The Effect of YouTube Video Learning Media on the Students' Basic Japanese Listening Ability

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ABSTRACT
The background of this study is the lack of learning media and inappropriate learning methods (still using the lecture method) in learning basic Japanese in one of the public high schools in the East Bandung area. The purpose of this study is to determine the effect of using YouTube videos on students' listening skills in capturing basic Japanese learning materials. The research method used was pre-experimental with One-Group Pre-test and Post-test. The subjects of this study were determined by random sampling technique as many as 28 people who attended the cross-interest class of Japanese language class. Data were gathered from the pre-test and post-test and an online questionnaire via a google form. The results showed that the use of YouTube videos as a learning medium had an effect on improving students' listening skills in Japanese. The results were based on the increase in the average pre-test score of 74.82 and post-test of 80.71. Then, the hypothesis testing presented that the t-observed value is greater than the t-table at the 5% significant level (4.25>2.05) and the 1% significant level (4.25>2.77).

Keywords: *Basic japanese language, Language learning strategies, Learning media, Listening skills (Choukai), YouTube.*

1. INTRODUCTION

In the early stages of listening, interpreting, evaluating, and accepting ideas enables someone to complete their work (Buck, 2001; Soelaiman, 2007; Tarigan, 2013). Bonk (2000) states that vocabulary ignorance is a major barrier to listening comprehension among language learners. Based on the analysis, it was found that 42% of errors in interpreting the sound of words in high-ability subjects and 63% of low-ability subjects were caused by ignorance of the vocabulary items in question.

Listening skills aim to understand the topic of conversation, situations, and information that the speaker wants to convey quickly and responsively (Ogawa, 1985). As Akihiko and Mitsuo (2017) explain that listening is an interaction in which the speaker reacts in some way as a result of an activity that captures sound, accepts it as a text consisting of a series of sounds and captures it as a series of words, and leads to content understanding.

The ability to understand spoken language has an important role in learning and using foreign languages (Chien, Huang & Huang, 2020). Japanese is considered useful and is a popular foreign language to learn. The number of Japanese language learners continues to increase. However, neither the government nor local practitioners are prepared for this sudden interest in Japanese as a foreign language (Saito, 2012).

With the increasing number of Japanese language learners, an effort is important to provide various materials and media regarding Japanese language learning that are easy to understand and learn. Therefore, computer technology is an alternative for students to learn Japanese to facilitate interest in Japanese. Computer technology and digital media that subject matter contained in Japanese are expanding as the number of Japanese language learners increases. This is considered the most interest part of the development of advanced technology in the field of education. YouTube is one of the largest and most widely recognized sources of educational digital content. In addition, the way to make it is as easy as just recording a lesson, and then it can be directly uploaded to YouTube (Dunn, 2011).

The purpose of this study is to determine the Japanese listening ability of class XI students before and after learning using YouTube videos as well as complements the results of existing similar studies. Relevant studies

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show that listening/watching YouTube shows a significant effect on the part of listening comprehension skills section (Alqahtani, 2014). The use of *ANNnewsCH* YouTube in online classes can improve classroom activities (Kato, 2021), and students have a positive perception of the use of YouTube in the classroom (Lestari, 2017).

The use of YouTube in the classroom as language learning can largely encourage a student-centered learning ecology and two-way interaction using computer networks or the Internet without going through a server (Dieu, Campbell, & Ammann, 2006; Jones & Cuthrell, 2011). The use of video can increase motivation and enhance task authenticity (Kelsen, 2009; Malhiwsky, 2010; Mayora, 2009; Pong, 2010). It also increases teacher knowledge and aids preparation for lessons (Warschauer & Grimes, 2007). In addition, the use of YouTube can improve students' oral, auditory, and written skills in action research studies (Alm, 2006; Hazzard, 2006; Kelsen, 2009; Malhiwsky, 2010; Mayora, 2009; Pong, 2010; Warschauer & Grimes, 2007).

YouTube provides videos in various genres, recording activities, speakers, and Japanese accents. This study focuses on YouTube video media used as Japanese learning material applied in class activities, this is what distinguishes it from previous research which was only as a supporting medium in foreign language recognition. is no doubt that YouTube is useful for a wide range of purposes in modern technology (Takamichi et al., 2021). On this YouTube, users can search for videos, and record, and post videos, write topics and explanations for their own or other users' video content, or join other users' video channels on topics of interest (Jones & Cuthrell, 2011).

YouTube videos are useful for learning languages as a fulfilment of students' interests and needs. In addition, YouTube offers many opportunities to learn foreign languages at any time and can learn new vocabulary, so that students can watch and listen to various types of language material orally (formal, informal) (Balcikanli, 2011).

YouTube remains a valid resource for teachers to enhance their lessons with lively content, and about using the site (as well as other online video streaming websites). Further ways to compare video streaming for the type of content provided and the advantages of the technology available or determine the extent to which students are familiar with YouTube and the frequency with which they study using it. This study focuses on YouTube video media being used as Japanese language learning material (see figure 1) that is applied in classroom activities, this is what distinguishes it from previous research which only serves as a supporting medium in the introduction of foreign languages. Based on the background presentation above, in general, the problem that will be discussed in this study is "How does the influence of students' abilities after YouTube video-based Japanese listening activities?".

2. METHOD

This study used quantitative research with the method used is pre-experimental research method. The research technique used in this research is in the form of One-Group Pre-test and Post-test design. The subjects in this study were students of Japanese class in one of High school in East Bandung, West Java, Indonesia. The sampling technique in this study used random sampling, each Japanese class consisting of 28 students, with an average age of 17-18 years and the length of learning Japanese for one year at the basic level. Subjects that could be given treatment five times in order to answer the problems that exist in the place of conducting the research.

2.1. Instruments

This study uses instruments in the form of YouTube, tests (pre-test, post-test), and non-test (questionnaire). YouTube in this study was used as the main instrument in data collection. The test used in this study was a video listening test in the form of a multiple-choice test with 20 test questions consisting of some test items in the form of questions. The questions used as pre-test and post-test were basic Japanese class material. In addition, the questionnaire in this study was used as additional material in collecting data on student opinions about learning using YouTube that had been given treatment.

2.2. Procedure

This series of experimental activities was carried out for one week, starting with a pre-test in the classroom. The pre-test was carried out outside of class hours. Then to determine the listening ability of each student, treatment was carried out every day with a duration of 45 minutes.

Figure 1 Japanese language learning channel on the YouTube application 1.

The implementation of the treatment/learning five times, as indicated in the preliminary test was carried out before the student participated in the learning of the Japanese language consists of the basic questions of the previous material that has been studied. The test consists of basic questions from the previous material that has been studied.

The final test (Post-test) was conducted after the students took part in learning YouTube Japanese. The post-test consists of questions about the basic Japanese language material that has been studied in the treatment.

Based on the result, it shows that the use of YouTube videos as a learning medium influenced increasing the ability to listen to Japanese material in students. This is based on the increase in the average value of the pre-test of 74.82 and post-test of 80.71. Then, from the results of hypothesis testing, the t-count value is greater than the t-table at the 5% significant level (4.25>2.05) and the 1% significant level (4.25>2.77).

3. FINDINGS AND DISCUSSION

This study presents any comparison between before using YouTube and after using YouTube as a medium for learning basic Japanese listening skills. Researchers will discuss the findings from pre-experiments about each other to arrive at a conclusion. The subjects of this study were high school students of Japanese language class. Those who participated included only those who took the pre-test, treatment/learning, and post-test. They participate in the classroom face-to-face with the accompanying teacher. Statistical data analysis was used to compare the average scores of pre-test and post-test scores to improve basic Japanese listening skills. The results were found to shows a significant improvement. Thus, it is concluded that t_count > t_table with value 4,25> 2, 05 for a significant level of 5% and 4,25 > 2,77 for a significant level of 1%

The above results prove that there is no significant difference between the results of basic Japanese listening skills before and after using YouTube is Ho (hypothesis zero) rejected and Hk (working hypothesis) accepted. With this data, it can be concluded that the use of YouTube in learning Japanese listening skills has a positive impact on students' listening skills, this can be seen from the differences and comparisons of results in the sample during the pre-test, namely before the students were given treatment and, in the post-test, that is, after the students were given treatment. Thus, the Hk (working hypothesis) in this study is accepted.

This is in line with the statements of Jones and Cutrell (2011) who explain how YouTube is an excellent resource for teachers to ensure accuracy on various subjects or to review lesson plans. Terantino (2011) also explains that YouTube is a tool that can help teach foreign languages as a valuable resource for teachers. The use of YouTube videos is supportive in understanding vocabulary or adding to the learner's knowledge while listening for students and increasing of Japanese sentence patterns comprehension contained in the process of listening to visual videos that heard so that students can understand the content and draw conclusions from what they have learned.

Based on the results of the questionnaire evaluation, 28 students answered that comprehension is more developed using YouTube, 24 students answered that they could repeat information effectively by listening to voices, 20 students answered Japanese language material using YouTube to attract interest in learning, 21 students answered that they could remember better learning using videos. that I've watched. However, as it becomes increasingly difficult for students to learn Japanese, more and more obstacles are encountered by Japanese language learners among high school students. For example, obstacles in learning Japanese letters, other difficulties in understanding grammar, especially sentence forms, new vocabulary and speaking skills in Japanese, and other obstacles caused by the lack of Japanese teachers who do not meet Japanese teaching standards.

According to Chik, Aoki, and Smith (2018) learning anywhere describes learners as immersed in their portable study space. That's one of the magic of smartphones, the power to provide a fully immersive experience (while sitting comfortably at home) or a 5-minute vocabulary study session, and many experiences in between, a commitment to time and energy. The teacher's role can play an important role in encouraging each student to develop their identity, for example, as football fans, amateur photographers, and film fans (Ushioda, 2011).

In language learning opportunities outside of the classroom, we need to involve their own identity and interest in the lesson and a sense of continuity between what they learn and what they do in class. In their lives outside the classroom, both now and in the future (Ushioda, 2011) studies show that a simple encouragement to students may not be enough (Lai & Gu, 2015). Jones and Cuthrell (2011) stated that the YouTube in Japanese listening skills is expected to help students increase their vocabulary or increase the learner's knowledge while listening, increase their understanding of Japanese sentence patterns found in the process of listening to visual videos that are played so that students can understand the content. and draw conclusions from what has been read (Jones & Cuthrell, 2011).

This result proves the influence of YouTube video learning media on the ability to listen to Japanese in basic Japanese learners. In addition, YouTube video media needs to use in class activities at the beginning of learning for brainstorming activities as a stimulus and focus

students' schemes on the subject matter. And the core activity is understanding Japanese language material.

4. CONCLUSION

The overall results of this study comparing listening skills before and after using YouTube videos show the following. First, based on the results of pre-test data analysis of the learning process before using YouTube, the scores obtained by students were not satisfactory. Thus, learning YouTube in basic Japanese listening skills has an important role in fostering students' interest in learning and honing Japanese language skills. YouTube videos are also a tool that can help teachers' interests in learning Japanese, and encourage students to develop fluency, and encourage students' creativity. Further research hopes to learn more about YouTube videos and the measuring tools used can be redeveloped with pre-test and post-test questions based on various levels of difficulty.

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