacher. The teachers need an extra effort to make an effectiveness process in selecting educational YouTube video for teaching English skills especially for teaching listening here.

Thus, in this study, the researcher is going to investigates the way teachers select appropriate educational YouTube videos for listening and suitable with the

- 3) Case of participants, participants here are the students, the teacher should understand the student's case such as their ability, their competence, and also their achievement before.
- 4) Efficiency, the media should become an effective and efficiency media for learning because it does not need to much time and cost to get the beneficial media in learning and teaching process.
- 5) Availability, the media is available to the students and easy to access wherever the students are going to learn

Moreover, Tony Bate's also has criteria for selection media in ELT which commonly mentioned with ACTIONS (acronym for access, costs, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, and speed).²² The researcher is going to use this theory as the basis to analyze the study and will be compared with Ali's theory above because this statement is more suitable with the condition of subjects of this study. Theory ACTIONS will be explained as follows:

- a. *Accessibility*, the equipment of the program available to the students and easy to access wherever the students are going to learn
- b. *Cost*, the cost of production, delivery, and maintenance when using the media are affordable

²² Dr. Eng. Wasan Adnan Hashim, and Hala S. Hashim, "Selection of Appropriate Media and Technology for Distance Education", *International Journal of Science and Research (IJSR)*, ISSN 2319-7064, Volume 4 Issue 11, November 2015, 1211.

- c. *Teaching ability*, the media delivers the level of facts, attitudes and skills of the program, and suitable with the kind of learning
- d. *Interactivity and user-friendliness*, the media is user-friendly and can convey enough and timely feedback to the students
- e. *Organization*, how to organize the students in order to change and introduce them the new media
- f. *Novelty*, the media can interest students try to use it, and it may be the leading edge to organize the students.
- g. *Speed*, the media can implement the teaching program quickly, and determine how much teacher and students need to try to use the media.

In addition, The researcher uses some theories above as the basis to analyze criteria for media selection as the principles or standards in using of media in learning process which allows students to interact with the selected media such as purposes of learning, method in learning, case of participants, efficiency, and availability. Therefore, the teachers should have the criteria in selecting YouTube videos to avoid perfunctorily in election YouTube videos which can influence ELT achievement.

3. YouTube as Media for Teaching Listening

In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking. Furthermore, YouTube implementation in classrooms will provide students with better comprehension of the lesson. Practically, videos on YouTube have

In fact, the recorded material for listening is not audio material only, but the students can listen when they watch film, video, DVD or video repositories online. The students can watch film clip on or any videos that have reposted in some links, on the internet such as YouTube (www.YouTube.com). Besides, the teacher needs to be sure to provides the students with interesting viewing and listening task through videos, and give them more attention in getting good hearing and seeing.

There are viewing techniques which can be implemented in showing a film clip on or videos as follows: (1) Fast forward, the teacher shows the DVD or video with great speed and ask the student to guess what the theme and character are showing in there, (2) Silent viewing (for language), the film or video can be played without the sound and normal speed, then ask the students to guess what the theme and character were showing, the teacher plays video with the sound a normal speed to check the students' guess correctly, (3) Silent viewing (for music), this techniques same with silent viewing for language but it is loss the music, (4) Freeze frame, the teacher can break the participant or picture in the video and ask students to think what will speakers do and what their characters are in the next play, (5) Partial viewing, the teacher put some partial pictures on the screen and removes it one by one and the student guess what is happening is only gradually expressed

video production project has important part in language course with teaching implications.³⁸ The study above was against with this research topic because it only observes about the video production but it does not produce in the YouTube, so others consumers of YouTube can not access the video as learning media or additional material for teaching.

The fourth previous study related to this research is done by Renee Hobbs that analyzed the improvisation and strategic risk-taking in informal learning with digital literacy. This study purposed to involve the reader to doubt how these competences may be refined in the informal learning sub-division and in public civil education. This research used qualitative case study by using field notes and some journals entries, timelines and chronological classroom activities. The researcher found the result of this study that improvisation and strategic risk-taking should be extremely designed as a set of socio-emotional and experiential competencies when the teacher used digital media as learning media in teaching process.³⁹ The study above was in line with this research topic about the using of digital literacy because YouTube here also have a role as a digital literacy for the learners to get more information from YouTube content. However, Moreover, that study did not talk about the preparation in selecting YouTube content for teaching listening courses.

³⁸ Chery We-yu Chen, "Developing EFL Students' Digital Empathy through Video Productions", *International Journal Of National Taipei University of Bussiness*, February 2018, pp. 50-57.

³⁹ Renee Hobbs, "Improvization and Strategic Risk-Taking in Informal Learning with Digital Media Literacy", *Learning, Media, and Technology*, Vol. 38, No.2, 2013, pp. 182-197. <http://dx.doi.org/10.1080/17439884.2013.756517>, Accessed at March 11, 2020 at 08:55.

The fifth previous study related to this study was done by Ni Luh Desy Suari Dewi and Ni Putu Eka Carniasih that analyzed about the effectiveness of YouTube based-Learning Media in Teaching English Grammar. This study aimed to examine the influence of YouTube based-learning with interesting way to stimulate students' opportunity in learning English Grammar. Quantitative and qualitative data are used by the researchers through taking observation and questionnaire. The subjects of this study were the students of second semester of English Department of Universitas Udayana. The findings of this research showed that YouTube can be applied in teaching English Grammar as learning media which accepted positive perceptions from the students.⁴⁰ The study above was against with this research topic because that study uses YouTube for teaching English Grammar not for teaching listening. However, that study did not talk about the preparation in selecting YouTube content for teaching listening courses.

Another previous study also analyzed by Syifa Khuriyatuz Zahro and Fariq Shiddiq Tasaufy about the students' need about primary instructional material of speaking for beginner applied in the classroom. This study focused to develop educational YouTube videos as an instructional material of speaking for beginner course by integrating it into audio-visual materials which adopted from YouTube into the classroom. In this study, the researcher used an educational and development (R&D) research stage that has purposes to examine development-based and product validation-based goals with using three stages were;

⁴⁰ Ni Luh Desy Suari Dewi, et.al, "Pengaruh Media Pembelajaran Berbasis YouTube Dalam Pembelajaran Tata Bahasa Inggris", *LP2M Universitas Dayana Pura Bali*, ISBN 978-602-53420-0-4, November 2018, pp. 397-403

for listening courses and how to solve it. Furthermore, the researcher only collect data interview because “*the process of selecting*” commonly reserved before come to the class, so the data did not need to take in the site like observation, and the data interview could answer the problems. Therefore, the interviewer was to conduct the data collection by doing interaction or communication directly. However, it could be conducted face to face or through via electronic.

Creswell categorized the interview into four types, those were: (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.⁴⁹ Based on the types of interview above, the researcher used telephone interview. According to him, telephone interview data collection process was the researcher asked some questions and recorded answers from the participants one by one through telephone. The researcher used this way because there was Covid-19 Pandemic at the time, and Indonesian Government had social policies about social distancing and physical distancing to face this pandemic that should be obidient by Indonesian society included the researcher and the participants here, so the researcher chose telephone interview as the effective way to collect the data of this research.

To collect the data of online interview, the researcher used some procedures. Those were 1) preparing the guidelines of questions that wanted to be asked to the participants, to get the data of the first question of this study related to the criteria used by English teachers in selecting educational YouTube videos for teaching listening, the researcher conducted online interview to discover the

⁴⁹Creswell, John W, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (United State: Pearson Education, 2012), pp.102.

listening so that they might be interested in the lesson. In detail, the teacher picked up the video with the appropriate speed, theme, and duration to the student's level.

Furthermore, the second teacher asserted that teaching ability was needed in order that the selected YouTube video could maximally help to meet the teaching and learning objectives. The teacher had to determine and have deep understanding related to the objectives of teaching listening in order to fit the target of teaching and learning. Generally, the teacher had two main objectives in teaching listening. The first, the students accustomed to listen because listening to the native speakers could help the students learn by imitating the speaker's accent dan pronounciations. The second, the students was expected to get new information from the video content as supplementary material to stimulate student's understandings.

Moreover, the teaching ability based on the third teacher was the ability to achieve the objectives of learning and to improve the student's listening skill. To determine weather the the objectives of learning were successful or not, the teacher measured based on the student's achievements after using YouTube videos in the class. Based on the teacher's experiences, the student's achievements could reach more than 30% to 50%, it could be seen from the students' understanding to the content of the video. The students could get the

ELT especially in teaching listening process. The teacher took a relevant video with the new issues and the trending topic that was happening at the moment without neglecting the objectives of teaching and learning.

7) Speed

Referring to the first's teacher opinion, the teacher selected the short videos from YouTube. Every video was not more than 10 minutes. When the duration of the video was more than 10 minutes, it would make the students get bored and lose their interest. It means that the first teacher defines speed as duration.

In contrast, based on the third teacher, the speed here was identified as the speed of the speakers in the video. In the some videos, there were speakers speaking slowly, intermediately, and fast. Determining the speed of the speakers in the video would to feet the level of students. The teacher preferred choosing the video with medium level. The video with medium level would be easily understood by the majority of the students while this kind of video would enable to encourage the students with lower level to listen, to watch, and to undertsand the information related to content of the videos.

Nevertheless, the third teacher defined speed as the duration in teaching listening in each meeting. Every meeting, the teacher always showed the video three times to give more opportunities to the

until the ending. This action was taken to anticipate unsuitable video to the target language of teaching process.

However, the challenges based on the third teacher was not only when selecting the video before coming to the class, but also the teacher often had difficulties in the class. The teacher already download the good video from YouTube. Unfortunately, when the video was played in the class suddenly it got trouble and could not be played anymore. At this case, teacher definitely had to have a same spare video or different kind of video to back up this problem. Moreover, the teacher also found the facility to play the video was occasionally unsupported, so the teacher should have well preparation and make sure everything would run well included the classroom facility needed.

b. Teacher's Challenges in Establishing The teaching Strategies by Using Educational YouTube videos

Before applying the educational YouTube videos for teaching listening, the English teachers also had not some challenges in preparing the teaching strategies that would be used in the class to develop student's capabilities. Based on the first and the second teachers' point of view, social aspect of the students was easier to be developed, comparing to cognitive and metacognitive of the students. This opinion was supported by the effect of applying Hayden Smith's environmental video in the class. This video gave stimulus to the students as if they were the social actor in the video. They got the new norm values from the

c. Teacher's Challenges in Integrating Listening skill with other skills through Educational YouTube videos

In accordance to the first teacher, the teacher had a challenge in integrating listening skill with writing skill only, because YouTube videos could not be used to teach all skills. When selecting the video, the teacher also concerned the strategies to compare the learning activities in the class to integrate other skills such as reading for listening or listening for speaking. In line with this, in integrating teaching reading for listening skill, the second teacher previously gave the students an article for reading as brainstorming which was expected to help the students improve their vocabulary. The new vocabularies with good spellings could stimulate the student's listening when they listened to the speakers in the video. Another side, the way teacher taught listening for speaking could be conducted through listening and watching YouTube video. The students would be able to use the new knowledge from the video content as the material for discussing with other students as the speaking practice in the class.

Futhermore, the third teacher had a different experince with other teachers. The teacher used song videoclips from YouTube channel as supplementary material to improve student's listening skill and to integrate it to speaking skill. The teacher asked the students to listen the singer on the song video-clips, to watch the lysrics of the song to know

the spelling, and to understand the meaning of the song. Then, the teacher discussed with the students about what they had gotten. Therefore, the teacher could integrate the student's listening skill with their speaking skills.

d. The Strategies to solve the Challenges in Selecting The next Educational YouTube Videos for Listening Courses

Most of English teachers were not the first users of YouTube videos for teaching listening. They had different challenges in selecting Educational YouTube Videos based on their teaching experiences and student's need. To solve the problems, the first teacher focused on some elements, those were; the quality of the video, the environment of the class, and the facility. Sometimes the video prepared by the teacher was good, but the environment of the class did not support included the facility to apply the video. Then, another focus was the student's case and their achievements needed to get more attentions to describe the level of material whether the material was appropriate or not. Besides, the teaching method also needed to be concern when selecting the next YouTube videos which would like to be used for the next teaching. It was because it would be unsuccessful to apply the video, unless the teaching method was appropriate.

Moreover, based on the second teacher, the teacher had an important thing that should be concern first beside three component from the first teacher above. This component was the suitability of the

the media (here was YouTube).⁶⁶ Furthermore, the researcher found that mostly teachers elected the videos from YouTube which could be interact the students, beside the the teachers gave the students additional explanation as the teacher's feedback of the video, and the students could get self feedback individually. The YouTube video with this criterion also could be given when the teacher was doing autonomous learning or individual learning. Thus, the interactivity also could be added as the next criterion in selecting educational YouTube videos for teaching listening.

The sixth criterion was the organization in selecting the videos from YouTube including how to introduce it. This criterion also was in line with "*Selection of Appropriate Media and Technology for Distance Education*"⁶⁷. This previous study stated that the organization was a principle of how to organize the students in order to change and introduce them the new media. In fact, the researcher found that the English teachers always prepared the easy ways to organize and manage the students to use educational YouTube videos. Based on their teaching experiences, those YouTube videos were commonly used by the students in daily life, so the teachers very easy to introduce and organize the students to use it as the learning media for listening in the class, although sometimes there were students still difficult to response well. Therefore, the organization also became the next criterion that

⁶⁶ A.F. Nurryana, "Pengembangan Media Pendidikan Untuk Inovasi Pembelajaran", *Speed-sentra Penelitian Engineering dan Edukasi*, Volume 1, No. 2, 2008. Accessed on <http://ijins.org/journal/index.php/speed/article/view/1354>, at 23:28, March 22th, 2020.

⁶⁷ Dr. Eng. Wasan Adnan Hashim, and Hala S. Hashim, "Selection of Appropriate Media and Technology for Distance Education", *International Journal of Science and Research (IJSR)*, ISSN 2319-7064, Volume 4 Issue 11, November 2015, 1211.

The last challenge was integrating listening with other skill through educational YouTube videos. According to Nunan, the effectiveness of using digital media in teaching listening should be able to integrate with speaking, reading, and writing skills.⁷⁶ In fact, the researcher found that most of the teachers commonly faced this kind of challenge due to the limit appropriate video. They usually did not find videos from YouTube to teach all skills. Sometimes, the teachers only found the video that could be used for teaching listening with speaking only or listening with writing only. Based on the teachers' experiences, they always used educational YouTube videos to teach listening for speaking. Therefore, this challenge also became the next difficulty that commonly faced by the teachers in selecting the appropriate videos from YouTube for teaching listening.

In addition, Ramon Lewis mentioned that to solve the problems in teaching, the teacher should have the ability and find strategies to guide the students as it is teachers ability to organize classroom management.⁷⁷ Furthermore, the researcher found that every teachers had different strategies in solving and dealing with their challenges in selecting the first or the next video from YouTube. The teachers consider the whole strategies to teach listening courses based on on their teaching experiences and student's achievements in the last meeting. There were some elements to be concerned by the teachers before determining the next YouTube video for the next

⁷⁶ Ronald Carter and David Nunan, *Teaching English to Speakers of Other Language: Teaching Listening*, (Cambridge: Cambridge University Press, 2001), pp. 7.

⁷⁷ Ramon Lewis, *Understanding Pupil Behaviour: Classroom Management Technique for Teachers*, (New York: Routledge, 2008), pp. 32.

- d. *Teaching Ability*, the teachers should be able to comprehend the student's case, and teaching methods by using YouTube video.
 - e. *Intearctivity*, the students could get self feedback from the YouTube video.
 - f. *Organization*, the teachers could use and organize to manage the the videos easily.
 - g. *Novelty*, the video should be able to lead the student's mindsets and use them as an interesting learning media.
 - h. *Speeds*, the speeds refer to the speed of the speakers and the duration of the time in implementing of the videos.
2. Teachers' challenges in selecting educational YouTube videos for listening course were estimating the exact duration, filtering the suitable content, ingrating other skills, and dealing unclear problems. Those challenges were going to be explained as follows:
- a. *Estimating the exact duration*, the teachers were difficult to estimate the duration of YouTube video, then they cuted the most important part of the video to suit the teaching time.
 - b. *Filtering the suitable content*, the teachers were trouble in filtering suitable video content, then the teacher checked all part of the video to anticipate unsuitable content.
 - c. *Integrating other skills*, the teachers were complicated in integrating listening to other skill, then the teachers found the video that could be used to teach listening for speaking or listening for writing, etc.

