

LECTURERS' PERCEPTION IN USING YOUTUBE FOR TEACHING ESP

Fitria Nur Hamidah¹

Politeknik Negeri Malang PSDKU

Nostalgianti Citra Prystiantanta²

Universitas PGRI Argopuro

fidahfnh@gmail.com¹

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ABSTRACT

Information and communication technology (ICT) developments have completely changed how education is delivered. The lecturers, especially English for Specific Purposes lecturers, have been encouraged to use websites such as YouTube to promote better and best learning among the 'Net Generation' students. YouTube is an option media for teaching listening of ESP. The purposes of this study are to explain the benefits of YouTube in ESP classes, especially in teaching listening based on the lecturers' perception. This study used a descriptive qualitative research design. YouTube is also one of the websites that can support ESP teaching and Learning Processes, especially in listening. YouTube video is shared with the students by the lecturers when they teach listening to ESP in class. Using YouTube in teaching listening in ESP class was very beneficial for the lecturers and the students. Besides, the lecturers' perceptions of using YouTube were very interesting and useful in teaching and learning in ESP classes.

Keywords: ESP classes, Teaching ESP, YouTube.

INTRODUCTION

As a result of modern technologies, it is now possible to incorporate multimedia visual aids in ESP classes. One of the technology development which is included multimedia visual aids is YouTube videos. It can be as a medium in the teaching and learning process, especially in ESP. ESP teaching and learning process, especially in listening skills, needs YouTube as a medium.

In teaching the listening skills of ESP, the lecturers considered changing the tradition of the students in their learning process. They usually know that listening skills can be learned by using an audio listening record and then answering the blank space in the questions. Besides, the lecturers would make the students who are enjoyable and fun in the classroom when they learn listening in ESP subjects. The English for Specific Purposes lecturers usually use YouTube in listening to ESP classes.

According to Alkaromah et al. (2020), education professionals now have a greater opportunity to construct and use Information Communication Technologies

(ICT)-based lessons to make teaching and learning more engaging, inspiring, and meaningful. This is especially true with recent advancements in computer technology. It means that ICT (Information Communication Technologies) has a role in the teaching and learning process, and it can help ESP teaching and learning.

The objectives of this study are to describe the kind of YouTube video used in ESP class activities and to explain the benefits of YouTube videos in ESP classes, especially in learning to listen based on the lecturers' perception.

LITERATUR REVIEW

The use of ICTs for language learning is growing in popularity. It was partially forgotten to teach listening comprehension as a teaching tool (Hidayah & Asari, 2022). As students hardly ever notice or even pay attention to listening during the learning process, it is a skill that needs to be taught and nurtured in a positive way by the lecturer.

Cognitivists contend that by concentrating on how the human brain interprets and acquires new information, second language acquisition can be better understood (Kandati, 2021). It is assumed that the meaning created through language does not represent a distinct mental module but rather encompasses everything of human experience (Padilla et al., 2020).

The entire physical reaction is one method for teaching language that involves a lot of physical movement and motion to the students how first languages are learned. Large graphics and the speakers' motions that were followed by their remarks acted as visual aids. Moreover, communicative language teaching emphasizes the importance of using real-world items or texts to give the communication scenario authenticity: "Nonnative speakers use the present-tense items in the nearby settings" (both inside and outside the classroom) (Sarkar, 2020).

The use of visual aids in language instruction can be beneficial. As Rusmiati & Rosdiana (2017) point out, they allow the instructor to make learning more concrete, effective, exciting, inspirational, meaningful, and vivid. They assist the teacher in clarifying, establishing, correlating, and coordinating accurate conceptions, interpretations, and appreciations. If the visuals support or add to the language point, using visual aids to help students understand language's immediate meaning can be advantageous for both the student and the teacher, as Shabiralyani et al. (2015) indicate in their work.

YouTube video is one of the alternative media for teaching listening in English for specific purposes. YouTube can give some videos which can help the lecturers in teaching ESP. According to Jailani (2022), the usage of YouTube in both online and in-person learning is seen well by students. From their point of view, educational YouTube videos are appealing due to their convenience, accessibility, and cost, as well as their relevance to the course being studied. Also, it encourages children to pay attention in class and engage. Therefore, it is preferable for lecturers or teachers to create a YouTube account with their own instructional films to support their students both in-person and online.

Other studies also found that YouTube has a positive effect on ELT students who do not speak English. It was backed up by the examination of student quiz answer sheets, a survey on students' opinions, and additional comments made

regarding the contents in the YouTube comment section. Based on the findings of the study by respondents, YouTube can therefore be a useful virtual teaching tool in ELT among non-English students at IAIN Salatiga. (Adisti, 2022). Besides, Mutoharoh (2022) also stated that for teaching during the pandemic, YouTube is a great resource for online learning. So YouTube can help the English teaching and learning process. Those studies have differences from this study because this study uses descriptive qualitative design, and this will describe the lecturers' perception of using YouTube videos in teaching listening of ESP.

RESEARCH METHOD

This study used a descriptive qualitative design, and this study was based on the nature of the situation that was explained; it was the lecturers' perceptions of the YouTube Video in teaching listening to ESP. The subject of this study was the lecturers of ESP at the State Polytechnic of Malang PSDKU Kediri and the University of PGRI Argopuro Jember. The data was taken from the ways of teaching methods that were used by the ESP lecturers in teaching listening and the lecturers' perceptions of YouTube Videos in teaching ESP.

There were some steps in collecting the data in this study. First, the researchers entered the classes to teach ESP subjects to the students. Second, they used YouTube videos as the media in teaching listening skills as usual activity. Third, they did an interview with the lecturers who thought ESP. Then, selecting the data related to the purpose of the study was the last step in collecting the data.

The data was collected then the researchers went through a process of data analysis. Based on the information gathered, they conducted an analysis. They noted the outcomes, in particular, the improvement in listening ability during the ESP teaching and learning process. Then, they analyzed the data based on the lecturers' perceptions, especially by using YouTube videos on ESP teaching. The last was the researchers did an evaluation based on the results of the observation in the teaching-learning process.

FINDING

The findings are divided into two. First is the explanation about the kinds of YouTube videos for listening to ESP teaching and learning activities. Second is the benefits of YouTube Video in ESP classes, especially in teaching listening based on the lecturers' perception.

The kinds of YouTube videos in listening of teaching and learning activities

In this study, various ESP listening behaviors were identified, such as posting video content for students to watch before class starts, watching the video in their online media in class, giving the questions to the students after dividing them into five groups, giving time to discuss in a group, answering the questions by raising their hands in the class and giving them feedback after all of the questions were answered by the students, under the topic of meeting in a business for classes.

The students' adequate introduction to their listening skills in class is encouraged by this practice. It benefited the students to listen independently and discuss the videos with their groups by allowing them to post and watch the YouTube video together. The students went through a number of stages to comprehend the videos while watching and debating them. Each movie could only be viewed three times by the pupils. The topic of the video could then be discussed generally at that point.

The following task was asking them questions based on the videos they had just watched. The queries were posted on our online media by the students and lecturers. The questions were known by the students, and they varied depending on the group. The students were given thirty minutes to discuss and respond to some questions that were based on the videos. Each group was required to speak out in class and raise their hands in response to their questions. Each group had to have one student respond, mentioning the group, its members, the total number of students, the questions, and the answers.

After the allotted time had passed, the lecturers provided comments on the student's responses. Along with the students, the lecturers had a discussion. The lecturers then corrected directly, and the other groups commented. After receiving feedback from the lecturers and learning the correct response, the students could immediately receive the correction. Therefore, the researchers conducted listening skill instruction in the classes classrooms.

The benefits of YouTube Video in ESP classes, especially in teaching listening based on the lecturers' perception

Based on the lecturers' perception, as students were trying to develop their listening skills, YouTube videos were unquestionably helpful. The fact that the students could see and discuss the video with their groups supported this. To learn more about the videos and the questions based on the videos, they might consult their network of friends. So it could help the lecturers' activities in teaching ESP in attempting to help the students improve their listening skills.

Besides, the lecturers agreed that uploading and watching the videos with the students in the classroom were very useful for their students. With the ESP lecturer's permission, they were able to watch the video material at their leisure. Also, according to the lecturers, students could respond to queries by exchanging and acquiring new vocabulary during the discussion. In addition, this practice was regarded as beneficial to the students in that it allowed the lecturers to provide feedback. The lecturers added that because they could use YouTube videos as a learning tool, the students felt happy, playful, and more focused on their listening. Besides, the lecturers can give free time to the students so that they can also watch the video in their house after the class through the website that the lecturers uploaded. So the lecturers felt that YouTube videos could be used as media for teaching ESP, and it made the teaching to be easier and more interesting.

DISCUSSION

Due to the emergence of new information technologies and the accessibility of a vast array of free video resources on the Internet, the function

of listening in learning and teaching English for Specific Purposes classes has also experienced major changes. The availability of free online video resources has created the potential for the creation of completely original language learning sequences.

The students evaluate their comprehension during the listening exercise and choose which method to employ. According to Gilakjani & Sabouri (2016), students must regularly assess what they understand and check for internal consistency and consistency with their predictions. Students encountered many hearing challenges when they listened to the English language. Due to the transient nature of listening, teacher assistance during this phase is all but impossible. So the teacher or the lecturer needs to have an effective strategy for facing the students' difficulties.

The finding showed that using video in teaching listening can attempt students in improving their listening skills ESP through Youtube videos. It was related to the research which was done by Hussin (2020), using YouTube videos in lesson plans in an effort to inspire students to become more fluent speakers. In addition, this study found that YouTube videos could help the lecturers in their teaching activities especially listening, and they could be as effective media in their teaching. Adisti (2022) said that YouTube might be a useful virtual teaching tool for ELT students who do not speak English.

Because the lecturers could use YouTube videos as a learning tool for listening, the lecturers saw that the students were happy, fun, and more focused. It relates to Yasa (2021); YouTube served as a platform for educators and students to use real content, including entertainment videos, as educational resources. By using YouTube, students appeared interested in the learning activities because the site's videos grabbed their attention.

YouTube also has benefits for the students in the listening, teaching, and learning process because it is very helpful to the lecturers in their teaching, especially in having material to give to their students. It could be related to Pratama et al. (2020); YouTube could be used in the educational process and in ways that help language teachers improve their students' skills.

CONCLUSION

Based on the findings of this research, YouTube videos teaching listening of ESP based on the lecturers' perceptions gave positive responses to their teaching. They thought YouTube videos could be useful as a teaching tool or media when it came to imparting listening skills in the classroom, particularly in teaching ESP lessons. They also enjoyed using YouTube videos as a medium for ESP listening learning. Furthermore, they felt that the use of YouTube videos as media was very effective, although there were some online media also used in the teaching and learning process. The application and the websites of YouTube videos as media for teaching listening of ESP were fairly simple. Finally, they agreed that YouTube videos needed to be used in their listening class activities.

Moreover, the lecturers agreed that YouTube video in teaching listening skill of ESP was better than traditional teaching and learning, especially using

audio recording. The way how the lecturers asked them to answer in doing the listening tasks was more effective than using paper. In addition, teaching and learning using YouTube videos enabled the lecturers and the students to teach and learn anywhere and anytime. Furthermore, the lecturers also said that students felt free to answer and had corrections after the lecturers gave them feedback.

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