UTILIZING YOUTUBE TO DEVELOP NURSING STUDENTS' AUTONOMOUS LEARNING AND LISTENING COMPREHENSION: AN EXPERIMENTAL STUDY

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ABSTRACT
Today, education practitioners entirely need to take advantage of technology because of these reasons: facing Industrial Revolution (IR) 4.0., dealing with digital-native students, and developing autonomous learning. One possible strategy to deal with these issues is using YouTube as a tool for English language learning. There have been some studies discussing the effectiveness of using it, yet we still have niches; for instance, deeper and wider contexts and respondents. Thus, this study aims to examine students' autonomy over their learning and whether YouTube can develop the listening comprehension skills of nursing students in a Faculty of Nursing in Tangerang. To achieve the first aim, quantitative and qualitative studies were conducted, while for the second aim, an experimental study was used. The experimental study involved an experimental group consisting of 16 students and a control group consisting of 16 students. The result shows that the participants consider YouTube as a useful support to develop their autonomy in learning English and YouTube video has been successful to develop their listening skills.

Keywords: Autonomous learning, Experimental Study, Listening Comprehension, YouTube

INTRODUCTION

Information and Communication Technology (ICT) is needed to teach English as a Foreign Language. At least, there are three reasons that we can highlight: the first is the effect of the Industrial Revolution 4.0, which boost most people to use the internet in almost every aspect of life. Second, the nature of the university students as digital natives, the generation exposed to technology a lot, which is known as Generation Z. Finally, many educators have gradually been zeroing in on autonomous learning. The learning process now no longer focuses on the teacher or one-way teaching (Drath & Horch, 2014; Alqahtani, 2014; and Han,

2015), but more on the students and on how to make them independent or autonomous learners. Overall, the points are the unavoidable massive use of the internet and the concern to help students become autonomous learners.

One of the possible strategies to integrate the use of internet and develop autonomy in learning is by utilizing YouTube. It is an online video repository in which nearly any digital video file can be stored and accessed free of charge. This is interesting to be examined, as it is the media preferred by the students for learning English, as well as for entertainment purposes (Paramita & Recard, 2017). Another interesting point is

it has several advantages—it promotes authentic language of everyday spoken English and it supports a more autonomous learning style (Jalaluddin, 2016).

An example of authentic language is important to expose students to the real communication context so that the students can model the language used in real context and prepare themselves to contribute to the world of work. Autonomy, on the other hand, is also needed by the students to enhance learning because of the limited time allocated to learning English in a conventional teaching classroom. Lastly, the use of YouTube as a tool for language teaching is a relatively rare study conducted especially in Indonesia, and only limited number of literatures have been published regarding the subject.

The previous research dealing with the effectiveness of using YouTube was conducted in Saudi Arabia (Alqahtani, 2014). There was an attempt to see if the use of YouTube had a big impact to develop students' listening comprehension in the third secondary grade at Al Arqam Private School for Females. The researcher of this study suggested future researchers to conduct similar study with a larger sample, especially in the higher education context.

Therefore, this study was conducted in a higher educational context. This research answers two research questions,

1. How much autonomy do students have over their English learning?
2. Can YouTube improve nursing students' listening comprehension skills of the experimental group compared to those of the control group? If so, how does it improve listening comprehension?

METHOD

The study adopted quasi-experimental type of research. The population of this study consisted of freshmen Nursing Students in the Faculty of Nursing in a university in Tangerang. The reason for the choice was because it was the first time these students learned English for Nursing at the university subject. The average age of the participants was around 18-19 years old. These students were selected using convenience sampling: first year students who were voluntarily willing to participate in the research (after signing an informed consent) and who stayed in the dormitory during the semester break to take part in the research. From the list of students signing up for the research, the researchers split them up into two groups: the first 16 on the

list were put in the experimental group and the rest were placed in the control group.

This research was conducted after receiving ethical clearance from Mochtar Riyadi Nano Technology Center. Then, an e-flyer to invite students to take part in the research was emailed to the first-year students one week before the semester break, and after they received their semester grades. For ethical consideration, they were invited to voluntarily take part in the research which was conducted after study hours. To ensure voluntary participation, the researchers selected students who were not students in the researchers' classes. Respondents were also guaranteed anonymity in the published results.

This study made use of close-ended and open-ended questionnaires. The questionnaires were distributed to the participants both in control as well as experimental groups to identify their learning autonomy level.

Before the eight class sessions started, all participants took a pre-test to measure their starting level of competency. The test was taken from the repository of TOEIC practice test. ETS states the TOEIC purpose: TOEIC® (Test of English for International Communication™) is an English language proficiency test for professionals in the workplace. The test measures only the kind of English used in everyday activities at work. The reason why it was chosen is that the purpose of this test is in line with the learning objectives—to prepare the students to communicate in English in the workplace.

After taking the pre-test, the participants started the series of eight classroom sessions both for the experimental as well as the control group. Two English teachers were assigned to teach in both groups alternately. Each teacher taught the control and experimental groups for times.

In the experimental group, each class started with a session pre-test, followed by a 15-minute YouTube video watching. Then, a series of activities were conducted to check their comprehension: answering discussion questions, paraphrasing, and summarizing. Finally, the class ended with a post-test related to the materials in each session to measure learning gain.

In the control group, each class session also started with a session pre-test, followed by a 15-minute audio listening session of the same topic with the experimental group.

Then, this group also received similar comprehension check activities: answering discussion questions, paraphrasing, and summarizing. In the end, the control group was also given the respective post-test for the session to measure learning gain.

After all the materials for the eight classroom sessions were delivered in both experimental and control groups, all respondents in both groups took the post-test, the same test given as the pre-test in the beginning of the class session.

In order to compare the different results of the two groups, a paired-samples t-test was performed. It examines whether two samples are dependent on each other and to compare the means of the two samples (Paltridge & Phakiti, 2015). Quantitative data were calculated using computer software to determine the differences between the two groups.

RESULTS AND DISCUSSION

The results of the study are discussed in two parts; the first part is how much autonomy students have over their English learning and another part is whether YouTube is able to improve nursing students' listening comprehension skills of the experimental group compared to those of the control group.

Students' Autonomy Over Their English Learning

The first specific objective of this research is to know the students' autonomy over their learning. To answer this question, the researcher asked the following questions using google form related to learner's autonomy according to Pan (1997). Pan in her research describes three psychological factors that influence learners to be autonomous: (1) desire (or motivation) to pursue learning; (2) ability to practice the knowledge they require; (3) learning needs. Below is the result of the 14 students participating in answering the questions.

1. Desire to pursue learning
   One factor that influences learner autonomy is the desire or motivation to pursue learning (Yuen Pan, 1997). Of the 32 participating students, 64.3% agreed that they were motivated (had the desire) to learn English using YouTube, and 28.6% strongly agreed (had a strong desire) to learn English using YouTube, and 7.1% remained neutral. None of them were demotivated using YouTube.
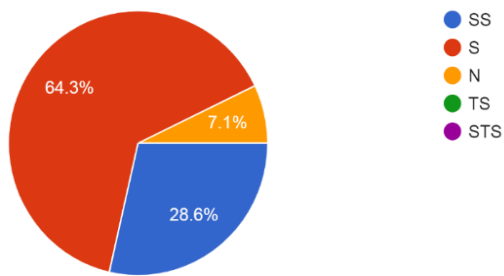
SS: Strongly Agree
S: Agree
N: Neutral
TS: Disagree
STS: Strongly Disagree

Graph. 4.1. Desire (Motivation) to learn English using YouTube.
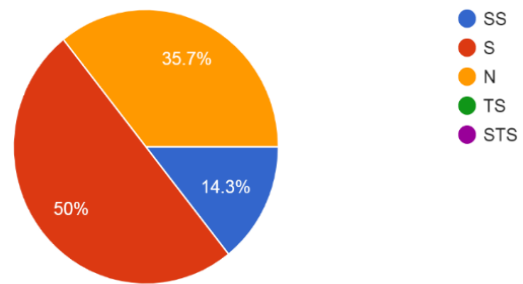
SS: Strongly Agree
S: Agree
N: Neutral
TS: Disagree
STS: Strongly Disagree

Graph. 4.2. Applying Ability To Learn English Using Youtube

2. Ability to practice the knowledge

Another factor that influences learner autonomy is the ability to practice the knowledge learned. In this research, 57.1% of the 32 participating students stated that they agreed to practice their English using YouTube to review the English lessons that they received in class; 28.6% strongly agreed to apply their ability to use YouTube to review their English lessons, and 14.3% remained neutral. Again, none of them disagreed with the statement.

3. Needs to practice the knowledge

Yeun Pan also stated that awareness of learning needs will influence the learner autonomy. In this research, 50% of the students agreed that they were aware of their needs to practice the English language learning not only inside the classroom but also independently outside the class; 14.3% strongly agreed that they had the learning needs and 35.7 % remained neutral.

Statement: I think I don't have enough chance in class to go deeper in learning English, so I choose to learn independently outside the class using YouTube.

57.1%   14.3%

28.6%

SS
S
N
TS
STS
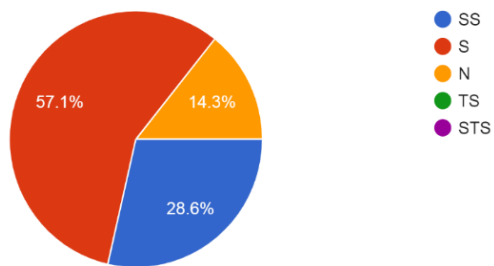
SS: Strongly Agree
S: Agree
N: Neutral
TS: Disagree
STS: Strongly Disagree

Graph. 4.3. Needs To Learn English Using Youtube

In conclusion, the result of this part of the research revealed that most of the students had the autonomy to learn English. This is demonstrated through their motivation to learn (64.3%), the ability to learn independently (57.1%) and the awareness of the need to learn independently outside the class (50%).

Nursing Students' Listening Comprehension Skills

The second objective of this research is to know whether YouTube can improve nursing students' listening comprehension skills of the experimental group compared to those of the control group. To answer this question, an experimental study was conducted: one group was taught using YouTube videos, while another group as a control group was taught using audio input only, with the same topic and content.

1. Learning English using Audio input

   This part shows the results of the statistical correlation between the usage of audio in improving nursing students' listening comprehension skills from the control group:

Table 1. Paired Samples Test

	Sig. (2-tailed)
Pair 1	pretest – post-test	0.578

We can see from the table above that the Sig. (2-Tailed) value in our example is 0.578. This value is greater than .05. Therefore, we can conclude that there is no statistically significant correlation between the use audio input in improving nursing students' listening comprehension skills.

2. Learning English using YouTube video

   Meanwhile, the following result reveals the statistic correlation between the use of YouTube videos in improving nursing students' listening comprehension skills:

Table 2. Paired Samples Test

	Sig. (2-tailed)
Pair 1	Pre-test – post-test	0.023

The table above shows that Sig. (2-Tailed) value in our example is 0.023. This value is less than .05. Because of this, we can conclude that there is a

statistically significant correlation between the usage of YouTube videos in improving nursing students' listening comprehension skills.

Scope and Limitation of the Study

1. This study involved small sample size, which made the interpretation of the results limited and couldn't be generalized to a greater population.
2. This study was conducted in the first semester of the academic year 2018-2019, so the findings were limited to the time and the instruments used in this study.
3. The findings of the study were restricted to EFL learners in the first year in the Faculty of Nursing in Tangerang.
4. The listening comprehension test is designed by the researcher to collect data of the study.

CONCLUSION

The result of the study showed that the students had the confidence that they could develop learning autonomy. The study also concluded that after a series of eight meetings of learning, using YouTube was effective in improving nursing students' listening comprehension skills. The difference between pre-test and post-test is statistically significant.

For future research, it is recommended to use a different research methodology to measure the effectiveness of using YouTube to improve students' listening skills and conducting the research involving students from other majors. Other researchers may also use different other technology enhanced video-based materials to improve listening skills of students.

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