

The Use of YouTube Motivates Students in Improving their Arabic Listening Skills

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Abstract

As one of the global media sites that is a video sharing platform, YouTube's role in the field of education also has an impact on the development of education in general. Thus, this study aims to identify the level of YouTube use and the level of motivation in learning Arabic listening skills using YouTube among secondary school students. The findings of this study indicate that YouTube is beneficial in motivating students to acquire Arabic listening skills. Using a descriptive quantitative research methodology, the study of 195 respondents of Form Four students in three SMKA schools in Selangor was conducted using a questionnaire distributed through Google Form and analysed using SPSS version 26. The study found that the level of YouTube use and the level of students' motivation to learn Arabic listening skills using YouTube were high. Although the effectiveness of the use of YouTube in improving the Arabic listening skills of high school students has not yet been confirmed, these findings give the impression that it has the potential to improve their listening skills. However, the video content used as learning material must meet the objectives of the skills learned so that its use can provide optimal benefits to students.

Keywords: YouTube, Motivation, Listening Skills, Arabic Language, Video.

Introduction

Along with the booming era of Information and Communication Technology (ICT), YouTube, which is known as the most visited website after Google and Facebook (Moghavvemi, 2018) also serves as one of the mediums of teaching and learning. The Covid-19 pandemic crisis that hits the country and the world has further boosted its use leading to the emergence of several free tuition centres such as YouTuber Academy (AYU), CikgooTube, e-Murobbi@KPM and eDidik. Its use can reduce students' anxiety, make them learn faster, maintain their focus, and motivate them in language learning (Binmahboob, 2020).

In the context of language learning, audio-visual elements make language learning more interesting, able to describe real-life situations and contexts (Saed et al., 2021) as well as allow students to process audible and visual inputs that are seen to resemble real conversational situations (Karatay, 2018). Due to this, local studies are seen to focus more on the role of YouTube in increasing interest in learning (Ghazali & Baharudin, 2016; Ishak & Khalid, 2021). This is because, the presence of interest helps to improve student achievement in learning (Ishak & Khalid, 2021). Like the element of interest, motivation is also an important element because the lack of motivation to learn among students will be a major factor in Arabic language learning problems. In fact, motivating students is one of the biggest challenges in education (Filgona et al., 2020).

Although listening skills are considered important for the development of other language skills (Aboudahr, 2019), the study of these skills as learning techniques is not so much the focus of teaching and learning studies (Azizan et al., 2020). In contrast to English language learning, the use of YouTube is seen to be discussed more in the past studies, such as (Almurashi, 2016; Alhawamdeh & Al-Khanji, 2017; Morat et al., 2017; Rorimpandey, 2019; Nofrika, 2019; Chien et al., 2020; Meinawati et al., 2020; Alobaid, 2020; Binmahboob, 2020; Kusuma, 2020; Saed et al., 2021; Kim & Kim, 2021).

Thus, by targeting the study to students at the secondary school level, this study was conducted to answer the questions; what is the level of YouTube use among high school students in learning Arabic listening skills and what is their level of motivation to learn Arabic listening skills using YouTube? To be more specific, the objectives of the study are as follows:

1. Identify the level of YouTube use among high school students in learning Arabic listening skills
2. Identify the level of student motivation in learning listening skills using YouTube.

The findings of this study will encourage teachers to diversify the medium of teaching Arabic listening skills by using YouTube. It is also hoped to help the authorities to assess the need for YouTube as a useful medium of Arabic language education, especially at the school level. The study contains four main sections, namely, literature review, research methodology, research findings and recommendations for future research related to YouTube use and motivation to learn Arabic listening skills through YouTube videos.

The Use of YouTube in Language Education

YouTube is the largest online video sharing media site (Rorimpandey, 2019) and a world-renowned smartphone app (Kim & Kim, 2021). According to Rokhman and Surahmat (2020), YouTube is the most evolving source of audio-visual material in the current era. In this study, YouTube refers to video media, which is a network of electronic pictures accompanied by sound elements and picture elements used as learning materials or media to meet the demands of the learning process and facilitation (PdPC).

Ghazali and Baharudin (2016), who studied the use of YouTube on 30 university students in their quantitative study found that the YouTube application can promote interest in learning Arabic among students. This study explains that it has the potential to be one of the mediums and materials for learning Arabic for both students and the public. A similar study was conducted by Baharudin et al (2019) on 70 undergraduate students and found that

students' perspectives on YouTube use were positive. Quantitative research using questionnaire as the instrument also lists Youtube as one of the tools that can be used to motivate students. However, both findings of this study can be generalised only to university students.

In addition, Kim and Kim (2021) also studied the use of YouTube based on the narratives of first-year Korean international students in the United States and found that the app helped broaden students' perspectives on cross-cultural understanding and develop language content knowledge and skills. These findings are in line with Almurashi's (2016) study that examined the effectiveness of YouTube's role on 83 Taibah University students. This mixed-method study was conducted to examine the use of YouTube as one of the new methods in language learning. The study found that YouTube plays an important role in helping university students understand their learning.

Similarly, the findings of Razali and Halim's (2021) study on students' perspectives on the use of YouTube in learning one of the topics of English grammar, namely, Present Perfect Tense. A qualitative study conducted on seven 15-year-old students found that they positively accepted the use of YouTube as a learning resource where it highlighted a combination of stimuli that successfully engaged students in terms of behavioural, emotional, and cognitive learning. Although the findings of this study do not focus on the learning of listening skills, good use of grammar is related to the mastery of language skills in general.

YouTube and Technology Acceptance Model (TAM)

There are several models or theories introduced by past scholars which are related to the acceptance and the use of technology such as the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975), Theory of Planned Behaviour (TPB), (Ajzen, 1988), Technology Acceptance Model (TAM) (Davis et al., 1989) and many others (Dulloo et al., 2015). Among the models often associated with the use of YouTube by past scholars is the TAM introduced by Davis (1989) which was developed from the theory of TRA. This model is used to predict user acceptance of a technology based on two variables, namely, perceived usefulness (PU) and perceived ease of use (PEOU), as shown in Figure 1.

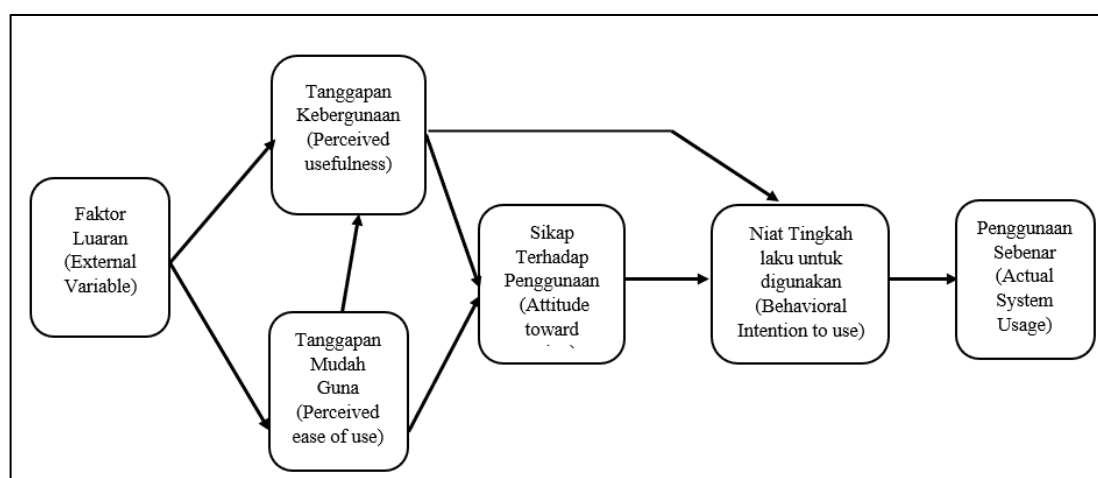


Figure 1. TAM Model (adapted from Davis, 1989)

Yaacob and Saad (2020) studied the acceptance factor of YouTube as a learning resource for respondents consisting of 340 university students with the application of TAM theory. The study found that respondents accepted the use of YouTube as a learning resource and discovered the advantages of YouTube as a learning medium. The study listed three factors of YouTube acceptance among respondents, namely, the ease of use experienced, its benefits and social influence.

Pertiwi and Sharif (2019) investigated the factors of using YouTube as a source of information for learning purposes using the TAM model. The findings of the study of 155 permanent lecturers of Universiti Telkom Bandung found that the perceptions of the usefulness and ease of use of YouTube influenced their attitudes in using YouTube as a learning resource.

This discussion revolves around the use and acceptance of YouTube through TAM that can be linked to the results of the analytical and critical study of Sidek and Hashim (2016), who listed five importance of video in student-centred learning. Among the importance of video is to increase the motivation and enthusiasm of students as well as increase the effectiveness of teachers in teaching. The findings of this study further strengthen the potential of YouTube as one of the potential learning and teaching resources for improving Arabic listening skills.

YouTube and Motivation

Motivation refers to an important element that drives the teaching and learning activities of a subject and carries the meaning of encouraging, directing, and maintaining behaviour (Jusoh et al., 2016). With the presence of motivation, a teaching method can stimulate students' interest in the subjects studied within a set period of time (Sjahrony et al., 2017). The diversity of definitions brought up by past scholars indicates difficulties in explaining concepts and explaining their role in the learning process (Filgona et al., 2020).

Although most past scholars differ in some detailed respects such as definition, division of motivation and so on, each acknowledges that motivation plays a very important role in ensuring the success of students to master a second language. From the aspect of motivation, one of the models that connects the use of technology and human attitudes is the Motivational Model (MM) (Davis et al., 1992) as shown in Figure 2. This model helps to understand the concept of acceptance and use of information technology which shows behaviour A person's behaviour is based on intrinsic and extrinsic motivation (Dulloo et al., 2015). Both types of motivation are key drivers of an individual's intention to use a technology (Momani & Jamous, 2017).

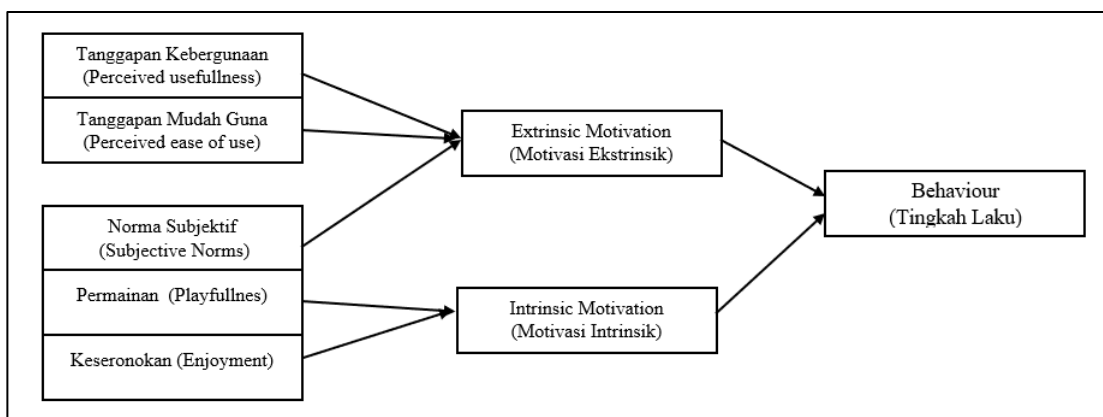


Figure 2. MM Model (adapted from Davis et al., 1992)

The focus of motivation to be discussed in this study is intrinsic motivation by looking at three aspects, namely, motivation to do exercises, motivation to strive to master skills and motivation for fun learning (Azizan et al., 2020; Yusoff et al., 2008). This is because, in contrast to extrinsic motivation that occurs due to external returns such as getting a degree, prizes and so on, intrinsic motivation leads to student satisfaction and enjoyment either due to the development of self-achievement knowledge or gaining an enjoyable experience. The focus on this motivation is because learning activities, teaching materials and individual assignments can influence students' motivation toward learning a second language (Ismail & Zakaria, 2019).

Azizan et al (2020) in a survey study of 30 secondary school students found that both elements of motivation and achievement of Arabic listening skills have a significant relationship. Moreover, it was found that there were significant differences between the three groups of respondents for which they had different levels of motivation, namely, high, medium, and low levels. However, this study did not examine the use of YouTube as a learning medium.

Chamout (2020) in his qualitative study on the use of integration technology to study its effect on increased motivation among 21 university students in Lebanon found that instructors trained to use creative technological elements in teaching to make students learning to be more fun. This method was found to help students achieve positive learning outcomes. However, this may refer to the impact of technology integration in general without specifying on the use of YouTube.

Highlighting the use of YouTube in increasing motivation towards learning English as a second language, a case study by Al-Hawamdeh and Al-Khanji (2017) of a Palestinian student at Jordan University named Raya, found that YouTube browsing activity was an integrative and instrumental motivational effect found in him. Despite the different motivational focus, the positive impact on Raya's achievement in her learning was a result of the use of YouTube in increasing her level of motivation in general.

Besides that, Hasan et al (2018) also conducted a qualitative study on the use of this application among 30 higher education students to improve their achievement in English. One of the findings of this study is that YouTube is seen to play a role as a motivating medium for

them in listening skills. Thus, it can be identified that student motivation is one of the elements that have also been studied by past scholars in discussing the use of technology in learning.

Arabic Listening Skills

Listening is a complex mental process and is very important in language learning (Karatay, 2018). Thus, listening skills are fundamental to language skills and require distinctive learning characteristics (Baharudin et al., 2019). These skills have a supra-segmental element, i.e., refer to speech in phonetics that has special features such as tone, pause, stress and intonation that are indeed difficult to learn except through exposure and interaction in real situations (Baharudin et al., 2019). Nevertheless, the creative and informative use of ICT in PdPC should help facilitate the learning of listening skills.

A quantitative study by Aboudahr (2020) that tested the effectiveness of YouTube's use of listening skills found that there was a very significant improvement in the mastery of these skills. Similarly, a study related to listening comprehension was conducted by Karatay (2018). A mixed study of 57 students found that in general, visual materials influenced students' understanding of listening skills to the videos shown. These findings indicate that the method of teaching Arabic listening skills used by teachers or instructors is very important to help students understand the context of the sentences heard.

Other than that, Rorimpandey (2019) in his quasi-experimental study also described similar benefits related to the use of YouTube in learning listening skills. Higher comprehension values were noted by the researchers for the treatment group compared to the control group who used conventional media in the learning of these skills. However, all the three studies were focusing on students at the university level.

The effect of the use of digital materials on listening skills was also studied at the primary school level, such as a study done by Gezer and Anilan (2021) on 50 Year 2 students in a primary school located in Eskisehir, Turkey. The findings of this mixed-mode study found that digital video material made a positive contribution to the improvement of students' listening skills. The findings of this study are similar to the findings of Gunbas and Gozukucuk (2020), who conducted a study to improve listening comprehension among 61 Year 4 students in the same country. This type of experimental study found that such material has a positive effect on students' understanding of video and can be used as a tool to assess their understanding of listening skills.

Based on the literature review, it can be concluded that studies related to YouTube use and motivation to learn listening skills using YouTube focused on students at the university level than the school level, especially the secondary school level. The use of YouTube in learning the English language as well is seen to be studied more than the Arabic language. Thus, a group of students at this level has been the focus of this study, secondary school level in which the extent of YouTube use and the level of students' motivation in learning Arabic listening skills through YouTube have been investigated.

Research Methodology

This study is a quantitative study and uses survey methods by using questionnaires as instruments in data collection. This quantitative study involved 195 respondents, namely, Form Four students in three state SMKA schools from a population of 389 people. The sampling size is based on the recommendation made by Krejcie and Morgan (1970) that the rate of respondents for the distributed questionnaires is 50.1 per cent. The unit analysed for this study was the level of YouTube use among high school students and their level of motivation towards the use of this application in learning. The researcher used a purposive sampling method based on a list generated automatically as a result of respondents answering the questionnaire through the Google Forms application. The data collection period for this study was two months to provide sufficient time for respondents to complete the questionnaire. The Google Form link of the questionnaire was shared with the teacher, who acts as a moderator.

Instrument

The questionnaire used in this study consists of three sections. Part A deals with questions related to respondents' demographics. Part B on the other hand, is a set of questions adapted from the study of Ghazali and Baharudin (2016), which contains 13 questions. This set of questions originally contained ten statements about the use of the YouTube app. However, improvements have been made on items B3, B4, B11 and B12, which are following the recommendations made by the appointed expert assessors as to be in accordance with the DSKP KSSM Arabic language subject. Part C of this questionnaire contains 11 questions that revolve around the motivation of respondents' using YouTube to learn listening skills. The set of questions in this section is adapted from the study of Yusoff et al., (2008). This set of questions originally did not focus on the use of specific teaching aids and contained 12 question statements. The improvement made on several questions was based on the recommendations given by the expert assessors as there was a similarity of meaning between the two constructed questions. Both sections use a five-point Likert scale to determine answer choices, namely, 1- Strongly Disagree (STS), 2- Disagree (TS), 3- Disagree (KS), 4-Agree (S), 5- Strongly Agree (SS).

Validity and Reliability

Before the questionnaire links were shared with the actual respondents, a pilot study was conducted on 30 students who had the characteristics of the actual sample. It has also gone through a content validation process from an expert assessor appointed to review and provide views on the number of questions, the content of the questionnaire as well as the language adjustment to suit the age of the respondents. The assessors consist of two National Head Coaches for the Arabic Language Secondary School Standard Curriculum (KSSM) and a language expert teacher with more than 12 years of teaching experience. Information to obtain the permission of the respondents' parents to answer the questionnaire is also attached to meet the conditions set by the Education Policy Planning and Research Division, Ministry of Education Malaysia (MOE).

The reliability of the YouTube usage construct with Cronbach's Alpha value was 0.807 and the motivation construct in listening skills was 0.661. Therefore, based on the interpretation of Bond and Fox (2015), these two constructs are at an acceptable level. The

instrument reliability analysis of each item showed that the value of the alpha coefficient did not change significantly if any item was removed from the scale. This description is represented by the lowest value of 0.760 if item B6 is removed and the highest value of 0.844 if item B8 is removed. The items in section C also showed similar consistency when showing the lowest coefficient value of 0.582 if item C10 was removed from the scale and the highest value of 0.684 if item C4 was removed. This indicates that the items in this section are excellent and consistent for use in actual studies (Hussin et al., 2014).

Data Analysis Method

The data of this study were analysed based on two targeted objectives, namely, to assess the level of YouTube use and the level of motivation to learn the listening skills using YouTube. Using the descriptive analysis, the overall mean score was assessed to determine the interpretation of the level studied. Indications for the data show low mean values when scoring points <1.7, moderate at mean scores of 1.8 -3.33 and high, 3.34 -5.00 (Ishak & Khalid, 2021).

Findings

Respondent Demographics

Based on the demographic data of the respondents of this study, the findings show that the majority of respondents were found to have a period of learning the Arabic language for more than five years, which is 85.1 per cent. This indicates that the respondents' basic knowledge of Arabic, especially listening skills has already started at the primary school level. In addition, it was also found that 52.8 per cent of the total respondents use ICT in learning Arabic and most of them listed the YouTube application as one of the ICT used in learning. This moderately high percentage indicates that the integration of technology in the field of Arabic language education has not yet reached a satisfactory level when compared to the current rapid technological change.

Objectives 1 and 2: Level of YouTube Use and Motivation to Learn Arabic Listening Skills using YouTube

To identify the level of YouTube use and motivation to learn Arabic listening skills using YouTube, a normal distribution test was first conducted, and it was found that both data of these variables are normally distributed (refer to Table 1). Information on variables based on mean score, standard deviation and skewness is obtained as in Table 2.

Table 1

Level of YouTube Use and Motivation to Learn Listening Skills using YouTube

Construct/ Variable	n	Mean	Standard Deviation	Skewness	Interpretation
YouTube Use Level	195	3.55	0.44	-0.110	High
Motivation to Learn Listening Skills using YouTube Level	195	3.64	0.46	-0.465	High

Based on the findings, the mean score of YouTube use obtained was high, which was 3.54 with a standard deviation of 0.519. As for the level of motivation in learning the listening skills via YouTube, the mean score obtained was 3.69 with a standard deviation of 0.462. Thus, the level of student motivation in learning listening skills using YouTube was also high. While

for all three aspects of motivation, the findings show that the mean value obtained was also high: the aspect of doing exercises using YouTube ($M = 3.44$, $SD = 0.45$), the aspect of striving to master skills ($M = 3.68$, $SD = 0.60$) and the aspect of fun learning ($M = 4.08$, $SD = 0.72$). Table 2 illustrates the findings.

Table 2
Motivation Level

Motivation Aspect	Mean Score	Standard Deviation	Interpretation
Motivation to do exercises	3.44	0.45	High
Motivation to strive to master skills	3.68	0.60	High
Motivation for fun learning	4.08	0.72	High

The findings of this study show that the use of YouTube as one of the mediums of learning Arabic among secondary school students is increasingly becoming the choice of teachers and students in the learning process. The high level of YouTube use in this study is in line with the findings of Baharudin et al (2019), who studied YouTube use among university students. If viewed the areas where the respondents live, internet access which is typically synonymous with the urban areas does not reflect the findings for the level of YouTube use in this study. This is because the majority of the respondents live in rural areas. Thus, the strength of the internet connection is very important considering its increasing demand in the field of education. Good internet access certainly facilitates the PdPC process and helps students access more learning resources.

However, the findings of this study are slightly different from the study of Ghazali and Baharudin (2016), in which the level of YouTube use among university students is at a moderate level. These differences may be related to the development of the concept of e-learning, which is increasingly used following the recommendation of the World Health Organization (WHO) to use online teaching and learning methods consistently as one of the strategies to combat the Covid-19 epidemic that is sweeping the world (Yaacob & Saad, 2020). This method is increasingly seen as the choice of teachers and educators to limit the movement and transmission of the Covid-19 virus.

In addition, the high level of motivation to learn listening skills using YouTube also supports the findings of Hasan et al (2018), who stated that YouTube application serves as a medium to motivate students and can improve speech delivery, pronunciation, intonation, grammar skills, listening skills and describe the individual language problems. This finding is in line with Francis (2017), who stated that students are more likely to be motivated in the classroom through the use of specific technologies for pedagogical purposes. Thus, the findings of this study illustrate the applications of TAM and MM in the use of YouTube technology as a learning medium.

Similarly, for the three aspects of motivation investigated, the high level of motivation proves that although teachers are not very skilled and knowledgeable in ICT and less confident in operating new tools and applications (Paudel, 2020), high motivation to use technology in teaching can increase student motivation to learn. Therefore, teachers' competence in

handling YouTube videos technically as well as the content will further help increase students' motivation to use YouTube in learning. However, internet and ICT facilities in teaching and learning should not change the role of teachers (Omar, 2016), instead, this method requires higher skills of teachers to overcome the external attractions of video in the form of entertainment and electronic games that disrupt the learning process.

One of the factors that most influence motivation in learning Arabic is the attitude towards this language which is considered important (Abdullah et al., 2015). Feelings of anxiety among students when unable to understand the questions asked and what is heard from the video have made the motivation for students to learn these skills to be high. Therefore, the desire to strive is something that cannot be ignored by teachers because it is an element that determines the success of a student in learning a language. Creative and fun cooperative learning through the use of YouTube is seen to further motivate students and help develop students' learning potential (Sidek & Hashim, 2016).

From the aspect of video delivery methods on YouTube, past researchers suggested that listening skills learning videos be supported with word meanings to connect visuals and storytelling according to cognitive load theory (Karatay, 2018). This is to optimise the understanding of what is heard from the video. With systematic, consistent, and effective training, this YouTube app will to some extent help students master these skills better.

Conclusion

In conclusion, although the findings of this study are limited to the use of YouTube among students in excellence cluster schools, its use in listening skills learning shows good potential to increase student motivation towards learning. However, the type of video used to learn listening skills also needs to be carefully selected so that its benefit on student learning can be optimised. This study also suggests that further research can be conducted on the effectiveness and the level of understanding of Arabic listening skills, which are acquired through learning videos on YouTube. It is hoped that this focus can be continued to ensure the continuity of efforts to develop a quality Arabic language education to produce more competent students and to integrate ICT in learning in line with the development of global education.

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