ENHANCING LISTENING COMPREHENSION THROUGH YOUTUBE: EFFECTIVENESS AND LEARNER CHALLENGES

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Abstract

YouTube is a popular platform for sharing educational videos, including those that assist language learners. This Classroom Action Research study was conducted at Universitas Harapan Bangsa, Central Java, to evaluate the effectiveness of YouTube videos in enhancing students' literal and inferential listening comprehension skills at Language Development Center program. The population for this study consists of first-semester students from the D4 Anesthesiology Nursing Program in the Faculty of Health. The research aimed to determine (1) the impact of YouTube on listening skills and (2) the challenges encountered in its implementation. Conducted over two cycles, the study utilized observations, journals, and questionnaires for data collection, analyzing both qualitative and quantitative results. Findings revealed that YouTube videos significantly improve students' listening skills, create a positive classroom atmosphere, and boost motivation for out-of-class practice, particularly through exposure to diverse English accents. Additionally, the integration of multimedia resources supports differentiated learning, catering to various student needs and learning styles. However, challenges such as unstable internet connections and students' preferences for familiar accents were identified. Overall, YouTube videos are effective tools for teaching listening skills and offer great potential for enhancing other aspects of language learning, warranting further exploration in educational research.

Keywords: YouTube Videos, Listening Comprehension, Literal Listening Skills, Inferential Listening Skills.

INTRODUCTION

English is widely regarded as the global lingua franca, playing a pivotal role in various aspects of modern life, including education, business, technology, and international communication. Mastering English is essential for individuals aiming to thrive in an increasingly interconnected world. This mastery involves developing the four key language skills: listening, reading, speaking, and writing, which can be broadly categorized into receptive and productive skills.

Receptive skills, which include listening and reading, form the foundation for acquiring and processing information. According to Harmer (2007), receptive

skills are crucial as they enable learners to comprehend input and build linguistic knowledge. Effective listening skills are indispensable in understanding spoken communication, while reading skills facilitate access to written texts, academic resources, and digital content. Without strong receptive skills, learners may struggle to interpret and assimilate information, hindering their overall language acquisition.

Productive skills, comprising speaking and writing, allow learners to actively express their thoughts and ideas. Brown (2001) emphasizes that productive skills are vital for real-world communication and personal expression. Speaking skills enable individuals to engage in conversations, presentations, and negotiations, while writing skills are essential for academic success, professional correspondence, and creative endeavors. The interplay between receptive and productive skills is critical; receptive skills provide the input needed to produce meaningful output, fostering holistic language competence.

The significance of mastering English extends beyond personal growth. Crystal (2003) highlights that English proficiency is a gateway to global opportunities, fostering cross-cultural understanding and collaboration. In academic contexts, students with strong English skills can access a broader range of scholarly materials, participate in international conferences, and contribute to global discourse. Professionally, English competence enhances employability, enabling individuals to work in multinational environments and expand their career prospects.

In conclusion, the acquisition of English proficiency, encompassing receptive and productive skills, is a cornerstone of success in the modern era. By prioritizing the development of these skills, learners can unlock opportunities for personal and professional growth, contributing to their ability to navigate and thrive in a globalized world.

Listening is a key skill in language learning, serving as the foundation for effective communication and comprehension. Rost (2002) defines listening as an active cognitive process involving the reception, interpretation, and response to spoken or non-verbal messages. It combines auditory and mental processing to derive meaning. Brown (2001) emphasizes that listening is often the first skill developed in language learning, exposing learners to the sounds, vocabulary, and structures of a new language. It supports other skills, such as speaking and writing, by providing the necessary input for meaningful output. Underwood (1989) highlights that listening requires active attention and concentration. Learners may face challenges like unfamiliar accents or rapid speech, but these can be addressed through diverse listening opportunities, such as conversations, lectures, and multimedia resources.

In conclusion, listening is a vital skill for acquiring language patterns and fostering effective communication. Prioritizing listening in education helps learners develop confidence and proficiency in diverse linguistic contexts.

Listening ability is widely recognized as one of the most challenging skills for language learners to master due to its complexity and the unique demands it places on comprehension. Goh (2018) points out that learners often struggle with rapid speech, unfamiliar accents, and idiomatic expressions, which can hinder their ability to effectively follow spoken language. These challenges are particularly pronounced when speakers use natural pacing and informal language. Vandergrift (2018) explains that listening involves the simultaneous processing of multiple components, including phonology, syntax, and context. This multidimensional nature can overwhelm learners, especially when audio materials lack visual support or when speech is continuous and unpredictable. Misunderstanding or missing key information can further impede comprehension and retention.

In summary, listening is a complex skill that presents numerous challenges for learners, including rapid speech and unpredictable patterns. These difficulties, as identified by Goh and Vandergrift, underscore the need for targeted listening practice and strategies in language education to help learners build their confidence and proficiency.

YouTube has emerged as an effective platform for improving listening skills, primarily due to its rich audio-visual content. The combination of visual cues and spoken language facilitates comprehension and retention, making it easier for learners to grasp language nuances. According to Wang (2020), the use of video in language learning helps to reinforce understanding by providing context, which is especially beneficial for learners who struggle with traditional listening materials. The visual elements assist in clarifying meaning, thereby enhancing overall comprehension.

Moreover, Zhang (2021) emphasizes that YouTube offers a diverse range of content tailored to different proficiency levels, allowing learners to choose materials that suit their specific needs and interests. This accessibility encourages regular practice, which is essential for developing listening skills. Additionally, YouTube's interactive features, such as comments and discussions, foster a sense of community and encourage learners to engage with the content actively.

In conclusion, YouTube serves as a valuable resource for enhancing listening skills through its audio-visual content, variety of learning materials, and authentic language exposure. The insights from Wang, Zhang, and Huang highlight the platform's effectiveness in supporting learners on their journey to mastering listening comprehension.

Numerous studies have investigated the effectiveness of YouTube as a tool for language learning, particularly for improving listening skills. For instance, Wang (2020) explored the benefits of using video content in language acquisition, highlighting that the combination of audio and visual elements significantly aids comprehension. Similarly, Zhang (2021) reviewed various research findings that suggest YouTube provides diverse and engaging content that caters to different proficiency levels, promoting active learning among users. Huang (2022) further emphasized the importance of authentic language exposure through YouTube, noting that learners are better equipped to understand various accents and dialects.

Despite the wealth of research demonstrating the advantages of YouTube for enhancing language learning, there remains a notable gap in the literature regarding its effectiveness in fostering both literal and inferential comprehension. While many studies have focused on general listening skills and engagement, further investigation is needed to assess how YouTube specifically aids learners in developing these two critical dimensions of comprehension. Addressing this gap could provide valuable insights into optimizing YouTube as an educational resource for language learners.

At Universitas Harapan Bangsa, the Language Development Center is dedicated to equipping students, particularly first-semester students, with essential English language skills to enhance their academic and professional prospects. One of the key programs offered by the center focuses on improving students' English proficiency, particularly in listening comprehension. However, a recent mini-survey conducted among first-semester students revealed a significant challenge: many learners struggle to understand native speakers during listening exercises. This difficulty in comprehending spoken English poses a substantial problem for these students, hindering their ability to participate fully in discussions, lectures, and real-life communication scenarios. As a result, it is imperative to address these listening challenges to ensure that first-semester students can achieve their language learning goals and become proficient in English.

Based on the background study, which highlights the importance of listening skills in language learning and the potential of YouTube as a valuable educational resource, the purpose of this research is to investigate the effectiveness of YouTube videos for enhancing listening comprehension through both literal and inferential approaches. This study also aims to identify the challenges learners encounter when using YouTube as a learning tool, such as difficulties in understanding rapid speech, unfamiliar accents, and the absence of contextual cues. By exploring these problems, the research seeks to propose practical solutions that can help learners overcome these challenges and optimize their listening skills through YouTube videos. Ultimately, this study aims to contribute valuable insights into the effective use of digital resources in language learning and enhance the overall educational experience for learners.

THEORETICAL REVIEW

Aspects of Listening

Listening is a crucial aspect of language acquisition, intricately linked to linguistic knowledge, which includes vocabulary, grammar, phonetics, and discourse. Understanding these aspects is vital for enhancing listening skills in language learners.

1. Linguistic Knowledge and Listening Comprehension

Linguistic knowledge significantly influences listening comprehension. Vandergrift and Goh (2012) highlight that learners with strong vocabulary and grammar skills are better equipped to understand spoken texts. A rich vocabulary allows for easier recognition and interpretation of words in context, while grammatical knowledge aids in parsing sentences and understanding complex structures.

2. Phonological Awareness

Phonological awareness is essential for effective listening. Kuo and Riney (2019) emphasize that recognizing sounds, stress patterns, and intonation is critical for understanding spoken language. Learners with strong phonological skills are more adept at distinguishing similar-sounding words and interpreting emotional tone through intonation.

3. Contextual and Discourse Knowledge

Contextual and discourse knowledge also play significant roles in listening comprehension. Zhang (2021) argues that understanding situational context and cultural references enhances listeners' ability to interpret messages accurately. Additionally, discourse knowledge, including turn-taking and topic shifts, helps learners follow conversations and lectures more effectively.

4. Top-Down and Bottom-Up Processing

The interplay between linguistic knowledge and listening can be understood through top-down and bottom-up processing. Vandergrift (2018) explains that top-down processing relies on background knowledge and expectations, while bottom-up processing focuses on decoding the language itself. Effective listeners integrate both approaches, using their linguistic knowledge to enhance comprehension.

5. Instructional Strategies

Targeted instruction in linguistic knowledge can improve listening skills. Research by Hwang and Chen (2022) indicates that explicit teaching of vocabulary, grammar, and phonological awareness leads to better listening comprehension. Incorporating these elements into listening activities prepares learners to tackle listening challenges more effectively.

Listening comprehension is closely linked to linguistic knowledge, including vocabulary, grammar, phonology, and discourse understanding. By focusing on enhancing these aspects through targeted instruction, educators can help learners overcome listening difficulties and improve their overall language proficiency. Recognizing the relationship between listening and linguistic knowledge is essential for effective language learning.

Listening Process

According to Goh (2018), the process of constructing meaning during listening involves both top-down and bottom-up processing. Top-down processing allows listeners to use their prior knowledge and expectations to interpret spoken language, while bottom-up processing focuses on decoding the actual sounds and words heard. This dual approach is crucial for listeners to construct a complete understanding of the message.

Furthermore, Vandergrift (2018) emphasizes that listeners must also engage in metacognitive strategies to monitor their comprehension and adjust their listening strategies accordingly. This self-regulation is vital for identifying gaps in understanding and actively seeking clarification, enabling learners to construct accurate interpretations of the messages they encounter.

In summary, to effectively acquire messages in their L1, learners must navigate a multifaceted process of constructing meaning that combines linguistic knowledge, contextual awareness, and metacognitive strategies. This understanding underscores the importance of developing robust listening skills in language education.

Top-Down and Bottom-Up Processing

The concept of top-down and bottom-up processing is crucial in understanding how learners construct meaning while listening.

1. Top-Down Processing: This approach relies on the listener's prior knowledge, expectations, and contextual clues to interpret spoken language. As Vandergrift (2018) explains, top-down processing allows learners to use their background information and familiarity with the subject matter to make predictions about what they are hearing. For example, if a listener knows that a speaker is discussing a health topic, they may anticipate vocabulary related to nutrition or exercise, helping them understand the message even if they do not catch every word. This process is essential for interpreting ambiguous or unclear language, as listeners draw on their experiences and knowledge to fill in gaps and derive meaning.

2. Bottom-Up Processing: In contrast, bottom-up processing focuses on decoding the actual sounds, words, and phrases heard. Goh (2018) notes that this process involves analyzing the auditory input at the phonetic and lexical levels to construct meaning. For instance, when a learner hears a new word in context, they may pay attention to its pronunciation and surrounding words to deduce its meaning. If a listener hears the sentence "The cat is on the mat," they would analyze each word and sound to understand the message fully. This detailed analysis is critical for understanding new vocabulary or unfamiliar expressions, as it helps learners build a foundation for comprehension from the ground up.

Both top-down and bottom-up processing are integral to effective listening. According to Anderson (2015), the interaction between these two processes allows learners to construct a complete understanding of spoken messages. When listeners

encounter new information, they utilize bottom-up processing to decode it while simultaneously employing top-down processing to relate it to their existing knowledge.

Metacognitive Strategies

Furthermore, Vandergrift (2018) emphasizes the role of metacognitive strategies in the listening process. Listeners must monitor their comprehension, evaluate their understanding, and adjust their listening strategies as needed. This self-regulation is vital for identifying gaps in understanding and actively seeking clarification, enabling learners to construct accurate interpretations of the messages they encounter.

In summary, to effectively acquire messages in their L1, learners must navigate a multifaceted process of constructing meaning that combines linguistic knowledge, contextual awareness, and the interplay of top-down and bottom-up processing. Understanding these processes underscores the importance of developing robust listening skills in language education.

Approaches of Listening Comprehension

Listening comprehension can be categorized into two primary types: literal listening comprehension and inferential listening comprehension. Each type plays a distinct role in how listeners interpret spoken messages and understand the information being conveyed.

Literal Listening Comprehension refers to the ability to understand the explicit meaning of spoken language. This involves recognizing and recalling the specific words, phrases, and facts presented in the audio material. According to Goh (2018), literal comprehension focuses on surface-level understanding, where listeners identify key information such as who, what, where, and when. Activities for Literal Listening Comprehension:

1. Listening for Details: Students listen to a short audio clip or video and then answer questions that require them to recall specific facts, such as names, dates, and events. For example, after listening to a news report, students might be asked, "What happened on January 15th?" or "Who was interviewed?"

2. Fill-in-the-Blanks: Provide students with a transcript of an audio clip with certain words or phrases omitted. As they listen, they must fill in the blanks with the correct words. This activity helps reinforce their ability to grasp explicit information from the audio.

3. True or False Statements: After listening to a passage, students receive a list of statements about the content. They must determine which statements are true or false based on the information they heard.

Inferential Listening Comprehension, on the other hand, requires listeners to draw conclusions and make inferences based on the information presented and their prior knowledge. Vandergrift (2018) explains that inferential listening involves understanding implied meanings, recognizing the speaker's intent, and

interpreting the nuances of the message. Activities for Inferential Listening Comprehension:

1. Making Predictions: Before listening to a story or dialogue, students make predictions about what they think will happen based on the title or images provided. After listening, they discuss whether their predictions were accurate and what clues led them to those conclusions.

2. Contextual Clues: Students listen to a conversation or narrative that contains implicit messages or emotions. Afterward, they discuss what the speakers were really implying, using contextual clues and their understanding of the situation to draw inferences. For example, if a character says, "It's getting late," students might infer that they want to leave.

3. Summarizing and Interpreting: After listening to a longer piece, students summarize the main ideas and then discuss the underlying themes or messages. They can also explore the speaker's perspective or attitude, drawing conclusions about what was not directly stated.

4. Role-Playing: Students listen to a dialogue and then reenact the conversation with an emphasis on the underlying emotions and intentions of the characters. This activity encourages them to interpret non-verbal cues and implied meanings in spoken language.

Both types of comprehension are essential for effective listening skills. Literal comprehension provides the foundational understanding necessary to process spoken information, while inferential comprehension allows listeners to engage more deeply with the material, fostering critical thinking and interpretation. Effective listeners often integrate both literal and inferential skills to achieve a comprehensive understanding of spoken discourse.

Assessing Listening Comprehension: Indicators, Rubric, and Scoring System

Assessing listening comprehension effectively requires clear indicators that can be measured through specific tasks or activities. The assessment should evaluate both literal and inferential listening skills. Below is an elaboration of the indicators, a rubric for scoring, and a formulated scoring system.

Indicators for Assessing Listening Comprehension

1. Literal Comprehension Indicators:
    o Ability to recall specific facts and details from the audio material.
    o Ability to identify the main idea of the listening passage.
    o Accuracy in completing fill-in-the-blank tasks.
    o Correctness in true/false questions based on the audio content.

2. Inferential Comprehension Indicators:
    o Ability to make predictions based on prior knowledge and context clues.
    o Skill in interpreting implied meanings or emotions.
    o Ability to summarize the main ideas and themes.
    o Effectiveness in discussing the speaker's intent and attitudes.

Table1. Rubric for Scoring Listening Comprehension

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)	Unsatisfactory (0 points)
Literal Comprehension	Accurately recalls all details and main ideas; completes fill-in-the-blanks with 90-100% accuracy; all true/false statements are correct.	Recalls most details and main ideas; completes fill-in-the-blanks with 70-89% accuracy; most true/false statements are correct.	Recalls some details; completes fill-in-the-blanks with 50-69% accuracy; some true/false statements are correct.	Recalls very few details; completes fill-in-the-blanks with 30-49% accuracy; many true/false statements are incorrect.	Does not recall details; completes fill-in-the-blanks with less than 30% accuracy; all true/false statements are incorrect.
Inferential Comprehension	Makes insightful predictions; effectively interprets implied meanings; provides detailed summaries; clearly discusses speaker's intent.	Makes reasonable predictions; interprets most implied meanings; provides adequate summaries; discusses speaker's intent with minor errors.	Makes some predictions; struggles with interpreting implied meanings; provides vague summaries; limited discussion of speaker's intent.	Makes few predictions; cannot interpret implied meanings; summaries are incomplete; does not discuss speaker's intent.	Does not make predictions; cannot interpret implied meanings; does not provide summaries or discuss speaker's intent.

RESEARCH METHODOLOGY
Research type

This research is a Classroom Action Research (CAR), a reflective and systematic approach used by teachers to enhance their teaching and improve student learning outcomes. It involves identifying specific issues, testing solutions, and refining instructional methods. CAR encourages educators to evaluate their practices critically and collaborate with students and stakeholders, fostering diverse perspectives. The research follows a cyclical process of planning, acting, observing, and reflecting, allowing teachers to implement interventions and adjust their methods based on results. The primary goal is to address classroom challenges and improve student engagement through data collection and analysis. Ultimately, CAR serves as a valuable tool for educators seeking continuous improvement in their teaching practices.

Time and Place of Study

This research is a Classroom Action Research (CAR) conducted at Universitas Harapan Bangsa in Purwokerto Selatan District, Banyumas Regency, from September to November 2024.

Population and Sample

This research is a Classroom Action Research (CAR) conducted at Universitas Harapan Bangsa in Purwokerto Selatan District, Banyumas Regency, from September to November 2024. The population for this study consists of first-semester students from the D4 Anesthesiology Nursing Program in the Faculty of Health, selected using purposive random sampling. The sample includes 22 students from Class A at academic year 2024-2025.

Data Collection Technique

As highlighted by McGrath (1982), investigator triangulation helps to reduce individual researcher bias and promotes a more balanced interpretation of the data. Multiple perspectives can provide a richer analysis and strengthen the validity of the conclusions drawn from the research.

In the context of Classroom Action Research (CAR), the researcher utilizes triangulation by employing various data collection techniques, including observation, questionnaires, and interviews. According to Cohen, Manion, and Morrison (2018), observation is a valuable qualitative method that provides insights into classroom dynamics and student interactions, enabling the researcher to gather real-time data on behaviors and teaching effectiveness.

To complement observation, Donald Dillman (2000) emphasizes the importance of well-designed questionnaires for collecting reliable data from participants. These questionnaires effectively capture students' perceptions, attitudes, and experiences, allowing the researcher to analyze trends and patterns in their responses.

Additionally, Kvale and Brinkmann (2015) highlight the significance of interviews, which provide in-depth information about participants' perspectives. Interviews allow students to express their thoughts on their learning experiences and the effectiveness of instructional strategies, enriching the understanding of their viewpoints.

By integrating these data collection methods, the researcher aims for a comprehensive understanding of the classroom environment and enhances the validity of the findings through cross-verification of data from multiple sources. This triangulation approach ultimately yields valuable insights into student learning outcomes and the effectiveness of teaching interventions in the CAR study.

Data Analysis Technique

1. Qualitative Data

Qualitative data are collected through observations, questionnaires, and diaries, analyzed using an interactive model. According to Miles and Huberman (1994:10), qualitative data analysis involves three steps: data reduction, data display, and conclusion drawing/verification.

a. Data Reductio

Data reduction simplifies and organizes data from field notes or transcriptions to facilitate conclusion drawing.

b. Data Display

Data display is a structured presentation of information, aiding analysis and decision-making.

c. Conclusion Drawing and Verification

Conclusions are drawn and verified during the analysis, through reflection or data re-examination to ensure accuracy.

2. Quantitative Data

Quantitative data were obtained from the pre-test and post-test to determine whether YouTube video materials improved students' literal and inferential listening comprehension. The data analysis involved:

1. Analyzing each answer on the students' answer sheets to identify correct and incorrect responses.

2. Calculating the total number of correct answers for each student.

3. Analyzing the written test scores.

The percentage of correct answers for each student was calculated and used to measure their listening comprehension.

RESULTS AND DISCUSSION

Findings

From the preliminary test, the average listening score was 55.29, with the highest score being 75.5 and the lowest 41.18. After implementing the Classroom Action Research treatments, the researcher aimed for the students' listening comprehension achievement to reach or exceed the passing grade of 80. Detailed results of the pre-test are presented in Table 1.

Tabel 1. listening comprehension achievement

Aspect	Indicators	Average score	Score
Literal	Recognizing or recalling details	73.31	63.50
	Identifying topic sentences or main ideas	71.33	
	Recognizing or recalling descriptions	53.33	
Inferential	Inferring supporting details	55	51
	Inferring the main idea	55.5	
	Inferring consequences	55	
	Inferring cause-and-effect relationships	42.5	

From Table 1, it can be concluded that the average scores for each indicator, both in literal and inferential comprehension, were below the passing grade of 80.

Implementation
The research was conducted over two months (October to November 2024) at Class A of D4 Anesthesiology Nursing Program in the Faculty of Health. It was carried out in two cycles, including the steps of pre-research, planning, implementation, observation, and reflection.

1. Research Procedure

This Classroom Action Research aimed to enhance students' listening comprehension by systematically identifying and addressing the challenges they face in learning through various methodological steps

- Identifying the Problem: The researcher identified students' low scores in daily listening comprehension tests. Information about students' achievements was gathered through interviews and questionnaires.

- Analyzing Data: Based on the findings, issues such as lack of listening practice, limited vocabulary, monotonous teaching methods, fast speech on audio, and unfamiliarity with native English accents were identified as contributing factors.
- Pre-Test: A pre-test was conducted to assess students' actual listening comprehension levels and pinpoint weak areas.
- Determining the Method: To identify the best method for improvement, the researcher distributed a closed questionnaire about using YouTube videos in listening classes.

This process aimed to find effective strategies to enhance students' listening comprehension skills. The researcher decided to use YouTube videos as a medium for teaching listening comprehension due to the availability of numerous English tutoring channels. These videos help students understand vocabulary through visible gestures, context, and lip movements. Additionally, the ease of accessing YouTube provides students with extensive listening materials for practice outside the classroom.

A questionnaire revealed that students are familiar with the internet, have gadgets, and enjoy easy internet access. Many students also use YouTube to learn English, making it a suitable tool for improving listening skills.

After conducting preliminary studies, the researcher designed a teaching cycle consisting of four steps: planning, implementing, observing, and reflecting.

The First Meeting

The first meeting was held on October 21st, 2024 from 10.20 AM to 12:00 PM

Pre-Activity

The researcher began by greeting the students, explaining the day's objectives, and introducing YouTube as a new teaching medium for listening. Instructions on accessing and using YouTube for learning were provided. The listening topic was introduced, followed by a Q&A session about the material to be discussed.

Main Activity

- Students were divided into groups of four.

- A YouTube video related to the topic was played, and students noted unfamiliar words while watching.

- The researcher replayed specific parts of the video to clarify confusing words, encouraging students to deduce meanings from context.

- A worksheet was distributed, and students reviewed the questions with guidance. The video was played again, and students answered the questions in their groups. Dictionaries were not allowed during this phase.

- The class reviewed the answers and watched the video a third time for discussion. The group with the highest score received pens as a reward.

Post Activity

In the final minutes, the researcher reviewed the students' performance, noting their difficulty with listening practice, recognizing words, and differentiating similar pronunciations. Students were encouraged to practice English outside class to improve vocabulary and familiarity with accents. Before concluding with a prayer, the researcher assigned homework: visiting the YouTube videos and completing worksheets related to the material.

Observing the Action (Cycle 1 and Cyle 2)

During Cycle 1 and 2, students' activities focused on group work, and the class was managed effectively. Students responded positively to the teacher's greetings, instructions, and explanations. They formed study groups as directed.

However, during the video session, many students appeared distracted—talking to friends, reading textbooks, yawning, or fidgeting. To address this, the researcher paused the video and explained its importance for learning pronunciation, accents, and speech context. This explanation successfully regained their attention, allowing the rest of the session to proceed smoothly.

Despite this improvement, few students actively participated in asking about unfamiliar words, and those who did often used Bahasa Indonesia despite encouragement to speak in English. Additionally, some students opened dictionaries, disregarding the teacher's restriction. To resolve this, the researcher paused the class again to emphasize the importance of guessing meanings through context and group discussions rather than relying on dictionaries. Replay of specific video sections helped students grasp difficult parts more effectively.

After completing the first listening practice, the results were unsatisfactory. The main weaknesses identified among the students were:

Literal Meaning Comprehension

Recognition or recall of details: Difficulty identifying the time or events described in the story.

Recognition or recall of topic sentences/main ideas: Struggling to recall explicit statements or main ideas from memory.

Inferential Meaning Comprehension

Inferring supporting details: Difficulty guessing additional facts that could make the story more informative or engaging.

Inferring the main idea: Struggling to determine the main idea when it is not explicitly stated.

Inferring cause-and-effect relationships: Trouble identifying the causes of events and explaining their rationale.

Reflecting on the Results of the Observation

Observations from Cycle 2 indicate significant improvement compared to Cycle 1, particularly in the classroom atmosphere during listening activities. A summary of the progress made in the teaching and learning environment is presented in Table 2.

Table 2. Progress made in the teaching and learning in Cycle 1 and Cycle 2

Teaching and Learning Process	
Cycle 1	Cycle 2
The use of YouTube in listening activities helps capture students' attention and keeps them focused during the listening class.	1. Students have become accustomed to using YouTube videos and now access them independently outside the classroom for additional listening practice.
2. Listening instruction incorporates various techniques, alternating between group discussions and individual activities. Tasks also differ, including written exercises and oral questions. The teacher provides rewards to encourage high-performing students or groups.	2. The teacher-researcher invited a native speaker to participate in the listening class, which increased students' enthusiasm and engagement in the learning process.
3. Students actively participate in sessions by asking questions and requesting tape replays when needed. They are motivated to practice listening outside the classroom and feel comfortable expressing their emotions about their achievements in	3. Students independently ask questions with minimal prompting from the teacher. They prepare for listening tests and feel more confident, no longer experiencing nervousness. Additionally, students are inspired to speak in a manner similar to native speakers.

listening activities, whether positive or negative.	

In Cycle 1, YouTube was utilized as the primary medium for listening activities, effectively capturing students' attention and helping them focus on the class. By Cycle 2, students had become more independent, accessing YouTube videos outside the classroom, which reflected their growing initiative to learn autonomously.

The teaching techniques also evolved between the cycles. In Cycle 1, the teacher used varied methods, alternating between group discussions and individual activities. The tasks included both written and oral exercises, with rewards provided to encourage good performance. In Cycle 2, the involvement of a native speaker brought a new dynamic to the class, increasing student enthusiasm and providing a more authentic listening experience that mirrored real-life conversations.

Student motivation and confidence showed significant improvement over the two cycles. In Cycle 1, students were motivated by teacher support, such as rewards, and actively engaged in class by asking questions and replaying tapes when they needed clarification. By Cycle 2, students displayed greater independence, voluntarily asking questions with minimal prompting. They approached listening tests with preparation and confidence, overcoming nervousness, and felt inspired to speak in a manner similar to native speakers.

The approach in Cycle 1 provided a strong foundation by engaging students through appealing media and rewarding their efforts, which effectively fostered motivation and active participation. Meanwhile, Cycle 2 focused on developing students' independence and offering direct exposure to native speakers, which helped them build confidence and enthusiasm for improving their speaking and listening skills.

Besides the improvement in listening class atmosphere, the YouTube video also bring significant results on students listening score as can be seen in table 3.

Table 3. Students' Score Improvement in Listening Post-Test of Cycle 2

Aspect	Indicators	Cycle 1	average	Cycle 2	Average	Progress	Average Progress
Literal	Recognizing or recalling details	79,35	67,22	89	86,5	11,95	21,91
	Identifying topic sentences or main ideas	75,7		85,7		11,53	
	Recognizing or recalling descriptions	74		84		11.76	

Inferential	Inferring supporting details	63,5	52,5	84,5	8,8	28,57	36,25
	Inferring the main idea	60		86		40,15	
	Inferring consequences	57		83,5		33,33	
	Inferring cause-and-effect relationships	43		81		46,87	

The data indicates a significant improvement across all three aspects of literal meaning comprehension. The average score for Recognition or Recall of Details increased from 79.35 to 89, while the score for Recognition or Recall of Topic Sentences or Main Ideas rose from 75.7 to 85.7. Similarly, the average score for Recognition or Recall of Descriptions improved from 74 to 84. Overall, the students' average literal comprehension score increased from 67.22 to 86.50, reflecting progress of 21.91%.

Similarly, all four aspects of inferential meaning comprehension showed substantial improvement. The average score for Inferring Supporting Details rose from 63.5 to 84.5, and the score for Inferring the Main Idea increased from 60 to 86. Additionally, the average score for Inferring Consequences grew from 57 to 83.5, and the score for Inferring Cause-and-Effect Relationships improved significantly from 43 to 81. In conclusion, the students' average inferential comprehension score increased from 52.5 to 83.8, showing remarkable progress of 36.25%.

The detailed improvements in students' listening scores for each aspect are presented in Table 4.

Table 4. Students' Improvement in Listening Post-Test of Cycle 2.

Listening Aspects	Students' Improvement	
	Cycle 1	Cycle 2
Literal	In this learning process, students successfully recognized and understood questions related to literal aspects, which include place, name, and time. They demonstrated the ability to focus on different types of questions that	The students demonstrated a strong understanding of the questions due to their growing familiarity with the speaker's accent in the recordings. This familiarity allowed them to process spoken language more effectively, reducing

	refer to the same answer, reflecting their deep understanding of the context of the information provided. Through consistent practice, students became more familiar with various types of questions, such as "Where," "Who," and "When," which helped them recall and identify information more efficiently. By recognizing patterns in questions and answers, students not only improved their listening skills but also enhanced their reading and speaking abilities.	potential barriers to comprehension. As they became more accustomed to the nuances of the accent, their confidence in interpreting and responding to questions increased. Additionally, the improvement in their vocabulary played a crucial role in enhancing their comprehension skills. By expanding their lexicon, students were better equipped to grasp the meaning of words and phrases within the context of the recordings. This dual enhancement—both in recognizing accents and understanding vocabulary—contributed to a more meaningful engagement with the material.
Inferential	The students displayed strong critical thinking skills by adding potential information that speakers might convey, which enhanced their engagement with the material. They effectively summarized lengthy information into main ideas, demonstrating their ability to distil complex content. Additionally, they were able to predict possible future situations based on contextual clues from the speakers' dialogue. This	The students no longer felt confused by implied information or questions. Their improved skills in interpreting context and subtle cues allowed them to grasp underlying meanings effectively. Through targeted practice and exposure to various scenarios, they learned to identify implicit messages in conversations and texts, which significantly enhanced their comprehension abilities.

	ability to infer outcomes highlights their understanding of cause-and-effect relationships.	

The classroom action research has significantly improved students' comprehension and critical thinking skills in language learning. They have developed a strong understanding of literal information, effectively summarizing complex details into main ideas and recognizing contextual cues.

Familiarity with the speaker's accent and an expanded vocabulary have enhanced their ability to understand spoken language. Additionally, students have shown growth in predicting outcomes and interpreting implied meanings, demonstrating their analytical skills.

These advancements boost their confidence and lay a solid foundation for continued literacy development, preparing them to navigate real-world interactions and engage with diverse communication forms.

The primary objectives of this study were to investigate the effectiveness of YouTube videos in enhancing students' listening comprehension at Anesthesiology students, as well as to assess the extent of their success in achieving this goal. Additionally, the study aimed to identify the challenges faced by educators when teaching listening skills using YouTube videos. By exploring these aspects, the research seeks to provide insights into the integration of multimedia resources in language learning.

The findings indicate that YouTube videos can significantly enhance students' listening comprehension in at Anesthesiology students. This success is evidenced by several key factors: first, students showed notable improvement in their listening test scores; second, their comprehension improvement spanned various aspects of listening skills; third, a positive classroom atmosphere was fostered during listening activities; and fourth, YouTube videos had a beneficial impact as a medium for listening comprehension learning, even outside the classroom.

Additionally, the research effectively identified the challenges faced in teaching listening using YouTube videos, highlighting areas for improvement in instructional strategies.

Finding 1 is supported by recent research that highlights the effectiveness of videos in enhancing language learning. For instance, Tsou et al. (2016) found that utilizing videos as a teaching tool not only motivates students but also engages them in meaningful activities that enhance their aural perception in the target

language. Similarly, Chawinga (2017) emphasized the educational potential of YouTube, noting its popularity among students and teachers, which positively influences student motivation through its multimodal content. While student teachers showed a willingness to adopt YouTube more actively, the study also pointed out the necessity for further training in professional development programs to equip educators with effective strategies for integrating YouTube and other ICT tools into their teaching.

Moreover, research by Liu and Wu (2019) supports the idea that visual elements, such as videos, can clarify meanings and enhance students' understanding, echoing the adage that "a picture is worth a thousand words." A study by Krajcik and Merritt (2019) found that YouTube videos can foster student enthusiasm, creativity, and confidence during the learning process, transforming classroom environments from dull and chaotic to engaging and dynamic. Additionally, Al-Dahdouh and Al-Bashir (2020) confirmed that YouTube serves as a valuable educational resource, increasing student engagement and minimizing classroom management issues.

In conclusion, the findings suggest that using YouTube videos effectively improves students' listening comprehension. However, the challenges associated with integrating YouTube in the classroom should be taken into consideration for future research in this area.

CONCLUSION

1. The findings demonstrate that YouTube videos significantly enhance students' listening comprehension, as evidenced by improvements in test scores and increased student engagement during lessons. This effectiveness is attributed to the motivational aspect of multimedia resources, which captures students' attention and encourages active participation in the learning process.
2. Furthermore, the integration of YouTube videos fosters a positive classroom atmosphere, transforming traditional learning environments into dynamic and interactive spaces. Students benefit from the visual and auditory elements of videos, which help clarify complex concepts and support various aspects of listening skills, thus making the learning experience more enjoyable and effective.
3. Despite these advantages, the study also identifies challenges in utilizing YouTube as an educational tool, such as the need for proper training for educators to implement these resources effectively. Addressing these challenges is essential for maximizing the potential of YouTube videos in enhancing listening comprehension, and further research and professional development programs should be considered to equip teachers with the necessary strategies and skills.

SUGGESTION

Professional Development for Educators: It is essential to provide ongoing professional development programs for teachers focused on effectively integrating YouTube and other multimedia resources into their teaching practices. Training sessions could include strategies for selecting appropriate content, using videos to reinforce listening skills, and managing classroom dynamics when incorporating technology.

Curriculum Integration: Schools should consider incorporating YouTube videos as a regular component of the curriculum, particularly in language learning classes. Developing a structured approach that outlines how and when to use videos can help ensure that they are used effectively to enhance listening comprehension and overall language skills.

Student Engagement Activities: To maximize the benefits of using YouTube videos, educators can design interactive activities that encourage student participation and engagement. For example, follow-up discussions, group projects, or creative assignments related to the video content can deepen students' understanding and promote critical thinking.

Resource Sharing and Collaboration: Establishing a platform for teachers to share effective YouTube resources and lesson plans can foster collaboration and enhance the quality of instruction. This shared repository can serve as a valuable tool for educators seeking to incorporate technology into their teaching methods.

Further Research: Future studies should explore the long-term effects of using YouTube videos on students' language skills and investigate how different types of video content impact learning outcomes. Additionally, research could focus on identifying best practices for integrating technology in diverse educational settings.

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