"YOUTUBE GO": DEVELOPING EFL LEARNERS' LISTENING SKILLS AND SOCIAL LEARNING PROCESS

Yohannes Telaumbanua[1] Hendro Saptopramono[2] Yalmiadi[3]
Politeknik Negeri Padang, Padang, Indonesia
Universitas Dharma Andalas, Padang, Indonesia

yohannespaper@gmail.com

Abstract

The sophisticated advance in digital technology, one of which is YouTube Go, has not specifically fully significantly affected the EFL learners' English Listening enhancement and other required critical skills accompanying it. The fact is, to this day, YouTube has not yet become the most critical learning medium in the Listening Comprehension instructional program. Therefore, the study, whose paradigm employed qualitative research, aimed at diagnosing the benefits of taking YouTube Go as a major listening comprehension instructional resource. Personal journal, observation as a complete participant, and informal interview were techniques of collecting the qualitative data. Organizing, interpreting, and conclusion drawing were ways of analysing the data. Credibility and auditability were ensured to examine the data. The findings indicated that YouTube Go improves students' linguistic inputs, vocabulary knowledge, productive skills, and debating skills. Besides, it develops the students' appreciative, discriminative, comprehension, attentive, reflection, critical, evaluative, dialogic, relationship, empathetic, therapeutic, sympathetic listening skills. It also establishes the teacher-learners and students-learners' social and interaction skills, learning skills, literacy skills, and life skills. It encourages teachers to assess the students' knowledge and skills authentically. In conclusion, YouTube Go extensively enhances the students' language skills, listening skills, social skills, and social learning process.

Keywords— YouTube Go; EFL learners; listening skills; social learning process

Introduction

Do EFL learners have the listening skills, social experiences, and/or academic background in EFL listening comprehension courses? The fundamental issues of dealing with this subject, "YouTube Go": Developing EFL Learners' Knowledge or Listening Skills and Social Learning Process strongly rested on the following particulars. The English Listening course, which is at the same level as the other three English skills, plays less of a role in the development of EFL learners' appreciation of listening skills. These fewer roles do not meet the EFL learners' authentic needs and goals as the English listening classes strongly emphasize the importance of mastering strategies to answer listening comprehension, structures and written expression, and reading comprehension questions along with doing practice tests. In contrast, its key roles in meeting the EFL listener's needs and goals like listening to English music, watching English news programs, news magazines, western movies, films, cartoons, documentaries, academic student's quiz programs, entertainment news programs, sports, national geographies, talk shows, education, and history news programs, etc. just fade away.

Hereinafter, besides TOEFL, and or TOEIC as the main sources in the English listening classes, listening to English music and watching English news programs, entertainment news, movies, talk shows, etc. provides and presents new nuances and slight variations in the English listening learning classes. This, of course, will further enrich the EFL learners' listening learning resources. The EFL learners whose listening learning choices, preferences, references,

and styles are diverse and different from the other ones help them more to acquire the targeted language, English. This is the EFL learners' bedrock of or foundation for improving the abilities to listen, to communicate the language as well as to develop other required skills such as text-based skills, writing structures, and vocabulary. Lastly, it helps them to (imitate the words, phrases, sentences, expressions, etc.) be more advanced and native speaker-like. This is the natural process of learning English and the simple way of unconsciously mastering it.

The consistency of using YouTube Go as the authentic listening learning resource will facilitate EFL learners to seek various information and knowledge they do require in improving and developing their English vocabulary awareness, skills, and competence. Besides, it adds and broadens their insights into what is happening in various parts of the world. Further, they easily see and understand the state of real-world life. In that context, this study aimed to explore the benefits of using YouTube Go as a primary resource for teaching and learning English listening comprehension. The research question formulated is, "What are the attained effects of making YouTube Go as a source of learning a foreign language in the English Listening Comprehension course on improving EFL learners' knowledge and skills of English?

Theoretical Review

Historically, none of them, the three former PayPal employees who were also the main figures in founding the YouTube –Hur Hurley, Steve Chen, and Jawed Karim– considered that their technology start-up business was one of the sources for teaching and learning English where its contents are able to influence and improve the increase in sources of information and knowledge of the community globally (students, lecturers, teachers, professionals, etc.). This is because online video sharing platforms allow everyone to upload, download, watch, rate, share, and add to playlists, report, comment, etc. videos. News, music, movies, documentaries, education, blogging, live streaming videos, and innumerable other broadcasts are the dominating contents available on YouTube these days. The contents are mostly uploaded by an individual. The BBC and other global public broadcasters are part of YouTube's partnership program. In the age of digital technology, this content can be viewed for free without having to connect Adobe Flash Player to computer or install it on mobile device. (Sara Kehaulani Goo, 2006; YouTube, 2020). The main language of YouTube is English. When it comes to English education, YouTube offers ELT channels and websites for English learning programs such as BBC Learning English, English Language Courses, English Language Program, US System of Language Education, and Learning a Foreign Language. All of these programs are specifically aimed at improving and developing the knowledge, skills, and abilities of foreign language learners of English. There is free access to thousands of YouTube-based English learning sites for ELT teachers and FL learners every minute (Loke Hale, 2019). Today, English teachers, teachers, practitioners, trainers, and learners are creators of ELT content and learning programs. This content can be searched for free and selflessly at any time as long as the accessor is connected to the internet. YouTube Go is one of the YouTube features developed for Android applications in India since September 2016. YouTube Go favours more mobile data control and video resolution (Byford, 2016).

From an educational point of view, YouTube Go was implicitly included in the section on scientific discussion and insights of Lev Semyonovich Vygotsky and Walter Burke Barbe. Vygotsky's Socio-Cultural Theory, Bandura's Social Learning Theory, Real Learning Approach, and Walter Burke Barbe's VAK Learning Modality study the development of EFL student appreciation skills and social learning processes that integrate the three domains of learning, namely Modality of visual (seeing), auditory (listening), and kinaesthetic/tactile (doing). The followings are the details. First, social learning, which is mostly known as Vygotsky's socio-cultural theory, was the most critical part of Lev Vygotsky's academic research. This theory covers most of human learning in the development of learner's cognitive aspects in processing information and building conceptual resources, perceptual skills, and (first or foreign) language learning (Schacter, 2011; Slavin, 2018).

As a response to behaviourism showing a strong relationship between stimulus and response, social learning theory places learning on, firstly, Social Interaction, and secondly is the Zone of Proximal Development (ZPD). The two theories are meant to facilitate the teachers

explain the required concepts. This first level culturally and socially develops students' interpsychology between the people around them and simultaneously and unconsciously assist them to acquire information, learn facts and knowledge, and improve their skills and competencies through direct interaction with other people (parents, relatives, friends, peers, with anyone involved). This first process by design will shape their mental abilities. ZPD, as a second-level social learning theory, functions as a preparation for developing students' cognitive through modelling (providing an example to learner show they act/behave in real conditions), scaffolding (interaction between students. This helps to maintain their knowledge and intellectual skills. However, it still requires social interaction as well as a solution to improve social dilemmas and educational crises (Cole, 1978; Lantolf, 2000; Chaiklin, 2003). Social Interaction and ZPD are ways to build and improve students' appreciative listening skills and social learning processes.

Secondly, Albert Bandura's Social Learning Theory, assimilation of behavioural and cognitive theory, explains that learners learn from each other through observation known as observational learning (learners observe other people's ideas or work; observe other people's actions or copy other people's behaviour), and modelling in which learning takes place in a social context (Hammer, 2011; Fryling, Johnston, & Hayes, 2011). Bandura's observational learning includes three basic critical models. The first is the live model encouraging learners to demonstrate or imitate behaviour (actions/works/ideas). The second is verbal instructional modelling. This model describes one's behaviour. Hearing verbal instructions like listening to YouTube, for example, leads to learning. The last is symbolic modelling. This imitates the behaviour of real or fictional characters shown on YouTube, TV programs, movies, or online media. Observational learning and modelling assist the learners learn new information without engaging in new behaviours (Bandura, 1977; Nguyen Do, 2011). Furthermore, mental conditions related to environmental or intrinsic reinforcement and motivation (pride, rewards) are other key aspects to gain learning achievement (Cook & Artino, 2016). Attention (stimuli), retention (coding of exercises), reproduction (practice feedback), and motivation (reinforcement of rewards) are the key steps for observational and modelling learning (Fryling, Johnston, & Hayes, 2011; Bandura, 1977). The teacher's obligation in this theory is to build students' vicarious learning (learning motivation), the desired achievement (self-reinforcement) and the ability to do tasks successfully or self-efficacy. Conducting observations and modelling that take place in a social context are ways to build and improve students' appreciative listening skills and social learning processes.

Thirdly, Walter Burke Barbe's idea of VAK Learning Modalities strongly indicates that YouTube is able to unite students' visual differences (learning through watching YouTube), Auditory (learning through listening to YouTube), and Kinaesthetic (learning through moving, doing, or touching after watching it. Note-taking techniques best describes learners kinaesthetically during visualizing and listening. However, they need media to (help them move, do and touch) to improve learning styles (Barbe, Swassing, Milone, 1979). After seeing and hearing YouTube, learners are guided to do the assigned learning activities. The teacher encourages learners (in pairs) to ask and answer questions (thesis), discuss, debate (antithesis: oppose the thesis by proving it academically), and propose a synthesis - solutions to cases, problems, and problems (Copeland, 2010). Combining these three types of learning is the power to build and enhance students' appreciative listening skills and social learning processes.

Finally, one way to build and improve students' appreciative listening skills and social learning processes is to bring an Authentic Learning Approach into the EFL listening classroom. This approach offers an authentic context that reflects knowledge used in real-world life and shows it genuine activities that have relevance to the real world. Besides, it provides learners with a model of how, for example, a bank teller performs/behaves in his/her job at a bank (in an actual workplace). It encourages the learners to have multiple roles in shared learning by proposing and discovering different points of view. This allows learners to build their knowledge collaboratively. It gives learners the opportunity to reflect on learning, articulate (present) their work, debate (against) and defend them. Teachers train (coach) learners to have understanding and listening skills and provide learning support (scaffolding) to those who really need it. Learning is assessed authentically using performance assessment (Herrington &

Herrington, 2005).

In terms of teaching English, appreciative listening, whose type is listening behaviour, is an active listening activity in which each student, in the learning process, is asked to look for certain information, facts or knowledge that they value on YouTube and which can help them to meet their general and specific needs (knowledge, skills, and competencies) and their educational goals. Behaviourally, one student likes to listen to music, parodies, product reviews, or video jokes (from silly practical jokes to controversial stunts). Others like to listen to news, live debates, comedy, political speeches, etc. and the rest like to listen to education, commentary, short stories, video tutorials, or movies, etc. The choice depends on students' appreciation of the content (meets their needs and goals), presentation (pleasing presenter's style, setting, and personality), perception (expecting impressive), and previous experiences (content greatly influences and keeps them open to new experiences and knowledge) (Klin, 1996).

Similarly, Barker (1971) and Watson (1995) classify listening preferences into 4 dissimilar types. The first type is *people-oriented*. This is in which a student shows strong emotions, empathy, and feelings for others seeks an understanding of the story and uses the story as a means of understanding. Movies, music, comedy, short stories, vlogs, challenge videos, motivational videos, etc. best explicate this orientation. The second is *content-oriented*. This is where a student strives for knowledge, facts, and information they really need. This is closely related to educational videos. The third is *action-oriented*. This is where a student looks for a video tutorial to complete it. The last one is *time-oriented*. Here is a student whose video duration is not more than 3 to 5 minutes, is looking for short answers or information that they really need to fulfil their short-term needs, for example, "how to deliver a 3-minute informative speech; how to make a write a short story, etc."

Research Method

The qualitative paradigm using an interpretive approach was the overall structure or design of this small study. The deliberately selected sophomore EFL learners were the main informants and research participants (Yusuf, 2014; Fraenkel & Wallen, 2009). Twenty-five EFL learners were the number of study participants involved in this study. Politeknik Negeri Padang (PNP) was the place where the survey was conducted. This study, conducted in the odd semester of the 2021/2022 semester, lasted six months.

In addition, the researchers' personal diaries were the first important instruments for data collection. The instruments helped collect and improve sources of data, facts, and information about the educational process. Observation is the second method used to study and study how learners behave during classroom discussions: learning, cooperation, group or pair interaction, mutual communication, the exchange of ideas and the improvement of knowledge and skills in the English course build the educational process. The role of the researcher in observing the learners were, ethically, the role of a complete participant whose identity was hidden. But they taught and interacted with the learners in a natural way. Informal interviews, such as casual conversations, were the ultimate data acquisition technique. The relevant interview questions were closely related to the student's learning experience and how the learning process happened socially. (Yusuf, 2014; Fraenkel & Wallen, 2009).

Finally, the collected data is analysed using the following steps. The first is to set up and view the complete data set in the data view. The second is to look at and identify the prominent effects of listening to YouTube on students' language skills, language skills, social learning processes, and belief patterns that empower them to improve and develop their English knowledge and skills. Third, interpret the meaning of the data and its effects. Third, verification and drawing conclusions. The interpreted data is verified and then conclusions are drawn. Finally, the researcher ensures credibility (validity) in the analysis of data and findings. Findings using triangulation were confirmed by different independent experts and looked at different methods. Furthermore, dependability (reliability) serves to test the entire research process whether it has been carried out according to scientific procedures or not, such as determining the focus of research, collecting and analysing data, and drawing conclusions (Janesick, 1999; Miles and Huberman, 1994).

Result and Discussion

Results
The research questions proposed have resulted in the following findings as displayed below.
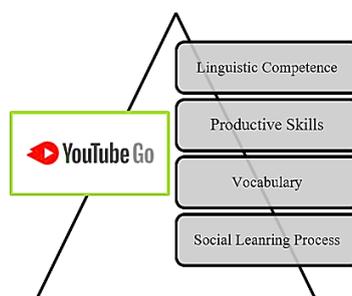
Discussions

YouTube Go, an online video streaming app, includes outstanding outreach in terms of English proficiency, listening comprehension, and social learning processes. Political Speech and Debate, College and College Debate Championships, Toastmaster International Public Speaking Championships, Music, Motivational and Inspirational Videos are the most downloaded and watched student listening resources. These videos are the result of negotiations between teachers and learners before listening, studying and discussing extensively. The content is then placed in the Extensive Listening class to listen and discuss together. Here are most of the points.

The first effect of YouTube Go is to improve students' language skills. The descriptive discussion is as follows: First, during the observable performance of the four English language skills, researchers discovered that YouTube Go was an effective application to help learners develop their language performance. Based on the instructions given by the teacher, they actually had a listening learning experience. The discretion of learning to listen a lot of time helped to improve their listening comprehension. Consequently, phonologically, they were practically and easily capable of discriminating the speech sound of different forms of, for examples, "hate vs. hatred," "interest vs. interested vs. interesting;" of being able to merge the sound combination is, for example, as "glimpsed become glimp sid;" of being able to pronounce sound modification is, for instance, t, d > dental before [ð, θ]: eighth, at the; t, d > post-alveolar before [r]: tree, true; n > dental before [θ]: seventh; n > velar before [k]: thank, etc. The other ones are abilities to articulate sound dissimilation –consonants and vowels become less similar such as pa**r**ticula**r** becomes [pɘˈtikjulɘʳ]; to contract sound (elision –the omission of sound for a phonological reason) like who is/has become *who's, because → coz, etc* and to distinguish the pronunciation of the US and British's acts of speaking words such as the US: French fries, gas/gasoline, etc vs. British: chips, petrol, etc. The segmentation – a collection of sound making up the words is for example, "b-o-o-k." Others are like the suprasegmental owning more than one sound segment, for examples: "*night rate* and *nitrate," "why choose* and *white shoes", "trusty* and *trustee," the* assimilation *aiding them to differentiate the* speech sound becoming similar to a neighbouring sound like *hymn, white pepper* /waɪ**t** ˈpepə/ → /waɪ**p** ˈpepə/, etc. They were able to understand the speakers' connected speeches like "going to" become "gonna." They learnt different intonations (raising and falling vocal pitch to signify grammatical intonation and personal attitude) of BRIT and AM English and many more (Nordquist, 2018). Such sound systems of English are critical to conveying the meaning of words.

In YouTube Go, the learners were not only hearing and listening to but also perceiving (deeply sensing) the sounds spoken and pronounced by the authentic native speakers of BRIT and AM English. *T*he ease of discriminating and recognizing the sounds, different forms, and sound combinations of English, etc was due to having chances to rewind the videos repeatedly. They could directly determine the types of speech events (monologue, interpersonal dialogues, and transactional dialogues), the context (who was the speaker, where the place was, what the purpose was) and the contents of the messages conveyed. They could determine all of that because they were directly involved in and actively engaged in listening to and watching the

videos. Secondly, phonetically, YouTube Go provided extensive access to the learners to learn to imitate the ways the native speakers of BRIT and AM English make sounds (production) and the ways the spoken words of English are understood (perception) (Caffrey, 2017).

Thirdly, video-sharing helps the learners not only understand one meaning of the word found in the dictionary but also opens the students' awareness of potentially appreciating the various different types of meanings of words semantically. The YouTube Go strongly presents different types of meaning dealing with; first, affective meaning whose meaning is associated with the real world than just the dictionary meaning, for example, a CEO and a preacher discussing as regard charity can mean two different aspects. The second is collective meaning relating to gender, for example, beautiful and good-looking. The conceptual meaning is the third type of semantic meaning associated with the dictionary definition of the word, for example, a computer is an electronic machine that can store and deal with large amounts of information. The fourth is connotative meaning whose meaning depends on the context and one's perceptions of judging it, for example, democracy, or liberalization can be good or bad for the people viewing them. The fifth is reflective or reflected meaning whose socially has multiple meanings, for example, one interprets gay as "happy" whereas the other one's gay means "homosexual." The interpretation depends on society's use of that word. The sixth is social meaning whose interpretation is given by the social context and probably links to the literal brand name like people from different regions call a carbonated soft drink as popo, soda, or coke. The last is thematic meaning facilitating the speaker illustrates his message through the choice and order of the words used and emphasis, for example, the issue is trivial for me → what is trivial for me is the issue. These principles have been theoretically explained by Richard Nordquist in his ELT and linguistic webpage and these different types of meanings can be easily found in YouTube Go as it provides different types of genres and contents (Nordquist, 2019).

Fourthly, listening to the video-sharing eases the learners to imitate the native speaker's ways of grammatically and or syntactically putting words together to make sentences. Imitation (Moss & Strayer, 1988), in second or foreign language acquisition and is a part of social learning proposed by Albert Bandura, allows the EFL learners to store the words, phrases, terms, wise-words, proverbs, expressions, idioms, lexical and grammatical collocations, etc they have heard in their short and even long-term memory. Moreover, when they discussed the negotiated topics and themes, the words, phrases, sentences, etc they heard from YouTube Go became the keywords when communicating their ideas and reasoned arguments in the EFL class' discussions and presentations. In addition, fifthly, listening to YouTube Go quickly enriched the mastery of new and authentic vocabulary knowledge and was recorded in the students' long-term memory so that all could help them to exploit the vocabulary in articulating their ideas. This could all happen well because they were clearly unencumbered, not depressed, and did not pursue the learning targets desired by the teacher.

There was freedom in terms of time and choosing the contents that the learners want to learn and listen to them. Sixthly, the note-taking technique was often used when listening to YouTube Go. The learners wrote words, phrases, and sometimes full sentences and penned them in their own words. Afterward, they constructed their ideas into 5-paragraph (argumentative, descriptive, etc) essays of English. They were motivated to look for various sources and models of Argumentative or Persuasive, Narrative, Descriptive, Expository, Process, Compare and Contrast, and Cause and Effect essays on the internet although the teacher has not told yet them to search for and study the various types of English essays. They imitate these essay models to help them convey their ideas in the EFL class discussions and presentations. That was why, they were capable of well organizing, and structurally communicating ideas in the EFL class discussions and presentations. This, if truth be told, surprised the researchers.

Eighthly, the practical knowledge acquired when listening to YouTube Go was Speaking skills. Indeed, Listening and Speaking are two subjects separated so far because the learning objectives are actually different and today both of them were integrated after YouTube Go was considered as students' listening resource. After listening to them, the learners were asked to discuss, speak, and debate the topics or themes. During speaking the ideas (topics or themes), the researchers saw them felt confident and comfortable in the extended period of time

of 3 to 5 minutes and this signified they had strong fluency. Listening to YouTube Go and note-taking techniques also significantly enriched their vocabulary. This was seen when they spoke their ideas, and this indicated they had grown their vocabulary. There were fewer mistakes and errors they made during communicating their ideas of theirs and this showed that they had mastered major grammatical notions. Speech sound, stress, and intonation of the words were almost as close as the native speakers did. The achievement was strongly triggered by the students' behaviour of copying (imitating) the ways the native speakers pronounced the words. While debating the ideas, the learners surprisingly were not only capable of explaining the ideas and stating the reasoned arguments but also of explaining the standpoints using rhetorical persuasiveness, of having "proof" supporting their assertions. They were also able to build cases and clearly explicate some critical and complex issues. They could counterattack those arguments factually and logically. Acquiring multi-faceted facts, belief, and ideology across multi-disciplines; encouraging active, project, and problem-based learning activities; improving HOTs and critical and creative thinking skills; structuring thoughts; enhancing analytical-research and note-taking skills; promoting effective speech composition and delivery; empowering teamwork; emboldening to speak ideas publicly and improving speaking skills and speech delivery are the advantages gained during English speaking and debating learning activities (Kidd, 2002; QatarDebate Center, 2020).

Lastly, in terms of learning assessments (instead of using standardized tests of True or False; multiple-choice, short answers, and essays, achievement tests, intelligence tests, aptitude tests, etc.), the performance assessment applies from the beginning to the end of the teaching and learning process. The key aspects of assessing the students' performance were, firstly, Content Knowledge: mastering the core contents of listening comprehension and skills dealing with Appreciative, Discriminative, Comprehension, Attentive, Reflection, Critical, Evaluative, Dialogic, Relationship, Empathetic, Therapeutic, and Sympathetic Listening Skills. Approvingly, the effects of exploiting YouTube Go are improving the students' linguistic inputs and this bridges them a lot to have a better understanding of the TOEFL, TOEIC, or IELTS tests. This is because it can improve the EFL learners' "discriminative listening skills" of distinguishing different sounds and phonemes in English.

Unlike listening to TOEFL, TOEIC, or IELTS tests, listening to YouTube Go does not block the learners to look for certain information that they really value or that fulfills their need and purpose for learning it. In addition, it augments students' "comprehension listening skills" (which are widely recognized as content listening, informative listening, and/or full listening skills) in understanding word meanings, language rules, the way words are put together to make sentences, the ways in which words are worded and the words are put together to make sentences. Further, it does not encourage the teacher to teach and deplete the students' energy to answer the assigned questions. It develops the students' critical listening skills, empowers the cognitive efforts to analyse what is being heard (said), evaluates and constructs ideas. It capacitates the students' biased listening skills of hearing what s/he expects to hear. This skill prevents the learners from misinterpreting what one says based on the stereotypes the listener has at that time. It does not weaken the students' evaluative listening skills of making a judgment about what one is uttering or seeking the truth of what is being articulated.

The other affected impacts are to build the students' appreciative listening skills of searching certain facts, knowledge, and information; increase the students' sympathetic listening skills of caring about others, and showing concerns over others' sorrow and joys. It upgrades the students' empathetic listening skills of understanding one's feeling and emotions; promote the students' therapeutic listening skills of using the deep connection of aiding the speaker to comprehend something in some way. This augments the students' dialogic (relational) listening skills of learning through the talks and engaging of changing ideas and information and the last is to improve the students' relationship listening skills of establishing and maintaining social relationships and negotiation in and outside the classrooms. The absence or the inadequacies of these listening skills end in poor deep communication (Changing Mind, 2002-2020).

The second was skills of having the abilities to execute and perform (articulate and present) the assigned tasks in pair, group, and or class discussions. The third was Teamwork Skills: showing the ability and strong commitment to work synergistically with other learners

and teachers in attaining desired and shared goals. The fourth was Digital Skills: the ability to extensively exploit the digital devices (of the Internet, applications, networks, etc) to search for and manage information and knowledge. The fifth was Four Cs (Communication, Collaboration, Critical Thinking Skills, and Creativity: the abilities to share, to listen to others, and to disclose ideas; to work together to achieve the goal and to put the expertise; to look and observe the problems in new ways and solve them scientifically; to exploit new methods to generate innovation and invention. The last was Empathizing: the ability to personally, socially, and culturally understand the real situation, problems, and feelings of others. Demonstrations, hands-on activity, portfolios, projects, multi-media presentations, role plays, recitals, articulation-debating-defending ideas, self-and peer assessments, questioning, and feedback were some criteria for or forms of performance assessments. All were done through the process of teacher observation. Poor, Minimal, Sufficient, Above, Average, and Excellent were the technical terms used to assess the students' levels of performance.

What is more, the paradigm built so far in Listening Comprehension classes was the mastery of linguistic outputs centering on understanding and making sense of spoken languages, recognizing speech sounds and understanding the grammar and syntax of sentences (Lewis, et al, 2013), and the abilities to answer the TOEFL and TOEIC questions. Nevertheless, with changing the perceptions and the Listening Comprehension's learning resources to YouTube Go, the learners were not only directed at mastering the linguistic outputs and skills of answering the TOEFL and TOEIC tests but also learned to develop other critical listening skills.

During the observable performances of the students, the researchers found that YouTube Go strongly affected the students' Attentive Listening skills; Reflection Listening skills, Critical Listening Skills; Evaluative Listening Skills, Dialogic Listening Skills; Relationship Listening Skills, Empathetic Listening Skills; Therapeutic Listening Skills and Sympathetic Listening Skills. They carefully and attentively listened to their friends' talks and thought. Their body language signified their interest in listening to their ideas and explanations. They repeated and paraphrased what their friends disclosed to show that they understood what was being said. They were able to assess and formed opinions about what was being explicated by their friends. They could assess the truth of what was being articulated. They were really engaged in conversations, discussions and involved in the exchanges of information and knowledge. They were able to establish warm and friendly relationships amongst them when disclosing and debating ideas. They were able to understand the feelings of their friends so that they did not want to attack the personalities of their friends who were incapable of conveying the expected ideas. They could establish a deep connection to aid their friends to develop their ideas and cared for their friends and showed concerns when others were in difficulty or in happiness (Changing Mind, 2020). These types of listening skills are critically required later in real-world life and researchers expect teachers of English to make these skills a priority scale in Listening learning materials. These are the second effects of using YouTube on students' Listening Skills.

The last effects of using YouTube Go on students' Social Learning Process were, first, when they finish watching YouTube Go with a predetermined theme, the learners were interested in writing their comments in the comment box or column provided. They even commented on other people's opinions which led to sometimes having heated debates. This arose because of the pros and cons of the issues being discussed, for example, the case of abortion in which one viewed and analysed the case from a religious viewpoint and that was why abortion was officially and legally banned from doing so because the doer has killed a foetus who was incidentally her own biological infant. The foetus (baby) scientifically has been transformed into a perfect human being. Others critically examined this case from the economic difficulty's standpoint. Such a condition, according to the researchers, has unconsciously evoked the direct and unswerving learning process and the exchange and acquisition of information and knowledge online where both parties who did not know each other beforehand were capable of discussing, analysing, evaluating, and even creating academic ideas in resolving the issues. Another interesting side was the learners were able to interact, learn, argue, and defend their ideas with one another from the people coming from other regions and countries whose culture and educational backgrounds were different. Interestingly, they kept respecting

each other and accepting the differences of opinion. The researchers' belief was that they still maintained and upheld ethics and academic values in disclosing their ideas.

The second was that the learners can establish social relations and interactions between teacher and learners and between learners and learners during learning took place. The establishment and intertwining of these glowing relationships make the teacher easier to provide the learning assistance (scaffolding), train learners to practice the listening comprehension and skills along with gladly teaching the listening theories and vice versa, the learners felt contented learning them. Furthermore, the learners were able to construct their knowledge and skills collaboratively through finding and understanding the facts. They could apply them during presentation and articulation. They were also capable of analysing and evaluating the issues through observation and modelling and even succeeded in using the information, facts, and knowledge to create and construct new ideas. Reading extensive and all-embracing online sources, listening to YouTube Go extensively, writing the ideas in their own words, and speaking (communicating) the ideas in the EFL class presentations, discussions, and debates helped the learners better improve and develop their vocabulary knowledge, grammar, language skills, communication skills, and English learning motivation.

The authenticity of YouTube Go as the major ELT and listening materials or resources brought the learners closer to their real-world life. They increasingly know and understand the conditions of real-world life, the global world, and the people's perceptions and standpoints that are all completely diverse "like chalk and cheese" and of course incredibly dynamic, energetic, vibrant, and self-motivated. Besides, YouTube Go could directly accommodate the differences in the students' visual, auditory, and kinaesthetic learning styles. The most basic aspect of listening to YouTube Go is that the learners totally respect other students and accept their opinions. More importantly, they do accept all their friends' flaws (shortcomings) wisely. YouTube Go is, for that reason, just a learning medium of activating them to listen to their other friends along with disclosing and communicating their ideas in English. It, besides, establishes and better improves social learning processes. It was no longer found learners who learn individually. The learners are no longer compartmentalized between rich and poor, the smart, skilled, and dim-witted students. Their large and super-ego in the learning process is rapidly cut out. They build their knowledge and skills of English collaboratively. It was found that the smart helped the less smart ones; the learners who have a high interest in learning helped those who lack and did not have the gusto to learn, the needy are assisted by those who have. They teach one another, strengthen, and fix weaknesses. All class members, teachers, and learners were able to develop highly academic interactions in the instructional process because they have gained attentive and reflection listening knowledge and skills of English. They, if the truth be told, care for and have respect for one another. This is the authentic learning of English.

To sum up, watching and listening to YouTube Go's educational content encourage learners to become active learners. They are no longer indoctrinated to simply listen to the speakers' voices and utterances, read the assigned questions, choose the best answers to the questions posed, and finally submit them. Instead of learning completely by listening to test instructions, they now feel free, have more fun, and are well motivated to learn by doing. The time and space for learning and communicating are more flexible, intensive, and extensive. They can think critically, have the opportunity to communicate their ideas, pay more attention to the content they wish and expect, and have more time to reflect on their learning. All of these are a benchmark in improving and activating their listening skills. The learning process seems to be more genuine as it meets their interests and needs. The facts are not incredibly ill-fated to happen anymore. Therefore, it will be better if the listening comprehension course focuses on exploiting authentic and contextual materials.

Conclusion

Digital technology and its cutting-edge applications, one of which is YouTube Go, for example, have played critical roles in transforming and revolutionizing human life directly and extensively in various sectors. Digital technology, in the world of education, for example, has constructive impacts on improving and developing the levels of the lecturers' and students' information, knowledge, and scientific and academic research and development. In just a

minute, it makes them easier to acquire and exchange information, facts, and knowledge. In the Indonesian context of ELT and learning and more specifically in the Listening Comprehension course, YouTube Go, bearing and growing in the womb of digital technology, has become the key part of the ELT program as the major source of Listening Comprehension teaching materials. The lecturers and learners are no longer teaching and learning conventionally where they only understand and recognize the linguistic outputs, carefully listen to the information conveyed by the native speakers of English, and answer the questions provided, and then the lecturers check the correct number of questions. Finally, each student gets a mark. This is, in fact, the primary goal of the Listening Comprehension so far. However, there are still other critical goals to learn, understand, master, and comprehensively practice if the paradigm shift occurs wherein the lecturers are willing and capable of switching from using the traditional Listening Comprehension resources to the digital ones. The paradigm shift of exploiting YouTube Go, of course, has been believed to have extensive impacts on the student listening skills, language skills, social learning process. The followings are the conclusion.

The first primary impacts of exploitatively listening to YouTube Go are to better and extensively improve the learners (language skills of English) speech sounds, the meaning of words, vocabulary knowledge, rules of grammar, contextually recognize the speech events, capable of using linguistic decoding skills and background schemata to interpret the speakers' message and intended meaning. During the listening process and class discussions, the learners actively engaged in penning the information required and enthusiastically speaking, debating, and defending their ideas. The students' performance is authentically assessed. Secondly, YouTube Go gradually affected the appreciative, discriminative, comprehension, attentive; reflection, critical; evaluative, dialogic; relationship, empathetic; therapeutic, and sympathetic listening skills. Lastly, YouTube Go strongly encourages and empowers the students' social live interaction between teacher and learners (scaffolding and training) and between learners and learners in instructional processes. The knowledge and skills of English were well built constructively. Besides, they simultaneously learn through observation and modelling and it, of course, brings them closer to their real-world life. It strongly accommodates the differences in the students' visual, auditory and kinaesthetic. YouTube Go enhances the students' social skills of critical thinking, creativity, collaboration, communication, information literacy, media literacy, digital technology literacy, flexibility, and productivity. The three results of this study strongly indicate that "listening to YouTube Go constructively ends with meaningful learning and deep communication". Four English skills, vocabulary knowledge, linguistic output, listening skills, social learning processes, and social skills are, therefore, the implications (best practical application) of the results of this study.

References

Bandura, Albert. (1977). *Social Learning Theory*. Oxford, England: Prentice-Hall.

Barbe, Walter Burke; Swassing, Raymond H.; Milone, Michael N. (1979). *Teaching through modality strengths: concepts practices*. Columbus, Ohio: Zaner-Bloser.

Barker, L.L. (1971). *Listening Behavior*. Englewood Cliffs, New Jersey: Prentice Hall.

Bonwell, C.; Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom*. Washington, D.C.: Jossey-Bass.

Brown, H. Douglas. (2004). *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education.

Byford, Sam (September 27, 2016). "YouTube Go is a new app for offline viewing and sharing." The Verge. *Theverge.Com*. https://www.theverge.com/2016/9/27/13070804/youtube-go-announced-india-offline.

Caffrey, C. (2017). *Phonetics*. Salem Press Encyclopedia. Salem Press.

Chaiklin, S. (2003). *The zone of proximal development in vygotsky's analysis of learning and instruction*. In Kozulin, A., Gindis, B., Ageyev, V.S., & Miller, S.M. (Eds.), Vygotsky's educational theory in cultural context (39-63). Cambridge, UK: Cambridge University Press.

Changing Mind/works (2002-2020). Types of Listening. *Changing Minds*. http://changingminds.org/techniques/listening/types_listening.htm.

Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds.). (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Cook DA, Artino AR. (2016). Motivation to learn: an overview of contemporary theories. *Med Educ.*;50(10):997-1014. doi:10.1111/medu.13074

Copeland, Matt (2010). Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School. Portland, ME: Stenhouse.

Corbett, Edward P. J.; Robert J. Connors (1999). Classical Rhetoric For the Modern Student (4th ed.). New York: Oxford University Press.

Fahmi, M. (2017, November 27). Google Rilis YouTube Go untuk si Fakir Kuota Internet. *Berita*, https://www.droidlime.com/berita/google-rilis-youtube-go-untuk-si-fakir-kuota-internet/

Fraenkel, Jack R. & Wallen, Norman E. (2009). How to design and evaluate research in education. 7th-ed. New York: McGraw-Hill Companies, Inc.

Fryling MJ, Johnston C, Hayes LJ. (2011). Understanding Observational Learning: An Interbehavioral Approach. *Anal Verbal Behav.* 27(1):191-203. doi:10.1007/bf03393102.

Hammer TR. (2011). Social Learning Theory. In: Goldstein S, Naglieri JA. *Encyclopedia of Child Behavior and Development.* San Francisco: Springer. doi:10.1007/978-0-387-79061-9_2695

Herrington, A & Herrington, J. (2005). Authentic Learning Environments In Higher Education. Hershey, USA: Information Science Publishing.

Janesick, V. J. (1999). A Journal About Journal Writing as a Qualitative Research Technique: History, Issues, and Reflections. Qualitative Inquiry, 5(4), 505–524. doi:10.1177/107780049900500404.

Jarratt, Susan C. (1991). Rereading the Sophists: Classical Rhetoric Refigured. Carbondale and Edwardsville: Southern Illinois University Press.

Kidd, A. (2002). The oxford union rough guide to debating. The English Speaking Union. Retrieved March 28, 2020 from the World Wide Web: http://www.britishdebate.com/resources/hb_oxfordguide.htm.

Kline, John A. (1996). Types of Listening. Maxwell Air Force Base, Alabama: Air University Press.

Lantolf, J.P. (2000). Introduction. In Lantolf, J.P. (Ed.), Sociocultural theory and second language learning (1-27). Oxford, UK: Oxford University Press.

Lewis, M., Norbury, C., Luyster, R., Schmitt, L., McDuffie, A., Haebig, E., Fein, D. (2013). Listening Comprehension. Encyclopedia of Autism Spectrum Disorders, 1743–1743. doi:10.1007/978-1-4419-1698-3_349.

Loke Hale, James (May 7, 2019). "More Than 500 Hours Of Content Are Now Being Uploaded To YouTube Every Minute."TubeFilter. Los Angeles, CA. Retrieved March 21 10, 2020 from https://www.tubefilter.com/2019/05/07/number-hours-video-uploaded-to-youtube-per-minute/.

Miles, H.B., and A.M. Huberman. (1994). Qualitative Data Analysis. Sage Publication, Thousand Oaks California.

Moss, Ellen; Strayer, F. F. (1988). "Imitation is the Greatest form of Flattery". PsycCRITIQUES. 33 (11): 970–971. doi:10.1037/026218

Nadig, A. (2013). Listening Comprehension (Ed). Encyclopedia of Autism Spectrum Disorders. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1698-3_100354.

Nguyen Do LLT. (2011). Bobo Doll Experiment. In: Goldstein S, Naglieri JA. *Encyclopedia of Child Behavior and Development.* San Francisco: Springer. doi:10.1007/978-0-387-79061-9_379.

Nordquist, R. (2019). Conceptual Meaning: Definition and Examples: Words carry many different types of meaning. ThoughtCo, retrieved on March 28, 2020 from https://www.thoughtco.com/conceptual-meaning-words-1689781

Nordquist, R. (2018). Dissimilation and Haplology in Phonetics: Glossary of Grammatical and Rhetorical Terms. ThoughtCo, retrieved on March 28, 2020 from https://www.thoughtco.com/dissimilation-and-haplology-phonetics-1690469.

Phillips, D. (April 25, 2001). Longman Complete Courses: Preparation for the Computer and Paper Tests. White Plains, NY: Addison-Wesley Longman.

QatarDebate Center (2008-2020). Benefits of debating. Retrieved on March 28, 2020 from https://www.qatardebate.org/en/page/benefits-of-debating.

Sara Kehaulani Goo (October 7, 2006). "Ready for Its Close-Up." Washington Post. March 21, 2020, from https://www.washingtonpost.com/wp-dyn/content/article/2006/10/06/AR2006100600660.html.

Schacter, Daniel L (2011). Psychology. New York: Worth Publishers.

Slavin, Robert E. (2018). Educational Psychology: Theory and Practice. New York, NY: Pearson Education Inc.

Suciati. (31 Juli 2008). Silabus Mata Kuliah Listening II. Kode: ING202. Retrieved from http://staff.uny.ac.id/sites/default/files/pendidikan/suciati-spd-mpd/silabus-listening-2-2012.pdf.

Youtube. (2020). Retrieved March 21, 2020, from Wikipedia: https://en.wikipedia.org/wiki/YouTube#YouTube_Go.

Yusuf, M. (2014). Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan. Rawamangun Jakarat: Prenadamedia Group.

Watson, K.W. and Barker, L.L. (1995). Listening Styles Profile. Amsterdam: Pfeiffer & Company.