# 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

Nur Afifatul Khoiriyah

NIM. D75216108

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA

2020

#### SURAT PERNYATAAN KEASLIAN KARYA

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama

: Nur Afifatul Khoiriyah

NIM

: D75216108

Semester

: 8 (Delapan)

Fakultas/Prodi: Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "Teacher's Criteria in Selecting Educational Youtube Videos for Listening Courses" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri. Segala materi dari karya orang lain digunakan hanya sebagai acuan mengikuti tata cara dan etika dalam penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan tidak sesuai dengan kenyataan yang ada, maka saya selaku penulis bersedia dimintai pertanggungjawaban sesuai peraturan yang berlaku.

Surabaya, 9 Juli 2020

Pembuat Pernyataan,

Nur Afifatul Khoiriyah NIM. D75216108

# ADVISOR APPROVAL SHEET

## APPROVAL SHEET

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.

Surabaya, July 9-15th 2020

Advisor I,

Drs. Muhtarom, M.Ed, Gred, Dip. Tesol NIP. 196512201992031005

Advisor II.

NIP. 198409142009122005

# **EXAMINERS APPROVAL SHEET**

#### APPROVAL SHEET

This thesis by Nur Afifatul Khoiriyah entitled "Teacher's Criteria in Selecting Educational Youtube Videos for Listening Courses" has been examined on July 9 - 15th, 2020 and approved by the boards of examiners.

Dean,

Prof. De. H. Ali Mas'ud, M. Ag.M.Pd.I NIP. 196301231993031002

Examiner I,

Fitriah, Ph.D NIP. 197610042009122001

Examiner II,

Rakhmawati, M.Pd NIP. 197803172009122002

Examiner III,

Drs. Muhtarom, M.Ed, Gred, Dip. Tesol NIP. 196512201992031005

Examiner IV.

Rizka Safrivani, M.Pd NIP. 198409142009122005

#### LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI



# KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

#### LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas aka	ademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, say	a:
Nama	: Nur Afifatul Khoiriyah	
NIM	: D75216108	
Fakultas/Jurusan	: Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris	
E-mail address	: nurafifatul.khoiriyah@gmail.com	
UIN Sunan Ampe	ngan ilmu pengetahuan, menyetujui∙untuk memberikan kepada Perpustak el Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah : □ Tesis □ Desertasi □ Lain-lain (	

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

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 24 Agustus 2020

(Nur Afifatul Khoiriyah)

## **ABSTRACT**

Khoiriyah, Nur Afifatul. (2020). Teacher's Criteria in Selecting Educational Youtube Videos for Listening Courses. An Undergraduate Thesis. English Language Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Advisor II: Rizka Safriyani, M.Pd

Key Words: Criteria, Youtube Videos, Teaching Listening

Selecting YouTube video as a learning media for teaching listening becomes a responsibility for English Teachers. To do this, teachers need to set up the criteria to select appropriate videos from YouTube to be used for teaching listening. This research aimed to investigate teacher's criteria in selecting videos from YouTube for listening courses and the challenges the teachers face when selecting the videos. This study used qualitative approach by interviewing three English teachers who used YouTube videos for teaching listening. The data analyzed by using descriptive analysis and inductive reasoning. The findings indicated that the criteria teachers used in selecting appropriate videos were suitability, accessibility, cost, teaching ability, interactivity, organization, novelty, speeds. The finding also identified the common challenges were estimating the exact duration, filtering the suitable content, covering student's capability, integrating listening skill to the other skills, and dealing with the unclear trouble. Therefore, these results of this research are the teachers use those all. The teacher can use these criteria as the standards and the principles to find the good educational YouTube videos for teaching listening and the teachers also can adopt the strategies in facing the their problems in selecting YouTube videos.

## **ABSTRAK**

Khoiriyah, Nur Afifatul. (2020). Teacher's Criteria in Selecting Educational Youtube Videos for Listening Courses. An Undergraduate Thesis. English Language Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Advisor II: Rizka Safriyani, M.Pd.

Key Words: Criteria, Youtube Videos, Teaching Listening

Penyeleksian video YouTube sebagai media pembelajaran listening menjadi sebuah tanggungjawab bagi seorang pendidik Bahasa Inggris. Untuk merealisasikannya, pendidik membutuhkan rancangan kriteria to menyeleksi video yang sesuai dari YouTube untuk mengajar listening. Penelitian ini bertujuan untuk mengetahui kriteria pendidik dalam menyeleksi video dari YouTube untuk pembelajaran listening dan tantangan guru dalam proses penyeleksian video. Penelitian ini menggunakan pendekatan kualitatif dan pola pikir induktif. Hasil penelitian ini mengindikasikan bahwa kriteria yang digunakan pendidik dalam menyeleksi video yang sesuai diantaranya yaitu kesesuaian, akses efektif, biaya, strategi pembelajaran, interaktif, organisasi/manajemen, daya tarik, kecepatan. Dalam penelitian ini juga menemukan bahwa tantangan yang sering pendidik hadapi adalah saat menyesuaikan durasi, memfilter isi video, mencakupkan kemampuan peserta didik, menghubungkan beberapa skill, dan menghadapi masalah yang belum jelas. Demikian, semua itu adalah kriteria yang telah pendidik gunakan dan tantangan yang pendidik temui. Para pendidik dapat menggunakan kriteria tersebut sebagai standar dan prinsip dalam menyeleksi video dari YouTube untuk mengajar listening, dan pendidik dapat mengadopsi strategi yang digunakan dalam menghadapi tantangan dan permasalah dalam proses penyeleksian video YouTube.

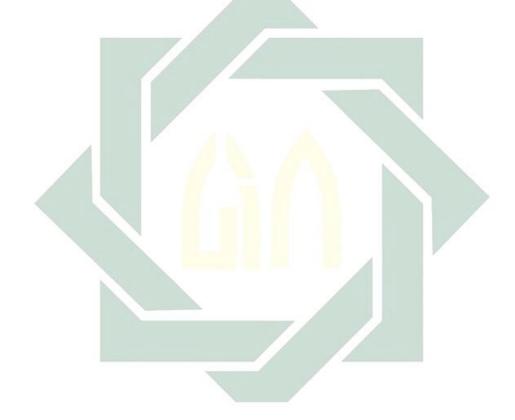
# **TABLE OF CONTENTS**

TITLE SHEET	1
SURAT PERNYATAAN KEASLIAN KARYA	ii
ADVISOR APPROVAL SHEET	iii
EXAMINERS APPROVAL SHEET	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	V
ABSTRACT	
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	ix
LIST OF FIGURE	xi
LIST OF ABBREVIATIONS	xii
LIST OF APPENDICES	
CHAPTER I : INTRODUCTION	
CHAFTERT: INTRODUCTION	1
A. Research Background	
<ul><li>B. Research Questions</li><li>C. Objectives of The Study</li></ul>	7
C. Objectives of The Study	7
D. Significance of The Study	7
E. Scope and Limits of The Study	
F. Definition of Key Terms	9
CHAPTER II: REVIEW OF RELATED LITERATURE	13
A. Review of Related Literature	13
1. Educational Media	13
2. Criteria for Media Selection	15
3. YouTube as Media for Teaching Listening	20
4. Challenges in Selecting videos from YouTube	25

B.	Review of Previous Studies	28	
СНАІ	PTER III : RESEARCH METHOD	35	
A.	Approach and Research Design	35	
B.	Researcher Presence	36	
C.	Research Location	37	
D.	Data and Source of Data	37	
E.	Data Collection Technique	38	
F.	Research Instrument	40	
G.	Data Analysis Technique	42	
СНА	PTER IV : RESEARCH FINDING		
A.	Research Findings	44	
B.	Research Discussions	62	
CHAI	PTER V : CONCLUSION AND SUGGESTION	76	
A.	Conclusion	76	
В.	Suggestions	72	
DFFF	RENCES		
APPENDICES			
ALLE	IDICES		

# LIST OF FIGURE

1.	Figure 2.1 Decision Criteria of media selection	14
2.	Figure 4.1 Sample of YouTube video from BBC Channel	40
3.	Figure 4.2 Sample of YouTube video from TED Talks	41
4.	Figure 4.3 Sample of YouTube song videoclips	44
5.	Figure 4.4 Sample of YouTube video from BBC Channel	. 53

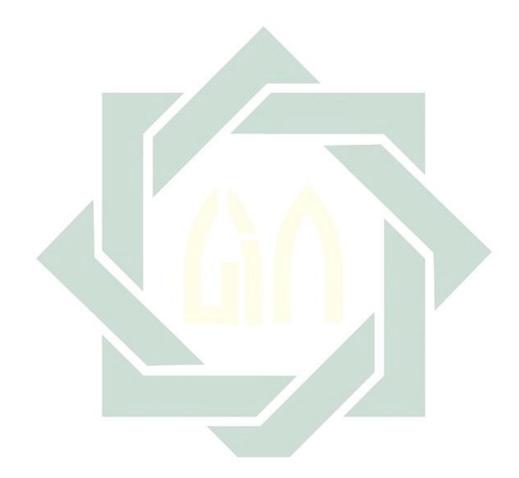


# LIST OF ABBREVIATIONS

**1. KBM** : Kegiatan Belajar Mengajar

**2. ELT** : English Language Teaching

**3. EFL**: English Foreign Language

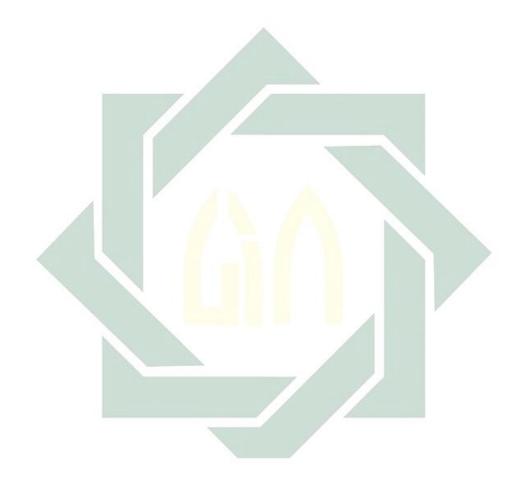


# LIST OF APPENDICES

1. APPENDIX I : Samples of YouTube Videos Channel

2. APPENDIX II : Lembar Validasi Instrument

3. APPENDIX III : Interview Guideline



## **CHAPTER I**

## INTRODUCTION

This chapter discusses about research background, research questions, objectives of the study, significances of the study, scope and limits of the study, and definition of key terms.

#### A. Research Background

Nowadays, technology becomes inseparable thing with students' life such as television, smartphone, computer, and internet. The students technology in daily life as learning media, interacting media and socializing media with others. Today, the most teachers expect and design to teach differently from what the students brain process in perceiving new information. Therefore, finding and developing creative, innovative, and effective ways to educate and engage digital natives become challenges for teachers.

Besides, technology development has an important part in exploring learning media include English language learning as a digital native. There are many learning medias that can be delivered in teaching English, such as audio, video, and some instructional materials and medias. Learning with multimedia elements such as videos are shown to be effective for learning activities. Video is one of the effective media in learning and teaching process because the video is easy to apply for teachers or students, beside the video has audio and visual component.

There are English videos uploaded that can be accessed or downloaded easily in the internet. Furthermore, there is a variety online media includes videos that can be used by everyone. YouTube is one of online video repositories are made available. Users can download, view, and share variety content videos includes films, television shows, music and instructional videos, vlogs or video blogs, etc. Moreover, in English language teaching, the selection of educational videos on video repositories is limited as more popular video is uploaded.<sup>2</sup> The video should be selected based on some criteria such as students' learning topics that refer to syllabus of the school and also students' English level. English language teachers have to be able to choose an appropriate video content that relevan to the instructional objective.<sup>3</sup> The teachers have to prepare and choose the video based on the students' needs to improve their English skills such as reading, writing, speaking, and listening skill. It becomes teachers' challenges in this era because there are many video kinds with some information that are easy to find in the internet. In fact, some English teachers still do not have criteria in selecting videos from YouTube for teaching skills. However, having and using criteria in selecting YouTube videos is important to prepare media in ELT, the video must suitable with the target language and student's needs. Moreover, the criteria have roles as the standard or principle for selecting videos from YouTube, and also as the basis in determining the level and quality of YouTube videos

<sup>&</sup>lt;sup>1</sup> Dorothy DeWitt, Norlidah Alias, et.al, "The potential of YouTube for teaching and learning in the performing arts", *Social and Behavioral Sciences*, Vol.10 No.3, November 2013, 1118 – 1126.

<sup>&</sup>lt;sup>2</sup> Kretsai and Woottipoong, "Effect of Using Materials Video in the Teaching of Listening Skills for University Students", *International Journal of Linguistics*, Vol.6, No.4, 2014,ISSN 1948-5425.

<sup>3</sup> Bell, L., & Bull, G., "Digital video and teaching". *Contemporary Issues in Technology and* 

<sup>&</sup>lt;sup>3</sup> Bell, L., & Bull, G., "Digital video and teaching". Contemporary Issues in Technology and Lecturer Education, 2010, 1-6.

which are going to use for teaching English before coming to the class, so the teachers should have the criteria in selecting YouTube videos to avoid perfunctorily in election videos process which can influence the achievement of ELT.

Ni Luh Desy Suari Dewi and Ni Putu Eka Carniasih analyzed the effectiveness of YouTube based-Learning Media in Teaching English Grammar. This study used quantitative and qualitative data to answer the research questions. The findings of this research showed that the use of YouTube was beneficial for teaching English Grammar and encouraged positive perceptions from the students.<sup>4</sup> The study above was in line with this research topic because that study used YouTube for teaching English, but not for teaching listening. So, the study did not discuss the preparation in selecting YouTube content for teaching listening courses.

Another study analyzed the students' needs about primary instructional materials for speaking to beginner students. This study focused on developing educational YouTube videos as an instructional material of speaking for beginner course by integrating the videos into classroom practices. The result of this study was the final model of speaking for beginner instructional material and media development with the title "Speaking for Beginner: A way to speak like natives". The students' evaluation of the material was generally good and get high level of acceptability in 85% for students. Therefore, YouTube as authentic material was

<sup>&</sup>lt;sup>4</sup> 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

suitable and applicable as primary instructional material to support the learning process for the beginner students. Thus, the use of YouTube can improve the students' speaking skill.<sup>5</sup> This study also used YouTube videos as primary material for teaching English, but not for teaching listening.

Another previous study by Abang Muhammad Riskan, Mukhaiyar, and Refnaldi in an analysis of the effect of using YouTube as a teaching media on the students' listening skill. This study aimed to identify the using YouTube were more effective than using audio in teaching listening skill or not, and also to identify there was an interaction between YouTube and audio listening on listening skill. This research used quantitative through listening comprehension test to investigate students' listening skill. This study concluded that YouTube were more effective than audio in improving students' listening comprehension but there was no interaction between YouTube and audio toward listening skill. In this result showed that the effectiveness of the teaching median implemented in different classes depend on the use of media.<sup>6</sup> The study above was in line with this research topic because that study used YouTube for teaching listening, but that study investigated about the effectiveness after using YouTube as a media for teaching listening. However, that study did not explain about the preparation in selecting YouTube content for teaching listening courses.

-

<sup>&</sup>lt;sup>5</sup> Syifa' Khuryatuz Zahro, et.al, "The Development of Educational YouTube Videos-Based Instructional Material for Speaking for Beginner Course", *International Journal of English Teaching (IJET)*, Vol.8 Issue 2, December 2019, 48-57.

<sup>&</sup>lt;sup>6</sup>Abang Muhammad Rizkan, Mukhaiyar, et.al, "The Effect of Using YouTube..., 286-291.

Furthermore, another previous study by Eng Wassan and Halla in their study about selection of appropriate media and technology for distantance education. The aim of this study was to know how the most appropriate media to reach the receiever can be selected based on the effective strategies. This research used qualitative approach through observation and interview as the tools to collect the data. This study found that media design implementation such as accessible of particular technology became an important commponent to support teaching and learning process, and assist the selection of appropriate teaching media to increase students learning.<sup>7</sup> The study above is in line with this research topic because that study investigates the selection of appropriate media for education. However, that study does not explain about the selection of YouTube content as appropriate media for teaching listening courses.

Based on some studies above, those research focused on the roles and the effectiveness of the use video YouTube as media for teaching English. Both used quantitative research through experimental and also qualitative approach to get the research data. Another study that makes researcher interested here is the use of YouTube videos for teaching listening, so the teachers should have good preparations in selecting videos before using it in the classroom. However, there is no study about teacher's criteria in selecting YouTube videos for teaching English as references or guidelines for teachers before implementing and delivering it in the class.

\_

<sup>&</sup>lt;sup>7</sup> Dr. Eng. Wasan Adnan Hashim, and Hala S. Hashim, "Selection of Appropriate Media ..., 1211.

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

target language and also investigates the teacher's challenges in selecting the several contents in YouTube videos for listening courses.

## **B.** Research Questions

The problem statement of this study is focused on the use of educational YouTube video in English teaching and learning, it is:

- 1. What are teacher's criteria in selecting educational YouTube video as learning media for listening courses?
- 2. What challenges are commonly faced by the teachers in selecting educational YouTube videos for listening courses?

# C. Objectives of The Study

Based on the problem statement, the objectives of this study are:

- To investigate teacher's criteria in selecting appropriate educational YouTube videos for listening and suitable with target language.
- To investigate the teacher's challenges in selecting the several contents in YouTube videos for listening courses.

# D. Significance of The Study

Giving contribution to the English teachers and pre-service teachers about the way teachers develop learning media through Educational YouTube video in teaching and learning for listening courses are the significance of this study. Those are:

- This study gives some information for English teachers to stimulate their interestings, and their motivations through using YouTube videos.
- 2. This study can help the teachers improve their pedagogical in teaching English includes in arranging lesson plan, selecting materials, and the way teachers select educational YouTube videos as appropriate instructional media with target language, especially for listening courses.

However, having and using criteria in selecting YouTube videos are important part in preparing ELT process. The video should be suitable with the target language and student's needs. Moreover, criteria become the standard or principle for selecting videos from YouTube, and also become a basis in determining the level and quality of YouTube videos which are going to use for teaching English before coming to the class. Therefore, the teachers should have the criteria in selecting YouTube videos to avoid perfunctorily in election YouTube videos which can influence ELT acheivement.

# E. Scope and Limits of The Study

#### 1. Scope

The scope of this study is the analysis of the teacher's criteria in selecting Educational YouTube videos for listening courses and the teacher's challenges in selecting the videos with three English teachers whom the teachers teach listening

subjects in English Language Education Department of UIN Sunan Ampel Surabaya.

#### 2. Limitation

This study limit only to English teachers that use Educational YouTube videos for listening courses at the second semester in academic year 2019-2020 as the first-year students of English Language Education Department of UIN Sunan Ampel Surabaya. The researcher only investigates the teacher's criteria in selecting Educational YouTube videos for listening courses and the teacher's challenges in selecting the videos The researcher is going to take this study at three Spoken English (the subject of speaking and listening study) classes with different teachers. The first, the researcher wants to take in A Spoken English class, the second in C Spoken English class, and the third in D Spoken English class.

## F. Definition of Key Terms

To avoid misunderstanding about key terms that use in this study, therefore it is define as below:

#### 1. Criteria for Media Selection

Criteria are the standards or principles for doing something, and also defined as the fact or level of quality that used in creating a decision. Besides, teacher's criteria mostly describe criteria to be a good teacher and professional teacher, etc. However, teacher's criteria here are focused on the criteria used by the teachers as the principles such as criteria to determine appropriate videos from YouTube as media for teaching listening courses. In selecting medias for teaching language, the teachers should have some criteria to select this decision. In addition, criteria for media selection are 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, and the researcher uses this definition in this study. In this research, the researcher are going to observe the criteria that will be used by the teacher in selecting Educational YouTube videos as the media for teaching listening.

#### 2. Educational YouTube Videos

YouTube is a Website which people can create and upload their videos to view, share, and comment on others contributions. YouTube is considered a source of online material that can be played a key role in the

<sup>8</sup> Cambridge dictionary, accessed on <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a> at 14:05, April 10<sup>th</sup>, 2020.

<sup>&</sup>lt;sup>9</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education", *International Conference of Islamic Education:* Reforms, Prospects and Challenges of Maulana Malik Ibarahim State Islamic University of Malang, ISSN-24-27-3638, Desember 2-3, 2015, 177.

teaching and learning.<sup>10</sup> Besides, the teacher has an important role in selecting educational YouTube videos as media in ELT. In this research, the researcher mention Educational YouTube videos as the several videos from YouTube which have contents that can support listening. The video should be able to educate the students because there are unsuitable or uneductional videos in YouTube do not educate the viewers and listeners. Therefore, the video aspects that need to be concern are good speakers, easy to hear and understanding, correcting grammar, then variety content. The videos here includes the video from educational YouTube channel such as British Council Channel, TED Talks channel, and some English Learning and Teaching videos repositories in YouTube which may be uploaded on year 2016 to 2020.

# 3. Teaching Listening

Listening is one kind of the important English skills that have to be mastered by English students.<sup>11</sup> Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio and using dictation, etc. Teaching listening is one of the most difficult tasks for teachers. This is because successful listening skills are acquired over time and need a lot of practices. It is frustrating for students because there are no rules like in

1

<sup>&</sup>lt;sup>10</sup> J Bonk, *The world is open: How web technology is revolutionizing education*, San Francisco: Jossey-Bass Elsevier. 2009, 111.

<sup>&</sup>lt;sup>11</sup> Asemota, Henry Erhamwenmwonyi, "Nature, Importance and Practice of Listening Skill", *British Journal of Education*, Vol.3, Issue 7, September 2015, pp. 27-33.

grammar teaching. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify. In this research, what the researcher means by teaching listening is the teacher's technique in teaching listening through YouTube videos. Therefore, this research is going to conduct in listening courses at the second semester in academic year 2019-2020 as the first-year students of English Language Education Department of UIN Sunan Ampel Surabaya.

# 4. Teacher Challenges

Challenge is a situation that the requaires a great effort in order to be done successfully and attempts a strength, skill or ability of person. <sup>12</sup> 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. Therefore, in this research, what the researcher means by teacher challenges are the problem that challenges are commonly faced by the teachers in selecting educational YouTube videos for listening courses.

\_

<sup>&</sup>lt;sup>12</sup> Toybee J. Arnold, A Sudy of History, (London: Oxford University Press, 1987), pp. 125.

## **CHAPTER II**

## REVIEW OF RELATED LITERATURE

This chapter discusses about what are the theoretical framework in this study and the researcher provides the report of previous studies below in order to give clearest description of the differentiation among the existence research.

#### A. Review of Related Literature

This section explains about reviews of related literature of this research such as educational media, criteria for media selection, YouTube as media for teaching listening, and challenges in selecting videos from YouTube.

#### 1. Educational Media

Educational media has an important role in the learning and teaching process. Using educational media can help teachers to deliver the materials and also to stimulate of the students in learning process<sup>13</sup>. The use of tools to order the communication and interaction between teachers and students in teaching process are commonly defined into Educational media.<sup>14</sup>

Teaching by using media is a key component in the most language program. The teachers use some instructional materials and medias as the language practice that may be applied in the classroom. Some of them

<sup>&</sup>lt;sup>13</sup> M. Ali, "Pengembangan Media Pembelajaran Interaktif Mata Kuliah Medan Elektromagnetik", *Jurnal Edukasi@Elektr*, Volume 5, No. 1, 2009. Acsessed on <a href="http://journal.uny.ac.id/index.php/jee/article/view/348/250">http://journal.uny.ac.id/index.php/jee/article/view/348/250</a>. at 21:51, March 22<sup>th</sup>, 2020.

<sup>&</sup>lt;sup>14</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 174.

implement instructional media to support instructional material which are arranged based on the lesson, the skills taught, and kind of students' language practice.

Harmer stated that using educational medias to provide and develop students' language target can be delivered by applying a range of some objects, pictures, and other things in learning and teaching activity in the class or outside. 15 There are two kinds of popular medias, those are; print media, such as some books, workbooks, worksheets, and others that may be offer good stimulate to improve students' writing and reading skill in particular, besides electronic media which can be applied through audio (cassette, MP3, audio recording), audio-visual media (television, videos, computer based material) or medias present teachers with some resources such as self-access media which adapted from the internet in improving students' listening and speaking skills.<sup>16</sup> Therefore, so many kinds of medias that must be prepared by English teachers includes selecting the kind of learning media before teaching, especially teaching listening in the classroom.

Nurseto stated that educational media has some functions in learning and teaching language, those are: (1) as the supporting means in achieving more effective learning activities, (2) as an element that is interconnected with other elements in particular to create an expected learning and teaching

<sup>&</sup>lt;sup>15</sup> Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007).

<sup>&</sup>lt;sup>16</sup> Carol Betram, Peter Ranby, Mike Adendorff, et.al, "Using Media in Teaching", In John Gulting (Ed,), (South Africa: South Africa Institute for Distance Education, 2010), 91.

activity, (3) for stimulating the learning and teaching process, and (4) for developing the teaching and learning quality.<sup>17</sup>

Video is one of the effective medias in learning and teaching process because it can be easier for teacher or students in applying, and in the videos have been include audio and visual media. Harmer states that video can give benefits for students' learning such students' experience about language in use, develop their cross cultural understanding, improve their creativity, and also help them to increase their motivation in learning English. However, in this advanced technology era, the teachers surely face some challenges in utilizing the video in the classrooms.

This theory becomes the basis theory to limited the analyze the finding about educational videos as the educational media. The video should be able to educate the students because there are unsuitable or uneductional videos in YouTube do not educate the viewers and listeners. Therefore, the video aspects that need to be concern are good speakers, easy to hear and understanding, correcting grammar, then variety content.

#### 2. Criteria for Media Selection

In selecting medias for teaching language, the teachers should have some criteria to select this decision. Criteria for media selection are the principles or standards in using of media in learning process which allows

-

<sup>&</sup>lt;sup>17</sup> T. Nurseto, "Membuat Media Pembelajaran yang Menarik", *Jurnal Ekonomi dan Pendidikan*, Volume 8, No. 1, April 2011. Accessed on <a href="http://journal.uny.ac.id/index.php/jep/article/view/706">http://journal.uny.ac.id/index.php/jep/article/view/706</a>, at 22:48, March 22<sup>th</sup>, 2020.

students to interact with the selected media. <sup>18</sup> In addition, Nurryana stated that the selection of educational media, the teachers should consider in the criteria are as follows: <sup>19</sup>

## a. Objectives

In accordance with the objectives to be achieved, media are selected based on predeternined objectives instructional which generally refers to one or a combination of two or three cognitive, affective, and metacognitive.

b. The target of media usage or students' conditions

the teachers should be know learning media which appropriate with student's ability because every students has different capability in learning.

#### c. Characteristics of the media

Those characteristics are the characteristics of the fixative (the use of teaching aid, recording media capabilities, store, preserve, and reconstruct an object, and the media allows a recording of events or objects that occour at a particular are transported without knowing time), manipulative traits (media capabilities of manipulative traits requires really attention to change the attitude toward an error in the rearrangement of the sequence of events), and distributive characteristic (this characteristic allows an object

.

<sup>&</sup>lt;sup>18</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 177.

<sup>&</sup>lt;sup>19</sup> A.F. Nurryana, "Pengembangan Media Pendidikan Untuk Inovasi Pembelajaran", *Speed-sentra Penelitian Engineering dan Edukasi*, Volume 1, No. 2, 2008. Accessed on <a href="http://ijins.org/journal/index.php/speed/article/view/1354">http://ijins.org/journal/index.php/speed/article/view/1354</a>, at 23:28, March 22<sup>th</sup>, 2020.

or even is transported through space, at the same time the incident served to a large number of students with the same stimulus relative experience regarding this incident).

## d. Setting of time and cost,

The media are expensive and take a long time to produce it is not a guarantee as the best media.

#### e. Availability

The media sould be able to access depend on what the media is already available for other purposes. For example, if every students has their own media for work purposes, it might also be used for the open and distance learning course, or if the teaching is to be home-based, then the limited media/technology available in most homes must be taken into account.

Moreover, according to Sadiman and Rahardjo state that in selecting educational media should be concernd on nine key factors (criteria) include; the limitation of institutional resource, the media must be suitable with the language target, based on students' characteristics, students' behavior and skill grade, purposes of learning subject, the relationship of learning, learning setting (place and time), and also quality of media diversity. <sup>20</sup>

-

<sup>&</sup>lt;sup>20</sup>A. S. Sadiman, Rahardjo, Haryono, and Rahardjito, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: Rajawali, 1990), 11.

Besides, Ali and Hilmi found in their focus group discussion that the criteria of media selection in preparing teaching before come to the class are discribed in figure below:

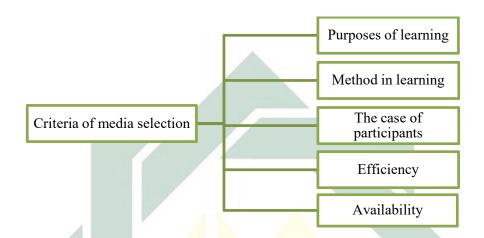


Figure 2.1 Decision Criteria of media selection

In (Figure 2.1), Ali and Hilmi state there are five criteria of media selection in teaching language which can become the guidelines for teachers in selecting media for teaching listening before implement it in the class. Those developed ideal criteria are:<sup>21</sup>

- Purposes of learning, the teacher should know the objective of learning
   Before choosing the kind of media for teaching listening
- 2) Method in learning, the teachers need to have a concept for teaching listening, and a method to learn listening skill. For example, using silent way or audio lingual method in learning

<sup>21</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 178.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

- 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 efficience 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).<sup>22</sup> 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

\_

<sup>&</sup>lt;sup>22</sup> 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 acheivement.

## 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

some advantages for learning language such as providing authentic examples about the use of English for everyday conversations/languages by native speakers. Besides, the videos can be used as tools to improve language skills including listening, speaking, reading and writing. Using YouTube also has some weaknesses. Those are poor sound quality, speakers' unclear pronunciation and dialect. On the one hand, YouTube videos sometimes do not provide good videos either from the dialogues to the pictures taken. Thus, the videos have to be selected in order to find the appropriate one for education learning. <sup>23</sup>

YouTube can be a very useful source to teach listening skills when the teachers integrate the videos into educational practices. This integration has had an impact on the learning paradigms. The teacher can make a class stimulating, interesting and meaningful to the students by implementing a tailor-made lesson which includes YouTube videos according to the level of the students and their areas of interest. A well planned lesson can make learning listening skills effective and efficient. The need of the hour is to equip students with good communicative skills which prepare them to face interviews and to develop employability skills. Students would not be able to respond appropriately if they are unable to comprehend what they have listened to. This can hinder ones communication. It might further hamper their career opportunities. Therefore teaching listening skills is equally essential as teaching other skills. For a listening class to be productive, it is very essential

-

<sup>&</sup>lt;sup>23</sup> Ronald Carter and David Nunan, *Teaching English to Speakers of Other Language: Teaching Listening*, (Cambridge: Cambridge University Press, 2001), pp. 7.

to plan the classes meticulously. The class would bring about positive results in the students listening skills if the teacher can exploit the material to the best extent possible. <sup>24</sup>

YouTube is a Website that invites people to create and upload their videos, and to view, share, and comment on others' contributions. Moreover, YouTube is considered a source of online material that can play a key role in the teaching, and learning.<sup>25</sup> Besides, the teacher has an important role in selecting educational YouTube videos as media English learning and teaching.

Listening is a complex process understanding the spoken in language teaching. Listening is one kind of the important English skills that have to be mastered by English students. There is interactive process in the role of a speaker and listener through a verbal and non-verbal component in the oral communication. <sup>26</sup>

Besides, listening implicates *bottom-up processing* (the data of from incoming speech signal is attended by the listeners) and *top-down processing* (listeners create meaning from their expectations and primary knowledge). There are various types of cognitive organization both bottom-up and top-down; (a) phonological, (b) grammatical, (c) lexical, and (d) propositional.<sup>27</sup> The teachers and students are common listen to record audio material on cassette recorders. However, recorded material is available like video material

<sup>&</sup>lt;sup>24</sup> 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

<sup>&</sup>lt;sup>25</sup> J Bonk, *The world is open: How web technology is ...*, pp. 111.

<sup>&</sup>lt;sup>26</sup> Asemota, Henry Erhamwenmwonyi, "Nature, Importance and ...", pp.27-33.

<sup>&</sup>lt;sup>27</sup> Ronald Carter and David Nunan, *Teaching English to Speakers of Other Language: Teaching Listening*, (Cambridge: Cambridge University Press, 2001), pp. 7.

in digital format such as MP3, and MP4. Besides, students can improve their listening skill through comparing extensive and intensive listening materials and procedures.

Extensive listening materials can be found from various sources which are now published with an audio version on cassette, CD, or MP3. In extensive listening, the teacher motivates students to choose what they listen to improve their general language. Besides, intensive listening materials by using audio, tape, CD or hardisk, MP3 to practice student's listening skills. Audio material is available and extremely to find with different format and easy to apply in the class by using computer, but it is not carry to implement it in the big classroom with so many students because they can not hear clearly and difficult to concern.<sup>28</sup>

The roles of the teacher in intensive listening are: (a) as organizer, the teacher should gives the students information about the listening objectives and gives them an instruction clearly to attain it, (b) as a machine operator, when the teachers use audio materials in teaching listening, they should be exact as possible in using audio player in the classroom, (c) as a feedback organizer, the teacher have to lead in giving feedback to check the students' assignment that they have completed are successfull or yet, and (d) as a prompter, the teacher can instructs the student to listen an audio record again to notice a spoken in improving listening comprehension.<sup>29</sup>

-

<sup>29</sup> *Ibid*,...pp. 305.

<sup>&</sup>lt;sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching...*, pp. 303.

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 (<a href="https://www.YouTube.com">www.YouTube.com</a>). 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

Additionally, there are listening (and mixed with viewing) techniques with the same principles:<sup>30</sup>

# 1) Picture less listening (language)

The teacher removes the picture from the screen but not the sound, and the students guess things such as taking place and who speakers are in the dialogue.

# 2) Picture less listening (music)

The teacher removes the music and the students listen to it and say the mood it appears and where it is taking place

# 3) Picture less listening (sound effects)

The teacher plays the video without dialogue and the students listen to the sound effect, and they have to guess what is happening.

#### 4) Picture or speech

The teacher devides the students into two group, a half group face the screen and other group face away, then they have to mix their own perceptions and understandings in a forum discussion.

#### 5) Subtitles

Subtitles can help the students when they listen to authentic material includes video. It helps them to make connections between English and their own language.

\_

<sup>&</sup>lt;sup>30</sup> Jeremy Harmer, *The Practice of English Language Teaching* ..., pp. 309-310.

Therefore, the teachers can use some techniques above and also can make other innovative techniques in teaching video for listening which are the better than before.

# 4. Challenges in Selecting Videos from YouTube

Challenge is a situation that the requaires a great effort in order to be done successfully and attempts a strength, skill or ability of person.<sup>31</sup> 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.

The selection of input sources which may be live, or be recorded on an audio or videos, then the effective teaching listening involves:

- 1) Teacher have to be careful in selecting sources which appropriately authentic, more interesting, varied and challenging
- 2) Teacher must be creative in designing the assignment such as well-structured, give the students opportunities to activate their experiences, knowledges, and also to guide what the students are doing
- 3) Assistance to enhance effective listening strategies such as metacognitive, cognitive, and social.
- 4) Listening must be integrated with other learning language targets, includes speaking, reading, and writing.<sup>32</sup>

-

<sup>&</sup>lt;sup>31</sup> Toybee J. Arnold, A Sudy of History, (London: Oxford University Press, 1987), pp. 125.

<sup>&</sup>lt;sup>32</sup> *Ibid*,... pp. 11.

Beside criteria that have to be important point in selecting videos from YouTube channel, the teacher also have to know the strategies in facing the challenges when they are selecting the kind of video. Selection of materials in YouTube is a challenge fo an English teacher as it provides a platform through which students learni English Language. According to Dudley-Evans states that the material and media play a cricial role in exposing learners to the language.<sup>33</sup>

The reflection focuses on the changes that YouTube as educational media had brought to communication and social relationship, as well as on the role of learners and teachers as consumers and producers of media message, text, audio, and video. Furthermore, YouTube have brought countless opportunities and benefit in different areas, namely in terms of the amount and diversity of informations offered, as well as regarding communication.<sup>34</sup>

Users operating with a high level of educational media and media literacy such as YouTube have a strong, broad perspective. Beyond the process of analyzing, selecting, evaluating and eve taking a social or moral position in relation to the information found in YouTube content, the wide ocean of information offered by YouTube posits another challenge related to the information seeking process.<sup>35</sup>

\_

<sup>&</sup>lt;sup>33</sup> Dudley-Evans, *Development in ESP: A multi-disciplinary approach*, (United Kingdom: Cambridge University Press, 1998), pp. 25.

<sup>&</sup>lt;sup>34</sup> Berk, R, Multimedia teaching with video clips: TV, movies, YouTube.., pp.18..

<sup>&</sup>lt;sup>35</sup> Dian Rahayuningsih, "Student Teachers' Challenge in Developing Teaching Materials During Teaching Practicum Vocational School", *Journal of English and Education of Indonesia University of Education*, Vol. 4, No. 2, 2016, pp.24-34.

As told before, Indonesia is one English a foreign language (EFL)'s country and English is taught in schools as compulsary subject. Beside preparing the best strategies for teaching EFL, the teacher also need have a big preparation to deliver the kind of materials and media for teaching includes using educational YouTube videos as an innovative learning media. Every beginner or experienced teachers will always face a kind of challenges when they are teaching English and preparing the media selection which appropriate with the objective of teaching, because teaching a foreign language can create challenges. Therefore, the researcher here need to know those teoritical framework as the basis in analysing the findings of this study to avoid misunderstanding and perfunctorily in classifying the findings.

# **B.** Review of Previous Studies

A number of studies have investigated the use of YouTube in teaching English. For example, a study by Wael Abdurrahman Almuraishy examined the effective role of the multi modal text for teaching English.<sup>36</sup> This study used quantitative approach by interviewing twelve students at Taibah University in Ulala. The finding showed that the use of YouTube could stimulate student's understanding in English lessons and improve their performance. Additionally, the multi modal text in YouTube could play an important role in helping students to understand their English lessons. Wael also found that students' had positive attitudes toward the use of YouTube. The study above was in line with this

-

<sup>&</sup>lt;sup>36</sup> Wael Abdulrahman Almurashi, "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University In Alula", *International Journal Of English Language And Linguistics Research*, Vol.4, No.3, April 2016, Pp.32-47

research topic about the using of YouTube content as additional materials, but it only about the role of YouTube.

The second previous study from Dorothy De Witt investigated YouTube in education, it was focused on academic achievement with few studies are conducted in the instruction of the performing arts.<sup>37</sup> This study used combination technique between interview and survey to collect the data. There are many studies done in the performing arts related to the future studies. The objective of this study are to get consensus on the benefits of the use of YouTube as a tool for teaching and learning in the performing arts, and for maintaining students' interest and achievement in learning as well as to determine the suitability of using YouTube as a tool for teaching the performing arts in the future. This study showed that the potential YouTube can be used as an instructional too. The study above was againts with this research topic because it talks about the evaluation and achademic achievement after using YouTube as media for teaching.

The third previous study related to this research is done by Chery We-yu Chen that examined about Developing EFL Students' Digital Empathy through Video productions. This research aimed to involve students video production and investigate multimodal learning experience help students improve their mastering of digital empathy. Then, this study used descriptive statistical data and qualitative data from questionnaire. The findings concluded that the video production process can help students to identify the importance of having empathy when the students were online. The result also found that the motivation in using

\_

 $<sup>^{37}</sup>$  Dorothy DeWitt, Norlidah Alias, et.al, "The potential of YouTube for ..., pp. 1118-1126.

video production project has important part in language course with teaching implications.<sup>38</sup> The study above was againts 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-emitional and experiential competencies when the teacher used digital media as learning media in teaching process.<sup>39</sup> 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.

-

<sup>&</sup>lt;sup>38</sup> 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.

<sup>&</sup>lt;sup>39</sup> 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 subject's of this study were the students of second semester of English Departement 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. The study above wasagaints 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;

<sup>&</sup>lt;sup>40</sup> 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

preliminary research (preliminary study, need analysis, document study), model development (instructional design adaptation, draft model development) and model validation (expert validation, first revision, try-out, second revision, final model). The result of this study was the final model of speaking for beginner instructional material and media development is so-titled "Speaking for Beginner: A way to speak like natives". The students' evaluation demonstrated that the material was generally good and high level of acceptability in 85% for students, and also the teachers. Therefore, YouTube as authentic material was suitable and applicable as primary instructional material which supported the learning process in speaking for the beginner level so can improve the students' speaking skill. The study above was againts with this research topic because that study uses YouTube for teaching speaking only, not for teaching listening. However, that study have not talk about the preparation in selecting YouTube content for teaching listening courses.

Another previous study by Abang Muhammad Riskan, Mukhaiyar, and Refnaldi in an analysis of the effect of using YouTube as a teaching media on the students' listening skill. The aims of this study were to identify the using YouTube are more effective than using audio in teaching listening skill or not, and also to identify there was an interaction between YouTube and audio listening on listening skill. This research used quantitative through listening comprehension test to investigate students' listening skill. This study concluded that YouTube are more effective than audio in improving students' listening comprehension but

-

<sup>&</sup>lt;sup>41</sup> Syifa' Khuryatuz Zahro, et.al, "The Development of Educational YouTube..., 48-57.

there is no interaction between the YouTube and audio toward listening skill. In this result shows that the effectiveness of the teaching median implemented in different classes depends on the use of media.<sup>42</sup> The study above is in line with this research topic because that study uses YouTube for teaching listening, but that study investigated about the effectiveness after using YouTube as a media for teaching listening. However, that study does not talk about the preparation in selecting YouTube content for teaching listening courses.

Furthermore, another previous study by Eng Wassan and Halla in their study about selection of appropriate media and technology for distantance education. The aims of this study is to know how the most appropriate media to reach the receiever can be selected based on the effective strategies. This research used qualitative approach through observation and interview as the tools to collect the data. This study found that media design implementation such as accessible of particular technology become an important commponent to support teaching and learning process, and assisst the selection of appropriate teaching media to increase students learning.<sup>43</sup> The study above was in line with this research topic because that study investigatet the selection of appropriate media for education. However, that study did not explain about the selection of YouTube content as appropriate media for teaching listening courses.

Based on some previous studies in above, their research focus on the role and the effectiveness of the use video YouTube as a kind of media learning. Most

<sup>42</sup>Abang Muhammad Rizkan, Mukhaiyar, et.al, "The Effect of Using YouTube..., 286-291.

<sup>&</sup>lt;sup>43</sup> Dr. Eng. Wasan Adnan Hashim, and Hala S. Hashim, "Selection of Appropriate Media ..., 1211.

of them used quantitative research through experimental approach to get the research data, and they used qualitative approach to get nother data besides using mixed method that compare between quantitative and qualitative approach. Another study that made researcher interested here is the use of YouTube videos in improving students' listening skill because videos rarely used in teaching listening so the teachers have to have good preparations include in selecting videos before using it in the class. However, there is a study discuss about the criteria of learning media selection, but still there is no specific study about teacher's criteria in selecting YouTube videos for teaching English as references or guidelines for teachers before implement and deliver it in the class.

# **CHAPTER III**

# RESEARCH METHOD

In the third chapter, the researcher explains what kind of the research methodology and how the way the researcher collects the data of this study. In this section the researcher is going to deliver explanation about approach and research design, researcher presence, research location, data and source of data, data collection technique, research instrument, and data analysis technique.

# A. Approach and Research Design

This study investigated teacher's criteria in selecting educational YouTube video for listening courses. Based on the objective of study, this study used a qualitative approach by interviewing three English teachers in listening subject of the second semester of English Language Education Department of UIN Sunan Ampel Surabaya. The researcher chose these class because listening course taught in these courses by using YouTube videos as media for teaching were successfull, it could be shown that student's achievements have increased after doing assignment by using YouTube videos.

This research used qualitative approach as a research design. Qualitative approach used extra explanation for behaviour, attitudes and might be completed with variable, construct, and hypothesis. It was important to use for presenting the data, interpreting, validating, and indicating the potential outcomes of study.<sup>44</sup>

<sup>&</sup>lt;sup>44</sup> John W. Cresswell, *Research Design*, (Lincoln: SAGE Publications, Ins, 2014), pp. 222.

The purpose of the interview here was to obtain teachers' opinion about their experience when using videos from YouTube for teaching listening. Here, the researcher used unstructured interview which was an open situation, extra flexibility, and freedom, but it was not casual mater, so it should be carefully in planning. The researcher designed some questions outlines which could guide in interviewing process such what teacher's criteria in selecting educational YouTube video for listening courses were, and what the challenges which commonly faced by the teachers in selecting educational YouTube videos for listening courses, and how to solve it.

#### **B.** Researcher Presence

The subject of this study were three English teachers in listening subject of the second semester of English Language Education Department of UIN Sunan Ampel Surabaya. Those teachers came from A Spoken English class, C Spoken English class, and D Spoken English class. The researcher chose these class because listening course taught in these courses by using YouTube videos as media for teaching were successfull, it could be shown that student's achievements have increased after doing assignment by using YouTube videos.<sup>46</sup>

In this study, the researcher as the collector of data. The definite role of researcher as an instrument because interview guide was used in this research. Therefore, the presences of the researcher in this study was imperative. Here, understanding the meaning of every interaction was obtained from the human

٠

<sup>&</sup>lt;sup>45</sup> Louis Cohen, Lawrence Manion, et.al, *Research Methods in Education*, (New York: Routledge, 2007), pp. 351.

<sup>&</sup>lt;sup>46</sup> Researcher's Survey

instrument which including understanding opinion, and value every subjects' statement or actions. The researcher became a primary instrument in collecting the data rather than some inoperative systems.<sup>47</sup>

Other role of researcher was as participator in interviewing guide as an interviewer. The researcher interviewed the participants about what teacher's criteria in selecting educational YouTube video for listening courses are, and what the challenges which commonly faced by the teachers in selecting educational YouTube videos for listening courses and how to solve it.

#### C. Research Location

This research was conducted on May 2020 in English Language Education Department of UIN Sunan Ampel Surabaya. The researcher chose it because this major was English course that focused on Spoken (speaking and listening courses) but because there is no class offline when covid-19 pandemic so all of teaching and learning activities are changed into online class. Three English teachers with different class of second semester of English Language Education Department as the target participants of this study because listening course taught in these courses by using YouTube videos as media for teaching were successfull. Therefore, the researcher also collected the data of this study by using online process.

#### D. Data and Source of Data

There were many ways and data that could be obtained in qualitative method such as visual data included videos, documentation, interview and

<sup>&</sup>lt;sup>47</sup> *Ibid*,...pp. 255.

observation.<sup>48</sup> However, to answer two problems of this research, the researcher only used data interview. The data of this research was attained through interview session which delivered new informations from the participants about what teacher's criteria in selecting educational YouTube video for listening courses are, and the challenges which commonly faced by the teachers in selecting educational YouTube videos for listening courses and how to solve them.

Moreover, the researcher obtained the several sources such as books, journal articles which related to media selection in ELT especially for teaching listening. There were many exist sources which could be collected by the researcher and also the previous studies with different issues but still related to this research. Thus, two kinds of data above were needed as the basis in establishing how to collect the data.

# E. Data Collection Technique

In this research, the researcher used online interview data. Interview was activity that involved interviewer and interviewee where the interviewer gave some questions to be answered through interview session. Here, to answer two problems of this research, the researcher only used data collection technique. The researcher got the data through interview session which delivered new informations from the participants about what teacher's criteria in selecting educational YouTube video for listening courses were, and what the challenges which commonly faced by the teachers in selecting educational YouTube videos

\_

<sup>&</sup>lt;sup>48</sup> J.R. Raco, *Metode Penelitian Kualitatif*, (Jakarta: Gramedia Widiasarana Indonesia, 2010), pp. 111.

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-onone interview, (2) focus group interview, (3) telephone interview, (4) electronic Email interview. 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

-

<sup>&</sup>lt;sup>49</sup>Creswell, John W, Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (United State: Pearson Education, 2012), pp.102.

enough information from three English teachers through two times interview sessions for each participant; the first, we discussed about teacher's criteria in selecting YouTube videos. The second was about their challenges in selecting it. Then, the data of the first session gathered and classified based on Tony Bate's and Ali's theory. There were some criteria that the researcher found, those are the tyoe of YouTube videos, accessibility, cost, teaching ability, interactivity, organization, novelty, and speed. The following detail explanations will be delivered in research findings and 2) the researcher noted the transcript and the result of interview through organize the data as followed controlling, organizing, grouping, giving the code, and categorizing, and the data was analyzed by using descriptive analysis technique and inductive reasoning.

# F. Research Instrument

Before collecting the data, the researcher designed an interview guideline as the research instrument of this study. There were four kinds of that may be used a research tools; the structured interview, the unstructured interview, the non-directive interview, and the focused interview.<sup>50</sup> Here, the researcher used unstructured online interview which was an open situation, extra flexibility, and freedom, but it was not casual mater, so it should be carefully in planning. The researcher designed some questions outlines which could guide in interviewing process such what teacher's criteria in selecting educational YouTube video for listening courses were, and what the challenges which commonly faced by the

\_

<sup>&</sup>lt;sup>50</sup> Louis Cohen, Lawrence Manion, et.al, Research Methods ..., pp. 355.

teachers in selecting educational YouTube videos for listening courses, and how to solve it.

The researcher also used audio recorder beside taking field note to note the important information from the participants, and to avoid the incomplete data of interview. In this research, the researcher adopted Bates's instrument about media selection for teaching language. Tony Bate's had 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).<sup>51</sup> In addition, the researcher used this theory as the basis to analyze the study and compared with Ali's theory about selecting media based on purposes of learning, method in learning, case of the participants, efficiency, and availability. Moreover, the researcher also used Nunan's theory about media selection for teaching listening as the basis to analyze the teacher's challenges in selecting educational YouTube videos for listening courses because this statement was more suitable with the condition of subjects of this study. Furthermore, this instrument used to get the data and as an interview guide for taking interview session through eleven questions related with criteria in YouTube video selection, and eight questions related with teacher challenges in selecting YouTube video. 52 (see Appendix III)

-

<sup>&</sup>lt;sup>51</sup> 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.

<sup>&</sup>lt;sup>52</sup> 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.

# G. Data Analysis Technique

After the data was gathered from the result of collecting data, then the researcher should read and analyze the data. Data analysis was the process of elaborating data formally to find out the theme and hypothesis. It purposed to organize the data as followed controlling, organizing, grouping, giving the code, and categorizing, therefore the process of data analysis include of the researcher attitude toward respondents.53 Furthermore, the data was analyzed by using descriptive analysis technique and inductive reasoning

The researcher processed the data interview by coding respondents' answer that has been taken a note, based on some steps: the first, the researcher made be familiar with the interview guidelines for the interview session. The second, the researcher read the interviewee answers. The third, the researcher made description lists based on the interview answers, and looked for the nearly same descriptions which were could be gathered into the codes. Then, the researcher decided to the theme of the descriptions lists. The code which was more than one description would be included as one theme. When the theme had been considered, the researcher made a memo as the reflection of the code, and themes made. These themes founded was easy to analyze and describe became a text, and it was also easy to find the conclusion. Those data gathered and classified based on Tony Bate's and Ali's theory about criteria in selecting media, then it were analyzed by qualitative descriptive approach, and also Nunan's theory about media selection for teaching listening as the basis to analyze the teacher's

<sup>&</sup>lt;sup>53</sup> Jhon W. Cresswell, *Research Design...*, pp. 201.

challenges in selecting educational YouTube videos for listening courses. Furthermore, finally find the information about teacher's criteria in selecting educational YouTube video for listening courses, the challenges which commonly faced by the teachers in selecting educational YouTube videos for listening courses and how to solve it, more related information with the aims of this study, and got the conclusion as the end of research process.



# **CHAPTER IV**

# RESEARCH FINDING

In this chapter, the researcher discusses the findings of this study, and integrates the discussions with the thories to find the answer of the research questions. The first section about the findings of the teacher's criteria in selecting educational YouTube videos for listening courses and teacher's challenges in selecting the video. The the following section deliver about the discussion of the findings.

# A. Research Findings

# 1. Teacher's Criteria in Selecting Educational Youtube Videos for Listening courses

To answer the first question, this study interviewed three EFL teachers to fin out how they select videos from YouTube for teaching listening course. The result of interview analysis indicated that teachers used several criteria when choosing videos from YouTube. The detail information of the chosen criteria follows:

# a. The Type of YouTube Videos for Teaching Listening

The researcher found that the teachers had some components to determine the type of videos which they searched and downloaded from YouTube for teaching listening.

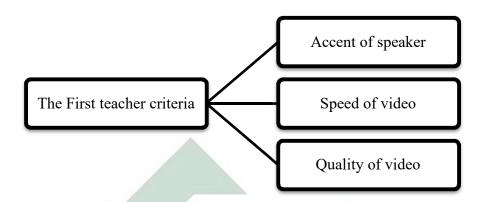


Table. 4.1 Criteria of the first teacher

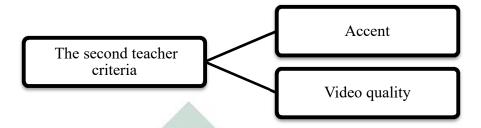
The type of videos based on the first teacher was the educative videos from some channels like BBC channel, TED Talks, etc. The teacher chosed these videos because they had three components completed, those are: 1) Accent, the videos that the teacher used were the educative videos from native speakers such as native speaker with American accent and British accent. However, the teacher did not use the video of native speaker with Australian accent because they are almost same with American accent and tend to be difficult to be differentiated. 2) Speed, the speed here was not about the speed of duration of the video, but the speed of the speakers when they were speaking in the video. In some videos, there were speakers speaking slowly, intermediately, and fast. Thus, the speed of the video should be suited with the level of students, and 3) Quality, the quality of video was one of the important part to determine the video. The videos should have clear sounds included speaker's voice and soundtrack. Then, the quality of pictures

must be clear in order to make the students interested. Moreover, the quality of video content should be familiar to the students. In line with this, the teacher should suit the content of video with the issues existing at the time.



Figure 4.1 Sample of YouTube video from BBC Channel

Furthermore, the type of videos based on the second teacher was the educative videos from TED Talks channel, IELTS channel, and other interesting videos from different channels. The teacher also had some principles before choosing the type of videos from YouTube. Those were described in table below:



*Table. 4.2 Criteria of the second teacher* 

Table 4.2 The firts consideration was the accent of the speaker, the teacher selected the video with American and British accent speakers. The teacher did not use the video with Australian accent speaker because they have almost same accent as American speakers which may confused the students. The Second was about the quality of video, it was same with the first teacher opinion mentioned the quality of video was one of the crucial part to determine the video including the quality of the sound of speakers' voice, back sound or soundtrack, and pictures.



Figure 4.2 Sample of YouTube video from TED Talks

Hereinafter, the type of videos based on the third teacher was the educative videos from TED Talks channel, BBC channel also, and song videoclips by native singers such as Bruno Mars, Michael Jackson, Taylor Swift, Beyonce, Avril Lavigne, etc. The teacher prefered selecting song videoclips sung by the native singers to non-native singers because these song videoclips were considered to be more interesting so that the students were not bored to listen.

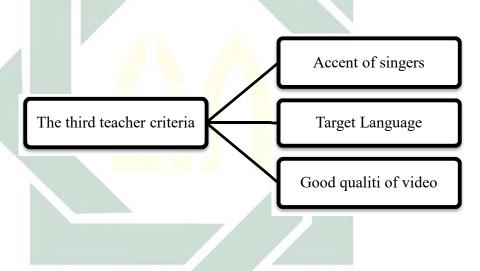


Table. 4.3 Criteria of the third teacher

Table 4.3 The teacher chosed English native singers with American accent because their pronounciations were easier for students or people from foreign language country like Indonesia. Moreover, the pronounciation of British accent was more difficult to be understood by the basic students. However, the teacher considered the Australian accent also was not quite potential to increase student's listening skill because Australian speakers have almost same accent with the American accent.

Moreover, the teacher used these videos because it was relevant to the objectives of teaching and targets language in listening such as increasing student's vocabulary and pronounciation, etc. These videos also had the good quality such as clear sound of singer, sound of music, and clear pictures. In these videos, there were lyrics without translation that could help the students know the spelling of the word that singer sang in the videoclips. Beside this type of videos was more interesting, It was also easier for teaching listening to the students of basic lavel.

# b. The selection of Educational YouTube Videos through ACTIONS Criteria for Teaching Listening

The researcher found that some of English teachers also prefered to used ACTIONS criteria as the criteria for selection YouTube videos for teaching listening. ACTIONS was acronym for access, costs, teaching ability, interactivity, organizational issues, novelty, and speed.

# 1) Accessibility

Based on the first and the second teachers, the access of the video should be easily accessible for each student. In addition, according to the third teacher, YouTube video was an effective learning media in ELT because it was available and it could be used both inside and outside of classroom. When the taecher wanted the students to use the YouTube video outside of the class, the teacher could share the link of YouTube channel to the students through

WhattsApp class group, Schoology, Edmodo. Then, the teacher could instruct them to resume the content of the video.

Furthermore, there are three different timing arrangement to play the video in classroom activities. The first, the teacher played the video in the pre-activity of teaching. In accordance, the video had to be appealing to discuss in advance. The second, the video was played in the main or middle classroom activities. At this point, the video became the additional material beside the teacher's explanation and speaking sample. The video could be practical media, and task. The last, the video was shown and played in the post-activity of teaching. The teacher gave YouTube video that could motivate and encourage the students to do self-developing after watching the video.

# 2) Cost

Based on the first and the third teachers, the cost of YouTube videos could be thriftiness when the video could be easily accessed and downloaded so that the teacher and students could use the video whenever and wherever they wanted to use without re-accessing. Furthermore, the second teacher always downloaded the video before coming to the class. The video was provided in offline video, so it could minimalize the problem when the internet connection did not support. Based on the teacher experience, the teacher only used a video in every meeting. Then, the teacher usually used a song video-

clips in the midle of KBM (Kegiatan Belajar Mengajar) as additional materials and put in the last KBM as a feedback for the students through singing together.



Figure 4.3 Sample of YouTube song videoclips by Bruno Mars

# 3) Teaching Ability

Teaching ability was the one of the important parts in selecting learning and teaching media in ELT, especially teaching listening. According the first teacher, the most important ability that should be concern was the student's competences. The teacher gave more attention to the students who had lower listening ability comparing to the general listening ability of the students in the class, because it was almost impossible if the teacher had to suit the lesson for each students. The teacher selected the video with medium level. The video with medium level seemed easier to be understood by the general students with intermediate level. On the other hand, the video was also expected to motivate the basic students to keep

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 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

point of the informations even they could deliver their opinion towards the video so that it also could increase their speaking skill, produce new vocabularies, perfect their pronounciations, and help them to develop the ideas from the YouTube videos that teacher gave.

# 4) Interactivity and User-friendliness

The teachers should select YouTube videos which had interactivity and user-friendliness to the students. Based the first and third teacher, they had same principles in determining the video. The videos should enable to interact with the students. The theme of videos could give the new information to the students and give them stimulus, so that the students could feel as if they were the speakers or the actors in the video. This atmosphere could increase students' interest to respond and listen to the video.

Another interactivity, according to the second teacher, was that the video could give self feedback to students although it was still needed to have the additional explanation from the teacher. The teacher gave the additional explanation by asking some questions after playing the video as the feedback for the students. Yet, at this point, the students could get self feedback if they wanted to replay the video outside of the class. It also could be delivered when the students were doing autonomous learning or individual learning because YouTube videos were friendly wherever the students wanted to learn.

# 5) Organization

Based on the first teacher, to organize the university class by using educational YouTube videos was very easy because they commonly used and accessed the video before, so it helped the teacher in delivering the video. In line with this, the second teacher had the same opinion that constructing classroom activity by providing the videos from YouTube as the learning media in listening was also easy to apply, beside YouTube was common used by students. They also were not bored because they did not only listen to the audio but also they watched what happened in the pictures of the video.

Unfortunately, the third teacher had poor teaching experience by using YouTube. The teacher also argued that organizing and managing the students to learn using the video from YouTube was easy. However, somehow it was hard to get students' focus and the situation demanded the teacher to have more patient and more creative to get their good responses.

# 6) Novelty

The novelty, based on the first teacher, was the videos taken from YouTube should be able to appeal the students to use it. Nevertheless, the majority of English teachers had the same arguments about the novelty. The teachers considered that YouTube videos became the common social media used by many people. However, the videos from YouTube became a new thing as learning media in

ELT espeacially in teaching listening process. The teacher took a relevant video with the new issues and the tranding 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 students to get what the speakers were saying. The stages that the teacher applied were; (1) showing and playing the video, the students only listened and watched the video, (2) this stage was almost same as the first stage, the students still only listened and watched the video and attempted to get the points of the video, (3) in this stage, the students listened, watched, attempted to understand the video, instructed to write and resume the points of the video. the teacher could show the video more than three times if needed as long as the duration of the class had not been over.

# 2. Teacher's Challenges in Selecting Educational Youtube Videos for Listening courses

# a. Teacher's Challenges in Selecting Educational YouTube videos

Based on the first teacher, the teacher always faced the difficulties in selecting the duration of the video which is suitable with the time of KBM (Kegiatan Belajar Mengajar). Sometimes, the teacher should cut the duration of the video and should take an important part of the video due to the limited time. The video that had long duration could make the students bored and lost their focus in learning, so the teacher should need the carefulness in determining the duration of the videos.

Furthermore, the challenge based on the second teacher was the suitability in selecting the content of the video with the theme of the learning purposes. To anticipate these difficulties, the teacher always checked in advance the suitability of the video started from the opening

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

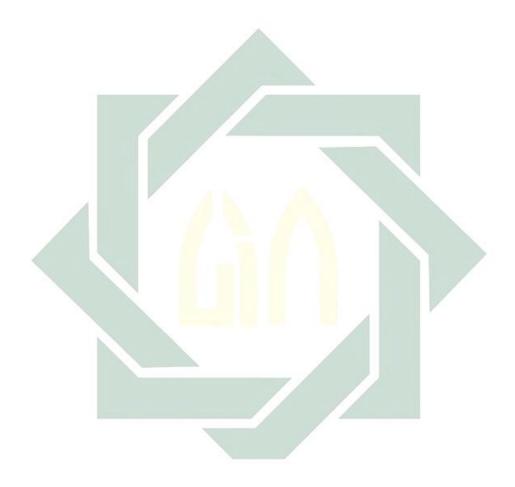
video about caring to the environmental issues. It shows that this kind of video was able to help the students to be good at human being with affective aspect. Besides, the way speakers talked in the YouTube video could give additional information for the students to improve their pronounciations, to produce new vocabularies, and also to increase their critical thinkings through the materials from the video that could be discussed in the class. After developing student's afectives and cognitives, the student's metacognitives would surely rise because the use of YouTube videos could be inspiration to stimulate student's metacognitives such as listening practice and speaking practice.



Figure 4.4 Sample of YouTube video from BBC Channel)

However, the third teacher argued that student's cognitive was easier to be developed because the YouTube video did not only show speaking sample with appropriate pronounciations and certain accents, but also the video bacame supplementary materials that could be

objects for discussing. Further, the understanding and the knowledge from YouTube content could enhance student's critical thinking through applicating process, video analysing, sythesis, and assignments.



# 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 integriting 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 integriting 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 experience 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 acievements needed to get more attentions to describe the level of material whether the material was approriate 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

YouTube video and the material in the syllabus. The YouTube video took a part as series of arrangement in lesson plan that needed to be evaluated. Furthermore, the third teacher also had some points that should to be concerned by the teacher when the teacher faced some problems by using YouTube videos for teaching listening, those are; the facility, the facility in the class became the first point to check because it was the crucial part to evaluate. The suitability of teaching approach, it was also needed to be evaluated connected to what lesson was appropriate to the student's level. The student's motivation, this aspect was considered as an important point to ensure the students come to the class with their attention to learn.

### **B.** Research Discussions

In this part, the researcher discussed about teacher's criteria in selecting YouTube videos. Then, the data analyzed based on Tony Bate's and Ali's theory. There were some criteria that the researcher found, those are the tyoe of YouTube videos, accessibility, cost, teaching ability, interactivity, organization, novelty, and speed. The following detail explanations will be delivered belows.

# 1. Teacher's Criteria in Selecting Educational Youtube Videos for Listening courses

In this section, the researcher discussed about the research findings by classifying based on several theories. Moreover, it discussed about teacher's criteria in selecting educational YouTube videos for listening courses, and the

teacher's challenge in selecting the video. According to the definition of the key terms above, teacher's criteria was the minimum standards of teaching to provide the essential professional knowledge, skills and values graduates of initial teachers education programmes.<sup>54</sup> In addition, teacher's criteria described as the criteria of being good and professional teacher. In this research, teacher's criteria were focused on the criteria used by the teachers in selecting Educational YouTube videos as media for teaching listening courses. The researcher inferred seven criteria based on Tony Bate, and Ali guidelines for media selection in ELT. Furthermore, those criteria in selecting were the suitability of the kinds of YouTube videos, accessibility, cost, teaching ability, interactivity, organization, novelty, and speed.

The first criterion was the suitability of the kind of Educational YouTube videos for teaching listening. According to Sadiman, Rahardjo, et al. stated that in selecting educational media should pay more attention to nine criteria. Two of them were the media that must be suitable with the target language, and also quality of media diversity. The target language in teaching listening here was to improve the student's listening skill that had basic level. Futhermore, the researcher found the suitability of the video type selected by the teacher from YouTube for teaching listening. Most of them used the videos from native speakers with American and British accent as the speaking sample. The teacher facilitated the students with the video in order

<sup>&</sup>lt;sup>54</sup> Educational Council, *Practising Teacher Criteria....* pp. 3.

<sup>&</sup>lt;sup>55</sup>A. S. Sadiman, Rahardjo, Haryono, and Rahardjito, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* (Jakarta: Rajawali, 1990), 11.

to achieve target language in listening skill. In addition, according to Wang the suitable culture of English native also became one of the objectives in teaching English with video materials. When the video was presented in the classroom, it did not only give information about the language, but also let the students learn about the culture of English native speakers. The knowledge of the culture could support the students' communicative competence in English.<sup>56</sup> In fact, the researcher also found that most of teachers chosed the type of YouTube video with good quality including the quality of the sounds of speakers, backsounds or soundtracks, and pictures. In line with this, Sadiman and his friends also stated the same about the quality of media before. Those criteria also related to the previous study "The Criteria of Learning Media Select<mark>ion for Characte</mark>r Education in Higher Education".<sup>57</sup> In that study, the researcher also found that one of the guidelines for selecting media for teaching listening was the suitability of the media with the target language or the purposes of learning.<sup>58</sup> Therefore, this criterion could become the good criterion in selecting educational YouTube videos for teaching listening.

The second criterion was the accessibility of the use of educational YouTube videos for teaching listening courses. This criteria was in line with

-

<sup>&</sup>lt;sup>56</sup> Wang, Zhaogang, An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching* Vol. 2, No. 1;2015. ISSN 2329-7913 E-ISSN 2329-7921.

<sup>&</sup>lt;sup>57</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 174.

<sup>&</sup>lt;sup>58</sup> *Ibid* ... , pp. 178.

"Selection of Appropriate Media and Technology for Distance Education" In that previous study also stated that the accessibility means the equipment of the program was available to the learners and easy to access wherever the students wanted to learn. According to Ali and Hilmi, the availability of the media was the ideal criteria to develop the media teaching in ELT. Futhermore, the researcher found that the teachers also used the accessibility as the principal in selecting educational YouTube videos. The video could be accessed by the students individually. The video was available whenever the teacher wanted to teach, such as in the pre-activity, in the main activity, or in the post-activity of the teaching and learning process both inside of the class or outside of the class. Thus, this criterion could become one of the criteria in selecting educational YouTube videos for teaching listening.

The third criterion was the cost of educational YouTube videos for teaching listening courses. This criteria also was in line "Selection of Appropriate Media and Technology for Distance Education" <sup>61</sup>. This previous study stated that the cost also needed to be concerned. However, the researcher found that the teachers did not focus on this criterion, because it was not influential in selecting and implementing YouTube videos in the class. Most of the teachers stated that the cost of the using of YouTube video

<sup>&</sup>lt;sup>59</sup> 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, pp. 1211.

<sup>&</sup>lt;sup>60</sup> Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 178.

<sup>&</sup>lt;sup>61</sup> Dr. Eng. Wasan Adnan Hashim, and Hala S. Hashim, "Selection of Appropriate Media ...pp. 1209.

was thriftines for the teachers and the students due to the efficiency to access YouTube video. Both the teachers and the students could download the videos from YouTube without re-access, so they might economize the cost of internet access. Therefore, the teachers did not worry and were not afraid of selecting and implementing educational YouTube videos for teaching listening in the class. Thus, the cost became the next criterion that could be considered in selecting educational YouTube videos for teaching listening.

The fourth criterion was the teaching ability which became the most important criterion in selecting an appropriate video from YouTube for teaching listening. This criterion was in line with "Selection of Appropriate Media and Technology for Distance Education" 62. The previous study mentioned that the teaching ability in the use of YouTube video should be implemented by considering the students' levels, students' attitudes, students' skills, and type of learning. In fact, the researcher found that the teacher focused on their ability in adjusting the type of video with the student's case and student's competences. Beside, the teacher also prepared the best strategies and teaching methods to improve the student's skill. The teacher had two big purposes in teaching listening. According to Jeremy Harmer stated that one of the roles of the teacher in intensive listening was the teacher as a prompter, the teacher could instruct the students to listen a recorded audio or video more to notice the speaking in improving listening

٠

<sup>62</sup> *Ibid* ..., pp. 1211.

comprehension.<sup>63</sup> In addition, Wang also asserted that teaching English with video materials should facilitate the development of EFL learners' language skill. It means that the video could provide a lot of information for the learners and could encourage the students to focus on the material in the video in order to mprove their comprehensive linguistic competence.<sup>64</sup> In fact, English is foreign language in Indonesia. This causes students' listening skills have not been good compared to the students of second language country. Therefore, this criterion could become the most important criterion in selecting the best videos from YouTube for teaching listening.

The fifth criterion was the interactivity of YouTube videos. This aspect considers whether the video could become user-friendly and could give timely feedback for the students or not. This criterion was in line with "An Analysis of The Effect of Using Youtube As A Teaching Media on The Students' Listening Skill". This study concluded that YouTube videos were more effective than using only a audio in improving students' listening comprehension. However, there was no interaction between the YouTube video and audio toward listening skill. This result showed that the effectiveness of the teaching median implemented in different classes depends on the use of the media. However, according to Nurryana stated that the selection of educational media should consider the characteristic of

-

<sup>&</sup>lt;sup>63</sup> Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), pp. 305.

<sup>&</sup>lt;sup>64</sup> Wang, Zhaogang, An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching* Vol. 2, No. 1;2015. ISSN 2329-7913 E-ISSN 2329-7921.

<sup>&</sup>lt;sup>65</sup>Abang Muhammad Rizkan, Mukhaiyar, et.al, "The Effect of Using YouTube..., 286-291.

the media (here was YouTube).<sup>66</sup> Forthermore, the researcher found that mostly teachers elected the videos from YouTube which could be interact the students, beside 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" <sup>67</sup>. 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

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

<sup>&</sup>lt;sup>67</sup> 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 teacher could be concerned before determining the suitable videos from YouTube for teaching listening.

The seventh criterion was the novelty. This criterion was in line with "Multimedia Teaching with Video clips: TV, movies, YouTube, and mtvU in the College Classroom". <sup>68</sup> The result of this previous research showed that the teacher could select the type of video content that was appropriate with the teaching and learning objectives and attractive to get the students' interest. Besides, Tony Bate stated that the novelty should become a criterion to chose the type of learning media so that it could appeal the students to use it. <sup>69</sup> In fact, the researcher found that the teachers also implemented this criterion as the principal to change the student's mindsets about the use of YouTube only as social media, but the videos from YouTube also became the new things for interesting learning media. The relevance of the video with the current issues could ease the teachers to get the student's interest. Thus, this criterion needed big efforts to filter suitable video for the students. The use of video from YouTube could facilitate the students in have more alive and attractive learning activities with different learning experience.

The eighth criterion was the speeds. This type of criterion was related to "The Criteria of Learning Media Selection for Character Education in

\_

<sup>&</sup>lt;sup>68</sup> Berk, R, *Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom*, International Journal of Technology in Teaching and Learning, 2009, 5(1), pp.1--21. <sup>69</sup> 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.

Higher Education". This previous study stated that the speed was the criterion to determine what kind of media could be implemented in the teaching process. Moreover, in that study, Ali and Hilmi also stated that the efficiency of the using of learning media include the speed of time or duration for teaching process. In addition, Jeremy Harmer stated the techniques which could be implemented in watching the videos as follows; fast forward with great speed, silent viewing by playing without the sound and normal speed, freeze frame by pausing the participant or picture in the video and guessing what happened in the video.<sup>71</sup> In fact, the researcher found that every teacher had different statements with this criterion. Most of the teachers stated that the speeds were the speed of the duration of the YouTube videos, the speed of the speakers in the videos, and the speed of the implementation of the videos. Those diverse point of vies need to be considered by the teachers to select and determine the video. The speed of the duration became the standart in determining the type of YouTube videos because The video with long duration could make the students bored and lost their focus in learning. Consequently, the teacher should be careful to determine the duration of the videos. Futhermore, the speed of the speakers also became an important part to filter which one was appropriate. Hereinafter, the teacher also used the good way to implement the video in the class through three shows, the first show was only to listen and watch, the

,

Muhammad Ali Ramdhani, Hilmi Muhammadiyah, "The Criteria of Learning Media Selection ..., pp. 174.

<sup>&</sup>lt;sup>71</sup> Jeremy Harmer, *The Practice of Language Teaching,* (Cambridge: Ashford Colour Press, 2007).

second show was by trying to guess the content, and the third show was time to note the point of the video. These ways were also related with Harmer's statements above. Thus, those all speeds had to be concerned by the teacher in selecting educational YouTube videos for teaching listening.

In addition, those criteria above were related to the criteria from Tony Bate's and Ali about the selection media in ELT that commonly mentioned with ACTIONS (acronym for access, costs, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, and speed), and it could be used in selecting educational YouTube videos for listening courses.<sup>72</sup>

# 2. Teacher's Challenges in Selecting Educational Youtube Videos for Listening courses

In this part, the researcher also discussed about the data of the research findings then analyzed based on David Nunans' theory about media selection for teaching listening. Futhermore, it discussed about teacher's challenges in selecting and filtering the type of educational YouTube videos for listening courses. The teachers should pay attention to some points such as the carefulness in selecting educational YouTube videos, the creativity in designing task by using the videos, and the effectiveness of using listening

.

<sup>&</sup>lt;sup>72</sup> 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.

strategies through the videos that should be integrated with other English skills.

The first challenge was the difficulty in determining the duration and the content of the video. According to Wael Abdurrahman in the previous study about "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University In Alula" stated that to find the duration of the videos from YouTube was not that easy due to the limit time that the teachers had, even the teacher had time limitation based on the syllabus and the lesson plan were arranged before. <sup>73</sup> In fact, the researcher found when the teachers got these difficulties, they cut the duration of the video and only took an important part of the video to fit the teaching duration. Besides, the teacher always checked in advance the suitability of the video started from the opening part until the ending. This action could anticipate unsuitable stuffs to the target language. The teachers had to be careful in selecting authentic sources and get more interesting and challenging sources for the students. Thus, they could solve these common challenges before using educational YouTube videos for teaching listening courses.

The second common challenge was the difficulty in designing the task by using educational YouTube videos. According to Renee Hobbs, improvisation, strategic risk-taking, and assignment should be extremely designed as a set experiential competencies when the teacher used digital

\_

<sup>&</sup>lt;sup>73</sup> Wael Abdulrahman Almurashi, "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University In Alula", *International Journal Of English Language And Linguistics Research*, Vol.4, No.3, April 2016, Pp.32-47

media as learning media in teaching process.<sup>74</sup> However, the researcher found that most of English teachers did not face the difficulties in designing and preparing the task to measure the student's achievements through educational YouTube videos. The teachers had enough creativity in designing the task with well-structured assignment, then the teachers gave the students the opportunities to activate their experiences and knowledge. Forward, the teachers also guide the students' activities in the class. Therefore, the teachers did not face this challenge in selecting the video from YouTube.

The third challenge was the difficulty in establishing the appropriate strategies in applying educational YouTube videos for teaching listening. Ronald Carter stated that to increase the effective listening by using Videos, the teachers should be able to assist the student's metocognitive, cognitive, and social. <sup>75</sup> In fact, the researcher found that the teacher the English teachers also had not some challenges in preparing the teaching strategies to develop student's capabilities such as metocognitive, cognitive, and afective or social. Based on the teacher's explanation, the videos chosen by the them could cover all of the student's capabilities timely, the student's cognitive became the first caspect that could be improved generally. Thus, this challenge was rarely faced by the teacher in in establishing the teacher strategies in applying educational YouTube videos for teaching listening.

<sup>75</sup> *Ibid,...* pp. 11.

<sup>&</sup>lt;sup>74</sup> 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. <a href="http://dx.doi.org/10.1080/17439884.2013.756517">http://dx.doi.org/10.1080/17439884.2013.756517</a>, Accessed at March 11, 2020 at 08:55.

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. 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' experinces, 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.<sup>77</sup> Futhermore, 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

-

<sup>&</sup>lt;sup>76</sup> Ronald Carter and David Nunan, *Teaching English to Speakers of Other Language: Teaching Listening*, (Cambridge: Cambridge University Press, 2001), pp. 7.

<sup>&</sup>lt;sup>77</sup> Ramon Lewis, *Understanding Pupil Behaviour: Classroom Management Technique for Teachers*, (New York: Routladge, 2008), pp. 32.

meeting, those elements are as follows; the class environment, student's behaviour, method in ELT, the learning objectives, and the student's motivation. Thus, all the elements that should be evaluated by the teachers before dealing with the challenge in selecting the better videos from YouTube so that it would be able to produce the most appropriate media for teaching listening in every level eventually.



### **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presented the conclusion and summarized the result of this study that has been delivered in the previous chapter. Besides, there were some suggestions that also given to the some elements related to this study surely.

#### A. Conclusion

According to the discussion and detail explanation in the previous chapter, the researcher concluded the results of the research questions of this study as follows:

- 1. Teachers' criteria in selecting educational YouTube videos for listening courses were the suitability, the effectively for accessing, the cost, the teaching ability, the interactivity, the organization, the novelty, and the speeds. The explanation of each criteria follows:
  - a. *Suitability*, the teachers chose the video from YouTube that was suitable with the content, accents, culture, and quality.
  - b. *Effectively for accessing*, the video should be effective for accessing students when they wanted to use.
  - c. *Cost*, the cost of YouTube video should be avoidable and the students could access it.

- 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.

d. Dealing the unclear trouble, the teachers did not comprehend the motive of unsuccessful teaching, then they evaluated first the class environment, the student's behaviour, method in ELT, the learning objectives, and the student's motivation.

## **B.** Suggestions

Based on the result of this study, the researcher would like to gives some suggestions, those are:

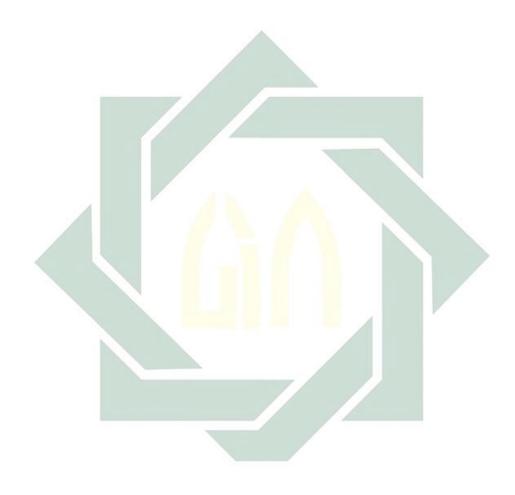
## 1. For English Teacher

In Indonesia, English is foreign language in Indonesia. This causes students' listening skills have not been good compared to the students of second language country. Every beginner or experienced English teachers must be able to develop and creative in selecting the teaching media includes the use of videos from YouTube. There are so many advantages of this study that can be useful for the teacher. For example, the teacher can use those criteria above as the standards and the principles to find the good educational YouTube videos for teaching listening. Furthermore, the teachers also can adopt the strategies above in facing the their problems in selecting YouTube videos.

#### 2. For Further Researcher

In this research, the researcher here only focused on the teacher criteria in selecting educational YouTube videos for listening courses. Furthermore, if there is a further researcher is going to conduct the same topic of the research, it may be

better if the researcher develop innovative approaches in selecting YouTube videos for speaking courses, or writing courses, or reading courses.



#### REFERENCES

- Ali, M. 2020. "Pengembangan Media Pembelajaran Interaktif Mata Kuliah Medan Elektromagnetik". *Jurnal Edukasi@Elektr*. Volume 5, No. 1, 2009. Accessed on <a href="http:/journal.uny.ac.id/index.php/jee/article/view/348/250">http:/journal.uny.ac.id/index.php/jee/article/view/348/250</a>. At 21:51, March 22<sup>nd</sup>, 2020.
- Almurashi Wael Abdulrahman. 2016. "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula". *International Journal of English Language And Linguistics Research*. Vol. 4. No. 3. April 2016. 32-44.
- Asemota, and Henry Erhamwenmwonyi. 2015. "Nature, Importance and Practice of Listening Skill". *British Journal of Education*. Vol.3. Issue 7. September 2015. 27-33.
- Bell, L, & Bull, G. Digital video and teaching. Contemporary Issues in Technology and Teacher Education. 2010.
- Betram, Carol, and Peter Ranby, Mike Adendorff, et al. *Using Media in Teaching*. In John Gulting (Ed). South Africa: South Africa Institute for Distance Education. 2010.
- Bonk, J. *The world is Open: How Web Technology is Revolutionizing Education*. San Francisco: Jossey-Bass. ISBN/#9780470461303. Elsevier. 2009.
- Carter, Ronald and David Nunan. *Teaching English to Speakers of Other Language: Teaching Listening*. Cambridge: Cambridge University Press. 2001.
- Chen, Chery We-yu. 2018. "Developing EFL Students' Digital Empathy through Video Productions". *International Journal of National Taipei University of Business*. February 2018. 50-57.
- Cohen, Louis et al. *Research Methods in Education*. New York: Routledge. 2007.
- Cresswell, John W. Research Design: Qualitative, quantitative and mixed method approaches. London: Sage. 2002.
- Creswell, John W. Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research. United State: Pearson Education. 2012.
- Cresswell, Jhon W. Research Design. Lincoln: SAGE Publications, Ins. 2014.

- Dewi, Ni Luh Desy Suari. 2018. "Pengaruh Media Pembelajaran Berbasis YouTube Dalam Pembelajaran Tata Bahasa Inggris". *LP2M Universitas Dayana Pura Bali*. ISBN 978-602-53420-0-4. November 2018. 397-403.
- DeWitt, Dorothy and Norlidah Alias, et al. 2013. "The potential of YouTube for Teaching and Learning in The Performing Arts". Social and Behavioral Sciences Journal. Vol.10. No.3. November. 2013. 1118-1126.
- Educational Council. *Practising Teacher Criteria*. New Zaeland: Educational Council. 2015.
- Harmer, Jeremy. *The Practice of English Language Teaching: Fourth Edition*. England: Pearson Education Limited. 2007.
- Hashim, Dr. Eng. Wasan Adnan, 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.
- Hobbs, Renee. 2013. "Improvisation and Strategic Risk-Taking in Informal Learning with Digital Media Literacy". *Learning, Media, and Technology.* Vol. 38 No.2 . 2013. <a href="http://dx.doi.org/10.1080/17439884.2013.756517">http://dx.doi.org/10.1080/17439884.2013.756517</a>. Accessed at 08:55. March 11, 2020.
- Lewis, Ramon. Understanding Pupil Behaviour: Classroom Management Technique for Teachers. New York: Routladge. 2008.
- Nunan, David. Language Teaching Methodology A Textbook for Teachers. Sydney: Prentice Hall International English Teaching. 1991.
- Nurryana, A.F. 2008. "Pengembangan Media Pendidikan Untuk Inovasi Pembelajaran". *Speed-sentra Penelitian Engineering dan Edukasi*. Vol.1. No. 2. 2008. Accessed on <a href="http://ijins.org/journal/index.php/speed/article/view/1354">http://ijins.org/journal/index.php/speed/article/view/1354</a>, at 23:28, March 22<sup>nd</sup>, 2020.
- Nurseto, T."Membuat Media Pembelajaran yang Menarik. Jurnal Ekonomi dan Pendidikan". *Jurnal Universitas Negeri Yogyakarta*. Volume 8, No. 1, April 2011. Accessed on <a href="http://journal.uny.ac.id/index.php/jep/article/view/706">http://journal.uny.ac.id/index.php/jep/article/view/706</a> at 22:48, March 22<sup>nd</sup>, 2020.
- R, Berk. 2009. "Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom". *International Journal ofTechnology in Teaching and Learning*. Vol. 05 No.1. 2009.
- Ramdhani, Muhammad Ali and Hilmi Muhammadiyah. 2015. "The Criteria of Learning Media Selection for Character Education in Higher Education".

- International Conference of Islamic Education: Reforms, Prospects, and Challenges of Maulana Malik Ibarahim State Islamic University of Malang. ISSN-24-27-3638. December 2-3. 2015.
- Raco, J.R. *Metode Penelitian Kualitatif*. Jakarta: Gramedia Widiasarana Indonesia. 2010.
- Rizkan, Abang Muhammad and Mukhaiyar, et.al. 2018. "The Effect of Using YouTube as A Teaching Media on The Students' Listening Skill". Sevent International Conferences on Language and Arts (ICLA). Vol. 301. 2018.
- Sadiman, A. S. Rahardjo, Haryono, and Rahardjito. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya.* Jakarta: Rajawali, 1990.
- Woottipoong, Kretsai. 2014. "The Effect of Using Video Materials in the Teaching of Listening Skills for University Students". *International Journal of Linguistics*. Vol.6, No.4, ISSN 1948-5425. 2014.
- Wu, D, Hou, Y, Zhu, W, Zhang, Y & Peha, J. 2002." Streaming video over the Internet: approaches and directions". *Circuits and Systems for Video Technology, IEEE Transactions* on, 11(3), 2002.
- Www. YouTube.com
- Zahro, Syifa' Khuryatuz, et.al. 2019. "The Development of Educational YouTube Videos-Based Instructional Material for Speaking for Beginner Course". *International Journal of English Teaching (IJET)*. Vol.8 Issue 2. 2019.