The Effect of Using a YouTube-Based Instructional Program in Teaching Listening Comprehension on Students’ Attitudes

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Received 1/12/2021 Accepted 15/1/2022

Abstract:
This study investigates the effect of using a YouTube-based instructional program that teaches listening comprehension on university students’ attitudes. The participants were two groups of students majoring in English Language and Linguistics at the English Department at Jordan University of Science and Technology (JUST). The participants were distributed into a control group of 46 students and an experimental group of 51 students. The experimental group was taught the listening skill through a YouTube-Based instructional program while the control group was taught through the conventional method. An attitudinal questionnaire of three domains of 20 items developed by the researcher was distributed to the participants of the experimental group to find out their attitudes towards the academic significance of the YouTube instructional program. The results showed that the students’ attitudes were positive as the program was reported to have a noticeable effect on improving their listening skill. This study recommends that YouTube be integrated into the EFL classroom to improve students’ listening skills.

Keywords: Attitudes, Listening, Instructional Program, YouTube.
أثر استخدام برنامج تعليمي قائم على اليوتيوب لتدريس الاستماع الستعيبي على اتجاهات طلبة الجامعة

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ملخص:

تبحث هذه الدراسة في تأثير استخدام اليوتيوب في تدريس الاستماع لدى طلبة الجامعة في الأردن واتجاهاتهم نحوه. كان المشاركون قسمين من طلبة تخصص اللغة الإنجليزية واللغويات في قسم اللغة الإنجليزية في جامعة العلوم والتكنولوجيا الأردنية، وتم توزيع المشاركين على مجموعة ضابطة من 46 طالبًا ومجموعة تجريبية من 51 طالبًا. تم تدريس المجموعة التجريبية مهارة الاستماع من خلال برنامج تعليمي قائم على اليوتيوب بينما تدرس المجموعة الضابطة بطريقة التقليدية. تم توزيع استبانة المواقف من ثلاثة مجالات من 20 فقرة والتي تم تطويرها من قبل الباحث على المشاركين في المجموعة التجريبية ومعرفة مواقفهم تجاه الأهمية الأكاديمية لبرنامج اليوتيوب التعليمي بعد انتهاء البرنامج. أظهرت النتائج أن مواقف الطلبة كانت إيجابية إذ أظهرت النتائج أن البرنامج له تأثيرات قيمة في تحسين مهارات الاستماع لديهم. توصي هذه الدراسة بدمج اليوتيوب في الصفوف لتحسين مهارات الاستماع لدى الطلاب.

الكلمات المفتاحية: اتجاهات الطلبة، الاستماع، البرنامج التعليمي، اليوتيوب.

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Introduction

Language learning is concerned with the development of the communication skills. Among the four skills, teachers and students consider listening and speaking the hardest (Aldera, 2015). Listening is an essential skill and plays a crucial role in language learning because it provides learners with the input that will eventually result in speaking (Ramli, 2017). Listening was thought to be a passive process where learners only job was registering a message without understanding it and producing it with their own words but today it is considered an active skill where it involves interpretation (Xu, 2011).

Teaching listening does not mean comprehending the spoken words alone but it also requires being competent in other fields such as correct pronunciation, intonation, the cultural meaning, interacting and discussing authentic contexts (Bozorgian, 2012). Teaching listening is a challenging and complex process that involves creating a relaxing atmosphere in order to have active students who are confident and willing to interact in the language classroom (Tavil, 2010). Teachers need to choose listening activities that are more than just listening to a text and answering its exercises inside the language classroom (Huang, 2009).

The rapid spread of information and communication technologies (ICTs) has raised teachers’ interest in integrating these technologies in teaching and learning (Blake, 2016). The Internet offers numerous capabilities for listening instruction (Vo, 2013). Since societies are flooded with technology, technological tools have become a very important part of students’ lives outside the language classroom to talk on the phone, to text and to watch videos and as a result suggest integrating technology in the teaching and learning process (Athyushina & Sheypak, 2018).

Computer-assisted language learning (CALL) motivates students to encounter new authentic contexts and gives students the freedom to choose the suitable material that may result in improving critical thinking and listening skills (Al-Mansour &Al-Shorman, 2012). Since the target audience for videos such as films, songs and TV shows is initially native speakers, this enhances the idea of authenticity and helps in understanding new cultures and as a result this broadens new ways of thinking and new perspectives provided that these videos are used properly (Pejrami & Ismaili, 2016).

YouTube may be an effective technological tool and a very rich source if integrated in language learning and teaching and language skills
especially listening and speaking. YouTube facilitates students’ interaction inside the language classroom and focuses on converting students into autonomous learners outside the language classroom. On the other hand, teachers use YouTube clips that are authentic in order to supplement classroom materials and this can be achieved by encouraging students to discuss, comment and interact with native speakers provided that schools have the access to computers and Internet (Brook, 2011).

Despite the availability of digital technology that is supported by the Internet, the Jordanian classroom still lags behind and faces problems in coping with this rapid advance in digital learning. Today, YouTube videos have invaded our lives, but there is still a lack of proper training for some teachers and this has produced a gap between them and their students who are well versed in technological innovations. Carrying out online assignments that students can download at their own pace in comfortable conditions in order to listen to them at their convenient time has revealed positive attitudes among learners. (Kavaliauskiene & Anusiene, 2011) advocate that students’ perceptions toward integrating technology in listening classroom have also revealed positive attitudes towards developing listening skills using podcasts. For students, online listening at students’ convenient time motivates them to improve listening skills without being afraid of failure. In addition, follow-up classroom discussions enable students to evaluate their abilities to understand authentic videos and it raises their awareness of finding suitable ways to improve their listening skills and as a result promotes language learning. Not being observed by peers or teachers motivates students because self-assessing and self-evaluation encourages them to keep improving.

**Purpose and question of the study**

This study investigates students’ attitudes toward learning through YouTube. It addresses the following question:

1. What are the students’ attitudes toward learning through YouTube?

**Significance of the study**

The results might be helpful to researchers and teachers who attempt to integrate YouTube application (Web 2.0 tool) in Jordanian university instruction to help students improve their level in listening and may encourage researchers to present more studies that discuss the same topic which will enrich both the local and International literature. Moreover, a great number of young people nowadays are digital-natives and they get used to technological developments quickly; nevertheless, applying an
application like YouTube that is used informally for academic purpose makes exploring and identifying attitudes of EFL learners of great importance for both teachers and curriculum designers, as well. They would be able to provide students with appropriate YouTube materials and activities in order to reach fruitful results in listening. Teachers would be able to encourage students with negative towards using a new learning tool.

With the rapid growth of technology, people use technological tools such as smart phones, MP3/MP4 players and palmtop computers in all the fields including education. Many studies have been conducted to examine the effectiveness of using computer and technological tools in language instruction (Baniabdelrahman, Bataineh & Bataineh, 2006; AlFaki & AlHarty, 2014; Aldera, 2015; Ramli, 2017). Yet, studies on integrating a Web 2.0 tool namely, YouTube as a learning method to improve listening among EFL Jordanian university students needs more research. By conducting this study, the researcher hopes to gain a better understanding of the effect of using Web2.0, namely YouTube on Jordanian university students’ listening skills, i.e. hopefully, if this study shows a significant difference,

**Theoretical background**

New teaching and learning approaches and methods are constantly examined as teachers are always working hard to find interesting ways to improve the most complex skills in language learning which are listening and speaking. Teachers continuously take advantage of all the available opportunities around them to encourage students reach an appropriate degree of convenient listening and fluent speaking. According to NamazianDost, (Bohloulzadeh and Rahmatollahi, 2017), throughout life, people listen more than they speak, read or write but unfortunately listening receives the lowest percentage of care and attention when learning a language because teachers sometimes believe that listening as a skill can improve aside the learning process as whole.

Listening is comprehension and acquisition while speaking is using suitable sentences in particular situations. A person cannot speak in a correct way unless he /she listens, absorbs and understands what he heard (Richards, 2008). So, if a learner wants to acquire any language, he/she must start with improving the listening skill then move to reading, writing and speaking because learning listening first develops learners’ competence and thus the results become better (Cheung, 2010).

Multimedia has positively changed the way teachers look at the teaching and learning process nowadays because it provides new and
interesting ways that attract the new generation of students (Chan, Lei and Lena, 2014). Nowadays, students, in relation to the rapid growth of technology, are called “digital natives” because of their super use and super experience of technology whereas teachers are called “Immigrants” as a result to their ongoing struggle to be updated learners for the massive number of new technological tools and innovations (Berk, 2009).

Using the Internet with its audio-visual listening materials to improve listening is found to be of great benefit especially the extensive listening materials. Students find extensive listening materials more enjoyable and with no constraints because they do not require looking for specific information. Students are allowed to select the listening materials they find meaningful and suitable to improve their language and listening skills in general inside and outside the language classroom (Vo, 2013).

Since YouTube videos are considered one of the highly used technological innovations globally, it could be employed in EFL classrooms to improve students’ abilities in the English language especially listening and speaking skills (Nofrika, 2019). YouTube is seen as a powerful teaching aid which improves learning both inside and outside the classroom. It provides a multimedia platform for promoting all language learning skills especially listening and speaking (Watkins & Wilkins, 2011).

Using technology as a learning tool to enhance EFL students’ learning has positive attitudes as it enriches listening and produces better results. Technology provides students with authentic audio-visual resources and opportunities to interact in real-life situations (Pathan, 2013). The Internet can be of great importance if used properly in the learning and teaching process. Students’ attitudes towards benefitting from the Internet in the language classroom are closely and directly related in that positive attitudes increase students’ language development (Aydin, 2007).

**Empirical research**

Bataineh and Baniabelrahman (2006) examined learners’ perceptions of their computer literacy. The sample of the study consisted of 210 (56 males and 154 females) Jordanian EFL students. The findings revealed that the majority of the students reported being fairly proficient to proficient in computer skills such as deleting files, copying files, formatting a floppy disk, and installing a program on a hard disk, while most reported being not or a little proficient in computer skills such as using images from a camcorder or digital camera in computers, using PowerPoint, and creating databases.
Li (2010) investigated the perceptions of six Hong Kong ESL secondary school students toward podcasts in the listening skills classroom. The results showed that all participants enjoyed listening to podcasts and the attitudes were positive with some concerns over length and style of podcasts. In addition, participants stated that podcasts were easy to access and considered podcasts a useful tool that assisted language learning especially listening.

Hasan and Hoon (2012) examined ESL students’ perceptions and attitudes towards the use of podcasts in terms of developing their listening competence. Perceptions and attitudes towards podcasts were examined through a survey questionnaire. The results showed that the vast majority of the respondents stated that they enjoyed using podcasts and that it stimulated their interest in learning English and helped improve their language skills particularly listening.

Kurniawan (2019) investigated students’ perceptions and attitudes on using YouTube in oral classes. The participants were 40 students in the English Department of Bengkulu University. A questionnaire and a short interview were used for collecting data. The findings showed that students find YouTube as a useful learning tool and the majority of student’s attitudes were positive towards Integrating YouTube in listening and speaking classes.

Pratama, Arifin, Widianingsih (2020) investigated the use of YouTube as learning tool in teaching listening skill. The participants of this study were college students. The results showed that YouTube increases students’ attention and creativity. Students found materials with YouTube to be more fun with a remarkable impact on the learning process.

Sakkir, Dollah, Ahmad (2020) investigated the students’ perceptions on the use of YouTube in learning English process at English Education Department on Indonesian students. The findings showed that the majority of students showed a positive perception towards using YouTube in the classroom.

Mazziri, Gapa, Chuchu (2020) investigated students’ attitudes toward using YouTube as a learning tool. This study was quantitative where 377 university students were tested using a modified conceptual model based on the technology acceptance model. The findings showed that students’ attitudes were positive because of the ease of use related to YouTube.

Qomariyah, Permana, Hidayatullah (2021) investigated the effect of applying YouTube videos on the students’ listening comprehension. The study is a quasi-experimental with non-equivalent control group design. The
results showed that the students were more motivated to learn listening comprehension using YouTube videos and the results also showed a positive and a significant effect on students’ listening comprehension performance.

Concluding remarks

From the survey of the previous research studies, the researcher noticed that research has shown advantages of the implementation of YouTube inside language classrooms and its effect on listening (Brook, 2011; Watkins & Wilkins, 2011; Silviyanti, 2014). These authors emphasized the benefits of YouTube in language teaching including authenticity, motivation, autonomous learning and availability. On the other hand, researchers (e.g., Brook, 2011) pointed out that YouTube has many disadvantages such as Internet connections, video inaccessibility and cultural gaps. To conclude and to the best of the researcher’s knowledge, previous research has investigated the EFL context, but few have investigated the effect of YouTube on listening in the Jordanian universities.

Design and variables of the study

The current research addresses one question, mainly focusing on students’ attitudes toward the effectiveness of integrating YouTube as a teaching method to develop EFL students’ listening comprehension. The researcher followed a quasi-experimental design which consisted of an dependent variable which is the attitudes of the participants of the experimental group towards the integration of YouTube as a learning method to improve their listening. While the independent variable is the teaching method with which the participants were taught using YouTube Vs the conventional method.

Participants of the study

Two sections of students majoring in English Language and Linguistics at Jordan University of Science and Technology (JUST), juniors and seniors were distributed into two groups, a control group consisting of (46) students and an experimental group of (51) students. These two groups participated in this study which was conducted in the first semester of the academic year 2020/2021 and lasted for eight weeks. The two groups were administered to a pre-test, which showed equivalence in the results. The control group under the study was taught conventionally while the experimental group was taught through the proposed instructional program.

Instruments of the study

The researcher developed an attitudinal questionnaire to find out the
students’ attitudes concerning the academic significance of the YouTube instructional program. It was a Five-point scale (from 1=strongly disagree to 5=strongly agree) which consisted of three domains including 20 items; motivation, teacher’s role, and educational issues. The questionnaire was distributed to the participants in the experimental group after the treatment.

Validity and reliability of the questionnaire

A validation jury of eight English professors and instructors were consulted to give their remarks and suggest any modifications to the questionnaire. The jury’s suggestions and comments were taken into consideration in modifying the questionnaire before its application.

Reliability of the instrument is its repeatability, and instrument validity is measuring instrument-objectives agreement (Taherdoost, 2016). The internal consistency method was obtained to judge how well the items of the questionnaire were proposed to measure the same construct to produce similar results. To assure the validity of the instrument, a test-re-test was administered to a pilot group of 20 students from Jordan University of Science and Technology who were not included in the sample of the study. The result was found to be 0.93, which was acceptable.

Results related to the research question

The question of the study was: What are the students’ attitudes toward learning through YouTube?

To achieve that end, the closed ended questionnaire was conducted on the 51 subjects of the experimental group, after the end of the eight-week YouTube lectures. Initially, descriptive statistics and standard deviations for each domain were calculated to decide the rank and degree of each one of them. The results are shown in table 1:

<table>
<thead>
<tr>
<th>#</th>
<th>Domains</th>
<th>Mean*</th>
<th>Std. Dev.</th>
<th>Degree</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teacher’s Role</td>
<td>4.50</td>
<td>.420</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Educational Issues</td>
<td>4.25</td>
<td>.524</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Motivation</td>
<td>4.22</td>
<td>.514</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>4.31</td>
<td>.405</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Out of (5).

As shown in Table (1), teacher’s role ranked first with the highest mean score 4.50 and a standard deviation value of 0.420. The domain that ranked second is Educational Issues with a mean score of 4.25 and a standard deviation of 5.24. motivation is ranked last with a mean score 4.22 and a standard deviation of 0.514. Overall attitude towards learning through
YouTube mean score is 4.31 and a standard deviation of 0.405. The upcoming figure No. 1 manifests the results above in a way that proved the high degree of all domains included in the closed-ended questionnaire.

![Figure 1: Means and standard deviations of the domains of the questionnaire](image)

Here is a more detailed presentation of all domains along with their correspondent items illustrated in the form of tables of mean scores and standard deviations of each item, and a figure to manifest the difference between them and their degrees as well.

1. **The First domain: Motivation**

   Domain No.1 includes 6 items for each of which the mean score and standard deviation was calculated. Table 2 displays the results as well as the degree of each domain and the overall degree.

<table>
<thead>
<tr>
<th>#</th>
<th>Items</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Degree</th>
<th>rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Using YouTube improves my interest in listening.</td>
<td>4.43</td>
<td>.575</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>I like to have more YouTube-based listening courses.</td>
<td>4.25</td>
<td>.717</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>YouTube increases my participation in the listening class.</td>
<td>4.24</td>
<td>.651</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>I recommend using YouTube for educational purposes.</td>
<td>4.22</td>
<td>.832</td>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>YouTube helps me improve my listening and understand what happens in the outside world.</td>
<td>4.20</td>
<td>.722</td>
<td>High</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>I prefer listening with YouTube to listening with audios only.</td>
<td>4.00</td>
<td>1.149</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>4.22</td>
<td>.514</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>
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The table shows that item (2) ranked first with a mean score of 4.69 and a standard deviation value of 0.575. As for Item (1), it ranked last with a mean score of 4.00 and a standard deviation value of 1.149.

Figure 2 shows the high degree of the items embodied in the approximate length of bars.

![Figure 2: Means and standard deviations of sample responses on the first domain](image)

2. The Second domain: Teacher's role

This domain includes five items whose mean scores and standard deviations were calculated and presented in table 3.

Table 3: Means and standard deviations of sample responses on the second domain

<table>
<thead>
<tr>
<th>#</th>
<th>Items</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Degree</th>
<th>rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>My teacher provides me with clear instructions at the program.</td>
<td>4.75</td>
<td>.440</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>During the YouTube-based program, the teacher does not provide the students with enough guidance.</td>
<td>4.43</td>
<td>.922</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>The material provided by the teacher to enhance the listening skill is effective.</td>
<td>4.24</td>
<td>.907</td>
<td>High</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>The teacher uses YouTube adequately and effectively.</td>
<td>4.41</td>
<td>.536</td>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>The teacher makes sure that YouTube is convenient and accessible to all students inside the classroom.</td>
<td>4.69</td>
<td>.469</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4.50</td>
<td>.420</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that item (7) ranked first with a mean score of 4.75 and a standard deviation value of 0.440. As for Item (9), it ranked last with
a mean score of 4.24 and a standard deviation value of 0.907. Figure 3 shows the high degree of the items embodied in the approximate length of bars.

Figure 3: Means and standard deviations of sample responses on the second domain

3. The Third domain: Educational issues

This domain includes nine items whose mean scores and standard deviations were calculated and presented in table 4.

<table>
<thead>
<tr>
<th>#</th>
<th>Items</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Degree</th>
<th>rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Using YouTube materials makes class more interesting.</td>
<td>4.33</td>
<td>.683</td>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Using YouTube in class is beneficial to my English listening.</td>
<td>4.41</td>
<td>.753</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>YouTube offers me opportunities to improve my listening.</td>
<td>4.37</td>
<td>.747</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>YouTube helps me understand different cultures.</td>
<td>4.24</td>
<td>.790</td>
<td>High</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Using YouTube helps me understand complex concepts more easily.</td>
<td>4.20</td>
<td>.825</td>
<td>High</td>
<td>7</td>
</tr>
<tr>
<td>17</td>
<td>YouTube helps me find my own needs and understand English used in authentic situations.</td>
<td>3.96</td>
<td>.774</td>
<td>High</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>Using YouTube increases my participation in classroom activities.</td>
<td>4.04</td>
<td>.824</td>
<td>High</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>I get better scores with YouTube.</td>
<td>4.22</td>
<td>.702</td>
<td>High</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>Body language helps me understand what I listen to in a better way.</td>
<td>4.51</td>
<td>.674</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4.25</td>
<td>.524</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>
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The table shows that item (20) ranked first with a mean score of 4.51 and a standard deviation value of 0.674. As for Item (17), it ranked last with a mean score of 3.96 and a standard deviation value of 0.774.

Figure 4 shows the high degree of the items embodied in the approximate length of bars.

Discussion of the research’s question

The question investigates students’ attitudes towards learning through YouTube for the sake of this purpose, the researcher included a questionnaire of three domains of 20 items posed to the experimental group. The researcher determined the rank and the level for each item in the instrument. As indicated by the analysis of the questionnaire, the domains of teacher’s role, educational issues, and motivation were ranked as High; no single domain was ranked Moderate. This domain receiving the highest level of attitudes among students indicates that the teacher’s well-planned and clear material made learning more fun and enjoyable. The teacher’s choice for the topics of the YouTube videos was effective and adequate. Students found that the combination of both audio and visual context together was very beneficial because the body language was a good addition especially when encountering new phrases and idioms that are used in everyday situations and this can be very beneficial for them when differentiating between the literal meaning and the idiomatic meaning for phrases spoken by natives in YouTube videos. The fact that students can watch what they listen to might be a reason for their desire to participate more inside the classroom because the non-verbal gestures can facilitate guessing the meaning of complex and new phrases and idioms. Besides that, watching videos that reflect real life situations and real life issues might
attract students’ attention because this can benefit them when encountering the same situations in their lives or when having to deal with native speakers. In general, the results showed that the students’ attitudes were positive as the Program was reported to have a noticeable effect on improving their listening skills.

**Conclusions and recommendations**

The results of the questionnaire revealed that the majority of the students appreciated the integration and implementation of YouTube teaching with an agreement with the statements that aimed at investigating their attitudes toward the effect of YouTube teaching in improving their listening skills.

Teachers should encourage their students to change their roles and attitudes from passive to active learners and work collaboratively by using YouTube listening activities to improve their listening skills.

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