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Mentoring Listening Skills: YouTube Practical Psychology for Enhancing English Competence of Students at University

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MENTORING LISTENING SKILLS: YOUTUBE PRACTICAL PSYCHOLOGY FOR ENHANCING ENGLISH COMPETENCE OF STUDENTS AT UNIVERSITY

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Abstract

Listening is one of the language skills that students must master. However, it is difficult for students to master it. Some factors make it difficult for students to master it, and one of them is that the method or media used by lecturers in the teaching and learning process is not suitable or comfortable. This study aimed to determine if the English study program students of BBG University who are taught listening skills through watching YouTube Channel Practical Psychology are more successful than those who are taught listening skills without watching YouTube Channel Practical Psychology. This research employed quantitative methods and a pre-experiment design with a single group: pre-test - post-test. The population of this study was the entire third-semester English department students at BBG University, was 26 students divided into one class. The necessary data was obtained through testing, and the obtained data was analyzed using the N-Gain Score. N-Gain Score was calculated to be 0.41. It indicated a disparity between the students' listening abilities before being taught via the YouTube Channel Applied Psychology. After they were taught by watching the YouTube Channel Practical Psychology, the difference was 41%. It means that the students' listening competence increased by 41% after they were taught through watching YouTube Channel Practical Psychology.

Keywords: *YouTube Channel; Practical Psychology; Learning; Vocabulary.*



A. Introduction

Language as a tool to share our minds with others is one of the most crucial aspects for us to have as a human. Having at least one language can help us to improve almost any aspect. There is also English as the international language that we should learn to communicate with each other in another country. However, there is always a problem where English needs to be learned first in school to master the language itself. There have been many concerns, such as listening skills in learning English, and students may need help mastering this talent. Participants' low English listening comprehension is due to their short attention span and lack of enthusiasm (Ghasemboland & Nafissi, 2012).

Nowadays, language is the most essential thing for human beings because, with language, people know each other and can communicate with others and share information. As English is an international language, millions of people worldwide study it, and every nation, including our own, must learn it. In some places, English has been taught since Primary School as a local content subject (Al-Azzemy & Al-Jamal, 2019).

Listening is one of the four abilities (Ghasemboland & Nafissi, 2012). Unlike other language skills, listening is an external process that cannot be directly observed. It is an active process in which the listener actively participates (Saed et al., 2021). A listener is actively engaged in the opinion and comprehension of ideas and facts while listening. Both the person who speaks and the listener have roles to play in efficient communication: the speaker must encode the message to be delivered, while the listener must decode or interpret the message less actively. Students learning a foreign language must put in much effort and practice to understand native speech at average speed (El-Hmoudova, 2015). In other words, if a student wishes to improve his or her listening skills, he or she must familiarize himself or herself with developing listening skills.

The goal of listening comprehension is well understood to be the ability to comprehend target language speech at an average speed in uncertain environments. Listening skills must be developed through



various activities that allow the learner to evaluate their listening quality. Learners will notice the difference when listening to a story, a good television show, or a musical collection in the target language. According to Liao & Wu (2023), listening is regarded as a passive skill, but it is an active process. Listening, like all acts of perception, is a dynamic, active process that involves both the communicator and the recipient. Listening is a dynamic process that is activated when we communicate with others to understand the speaker. Listening also requires lots of focus to understand the meaning behind the sentences the speaker said.

V. Rasiah (2014) defines listening as hearing, recognizing, and interpreting or comprehending spoken language. Lyashenko Malinina (2015) “states that listening is active and conscious attention to the auditory expression to gain meaning”. As Joiner said, listening requires focus and attention to the speaker to obtain the purpose behind what the speaker says.

The definition of listening given by (2015) is as follows: “An active process in which the listener plays a very active part in generating the overall message that is subsequently shared between listeners and speaker”. Nguyen Habók (2021) asserts that hearing is an active process that involves interpreting and synthesizing a message from a stream of sound. Understanding phonological, grammatical, lexical, and cultural language systems is necessary. Understanding ability is part of a good listening skill (Hidayat & Saleh, 2022). Body language is also a component of listening ability. One way to connect with the listener is to make eye contact with the speaker. Listening ability is a technique used to comprehend what someone else has said and the nonverbal signs and body language accompanying it. This technique requires practice, as listening is somehow tricky.

Based on the definition provided above, the writer concluded that listening ability is a skill required to understand someone through sentences or words said by someone who has information in his or her words or sentences. When learners hear a text, they use their listening skills to interact with it by comprehending the vocabulary, spelling, syntax, and meaning (Mahmud et al., 2023). To master the skill, an effective method or



technique is required. In this study, the author used audio lingual to increase the students' mastery of listening capacity.

However, many students need help to learn listening skills. The students need help mastering listening skills because how they learn English is inappropriate. The teachers teach listening skills through reading books instead of listening to conversation (Susanto & Nanda, 2023). Though reading is an excellent way to learn English, it is only provided with vocabulary and the meanings of the words. Generally, there are more effective ways to overcome the students' problems in learning listening.

Students in the English department at BBG University Banda Aceh are also experiencing difficulties. Based on the preliminary research conducted at the English department of BBG University from October 20, 2022, to November 21, 2022, the information was found that most students still needed help learning listening skills. When some students were interviewed, they stated that numerous problems made learning listening skills difficult for them; one was that the media utilized by lecturers who taught listening skills could have been more interesting. The lecturer just read a paragraph and requested the students listen. This bored them, and they needed more motivation to learn listening skills. Consequently, their ability to master listening skills could not increase.

Next, to overcome the students' problems in learning to listen, *YouTube* Channel Practical Psychology was used to teach listening skills to improve their listening competence.

Traditional teaching tools like audiotapes and video cassettes have developed into more modern ones over time because of the participation of technology. Instead of audiotapes, teachers today routinely use films to instruct their students. Therefore, today's pupils can watch videos by connecting their technological equipment to the internet. In this sense, *YouTube* is considered one of the most popular video websites among students (DeWitt et al., 2013; Zhai & Wibowo, 2023).

Furthermore, the *YouTube* channel Practical Psychology is a short animated video that provides educational videos to anyone interested in



learning (DeWitt et al., 2013). This channel has animated book reviews, inspirational and motivating films, and tutorials on various topics. According to Saed et al. (2021), Practical Psychology on *YouTube* provides money, relationship, and happiness advice and psychological, personal development, and even productivity tips.

According to Bui (2022), another researcher, the *YouTube* channel Practical Psychology is a *YouTube* Channel that consists of a short animated video that contains everything from romance and happiness to psychological tips, personal development, and even productivity advice. Next, Zhai & Wibowo (2023) claim that the *YouTube* channel Practical Psychology is helpful for teaching and learning, mainly speaking and listening skills.

Chandra & Qomariyah (2023). According to the assertion, the *YouTube* channel Practical Psychology has over a million subscribers. A *YouTube* subscriber has opted to “follow” a *YouTube* channel and its content to receive notifications when new videos are posted. Simply watching, commenting on, and sharing the channel's videos with others can turn a subscriber into a committed enthusiast. Furthermore, Hultman et al. (2023) state that millions of people use *YouTube* Channel to learn English, especially listening skills because the materials in the *YouTube* channel consist of educational materials suitable for listening instruction.

As previously stated, *YouTube* video is an alternative tool for language teaching that provides audio-visual information. Mukminin et al. (2023) state that *YouTube* Channel Practical Psychology prepares and presents listening materials that are effective for English learners who are learning listening skills. The listening materials on *YouTube* are easier to understand by the learners (Esteban & Martínez, 2014). Thus, the learners can quickly master listening skills through *YouTube*.

According to Saha (2023), the students felt it easier to learn listening skills when they were taught them through *YouTube* Channel Practical Psychology. Using *YouTube* to teach listening skills effectively improved the student's motivation and interest in learning the skill. It affected the students' ability to master listening skills.



Furthermore, an English club (2000) study showed that teaching listening skills using the *YouTube* Channel Practical Psychology could improve the students' interest in learning the skill. They actively followed the teaching and learning process of listening skills. The listening material on the *YouTube* Channel Practical Psychology was more accessible for the student to master. Consequently, their ability to master listening skills increases significantly.

Based on the problem and the explanation that is exposed above, it is evident that many English department students of BBG University still have problems in learning listening skills, and the problems should be solved as soon as possible.

B. Method

1. The Research Design

The pre-experimental research design has four main parts: research context, pre-test and post-test, population and sample, and data analysis. This study design phase determines which tools to use and how they are used. The following table depicts the research paradigm of one group: pre-test - post-test.

Table 1. Research paradigm

Pre-Test	Treatment	Post-Test
O1	X	O2

In which:

O1: *Pre-test is conducted before treatment*

X: *Treatment*

O2: *Post-test is conducted after treatment*

2. The Population and Sample

This research was conducted at Bina Bangsa Getsempena University in 2022. The population in this study consisted of all English Department students from the third semester at Bina Bangsa Getsempena University, a total of 26 students from one class. Because the students had taken Listening to I in the first semester and advanced listening in Semester II, the third-semester students were chosen as a sample for this study.



Furthermore, the students were still fresh from the listening topic. As a result, the searchers chose samples using the purposive sampling technique. Furthermore, the purposive sampling technique is a type of non-probability sampling that is most effective when studying a specific cultural domain with experts within that domain (Creswell, 2008).

3. The Data Collection

In this study, a test was employed to gather data. The exam was divided into two parts: a pre-test and a post-test. There were 50 multiple-choice listening questions on the pre-test. Meanwhile, the post-test contained 50 multiple-choice listening questions to ensure students grasped the subject. The questions on the pre-test and post-test were different. The experiment was done by watching the *YouTube* channel Practical Psychology. Each meeting was allowed 100 minutes for these lectures. Moleong (1999) said that The test is a series of searches or exercises used to assess a person's or group's skills, knowledge, and talents (Suroto et al., 2017).

Additionally, the test is a way to evaluate a person's aptitude, performance, or expertise in a particular field of therapy, according to Icam Sutisna (2020). In this study, assessments were employed to evaluate pupils' listening abilities. Pre-test and post-test tests were thus separated into two categories.

a. Pre-test

The pre-test was administered to participants before the instructions were presented. Before the learning experiment, a pre-test was administered to students at the first meeting to assess their vocabulary abilities. The researcher prepared questions about listening skills for the students to answer during the pre-test. Students had 60 minutes to respond to study questions. The researchers then directly assessed students' listening competence while they were performing.



b. Post-test

The term “post-test” refers to assessing students’ abilities after they have watched YouTube Channel Practical Psychology. In addition to the post-test, students were given 60 minutes to complete the post-test questions.

4. The Data Analysis

The author used quantitative data in this study. The writer then used Meltzer’s suggested formula to determine the differences in test success after watching *YouTube* Channel Practical Psychology and to determine the differences between pre-test and post-test (Icam Sutisna, 2020).

$$N - GS = \frac{O_2 - O_1}{MaxScore - pretest}$$

In which:

N-GS	= Gain Score
O ₂	= Average score of Post-Test
O ₁	= Average score of Post-Test
Max Score	= 100
Pre-test	= Average Score of Pre-Test

N-gain score is a formulation used to calculate the difference between the pre-test score (test before treatment) and the post-test score (test after treatment).

C. Result and Discussion

1. Result

The effectiveness of using flash cards to teach students listening skills was evaluated after the teaching and learning process by administering a post-test to the students. As a result, the test was administered to the students. This study used two types of tests: pre-test and post-test. Students completed a pre-test before beginning the teaching and learning process, followed by a post-test. The information gathered (student scores) is displayed in the tables below to help improve things.



Table 2. The students' pre-test score

No.	Student's Number	Score
1.	n 1	45
2.	n 2	55
3.	n 3	45
4.	n 4	65
5.	n 5	55
6.	n 6	45
7.	n 7	50
8.	n 8	60
9.	n 9	60
10.	n 10	50
11.	n 11	60
12.	n 12	55
13.	n 13	60
14.	n 14	55
15.	n 15	55
16.	n 16	60
17.	n 17	55
18.	n 18	55
19.	n 19	50
20.	n 20	55
21.	n 21	40
22.	n 22	40
23.	n 23	45
24.	n 24	50
25.	n 25	55
26.	n 26	45

After treatment, the students' scores are presented, and the data are presented in Table 2.

Table 3. The Students' Pre-Test Score

No.	Student's Number	Score
1.	n 1	65
2.	n 2	70
3.	n 3	65
4.	n 4	80
5.	n 5	70
6.	n 6	65
7.	n 7	75
8.	n 8	75



No.	Student's Number	Score
9.	n 9	80
10.	n 10	70
11.	n 11	75
12.	n 12	70
13.	n 13	80
14.	n 14	70
15.	n 15	75
16.	n 16	80
17.	n 17	70
18.	n 18	70
19.	n 19	70
20.	n 20	75
21.	n 21	65
22.	n 22	70
23.	n 23	70
24.	n 24	75
25.	n 25	75
26.	n 26	65

After collecting the data, the writer computes the average score of the students' pre-test and post-test findings. The writer uses SPSS Version 23 to determine the average score. The following is the calculation result as displayed in Table 3.

Table 4. The students' average score of pre-test and post-test

	Mean	N
Pre-Test	52.50	26
Post-Test	71.92	26

As shown in Table 4.3, the students' average pre-test listening competence score was 52.50, while their average post-test listening competence score was 71.92. Before students receive treatment, the typical pre-test score is calculated. The average post-test score is calculated after the students have undergone treatment. Additionally, the average post-test score of the pupils is higher than their average pre-test score. Because of this, the pupils' listening skills are better now than before they were taught via *YouTube* Channel Practical Psychology.



The effects of teaching listening to students while watching *YouTube* Channel Practical Psychology against not watching *YouTube* Channel Practical Psychology are then compared using the data from the pre-test and post-test.

The calculation's output is shown below in the formula for the pre-post-test difference.

$$N - GS = \frac{O_2 - O_1}{MaxScore - pretest}$$

$$N - GS = \frac{71.92 - 52.50}{100 - 52.50}$$

$$N - GS = \frac{19.42}{47.50} = 0.41$$

The statistical analysis results in an N-Gain Score (N-GS) score of 0.41. It indicates a difference in the students' listening skills before and after watching videos on the *YouTube* channel Practical Psychology, which is 0.41 points or 41%. Consequently, after receiving listening skills instruction from the *YouTube* channel Practical Psychology, students' listening ability increased by 0.41 points (41%).

Next, according to the Gain score classification, it belongs to the adequate category. The table below provides clarification regarding the Gain score classification.

Table 5. The classification of gain score

N-Gain Score	Category
$G > 0.7$	High
$0.3 \leq G \leq 0.7$	Sufficient
$G < 0.3$	Low

Source: Meltzer (2002).

The table shows that Score Gain (0.41) is sufficient because the score ranges from 0.3 to 0.7. It means that teaching students about listening using the *YouTube* channel Practical Psychology is an effective technique for improving their listening skills.

Furthermore, it can be concluded (Bui, 2022) that teaching listening skills through the *YouTube* Channel Practical Psychology produces better results than teaching listening skills without watching *YouTube* Channel



Psychology. In other words, English department students at BBG University who are taught listening skills via *YouTube* Channel Practical Psychology score higher than those who are not taught listening skills via *YouTube* Channel Psychology.

The frequency score of the pre-test is also provided in the table below.

Table 6. Frequency score of pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	7.7	7.7
	45	5	19.2	26.9
	50	4	15.4	42.3
	55	9	34.6	76.9
	60	5	19.2	96.2
	65	1	3.8	100.0
Total	26	100.0	100.0	

Table 6 shows that 2 students (7.7%) receive a score of 40, 5 students (19.2%) receive a score of 45, 4 students (15.4%) receive a score of 50, 9 students (34.6%) receive a score of 55, 5 students (19.2%) receive a score of 60, and 1 student (3.8%) receives a score of 65.

According to the description, most students score 55 in listening competence before being taught listening skills through watching *YouTube* Channel Practical Psychology. The frequency score of the pre-test is then shown in the figure below.

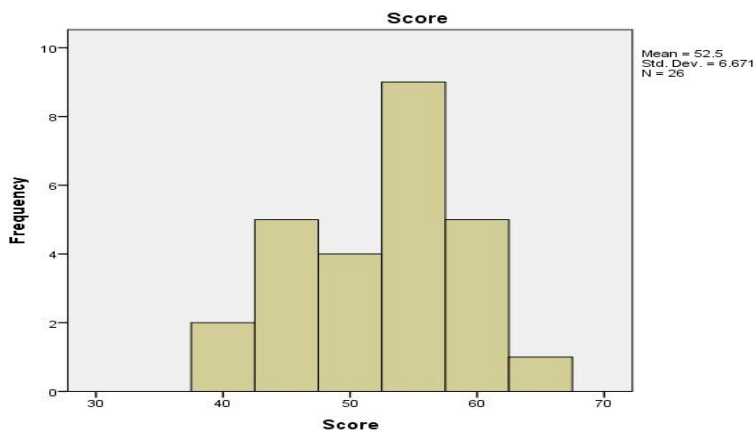


Figure 1. Histogram of Pre-Test

According to the pre-test histogram, there are two students (7.7%) who receive a score of 40, 5 students (19.2%) who receive a score of 45, and 4 students (15.4%) who receive a score of 50. Nine students (34.6%) received a score of 55, 5 students (19.2%) received a score of 60, and 1 student (3.8%) received a score of 65.

Next, the frequency score of the post-test can be presented in the following table.

Table 7. Frequency scores of post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	5	19.2	19.2	19.2
70	10	38.5	38.5	57.7
75	7	26.9	26.9	84.6
80	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Table 7 shows that five students (19.2%) receive a score of 65, 10 students (38.5%) receive a score of 70, 7 students (26.9%) receive a score of 75, and 4 students (15.4%) receive a score of 80.

According to the description, most students score 70 in listening competence. In addition, the frequency score of the post-test is shown in the figure below.

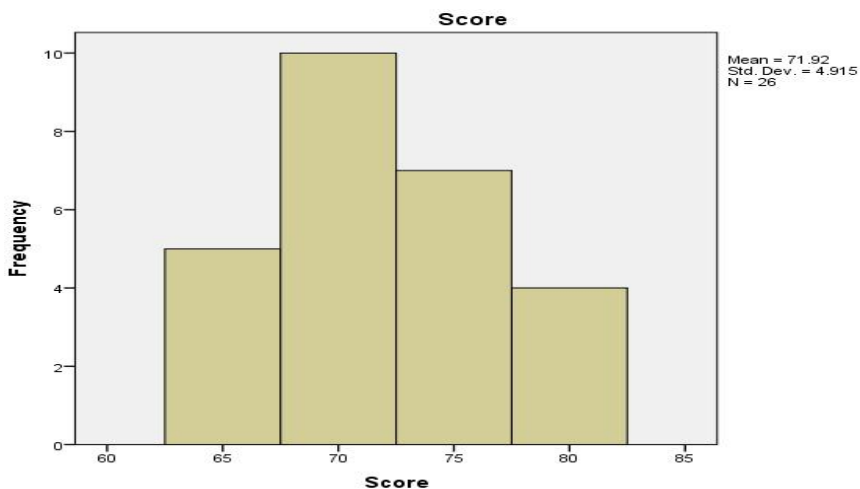


Figure 2. Histogram of post –test



According to the histogram, five students (19.2%) scored 65. Ten students (38.5%) received a 70, seven students (26.9%) received a 75, and four students (15.4%) received an 80. Following that, based on the description, it is possible to conclude that most students attain a listening competence score of 70 after being taught listening skills via the YouTube channel Practical Psychology.

2. Discussion

One of the language skills that students must master is listening skill. However, it is difficult for students to master the subject; thus, their listening skill is still low. Some factors make it difficult for the students to master it, and one of them is that the media used by lecturers in the teaching and learning process is not effective enough.

This research aims is to find out if the English study program students of BBG University who are taught listening skills through watching *YouTube* Channel Practical Psychology more successful than those who are taught listening skills without watching *YouTube* Channel Practical Psychology. This research uses quantitative research, and the design used is pre-experiment; one group: pre-test – post-test.

A pre-test is required before beginning treatment to determine the pupils' degree of listening skills. Then, they must be taught listening skills using the *YouTube* channel Practical Psychology. Before treatment, the pre-test results must be used to assess the pupils' listening skills. The students must complete a pre-test before the experiment can begin because the design only used one sample for the pre-test and post-test. Furthermore, the student's average score on the pre-test is 52.50.

Meanwhile, their average post-test score is 71.92. As a result, the students' average listening skill score before treatment was 52.50, which could be more satisfying. Meanwhile, after being taught listening skills via *YouTube*, their average listening skill score is 71.92. As a result, the student's average score in mastering listening skills increases by 41%.



N-Gain Score (N-GS) 0.41 is the outcome of the statistical study. According to the data, the difference in the students' listening skills before and after watching films on the *YouTube* channel Practical Psychology is 0.41 points or 41%. Because of this, students' listening skills improved by 0.41 points (41%), following instruction in listening skills from *YouTube*. The n-Gain Score (0.41) falls under the adequate category because the score falls between 0.3 and 0.7. It implies that one efficient strategy to help students improve their listening skills is to use the *YouTube* channel as a teaching resource. Teaching listening skills through *YouTube* has more significant outcomes than teaching listening skills without watching *YouTube*. In other words, BBG University students majoring in English who receive listening skills instruction through the *YouTube* channel Practical Psychology perform better than those who do not receive listening skills instruction through *YouTube*.

The research conducted by Sanoussi et al. (2021) showed that students are very interested in improving their listening skills using *YouTube* videos. In turn, it promotes two significant factors: motivation and participation in the EFL classroom. The other research, conducted by Othman et al. (2023), found that the results showed that some students were aware of the importance of listening skills, and few needed a sufficient perception of how these videos can help them. Their ability to interact with the speaker was one of the most required skills; mastering this skill helps the students interact with speakers. Student's ability to process information has been boosted by watching *YouTube* videos, and most will speak up if the presenter requests it. However, many still need help to come up with an appropriate answer to what was said, and many more are unable to adapt to differences in delivery style.

Furthermore, there is something new in this research: the use of the *YouTube* Channel Practical Psychology, which effectively teaches listening skills to increase the English determinant students' listening competence at BBG University Banda Aceh. Furthermore, the research design used in this research is an experiment. The previous researchers



who researched the use of *YouTube* in teaching listening skills utilized a survey design. Meanwhile, the design used in this research was pre-experimental research with one group, pre-test, and post-test.

D. Conclusion

The English study program students of BBG University who are taught listening skills through watching the *YouTube* Channel Practical Psychology are more successful than those taught listening skills without watching *YouTube* Channel Practical Psychology. It is proved by the result of the N-Gain Score (N-GS) calculation, which shows that it is 0.41. It means there is a difference between the student's listening skills before they are taught through watching *YouTube* Channel Practical Psychology. After they are taught to watch *YouTube*, the difference is 41%. Therefore, students' listening skills improved by 0.41 points (41%). This implies that one efficient strategy to help students improve their listening skills is using the Practical Psychology *YouTube* channel as a teaching medium.

The pre-test results should be used to assess students' listening skills. Furthermore, the average value of students in the pre-test was 52.50. Meanwhile, the average student post-test score is 71.92. As a result, the average score of students' listening competence before being given treatment is 52.50, which could be more satisfactory. Meanwhile, after being taught listening skills through the Practical Psychology *YouTube* channel, the average value of students' listening skills is 71.92. As a result, students' listening skills improved since they started receiving instruction from the Practical Psychology *YouTube* channel. Using information from the pre-test and post-test, the effect of giving instructions to students when they watch the Psychology Practice *YouTube* Channel is compared to not giving instructions to students when watching the Psychology Practice *YouTube* Channel.

Teaching listening skills via the Practical Psychology *YouTube* channel achieved more significant results compared to teaching listening skills without watching the Psychology *YouTube* channel. In other words, BBG University students majoring in English who received listening skills



learning through the Practical Psychology YouTube channel performed better than those who did not receive listening skills learning through the Psychology channel. Channel Practical Psychology as a medium in teaching listening can improve students' listening competence.

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