

THE EFFECTIVENESS OF USING VIDEO PRESENTATION ON YOUTUBE TO IMPROVE STUDENTS' LISTENING ABILITY AT TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 4 MAKASSAR

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ABSTRACT

The aim of this research was find out whether or not the use of Video Presentation on Youtube as a medium effective to improve students' ability in listening of the tenth grade students at (SMA Muhammadiyah 4 Makassar in the academic 2018/2019). This research used Pre-Experimental Research. The population of the research was the first grade students with the sample of this research was students from class X A and it used Purposive Sampling technique. The researcher gave video presentation on YouTube with narrative and descriptive text to measure the students listening ability. All of the students were given pre-test before using video online on Youtube after they got the treatment, the researcher gave post test to the students. The result of this research showed that the students' listening ability of the tenth grade students of SMA Muhammadiyah 4 Makassar in the academic year of 2018/2019 before taught by video online on YouTube was poor categorized. The mean score of pre-test was 38.43 and mean score of post test was 65. it means that the mean score of post-test was greater than the mean score of pre-test. Then the improvement of the students' listening ability was 0,06%. Then the calculating the t-test value for students' listening ability 7.30 and t-table for students' listening ability was 2.131. it means that the t-test was greater than t-table. The alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the research findings, it could be concluded that the use of video presentation on YouTube was effective to improve students' listening ability in term of accuracy of answer at the tenth grade of SMA Muhammadiyah 4 Makassar.

Keywords: Video Online, YouTube, Narrative and Descriptive Text.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektif tidaknya penggunaan Video Presentation di Youtube untuk meningkatkan kemampuan menyimak siswa kelas X (SMA Muhammadiyah 4 Makassar pada tahun ajaran 2018/2019). Penelitian ini menggunakan Penelitian Pra Eksperimental. Populasi dalam penelitian ini adalah siswa kelas I dengan sampel penelitian ini adalah siswa kelas X A dengan teknik Purposive Sampling. Peneliti memberikan presentasi video di YouTube dengan teks naratif dan deskriptif untuk mengukur kemampuan mendengarkan siswa. Semua siswa diberikan pre-test sebelum menggunakan video online di Youtube setelah mereka mendapatkan perlakuan, peneliti memberikan post-test kepada siswa. Hasil penelitian ini menunjukkan bahwa kemampuan mendengarkan siswa kelas X SMA Muhammadiyah 4 Makassar pada tahun ajaran 2018/2019 sebelum diajarkan melalui video online di youtube termasuk kategori kurang baik. Nilai rata-rata pre-

test adalah 38,43 dan nilai rata-rata post-test adalah 65. Artinya, nilai rata-rata post-test lebih besar daripada nilai rata-rata pre-test. Kemudian peningkatan kemampuan mendengarkan siswa sebesar 0,06%. Kemudian nilai t-hitung untuk kemampuan mendengarkan siswa 7,30 dan t-tabel untuk kemampuan mendengarkan siswa adalah 2,131. artinya t-test lebih besar dari t-tabel. Hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan video presentasi di YouTube efektif untuk meningkatkan kemampuan menyimak siswa dalam hal ketepatan jawaban. kelas X SMA Muhammadiyah 4 Makassar.

Kata kunci: Video Online, YouTube, Narrative dan Descriptive Text.

Introduction

English is one of the International languages that spoken by many people in the world and in many areas of everyday in life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politics. For Indonesia, language is an integrate process that the learner should study the four basic skills like listening, speaking, reading and writing. We use it to understand our word through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about understanding and being understood and getting what we want and need from these around us. As we all know, communication is a part of human's daily activities. Through communication by using language, we can share our ideas and through with other people. In that way, a smooth interaction between people can take place.

Based on PERMEN No. 22 of 2006 concerning the standard content of English Language High school there are four language skills that must be mastered by students they are Listening, Reading, Speaking, and Writing. Ability to listen (listening skill) that is students understanding in listening to oral texts and responding. Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in the school information through listening to instruction and to one other. Often, however language learners do not recognize the level of effort that goes into developing listening ability.

People must know there is a video online to use in teaching listening can provide unlimited opportunities the namely is YouTube video to enhance your English learning course by not only using the countless videos you can find there,

but also creating your own to help your audience achieve their learning goals and objectives. The only thing you should pay attention to is ensuring that the videos you are using are aligned with your expected learning outcomes and are appropriate for your English learning audience. There are many reasons why YouTube should be part of our English learning course, and we can make sure that including it in your English learning course can truly enhance your audience's English learning experience.

It is really easy to integrate. Adding YouTube videos to your English learning course is an easy task, due to the focus of authoring tools and learning management system out there. You can use YouTube videos to introduce a topic, explain an online materi to your learners, or simply extend the information conveyed by your English learning course. As you have probably seen for yourself, everyone has a voice in YouTube. Using it as a social learning platform offers you the opportunity to build a strong English learning community where everyone can comment, contribute, and share their opinions and ideas.

Beside that teach use YouTube spontaneously could teach about mobile or computer as technology and listening exactly. Uploading English Learning content to YouTube makes it available throughout the YouTube network, which means that your learners can access it and view it on the go via their smartphones and tablets, devices used in mobile learning. It doesn't matter how small the screen is; you can use YouTube as a platform for not only searching online video resources, but also sharing presentations, and inviting your learners to take an active part through their comment. Using YouTube videos as part of your English Learning course encourages your audience to develop their listening skills by using the YouTube video material until they have fully grasped its essence and key points. You can even create online assignments based on this, for instance by asking your learners to describe in a few words what they have just seen on a video in a specific time frame.

According to Jones and Cottrell discussed the use of YouTube videos to introduce more difficult subject matters, to illustrate a point during a lesson, or to review concept taught during a lesson. Videos may also be used in order to prompt language learning activities with a focus on specific skills, concept, or cultural aspect to be reinforced or explored. According to Ni Chang (2006) stated that in

various learning activities in the Era of Digital Technology now this, learning in online form both independently and structured will be very effective, with many choices of flexible learning activities.

The expectation to face globalization era, individual learners can be a good students for about technology especially for YouTube video, using video presentation as media in teaching English help sensitivity students' ability of hearing. There is one expectation by researcher of using video presentation. So, the students can improve their listening ability through video presentation on YouTube.

Based on the explanation above, the researcher carried out the research under the title "The effectiveness of using video presentation on YouTube to improve students' listening ability at the tenth grade SMA Muhammadiyah4 Makassar".

Review of Related Literature

Sherer, P (2011) Using Online Video to Support Students Learning and Engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities. Today, Youtube is the predominant resource but other online video resources are rapidly becoming available. A major challenges lies in harnessing the potential of these expanding resources as learning tools.

Watkins, J (2011) Using YouTube in the EFL Classroom in his study English foreign language classes with access to the necessary technology can make good use of YouTube and other online video-streaming sites. However, it is important to realize that there are some limitation. First, Youtube is limited to what copyright restriction allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students will have to procure these clips on their own. Secondly, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. A third consideration teachers might need to take into account is the nature of much of the material on YouTube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available. Teachers of younger students would be well advised to take this into account. Finally, certain countries have placed bans on YouTube and

other video streaming site Toksabay (2010) meaning that classes in those countries might have greater difficulty accessing useful online video.

Brook, J (2011) *The Affordances of YouTube for Language and Teaching* in her study the provided sample lesson plan have incorporated the findings of research as well as cautions about using YouTube. For example, peer-to-peer interaction and collaboration, which was highlighted in research as a prominent benefit of YouTube, was implemented as learners' cooperation in the selection of a topic, writing, creation and production of the film, as well as online and in-class discussion, blogging, peer editing, and interaction with the general public.

Bonk, C J (2008) *(YouTube Anchors and Enders) The Use Of Shared Online Video Content as a Macro context for Learning* in His study there are many uses for YouTube and other videos for learning-some will use them as anchors and others as enders. Whatever the use, we have just seen the star. In coming years, shared online video content may entail more than one-third of the content of courses in higher education. This is not insignificant. As a result, understanding how to embed online videos in instruction is perhaps one of the more pressing needs of college faculty members as well as those in other educational setting.

Leloup, J W (2007) *(On The Net) Listening You Have Got To Be Carefully Taught* in her study improved speed of the internet and the generalization of broadband access, along with faster processors, has greatly facilitated the distribution of audio and video media online. In addition to sites like the ones highlighted that incorporate media into language lessons, an unending stream of audio and video from around the world is now accessible to the language learners for practice and to language as a basis for lesson.

The previous research has concentrated on YouTube using different materials such as film and song in learning listening. In this research the researcher focus on Narrative and Descriptive material.

The Concept of Listening

Definition of Listening

Listening is one of the most important language skill. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. According to Howatt and Dakin listening is the ability to identify and understand what others

are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

The important of listening is acknowledged by Brown (2001) who stated that "listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking "it means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by Oxford (1993), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw materials of words, arrangements of words, and rise and fall the voice, and from this material we creative a significance. Listeners must cope with sender's choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sound or words. As mentioned in Nunan (2003) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, we can say that listening is the ability to identify and understand what others are saying, it is also a complex activity, and we can help students

comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

Listening Problems

The first step the learning problems that students in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996) identifies the learner's problems and the solution as follows:

- a. Trouble with the sounds
Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.
- b. Have understand every word
Some students feel worried and stressed when they miss some words of the next. Here, the teacher needs to give the students practice in selective ignoring of hear information/something, they do naturally in their mother tongue. The teacher should explain this point to students, and set them occasional task that ask them to scan a relatively long task for one two limited items of information.
- c. Cannot understand fast, naturally native speaker
The students can only understand if the teachertalk slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.
- d. Need to hear thing
More than once In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include "redundant" passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening

Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which

suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

Methods

Research Design

The researcher uses Pre-Experimental design. The design of this study is experimental design because the researcher wants to measure the effect of the video technology (YouTube) in the teaching video presentation on Youtube.

Pretest

The researcher gave the test as a pre test (01) to measure prior knowledge on the students before gave treatment and to knew the problems that the students have.

Treatment

After giving a pre-test, the researcher gave treatment by using video presentation on YouTube. During the treatment, the student is given some material by used video presentation on YouTube.

Posttest

The researcher gave post-test (02) for the students after the treatment. The researcher gave the post test to find out the value of the treatment whether or not the result of the post test was better than the result of the post test.

Instrument of the Research

In this research, the researcher use 1 instrument for collecting data. The researcher used the test.

The test is used to know the students' listening ability in term of accuracy of answer and as the result of the students' in the class. The test constructs the questions by contentsof video presentation on YouTube itself.

Techniques of Data Analysis

The data collecting in this research analyze trough by Subana and Gay formula the researcher will use scoring scale, which included accuracy of answer and fluency of the students' listening.

Result and Discussion

Result

The Classification of the Students' Score in Pre-test and Post-test

Table 1 The Rate Percentage of the Students' Score in Pre-test and Post-test

NO	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
	Excellent	96 – 100	0	0%	0	0%
	Very Good	86 – 95	0	0%	0	0%
	Good	76– 85	0	0%	1	6.25%
	Fairly good	66- 75	0	0%	6	37.5%
	Fairly	56-65	1	6.25%	6	37.5%
	Poor	36-55	6	37.5%	3	18.75%
	Very Poor	0-35	9	56.2%	0	0
	Total		16	100%	16	100%

The table 4.1 above showed that the percentage and frequency of the students' pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, none students or 0% classified into very good, 1 student or 6.25% classified into good and 6 students or 37.5% classified into fairly good and 6 students or 37.5% classified into fairly and 3 students or 18.75% classified into poor . It is clearly shown in the graphic below.

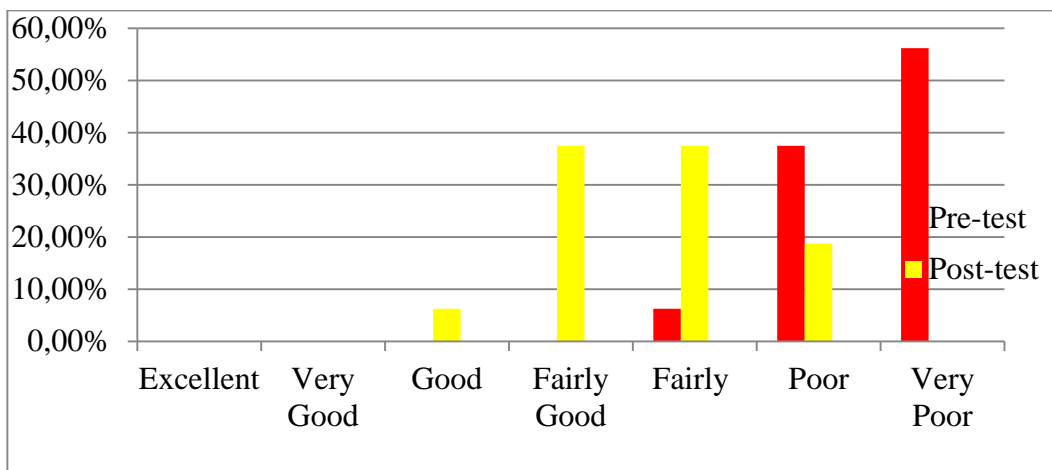


Figure1. Graphic The Rate Percentage of the Students' Score in Pre-test and Post-test

The figure 4.1 above showed that the rate percentage of the students' listening in pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

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The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.

After calculating the result of the students' pre-test and post-test, the mean score are presented in following table.

Table 2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	38.43	13.13
Post-test	65	14.57

The table 4.2 above showed the statistical summary of the students' score and standard deviation both in pre-test and post-test. The mean score of the

students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 38.43 and the mean score of the students' post-test was 65. The standard deviation of the students' pre-test was 13.13 and the standard deviation of the students' post-test was 14.57. It was clearly shown in the graphic below.

The Improvement of the Students' listening ability in term of accuracy of answer.

The following table showed the improvement in Pre-test and Post-test.

Table 3 The Improvement of the Students' listening ability in term of accuracy of answer.

Component	Pre-test	Post-test	Improvement (%)
Accuracy of answer	38.43	65	0.06%

The table 4.3 above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 38.43 and post-test was 65. From pre-test to post-test can improve on 0.06%.

Hypothesis Testing

In order to know whether or not the difference between pre test and post test was significant difference, the researcher used t-test analysis for on the level significance $\alpha = 0.05$ with degree freedom $df = N-1$, where ($df = 16-1 = 15$). Then the value of t-table was 2.131. the test statistical, analysis for independent sample was applied. The Following table below:

Table 5 T-test and T-table of the students' listening ability.

Variable	T-test Value	T-table Value	Remark
Listening ability	7.30	2.131	Significantly Different

The table 4.4 above showed that t-test value was higher than t-table value ($7.30 > 2.131$). It means that there was an improvement of the students' listening ability before and after use Video presentation on Youtube to the students' listening ability of the first grade of SMA Muhammadiyah 4 Makassar. It could be concluded that the null hypothesis (H_0) was rejected and alternative

hypothesis (H₁) was accepted. It means that there was a significance difference in students' listening ability before and after using Video presentation on Youtube.

Discussions

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' listening ability in using video presentation on Youtube. Pamela Sherer (2011) Using Online Video to Support Students Learning and Engagement in her study Online video's versatility, breadth of content, and up-to-date materials afford both instructors and students opportunities to shape and contribute to course content and increase student engagement in classroom discussion and activities. Today, Youtube is the predominant resource but other online video resources are rapidly becoming available. A major challenges lies in harnessing the potential of these expanding resources as learning tools.

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this into account. Finally, certain countries have placed bans on Youtube and other video streaming site Toksabay (2010) meaning that classes in those countries might have greater difficulty accessing useful online video.

Meanwhile the result of this research showed that the students' listening ability at the first grade SMA Muhammadiyah 4 Makassar in the academic 2018/2019 has improved. Based on the result in applying video presentation on youtube the data was collected through listening test as explained in previous finding section showed that the students' listening was significantly improve and the students' score after applying video presentation on youtube was better than before the treatment was given to the students.

Before giving the treatment, students result showed that percentage and frequency of the students' pre-test and post-test. There was none student or 0% classified into very good, none students or 0% classified into fairly good, 1 student or 6.25% classified into fairly, 6 students or 37.5% classified into poor and 9 students or 56.2% classified into very poor.

While the post-test showed that the percentage and frequency of the students pre-test. There was none students or 0% classified into excellent, none students or 0% classified into very good, 1 student or 6.25% classified into good and 6 students or 37.5% classified into fairly good and 6 students or 37.5% classified into fairly and 3 students or 18.75% classified into poor.

While the listening ability of the students after the researcher gave the treatment there was 0 student got excellent score 0 students got very good score 1 students got good score 6 students got fairly good score, 6 students classified into fairly and 3 students classified into poor. It means 0% students got excellent score, 0% students got very good score, 6.25% students got good score and 37.5% fairly good score, 37.5% classified into fairly and 18.75% classified into poor.

The mean score and standard deviation of the students' pre-test and post-test. The mean score of the students' pre-test was 38.45 and post-test was 65. It means that score of the students' post-test was higher than pre-test. While, the standard deviation of the students' pretest was 13.13 and post-test was 14.57. It means that standard deviation of the students' post-test was higher than pre-test.

Based on the result above, hypothesis test shows that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted. Therefore the researcher concluded there was significant improvement of the students' in listening ability used video presentation on Youtube.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of video presentation on YouTube was effective. It was proved by the result of the students' pre test and post test where the mean score of post test was 65. It means score of post was greater than the mean score of pre test 38.43. It is also validity by the test value 7.30 which was bigger than t-table 2.131. It means the hypothesis of this research was accepted has significant improvement.

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