Youtube Vidioes Utilization in Extensive Listening Using Metacognitive Strategy:

A Narrative Study

Refi Ranto Rozak
IKIP PGRI Bojonegoro
Email: Refi.Ranto@ikippgribojonegoro.ac.id

Abstract: Teaching extensive listening for pre-service English language teachers program is aimed at allowing them to receive a lot of comprehensible and enjoyable listening input. Unfortunately, their lack of listening competence and unsupportable classroom situation are frequently the main barriers for their comprehension. It has been proven that the use of visual media in video can improve students' multiple cognitive connections and make learning easier by addressing their auditory or visual strength. Meanwhile, teacher-centered learning style and passive activities in listening influence uninteresting classroom atmosphere. Therefore, teachers need to apply effective strategies that involve their listening stages development. Metacognitive strategy is considered as the effective listening strategy that benefit the subjects through raising their awareness of the use of strategy and providing a kind of scaffolding as the subjects go through listening tasks in *pre-, while-,* and *post-listening* stages. The purpose of the present research article is to know the contribution of Youtube videos and metacognitive strategy to students' extensive listening comprehension. In addition, this article is to know the implication of Yotube videos and metacognitive strategy toward classroom situation. Data was collected through 6 groups (12 students) using narratives inquiry approach written which was obtained from listening logs. The data was obtained from observation in language laboratory as well. The findings show that Youtube videos and metacognitive strategy can improve students' extensive listening comprehension. It is hoped that in achieving the objectives in teaching and learning listening, it is necessary to select appropriate media and strategy.

Keywords: *extensive listening, videos, Youtube videos, metacognitive strategy*

In order to develop the quality of pre-service English language teachers, the teaching English as a Foreign Language (TEFL) Program of IKIP PGRI Bojonegoro has the purpose of preparing qualified English teachers with a high English proficiency in the four skills. Teaching those four language skills must be integrated and not being partial. Similarly, the instruction of the listening skill must be strengthened in order to have a balance among the four skills because it has been proved that it is the weakest skill.

According to Brumfit, as quoted by Cantoni and Harvey (1997: 20), the

four language skills can be taught simultaneously if the teacher gives the proper consideration according to the learners' language development. However, listening and speaking skills are usually emphasized during introductory stages and reading and writing become increasingly important during the letter ones. It is in line with Nida as quoted by Harris, (1997: 29) that the valid procedure in language learning involves listening first, to be followed by speaking, then comes reading and finally writing. Besides, Savignon (1983: 20) also states that "L2 learning, like L1 learning, should begin the listening and speaking, regardless the end goal of the learners."

Reviewing scores of Listening II Course of pre-service English language teachers the teaching English as a Foreign Language (TEFL) Program of IKIP PGRI Bojonegoro Semester III Academic Year of 2013/2014 showed that their listening comprehension is very low.

There are some indicators showing that the students are lack of listening comprehension. From the competence of listening comprehension, the indicators are: (1) the students often make mistake in answering lecturer's questions. The students have difficulties in answering lecturer's questions based on what they have listened. They find difficulties in transferring thoughts onto an oral answer; (2) the students make mistake in determining the general idea of a text; (3) the students make mistake in determining the specific information of a text. The students are still confused finding what is the speaker mainly talk about; (4) the students cannot summarize the listening material they have listened. After listening, to know the students' comprehension about their listening, the lecturer asks them to make the summary of the text. However, most of the students write just a little with poor quality of writing; and (5) the students make mistake in determining the sequence of events of a text. The students are often confused in determining the sequence of events of the text.

From the listening class, the indicators are: (1) the students grumble when they are asked to listen. They do it as the rejection of being asked to do listening. The unattractive media used by the lecturer may cause they have low motivation in listening; (2) the students make noise so they do not listen to the lesson. During listening

class, the students tend to make noisy and do not listen to the lesson. They are busy discussing something not related to the lesson. They prefer to do another thing likes playing notebook or doing homework than listen to the lesson; (3) the students are not active during listening class. The students seldom ask questions to the lecturer and they cannot answer when teacher asks questions; (4) the students refuse to retell what have been listened in front of the class. They seem do not want their works being known by other people; (5) the students tend to be silent and do not answer the questions when the teacher asks about what they listened.

To overcome those practical gaps, there are many various techniques that can be used by the instructor to help the students in comprehending listening. The teaching learning process can be facilitated by teaching media and metacognitive approaches. Media helps the teachers as a means of communication to convey the message more concretely and also motivate the students interest in learning English. One of the media that can be used in teaching English listening is Youtube videos. Utilizing Youtube videos can generate and promote students' learning autonomy and create stimulating course.

Smaldino (2002:283) defines video as electronic storage of moving images. He adds that any electronic media format that employs "motion pictures" to present a message can be referred to as video. Sadiman et al. (1986: 76) explain that video is audio visual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material. Furthermore, McLuhan and Fiore (2001) explain that video is a highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps.

In teaching second language listening, videos plays significant roles. Visual aid can help learners, especially less proficient learners and is particularly helpful with more difficult texts. Moreover, Buck (2001:47) explains that non verbal communication can take a number of forms, and they may be deliberate, for the purpose of communication, or unintentional.

Meanwhile, there are some benefits of using video especially in the

classroom. Smaldino (2002: 288) mentions the advantages of using video in general as follows.

1. Motion

   Moving images have an obvious advantage over still visuals in portraying concepts in which motion is essentials to mastery (such as psychomotor skills).

2. Process

   One operation, such as assembly line steps or science experiments, in which sequential movement is critical that can be shown more effectively.

3. Dramatization

   Dramatic recreation can bring historical events and personalities to life. They allow students to observe and analyze human interactions.

4. Skill learning

   Research indicates that mastery of physical skills requires repeated observation and practice.

5. Affective learning

   Because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.

6. Cultural understanding

   People can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society.

The writer analysis on students' second language listening comprehension using videos is based on two assumptions. First, Rubin in Buck (2001: 46-47) suggests that visual support can aid language learners, especially less proficient learners, and is particularly helpful with more difficult texts. Video as a medium that combines both audio and visual supports is a perfect medium for students who are auditory or visual learners. Second, adding the appropriate audio and visual components can engage more learners' sense and help to build multiple cognitive connections to the content presented. And because learning styles vary, the addition of audio and images can make learning easier for many students by addressing their auditory or visual strength.

Meanwhile, metacognitive strategies have become more popular research topics in second language teaching (Vandergrift, 2004). One of metacognitive approaches used is training the learners to apply effective strategies to cope with the demands of listening (Mendelsohn, 1998). Research on reading and writing has proven that

the use of metacognitive strategies help the students' learning effectively. The students are able to receive the information given by the teachers when they are doing the tasks. The activities provided in metacognitive strategies let the students develop the learning stages and get involved in collaborative works.

Wenden (1998) argues that learners who use their metacognitive abilities seem to have the following advantages: 1) They are more strategic learners; 2) Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster; 3) They are confident in their abilities to learn; 4) They do not hesitate to obtain help from peers, teachers, or family when needed; 5) They provide accurate assessments of why they are successful learners; 6) They think clearly about inaccuracies when failure occurs during an activity; 7) Their tactics match the learning task and adjustments are made to reflect changing circumstances; and 8) They perceive themselves as continual learners and can successfully cope with new situations.

In his research, Vandergrift (2004) used a technique called metacognitive sequence to facilitate his subjects' use of metacognitive strategies

during listening. The results of the research show that these processes benefit the subjects through raising their awareness of the use of strategy and providing a kind of scaffolding as the subjects go through listening tasks. Vandergrift's study seems to advocate the use of these strategies to improve learners' comprehension as well as to motivate them to learn.

The present article examines Youtube videos in teaching extensive listening using metacognitive strategy. To account for the role of videos in students' second language listening comprehension using metacognitive strategy, the present article took students' perspective as a point of departure. The present research article is situated in the teaching English as a Foreign Language (TEFL) Program of IKIP PGRI Bojonegoro. The data for present article is drawn from small collaborative listening project exploring factors contributing to pre-service English language teachers' listening comprehension using videos and metacognitive strategy. The research question guiding this study is: 1) in what extent do videos and metacognitive strategy contribute to the pre-service English language teachers'

listening comprehension?; and 2) how is the classroom situation when Youtube videos and metacognitive strategy used in teaching extensive listening?. The findings from the present paper will be of interest to English in-service language teachers and laboratory instructors in several universities in teaching listening course.

METHOD

The method of the research is qualitative approach using narrative inquiry. Data for present article was taken from pre-service English language teachers narratives relating their experiences when they used videos collaborated with metacognitive strategy in extensive listening. According to Daiute, C. & Ligthfoot, C. (2004) narrative research has many forms, uses a variety of analytic practices, and is rooted in different social and humanities disciplines. "Narrative" might be the term assigned to any text or discourse, or, it might be text used within the context of a mode of inquiry in qualitative research (Chase, 2005), with a specific focus on the stories told by individuals (Polkinghorne, 1995).

The research was conducted in Listening Comprehension III Course in semester III academic year of 2013/2014. It had been conducted for one month and a half in November up to December 2013. The data was gathered from 12 pre-service English language teachers following the small listening project. 12 pre-service English language teachers were from 3 different classes. Totally, there are 3 classes in grade II semester III academic year of 2013/2014 and each class comprises of 40 students. But, the writer took 12 pre-service English language teachers as participants in conducting this research.

At the beginning, the writer grouped the students in pairs according to their classes. Thus, there were 6 groups (12 students) in this research namely group A, group B, group C, group D, group E, and group F. Each group consisted of 2 students. Then, he asked all groups to search English videos. Based on TeachingEnglish.com, there are factors which should be considered in selecting a video used for presenting language or comprehension task. Those factors are as follows:

1. Degree of visual support

   A good idea is to choose scenes that are very visual. The more visual a

video is, the easier it is to understand - as long as the pictures illustrate what is being said.

2. Clarity of picture and sound

   If the video has been copied from the television it is important to make sure both the picture and sound are clear.

3. Density of language

   This refers to the amount of language spoken in a particular time. Videos where the language is dense are more difficult for learners to comprehend.

4. Speech delivery

   Clarity of speech, speech rate and accents are all factors in determining how difficult a video excerpt will be for students to comprehend.

5. Language content

   In using video to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or colloquial expressions) presented in the scene.

6. Language level

   The language level of the video should be appropriate for the level of the class without the teacher having to explain too much.

The videos used in this research have those criteria above. These videos have good degree of visual support and sound. Besides, these videos are suitable for students. Their length (around 3 minutes up to 5 minutes), educative contents, speech delivery and language level are appropriate for students. Their language contents (particular grammatical structures and language functions) are suitable with the characteristics of oral text. Moreover, these videos come with ready-made materials that can be used for teaching listening directly. Teacher or instructor can get it easily that is by downloading through the internet.

In addition, the writer used observation as well. Here, 6 groups (12 students) were observed during teaching and learning process using field notes. In particular, observation was conducted to gain facts during the implementation of lecturer's teaching using Youtube videos and metacognitive strategy. The observation consisted of two main aspects namely the effect of Youtube videos using metacognitive strategy in improving students' extensive listening comprehension and the classroom situation when teaching extensive

listening using Youtube videos and metacognitive strategy was delivered in the laboratory.

In details, the two aspects are broken down as follows.

a. Youtube videos and metacognitive strategy effect in improving students' extensive listening comprehension.

The questions are: 1) can students comprehend the general idea of the text?; 2) can Youtube videos using metacognitive strategy improve students ability in finding the specific information?; 3) are Youtube videos using metacognitive strategy able to improve students comprehension in understanding the whole story?; 4) Can teaching listening using Youtube videos and metacognitive strategy improve students' comprehension in determining the sequence of events of the listening material?

b. Classroom situation when Youtube videos and metacognitve are used in teaching extensive listening

The questions are: 1) can Youtube videos and metacognitive strategy generate students' motivation?; 2) can Youtube videos and metacognitive strategy improve students' attention?; 3) do Youtube videos and metacognitive strategy improve students' activeness?; 4) do Youtube videos and metacognitive strategy improve students' behavior during the teaching and learning process?

Each week in November and December the groups had one topic discussion related to their interest in turn. When one presenting group had a topic video discussion, the members of the group had to be the learning moderator. Their video would have been the extensive learning material and discussed all together with other groups members. In doing the extensive listening activities, the moderator used listening log comprising of three principal stages such as *pre-listening*, *while-listening*, and *post-listening*. Vandergrift (1999) indicates that the pedagogical sequence of *pre-listening*, *while-listening* and *post-listening* activities, if used consistently, can guide students through the mental processes for successful listening comprehension, and promote the acquisition of metacognitive strategies in three categories: planning, monitoring, and evaluating. Here, the other group members used listening logs as their guidelines in doing listening stages

activity. Each group obtained one listening log sheet per discussion. Thus, they had to complete six filled-listening logs.

In *pre-listening stage*, students needed to set the context, generate their interest, and activate their current background knowledge on the topic. Brown (2006) suggests that a *pre-listening* task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structure used in the listening material and a chance to activate their prior knowledge. Some suggested *pre-listening* activities are listed as follows: 1) looking at a list of items before listening; 2) Reading the title of the video; 3) predicting or speculating; and 4) previewing new words. In addition, the moderator questions could be: *What do we already know about the topic?*

In *while-listening stage*, students watched 3-5 minutes long video and they had to fill several questions in listening log. Those are: *What is the video about?; How many times did you watch the video to get the main idea of the video?; What linguistics features (vocabulary and structures) did you have learnt?; What problems did you have in listening the video?; and Do you think that learning listening using video is useful?* When the listening activities were done, all groups had to check and review whether or not they had completed the logs and prepared for the next listening stage.

In *post-listening stage*, students gave conclusion related to the video topic given and written in listening log. Meanwhile, the moderator gave comprehension as well to test the other groups understanding. The comprehension questions could be: *1) what do you think of the video (opinion)?*; *2) where did the story happen (setting)?*; *3) Who are the participants involved (participants)?*; *4) When did the story happen (time)?*; etc. The group could write their responds on the listening logs. After that, all groups shared their logs each other and discuss to solve the problems that might arise in listening activity.

RESULTS

The findings of the research were gathered from several sources of data. They included observation using field notes and students' narrative in listening logs. The research findings are as follows: 1) Youtube videos and

metacognitive strategy effect in improving students' extensive listening comprehension; and 2) Classroom situation when Youtube videos and metacognitive strategy are used in teaching listening. The findings are connected to the relevant theories as the research justification. The details of the findings are described in the followings.

1. Teaching listening using Youtube videos is able to improve students extensive listening comprehension

   a. Teaching listening using Youtube videos improves students comprehension in determining general idea of the text

      The research findings show that the students made fewer mistakes in determining general idea of the text. By watching the video, the students could understand what the speaker mainly talked about. The visualization given by YouTube video helps the students concentrate because they provide a focus of attention while listen. As stated by Allan (1991), *"………… and video's moving pictures also help learner concentrate because they provide a focus of attention while they listen".*

   b. Teaching listening using Youtube videos improves students comprehension in determining the specific information of the text

      The research findings show that the students had fewer mistake in determining the specifics information of the text. They were able to determine the specifics information of the text consisting of characters, situation, and setting by watching the video. This result is supported by Ur (1997) who states: *"environmental clues are often more likely to provide information about the situation, speakers and general atmosphere than about actual topic of discourse".* She also adds that, *"in classroom terms, environmental clues are normally represented by visual materials (illustrations, diagrams, maps and so on) which are thus essential to the effective presentation of most listening exercises."*

c. Teaching listening using Youtube videos improves students comprehension of the whole story of the text

The research findings show that the students were better in making the summary of the text. In the end of the research, they were able to construct the summary of the video by themselves while before they could summary the video but still assisted by the moderator and writer. This finding is supported by Allan (1991) who states: *"with video, we can add moving pictures to the soundtrack, the examples of language in use become even more realistic. This example is more comprehensive too, because they put before us the ways people communicate visually as well as verbally. So, video is a good means of bringing 'slice of living language' into the classroom".*

d. Teaching listening using Youtube videos improves students comprehension in determining the sequence of events of the listening material

The research findings show that the students were able to determine the sequence of events of listening material. The visualization offered by YouTube video made the students easier understand the events that appear in the text they listened. While listening, the students could watch directly the sequence of events of the video shown.

2. Classroom situation when Youtube videos is used in teaching listening

In this research, YouTube video was also able to improve the situation of the classroom. In the teaching and learning process, the students enthusiastic participated in implementing YouTube video in learning listening. The improvement of situation in the classroom covers the following focuses:

a. YouTube Video improves students' motivation towards listening

It was proven by students' behavior who seldom grumbled when they were asked to listen. The research findings show that the students gave fewer complaints to the lecturer. The

use of YouTube Video in this method is very attractive. As stated by Ur (1997), *"if the students are listening to something entertaining, then they are likely to attend and get full benefit from the listening experience"*.

b. YouTube video improves students' attention

The research findings show that the students became more interested to pay attention to the lesson. They reduced their noise and listened to the lesson. This result is supported by Ur (1997) who says: *"learners look at visual materials while simultaneously following a spoken description on it. The latter may be limited strictly to details that can be verified visually"*.

c. YouTube video improves students' activeness

The research findings show that the students became more active joining the class. They did not ashamed to ask to the teacher when they faced difficulties. As stated by Allan (1991), *"the right video material can do this in a range of ways: its vivid presentation of settings and characters can be used to set the scene for role play; it can present a case with such impact that it sparks of fierce debate; we all make our own interpretations of what we see and so video can be stimulus to genuine communication in the classroom by bringing out different opinions within the group"*.

d. YouTube video improves students' behavior during the teaching and learning process.

The research findings show that the students did not just silent when they are asked about the lesson. They could answer if asked by the teacher. This is similar with Alan (1991) who states that *"the combination of variety, interest and entertainment we can derive from video makes it an aid which can help develop motivation in learners"*.

Meanwhile, to elaborate the existing findings especially the use of metacognitive strategy in teaching listening the writer adds the data obtained from listening logs. It is in line

with Wenden (as cited in Vandergrift, 2002) states that one type of metacognitive knowledge is personal knowledge, which refers to knowledge of the cognitive and affective factors that facilitate learning and what learners know about themselves as learners. The research findings show the two aspects of learning listening using Youtube videos and metacognitive strategy.

The data were obtained from metacognitive strategy stages consisting of *pre-listening*, *while-listening*, and *post-listening*. The findings are connected to the indicators in each stage. The summaries are as follows.

1) *Pre-listening*. The data were obtained from the aspect of students' background knowledge about the topic. Here, the most influencing factor in learning second language is background knowledge. Before the students watched the videos, they needed to fill the questions in *pre-listening* space in listening log. The question is: *what do we already know about the topic?*. The use of background knowledge question is to stimulate the students' experiences dealing with the video. Hadley (1993) states that that background knowledge

may be helpful in considering what kinds of knowledge could be used for comprehension tasks. He maintained that three kinds of background knowledge may be potentially activated in the second language comprehension process: 'linguistic information', which is related to the target language code; 'knowledge of the world', which includes the concepts and expectations stored from learners' prior experience; and 'knowledge of discourse structure', which is the understanding of how various types of discourse are generally organized.

The limitation of processing the linguistic form activates only learners' linguistic information, whereas learners' knowledge of the world and of familiar discourse structure should be stimulated by language learning activities which provide relevant context. This concern is also reflected in the narratives of S3 (group 2) and S5 (group 3):

Narrative 1

"In my opinion, I know this video. I think this video will talk about global warming. As far as I know, global warming is about the effect of too much use of carbon dioxide. The smoke of big

factories and vehicles cause pollution every where! It gets worst when many people cut down the trees. Finally, it may cause climate changing [S3]".

Narrative 2

"Well, global warming is something bad. I knew this term when I was senior high school student. My Biology teacher told us to conserve the environment. Not to pollute the air especially. You know, nowadays the earth gets hot. In the evening is hot. It is because global warming effect. Hope the government can solve this problem [S5]".

The narratives of S3 and S5 are clearly very much in line with the Hohzawa (1998) and Sadighi & Zare (2002) that that listeners with high prior knowledge understood more familiar text than unfamiliar text and more proficient L2 listeners understood more than less-skilled listeners in either familiar or unfamiliar text. The narratives of S3 and S5 shows that background knowledge is needed to know how far students understand about the videos they were going to watch. The preliminary prediction can be positive source in building the context of situation of the video.

2) *While-listening*. The data were obtained from several aspects as follows:

a. The topics selection of the videos

The reasons of the topic selection are various. They depend on students' comprehension. Although, the lecturer gave them videos criteria selection, they had opportunity to select the videos that were easy to understand. There are some reasons of videos topic selections such as:

Narrative 3:

"We choose the topic because we care with environment [S1&S2]".

Narrative 4:

"You know, we like public speaking. So, it is important to know how to make presentation well. That is why we use it as our topic [S3&S4]".

Narrative 5:

"We like politics. Because next year (2014) we will have general election, it had better to use it as the topic [S5&S6]".

Narrative 6:

"Music is all the best. We love music and we are boys band. I think this music is interesting [S7&S8].

Narrative 7:

"Art is our topic. If we talk 'art' we talk about" beauty [S9&S10].

Narrative 8:

"Our topic is about love especially romantic love" [S11&S12]".

Based on the narratives above, the topics of the videos selected are various. It shows that the students liked to select those topics because they were interesting to become learning materials. Van Duzer (1997) claims that learners listen with a purpose and topics that captures their attention. In addition, when learners listen with a purpose and listen to things that interest them and relate to their experiences, they will be motivated to listen and pay attention to. This is an important aspect as they need the motivation to listen.

b. Rehearsal or listening repetition

Repetition is most often tied to strengthening information in memory and influencing overall comprehension. Learner controls over speech rate and pausing enhances immediate listening comprehension and repetition (Jensen & Vinther, 2003) and adjustments in rate of speech (Jensen & Vinther, 2003; McBride, 2007) can aid in the development of second language listening over time. This theoretical statement is in line with students' narratives below.

Narrative 9:

"First time, we don't understand what the speakers said in this video. Many vocabularies we cannot catch because the speakers speak so fast. I don't know what they say. We just recommended the moderator to play videos three times or four times until we get the ideas. Although we do the assignments together, sometimes we need more play [S9&10]".

"For us, this listening is very difficult. We cannot understand at all if it is played once. It's better to suggest the moderator the audio more than once [S7&8]".

Based on the data obtained from students' listening log it indicates that mostly students repeat the video to play 3-5 times. It is arguable since they had to get the main ideas in the videos and it is not enough in once listening so that the moderator had to repeat the video in normal speed. The moderator also made the video slower since not all group members

recognized the vocabularies used in the video.

c. Linguistic features

The linguistic features influencing students' comprehension consists of vocabularies and structures. Goh (2000) states that given that vocabulary plays a critical role in auditory perception, recent attention has been directed to examine whether lexical knowledge is one of the potential factors that cause listening comprehension problems. He adds a lack of vocabulary was one of the primary causes which exacerbated listening difficulties. Meanwhile, grammatical knowledge has also been hypothesized to contribute to students' success in comprehending aural input (Thompson, 1995). Rost (1990) maintained that when a listener's attention is directed to a spoken text, grammatical information is available to constrain the syntactic structures of upcoming input. On the other hand, if listeners lack syntactic knowledge, they may have trouble segmenting streams of speech with many words linked together (Sun, 2002).

The theories above are well-connected to S1&S2 narratives that vocabularies and structure (grammatical) knowledge are needed in second language listening comprehension. Without having good vocabularies mastery they cannot totally catch what the native speakers say. However, it is not a big deal because they can just only pay attention on some crucial clues leading them to get the main ideas. Meanwhile, sentence connections are sometimes not able to ignore in grammatical rules. If learners cannot understand the patterns of the structures, it may influence their comprehension as well. Here are S1&S2 narratives dealing with the two linguistics features.

Narrative 10:

"It's so often we cannot understand the vocabularies used in the videos. The vocabularies are very difficult and I cannot understand the meaning of the videos all. We sometimes used

dictionary but it's useless because it depends on the videos context. In addition, we actually learn grammar but still I cannot understand the videos. This seems very difficult [S1&S2]".

This narrative implies that students could not underestimate the functions of vocabulary and grammar in building the meaning. In extensive listening, students selected freely the videos as learning materials. The characteristics of extensive listening are the use of varied videos sources. Moreover, the dictions, vocabularies, and grammar are more complex.

The linguistic features used by the students related to topics of the videos. They could write in listening log some vocabularies and structures as the indicator of comprehension. The explanations are as follows.

a) Video 1 (global warming)

Vocabularies: *throughout, warm, subtle, humanity, climate, orbit, greenhouse gases, challenge, temperature, primarily, go up, further,*
reflected back, cloud, absorbed, radiates, absorption, sunlight, heating.

Structures: *simple present (How does this warming compare to previous changes in Earth's climate?), present future (How much more will the Earth warm?), simple past (as the atmosphere or surface changed), present perfect (another force has started to influence Earth's climate: humanity), conjunction (but, and, when, or), preposition (from, on, as well as, due to), gerund (incoming sunlight), passive form (incoming sunlight is reflected back into space by bright surfaces), and degrees comparison (the planet received more or less sunlight due to subtle shifts in its orbit).*

b) Video 2 (public speaking)

Vocabularies: *skills, speech, ultimate, intermediate level, audience, preparation, people, speakers, practice, nerves, confidence, notes, posture, eye contact, gestures, chunking, lack of confidence, speaking*

too fast, appropriacy of body language, boring speech, encouraging feedback).

Structures: *simple present (doing a speech is one of their greatest fears), present future (we will look at some ways), gerund (talking, entertaining, speaking, working), preposition (on, in, unlike, at, as), conjunction (and, in front of, then, so, but, with), degrees comparison (more confident), articles (a, an, the).*

c) Video 3 (politics)

Vocabularies: *government, regulation, public, politics, aspiration, freedom, justice, expense, examines, determines, peace, security, democracy, compromise, revolution, principle, vote, citizen, party, campaign, figures, secular, pluralistic, constitution, political theory, complicated situation, political freedom, selfish interest.*

Structures: *simple present (Government is the regulation of public affairs), simple past (Plato and Aristotle sharply*

disagreed about the principles that should inform politics), present perfect (great thinkers have discerned about the nature of human government), adjective (selfish, political, ambivalent, pluralistic), noun (factions, government, Christians, kingdoms, revolution, heaven, statesmen, principle, discipline), preposition (in, for, to, inside, at, until, according to, as far as), preposition (both/and, either/or, once, that, than, when, whenever, whereas), degrees comparison (highest aspiration, the best choice), article (a, the, an).

d) Video 4 (music)

Vocabularies: *musical, internal, structure, leadership, audience, mirroring, ensembles, Europe, America, stratified, court, available, instances, around, clustered, societies, players, individual, stringed instruments, court-derived music, pyramidal social order, complex bureaucratic).*

Structures: *simple present (Musical ensembles everywhere have their own internal social structure), nouns (structure, society, audience, groups, repertoire, strings, zithers), adjectives (large, pyramidal, archaic), preposition (instead of, such as, as well as, but, around, according to), conjunction (so that, than, as many as, and, or, so, yet), article (a, an, the).*

e) Video 5 (art)

Vocabularies: art, results, others, imagine, rich, impact, lack, between, gives, game, think, design, soul, happiness, satisfaction, constant, state, caution, subjective, design, thoughtful, functional pleasing, different parts, state of change.

Structures: *simple past (there are several ways you could go about defining art), present future (ne will get you better results than the others), modal auxiliary in simple past (I could tell you that art plays a large part in making our lives infinitely rich), preposition*

(along, before, against, prior to, into, including), conjunction (but, so, and, after, before, if), adjective (rich, well-rounded, large, true, different, cold).

f) Video 6 (romantic love)

Vocabularies: *notion, love, relationships, romance, comfortable, reporting, feelings, satisfying, desires, remain, stages, assess, obsessive, years, flaws, suggests, partner, have, there, meet, see, coming, novel, challenging, anticipate, definitely, six, seven, engagement, director, themselves, human sexuality, romantic love, long-term relationship, meet each other, obsessive feelings, positive health implication.*

Structures: *simple present (Romantic love is achievable), modal in present (early stages of love may not be present in long-term relationships), present perfect (sexual interest for someone you've been with for many), simple past (they also conducted original*

research), past perfect (whose relationships had lasted an average of more than eight years), prepositions (according to, out of, by, but, above, in, at, unlike, such as, as well as), conjunction (after, although, as, even, before, now, since, rather/than).

d. Problems in extensive listening

The essence of extensive listening is that learners get to do a lot of meaningful listening practice (Renandya, 2010). Since it brings the students broadly learn various material combined with audio and visual listening practices. Unfortunately, during the implementation of extensive listening activity it was found that it is not always easy to comprehend the videos. The classical difficulties in listening usually consist of speaking rate, distraction, unable to recognize words the learners know, new vocabulary, missing subsequent input, nervousness, sentence complexity, background knowledge, anxiety and frustration, and unfamiliar pronunciation.

Above all, the data showed that the students' difficulties in extensive listening using videos were expressed by S8&S11:

Narrative 11:

"The people in video speak too fast. I cannot catch what they said. To solve this, I asked the moderator to rehearse for times [S8]".

The narrative 11 reminds us that speech fast is the distraction of students' comprehension. Moreover, they had to listen speech fast containing of some new vocabularies, idiom, contractions, and jargon which they do not recognize well. However, a problem with films is that sometimes it is not clearly spoken (e.g. use of verbal contractions, the speech is too fast ,use of jargon, collocations and expressions); as a result learners might get confused and should need to review the previous scene of the movie to understand it better (McCarthy & Carter, 1995).

Meanwhile, the following narrative shows how S11 complained about the video and the tasks given, For him, the

dictions used in the video did not match with his level proficiency. He though that his English was still beginner and he should watch and listen something that he cannot achieve.

Narrative 12:

"It's impossible to understand! The moderator's video does not make sense. I don't ever know the words that are used in the video. So, I just listen and keep silent. I don't want to think deeper [S11]".

S11 viewed the video given did not match with his proficiency. The idea that the use of authentic videos should be implemented in higher levels, since beginner learners might have problems because of lack of proficiency in the language. To begin with, Ciccone (1995), Rogers & Medley (1998) et al. maintain that "beginner language learners may experience extreme frustration when confronted by an authentic material".

Meanwhile, the moderator team in group 5 [S9&S10] viewed that the video proficiency level sometimes did not influence comprehension. As group 3 stated that they did not know exactly other group language proficiency. They just selected the video based on their interest without not being confused with the target audience language proficiency. They argued that what made difficult is the activities or tasks of the video.

Narrative 13:

"What we choose (video) is based on our interest. We think our video is comprehensible. But if there are groups which feel hard and confused, we just guide them during our group presentation. Look at the log and comprehension questions given by the lecturer. Those made us confused. Most of us cannot do multi-tasking jobs all together you know [S9&S10]".

It is true that there are some indicators that influence comprehension. One of the indicators is also activities and tasks given. In line with this, Cook (1996) as cited by Thanajaro (2000) postulates that the difficulties of using authentic videos do not concern on the level of proficiency, but on the tasks the teacher uses in the classroom. It is

necessary to be determined that the language proficiency level and activities and task given must be compatible for the sake of students' listening comprehension.

From these two narratives indicate that students could not comprehend the main ideas of the video if repetition was given once. Repetition of aural input will make comprehensible listening activities (Chapelle, 1998). Thus, it is suggested to give more than once repetition to reach student's listening is meaningful.

3) *Post-listening*. *Post- listening* consisted of two main activities namely evaluation and expansion activities. In evaluation the students checked the level of their performance so that they could understand what they had learned and what they needed to review. In the phase the lecturer helped to assess the students' learning production, the lecturer focused on the meaning of the students' answers.

The learning strategies practiced in the phase were self-evaluation. Meanwhile, in expansion activities, students were given opportunities to think about the new skills they have gained, applied them to their new learning tasks. In the phase the strategies presented and practiced in the former phases were discussed and practiced again.(O'Malley and Chamot, 1990). In *post-listening*, the writer attempts to summary the data in the table as follows.

Table 1. Post-listening summary

Group	Opinion	Settings	Participants	Time
1	- [S1] I think the video is challenging. We can have environmental awareness. - [S2] In my opinion, global warming is worrying. We need to solve this problem and we	- Forest, jungle, cities, villages, school.	- The narrator, children, animals.	- In the evening, in the morning, Dark.

	have to work together with government.			
2	- [S3] I'd like to speak in front of the audience so that I choose this topic. - [S4] The topic is my interest. I want to be able to deliver my speech in front of the audience.	- Hall, podium, university.	- Master ceremony, president, audience, presenter.	- Inauguration, farewell party, presidential debate, company formal meeting.
3	- [S5] This is my favorite talk. Politics is about power. Learning politics, learning to be a leader. - [S6] I love politics and all about it.	- Parliament building, presidential building.	- Political members, president, senators.	- December 2013, Thursday.
4	- [S7] I choose this video because I like music. It makes me happy. - [S8] Music is unlimited. I want to be a music composer.	- 70's, bar, harbor.	- Singers, composers, music lovers.	- Mid-night.
5	- [S9] I found this topic on Youtube yesterday. Fortunately, this video is suitable with my passion. - [S10] Love this video. I like painting.	- New year eve	- Artists, art lovers, visitors	- Summer
6	- [S11] Talking about love is talking about eternity. So, this topic is best choice. - [S12] I like choosing this topic because I fall in love.	- Cafe	- Young boy, girl, old man, the waiters	- Tea time

DISCUSSION AND CONCLUSION

This study has attempted to identify how Youtube videos and metacognitive strategy contribute to the pre-service English language teachers' listening comprehension and how is the classroom situation when they are used in extensive listening. Findings from the research shows that prior to the Youtube videos and strategy training, students' comprehension in listening was very low. It was indicated by the competence of listening comprehension and listening class. Finally, the students' listening comprehension is improved after they were taught using Youtube videos and metacognitive strategy. This improvement is proven by the findings after the research was conducted. The data obtained then were broken down from the use of Youtube videos and metacognitive strategy. The findings from the use of Youtube are divided into two terms: 1) Teaching listening using Youtube videos is able to improve students' extensive listening comprehension and 2) Classroom situation when Youtube is used in teaching listening.

The first aspect was influenced by some factors such as: a) Teaching listening using Youtube videos improves students' comprehension in determining general idea of the text; b) Teaching listening using Youtube videos improves students comprehension in determining the specific information of the text; c) Teaching listening using Youtube videos improves students comprehension of the whole story of the text; and d) Teaching listening using Youtube videos improves students comprehension in determining the sequence of events of the listening material.

Meanwhile, the second aspect was influenced by some factors such as: a) YouTube Video improves students' motivation towards listening; b) YouTube video improves students' attention; c) YouTube video improves students' activeness; and d) YouTube video improves students' behavior during the teaching and
learning process.

The findings from the use of metacognitive strategy are divided into three terms: 1) *pre-listening*. Here, it was found that students needed to comprehend their background knowledge before listening activities begun. 2) *while-listening*. It was found that in while-listening stage students needed to determine the topics selection of the videos, listening repetition, linguistic features, problems that might arise such as speaking rate, distraction, unable to recognize words the learners know, new vocabulary, missing subsequent input, nervousness, sentence complexity,

background knowledge, anxiety and frustration, and unfamiliar pronunciation. 3) *post-listening. Post- listening* consisted of two main activities namely evaluation and expansion activities. Here, the students needed to broaden their comprehension about the videos and reviewed what they learnt. In addition, in this stage students needed to apply their new skills they had gained to the following listening tasks.

In achieving the objectives in teaching and learning, it is necessary to select appropriate media and strategy.

Good media and strategy selection – however - influence process and result of teaching and learning itself. The implementation of Youtube as a learning media and metacognitive as a learning strategy has successfully improved the students' extensive listening comprehension. The videos visualization has proven that the students easily understand the content of the videos and the three stages in metacognitive strategy help the students build listening comprehension.

REFFERENCES

Allan, M. (1991). *Teaching English with Video*. Harlow, Essex: Longman.

Brown, S. (2006). *Teaching Listening.* Cambridge: Cambridge University Press.

Buck, Gary. 2001. *Assessing Listening.* UK: Cambridge University Press.

Cantoni, Gina and Harvey. (1997). *Content Area Language Instruction: Approach and Strategies.* Massachusetts: Addison- Wesley Publishing Company.

Chapelle, C. (1998). Multimedia CALL: L essons to be Learned from Research o n inStructed SLA. *Language Learning and Technology*, *2*(1), 22-34.

Chase, S. E. (2005). Narrative Inquiry: Multiple Lenses, Approaches, Voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Methods* (3rd ed., pp. 651-679). Thousand Oaks, CA: Sage Publications.

Ciccone, A. (1995). Teaching with Authentic Video: Theory and Practice in: Eckman, F.R., highland, D.d., Lee, P.W., Milman, J., Weber, R.R (Eds), *Second Language Acquisition Theory and Pedagogy*. Erlbaum, Mahwa, NJ, pp. 203-218.

Daiute, C. & Lightfoot, C. (Eds.). (2004). *Narrative Analysis: Studying the Development of Individuals in Society.* Thousand Oaks, Sage Publications.

Goh, C. (2000). A Cognitive Perspective on Language Learner's Listening Comprehension Problems. *System*, *28*(1), 55–75.

Hadley, A. O. (1993). *Teaching language in context* (2nd ed.). Boston: Heinle & Heinle Publisher.

Harris, Abdul. (1997). Love Issues as One of The Alternative Triggering Topics in The Teaching of Speaking. UNESA: Unpublished Thesis.

Hohzawa, A. (1998). *Listening comprehension processes of Japanese students of English as a second language (ESL): Does background knowledge really matter?* Unpublished doctoral dissertation, State University of New York, Buffalo.

Jensen, E. D., & Vinther, T. (2003). Exact repetition as input enhancement in

second language acquisition. *Language Learning*, *53*, 373-428.

McBride, K. (2007). The Effect of Rate of Speech and CALL Design Features on EFL Listening Comprehension and Strategy Use. *Dissertation Abstract International*, *68*(2), 401A. (UMI No.AAT3254885). Retrieved January 21, 2014, from Dissertations and Theses Database.

McCarthy, M. and Carter, R. (1995). Spoken Grammar: What is it and how can we teach it. *ELT journal, 49*(3) 207-218.

McLuhan, Marshall and Quentin Fiore. (2001). *The Medium Is the Massage*. Corte Madera, CA: Gingko Press.

Mendelsohn, D. (1998). Teaching listening. Annual Review of Applied Linguistics, 18, 81-101. http://dx.doi.org/10.1017/S 0267190500003494

O'Malley, J. and A. Chamot (1990). *Learning Strategies in Second Language Acquisition.* Cambridge University Press: Cambridge.

Polkinghorne, D. (1995). Narrative configuration in qualitative analysis. *Qualitative Studies in Education*, *8*, pp. 5–23.

Renandya, Willy A. (2010). Teacher, the tape is too fast! Extensive Listening in ELT. *In ELT Journal Volume 65*, pp. 52-59. Oxford University Press.

Rost, M. (1990). *Listening in Language Learning*. London: Longman.

Sadighi, F. and Zare, S. (2002). Is Listening Comprehension Influenced by the Background Knowledge of the Learners? A Case Study of Iranian EFL Learners. *The linguistics Journal*, *1*(3), pp. 110-126.

Sadiman, et al. (1986). *Media Pendidikan*. Jakarta: Rajawali.

Smaldino, Sharon, E. (2002). *Instructional Technology and Media for Learning*. New Jersey: Upper Saddle River Columbus Ohio.

Savignon, Sandra J. (1983). *Communicative Competence: Theory*

to Practice. Massachusetts: Addison-Wesley Publishing Company.

Sun, K. (2002). Investigation of English Listening Difficulties of Taiwan Students. *Selected papers from the eleventh international symposium on English teaching/fourth Pan-Asian conference* (pp. 518-526). Taipei: Crane Publishing Co.

Thanajaro, M. (2000). *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom.* Retrieved on December, 20, 2013 from http://202.28.199.34/multim/9974216. pdf

Thompson, I. (1995). Testing listening comprehension. *AATSEEL Newsletter*, *37*, 24–31.

Ur, P. (1997). *"Are Teachers Born or Made?"*. IATEFL UK conference proceedings.

Van Duzer, C. (1997). *Improving ESL Learners´ Listening Skills: At the Workplace and Beyond*. Retrieved December 23, 2013, from http://www.cal.org/caela/esl_resource s/digests/LISTENQA.html

Vandergrift, L. (1999). Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies". *ELT Journal*, *53*(3), pp. 168-176. Oxford Press.

Vandergrift, L. (2002). It Was Nice to See that Our Predictions Were Right': Developing Metacognition in L2 Listening Comprehension. *Canadian Modern Language Review*, *58*(4), pp. 555-575. http://dx.doi.org/10.3138/cmlr.58. 4.555

Vandergrift, L. (2004). Listening to Learn or Learning to Listen? *Annual Review of Applied Linguistics*, *24*, pp. 3-25. http://dx.doi.org/10.1017/S026719050 4000017

Van Duzer, C. (1997). Improving ESL Learners´ Listening Skills: At the Workplace and Beyond. Retrieved

November 23, 2013, from http://www.
cal.org/caela/esl_resources/digests/LI
STENQA.html

Wenden, A. (1998). Metacognitive
Knowledge and Language Learning.
Applied Linguistics, *19*(4), 515-537.
http://dx.doi.org/10.1093/applin/19.4.
55