

INVESTIGATING EFL LECTURERS' ATTITUDES TOWARDS YOUTUBE AS A TOOL FOR EXTENSIVE LISTENING

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Abstract: In Indonesia, teaching English, especially listening, is barely knowledgeable to be taught in teaching-learning activities. Furthermore, some obstacles come along with teachers' competencies on how to conduct listening skills in teaching-learning activities to support the obstacles solved. YouTube is a knowledgeable tool and one of the motivating and collaborative learning resources that can promote extensive listening activities. Lecturers can utilize it since extensive listening provides an engaging listening practice in line with the usage of YouTube. The article aims to investigate the EFL lecturers' attitudes towards using YouTube as a tool for extensive listening. Open-ended questionnaires and semi-structured interviews collect the leading information to grasp the lecturers' experience during the course implementation. Two of three lecturers were selected to be interviewed for further information from the answers to the open-ended questionnaire. The study employs thematic analysis with supporting Nvivo 12 to organize the data. The findings revealed that lecturers have positive opinions about using YouTube as a tool for extensive listening. The lecturers admitted that implementing YouTube as extensive listening promotes the enjoyment and exposure input by students for lecturers, amounts of learning materials used, accessibility of learning materials is effortless, and high motivation about teaching listening.

Keywords: *YouTube; extensive listening; lecturers; attitude*

INTRODUCTION

English is known as the global language and is utilized for communication worldwide. Mohammed (2018) states that because English is the language of computing, it is considered a worldwide language. These days, many countries have started using English in daily conversations or as a second language. Unlike in Indonesia, English is regarded as a foreign language only for teaching and learning. English is learned only at schools, and people do not speak English in the social community, which means English is a foreign language for learners who understand the English language (Setiyadi, 2020). Moreover, English as a foreign language is just taught as a school subject or lesson or at an adult level (Resmini, 2019), which can assist and give the students a foreign language competence through studying literature and technical works, listening to the radio, grasping movie dialogue, and communicating with temporary native speakers.

On top of that, several skills need to be acknowledged for teaching English so that teachers

can better prepare their English for real life, such as reading, writing, speaking, and listening. All of them must be mastered by teachers, particularly as a foreign language for teaching English. Among the four skills teachers must master, listening is the most unwell-known skill to be taught. According to Gilakjani and Sabouri (2016), listening is one of the most essential skills in English language learning. Furthermore, Hwaider (2017) states that listening becomes an activity where students can understand and interpret speech or language. Listening plays a significant role in daily communication and education (Gilakjani & Ahmadi, 2011). Additionally, Hamouda (2013) explains that listening is a skill that requires students to recognize what they are listening to, which includes pronunciation, vocabulary, grammar, and meaning. Through these explanations, listening plays one of the four language skills that must be learned first, particularly for a foreign language student who does not prioritize English as a first or second language in daily life and the educational process.

Since implementing the English language is quite challenging, it needs more attention in Indonesia, where English is used for teaching and learning English context and not as their mother tongue (Oxford & Shearin, 2013; Utomo et al., 2019); the students rarely utilize English as their communication language. Moreover, teaching listening needs to be addressed by teachers in English foreign language since listening and thinking are quite demanding to observe, even for the learners and teachers. (Lestari et al., 2021; Vandergift & Goh, 2012). Furthermore, there are inadequate factors that lead to the common perception that listening is a difficult skill to be taught, they are. Listening has yet to be widely investigated, and teacher perception of teaching listening is challenging because listening pedagogy received little attention in teacher training programs (Graham et al., 2014; Vandergift & Goh, 2012). The study conducted by Al-rewashed and Al-Zayed (2017) defined the problems faced by teachers as the proficiency of teachers, which means that they need more training courses, the educational environment, the availability of resources and teaching aids, lack of rich libraries, resources, supporting materials, audio-visual teaching facilities.

Overcoming the obstacles is critical to minimizing the difficulties of teaching listening while the teachers teach English. Instead of teaching listening to students by exercising the old way, such as listening to the audiotape and then the students writing the answer down on paper, the teachers need something new that can stimulate the students to learn listening with pleasure. Extensive listening could be a tool to help students learn to listen. Renandya and Farrell (2010) stated that allowing the students to admit comprehensible and enjoyable listening input as much as possible can be extensive listening. Extensive listening activities are suitable for students since they can exercise extensive listening anywhere, and it would be an enjoyable activity for students as it has beneficial information (Fauzanna, 2017). Moreover, extensive listening does not bear listening for specific information, listening for some exact words of an expression or phrase, and listening for details (Vo, 2013). Referring to the study, Pamuji et al. (2021) argued that extensive listening plays three significant aspects: getting exposure to various listening materials, listening to materials that they can understand easily, and listening to enjoyable materials. However, the learners or students do meaningful listening practice and activities to improve their ability (Renandya & Farrell, 2010). In another way, extensive listening is an enjoyable activity that can be ensured by stimulating

comprehensible and engaging input.

The research investigated by Renandya and Farrell (2010) argued that the other version of extensive reading is called extensive listening, which is an oral version of extensive reading. To implement extensive listening, Renandya and Jacob (2016) developed the principles of extensive listening to guide teachers in implementing extensive listening programs; the explanation was based on the following principles.

Table 1. *Principle of extensive listening*

No.	Principles	Elaborations
1.	The objectives of EL programs should be made clear to everyone involved.	A clear objective leads to the success of the programs since it minimizes the expected learning outcomes.
2.	The programs should ensure that students read and listen in quantity	It leads learners to read and listen to the amount of spoken text to get more exposure.
3.	The programs should make available reading and listening materials	Materials should be at the right level depending on their ability
4.	Teachers should support every student, especially those who need help the most.	Teachers are essential in this program to assist learners with their problems.
5.	Students' motivation should be kept high throughout the programmers	Both learners and teachers need to focus on the programs for the long term, even though it is not easy
6.	Teachers should encourage students to do simultaneous reading and listening.	Teachers facilitate students with more available materials to do simultaneous reading and listening.
7.	Teachers should provide exciting and enjoyable reading and listening activities.	Teachers facilitate students in doing some engaging post-reading and listening activities.

As previously observed, extensive listening is pleasurable; interactive learning media is needed to support the learning activity. Furthermore, the problems mentioned earlier in teaching listening can also be generated on YouTube since YouTube, the most popular online video platform, can be a choice for implementing teaching listening (Lestari et al., 2023). YouTube presents spoken and image-representative information as the learning media. Gracella and Nur (2020) said YouTube is considered both social media and internet-based learning resources that can be integrated into

learning activities. Furthermore, YouTube is one of the English learning media in the form of videos and social media that students frequently visit to search for information (Sirait et al., 2021). Videos that YouTube promotes have some advantages for learning the language; for instance, assisting authentic examples about a particular theme by native speakers (Ayu, 2016). Additionally, YouTube videos attract group work activities through sharing the videos as it is a fun and meaningful tool for learning environments (Pratama et al., 2020).

Several prior studies examine extensive listening, including the utilization of YouTube. This study aims to utilize YouTube as an extensive listening tool for students and focuses on the students' perceptions of YouTube and extensive listening in the classroom. The first study conducted by Hapsari and Ratri (2014) about students' experience learning by optimizing the utilization of authentic materials in extensive listening through conducting action research in the listening classroom with 35 students who enrolled in an English Clause Level Listening class and English Above Clause Level Listening class at the same semester showed that through action research classroom could assist the students to find their potential solution to minimize their listening problems and students' understanding about their learning process also can increase and improve. Another study is proposed by Kristianti and Ni'amah (2022). The study explores the students' perception of listening material in extensive listening conducted for college students, as the participants and interviews through WhatsApp revealed. Then, the result of the study showed that the learning materials can motivate and engage the students to practice listening, and they also feel so excited about discussing the material as they can choose the materials based on their interests. Since the previous study was mainly about students' perceptions, this study fills the gap by investigating the lecturers' attitudes about using YouTube as a tool for extensive listening.

METHOD

This paper employs a qualitative analysis of EFL lecturers' attitudes about using YouTube as extensive listening for learning materials. To implement this paper, the researcher used qualitative methodology to collect and analyze non-numerical data to grasp problems, concepts, assumptions, and experiences addressing the meaning of individuals or groups ascribed to a social or human problem (Creswell & Poth, 2018; Moriarty, 2011). This study explores the lecturers'

attitudes towards using YouTube as extensive listening for learning materials. Moriarty (2011) states that qualitative methods offer an in-depth and comprehensive picture of study participants' social worlds by learning about their social and material conditions, experiences, viewpoints, and histories.

In addition, this study applied a case study that detailed the examination of one person, group, or event (Yin, 2015). Case studies rely on in-depth knowledge of a specific subject (Moriarty, 2011; Yin, 2018). Researchers highlight how case studies investigate complicated events in their natural context to understand them better (Heale & Twycross, 2018) since this study would grasp a natural context from lectures of English education study programs about their attitudes toward utilizing YouTube as extensive listening.

To do so, this study enlists listening lecturers from the English Education Department, a public state university in Indonesia; all three participants are selected to be involved. The participants are rich in the information needed and can explore the phenomenon to develop an in-depth description and analysis of the study and multiple cases (Cresswell & Poth, 2018). Along with the study conduct, the class or course considered for the survey combines practicing intensive and extensive listening. The classes are not standalone, intensive, or extensive listening, yet they collaborate. Even though the course relies on the implementation of intensive listening, it recognizes that extensive listening comes in the form of weekly assignments in which lecturers ask students to listen to various extensive listening materials, such as YouTube. To explore extensive listening activity, the course required students to write down their extensive listening through their extensive listening. After recording extensive listening in their weekly listening journals, students are given time to discuss their weekly extensive listening with their classmates, and the time allocation is around 40 minutes for each extensive listening journal.

The primary data is sourced from open-ended questionnaires and semi-structured interviews to support collecting data. The open-ended questionnaire is disciplined for the lecturers' attitude during the program implemented. Besides going in-depth about the lecturers' attitudes and experiences, lecturers' opinions and attitudes towards using YouTube as extensive listening for learning materials were examined as the questions. Specifically, the question for this study is, "How do the EFL lecturers' attitudes toward using YouTube as extensive listening material?". It adapts previous studies from Ivone & Renandya (2019) and Renandya & Jacob (2016) to absorb further

information regarding this study. It is distributed in Bahasa Indonesia, and as a result, all transcriptions from the open-ended questionnaire will be translated into English, which will be included in this study. As previously mentioned, the lecturers who participated in this study were three participants in an interview session. Unfortunately, one of the listening lecturers could not participate for personal reasons, so the participants became two of three lecturers who participated in this research. These participants consist of two male lecturers with experience teaching listening for 20 years, have master's degrees, and are 50–55 years old. The participants are lecturers who have taught listening courses using extensive listening in teaching-learning activities for years. Furthermore, they are experienced in implementing extensive listening with various tools, including YouTube. As mentioned, the researcher considered the interview session to clarify and share additional perspectives (Gunawan et al., 2023); the nature of the open-ended questionnaire required further clarification on specific topics. A semi-structured interview is counted in this study, in which a preset set of questions was devised in advance, yet to clarify the responses, this study possibly added more questions as needed. The same as the open-ended questionnaire did in language, the semi-structured interview utilized Bahasa Indonesia and would be furnished in English. The researcher interviewed each participant for around 30 minutes to make the interview session more efficient for the time allocation, and the questions utilized for the interview centered around: (1) what is your opinion about extensive listening? Moreover, (2) What is your opinion on using YouTube as a tool for extensive listening? In the bargain, the semi-structured interviews that were taken over by the mentioned previously participants were accomplished through Zoom Meetings based on the university's policy of ERT (emergency remote teaching) about using social media and online resources as an alternative way to carry out teaching and learning processes in these situations (Kusuma, 2022).

This study employed thematic analysis, a research method to identify and interpret the patterns or themes from a data bundle and command to find new insights and understanding (Elliot, 2018; Thomas, 2006). The process of thematic analysis developed the systematic flows as this data covered a structured, sequential approach through a set of steps, including transcription, keyword identification, code selection, theme development, conceptualization through interpretation of keywords, codes, and themes, as well as the

development of the conceptual model (Naeem et al., 2023). Aligned with the data analysis, Nvivo 12 plus assisted the researcher in organizing the data, and the data was deductive, which a priori orienting constructs and propositions to test or observe in the field (Miles et al., 2014). Therefore, to collect the result of this study, lecturers' attitudes towards using YouTube as extensive listening for learning materials is demanded as finding out the lecturers' opinions and experiences.

RESULTS AND DISCUSSION

An analysis of gathered data managed by the tools revealed that lecturers examine the use of YouTube as extensive listening for the learning material with an expansive, sizeable, positive attitude. Two major themes and sub-themes identified the data results under lecturers' attitudes towards using YouTube as extensive listening. The two main themes are lecturers' perceptions towards extensive listening and using YouTube as extensive listening for the learning materials. Each theme will be somewhat elaborated on, along with relevant resources that align with the following passages.

Lecturers' perceptions on extensive listening

The lecturers' perceptions of extensive listening revealed positive opinions from lecturers who have carefully considered implementing it in their classes. Two sub-themes were prominent in this section regarding the lecturers' perceptions of extensive listening.

Extensive listening is served for enjoyment and as much input as possible.

The lecturer filled out the questionnaire and conducted the semi-structured interview, admitting that the extensive listening in the learning-teaching session could support the students in learning listening. A few examples of the statement are provided below:

"Listening for enjoyment, allowing students to look for the resources based on their willingness yet still the topic is guided."

"...the concept of extensive listening is to provide a large portion to students as much as possible so that they are accustomed to listening English..."

It is provided with an exposure.

One of the participants, as a lecturer, admitted that extensive listening provided exposure, which is counted as learning a skill, primarily listening. A few statements which the participants say are shown below:

“Learning skills must provide as much exposure as possible.”

“Extensive listening contributes to listening, perhaps the target language.”

“...the principle of extensive listening is to get exposure to...”

It can be seen from the findings that the perceptions of extensive listening by lecturers can be summed up, and they voted that extensive listening is an enjoyable approach for students who learn how to listen appropriately with no pressure from anybody. Furthermore, students could get more opportunities as it offers a sense of a large portion of listening by choosing the topic on their interests to ease students adapting the topic based on their level, getting to do meaningful listening practice and a sense of exposure to a large amount comprehensible input for learning language that can enhance language exposure in extensive listening for students. The points above are in line with some studies that conducted extensive listening interests (Gaveniella et al., 2021; Renandya & Farrell, 2010; Yeh, 2017), as well as get more exposure to abundant spoken language and improve learning effectiveness (Chang & Millet, 2016; Povey, 2016;).

YouTube is used extensively to listen to learning material

The lecturers' opinion of Using YouTube as extensive listening for the learning material was considerable, with two of three lecturers expressing this opinion. The sub-themes found by the participants are divided into seven sub-themes, which will be elaborated on separately.

The objectives are clearly stated.

“To enrich their knowledge through listening because YouTube is a source of video and audio, lecturers and students also find it helpful. It can be accessed anywhere, and it is straightforward to use. Some students choose the 5-minute- and 10-minute or even 15-minute; they can choose.”

“Because it is easy to access, it can come from anywhere, and YouTube is abundant. It is easy to find and easy to manage.”

“...according to the assignment. So, if it is a topic about hobbies, the students get the topic and the source. Then, a representative of the students shows the video, reporting the content and their opinion; that is enough that it is part of the

extensive listening. It has already achieved what is meant...”

“It is called Extensive Listening, which is done independently. There are assignments and reporting. To communicate or train students, they still have to do it.”

“During one semester, minus UTS, UAS, and so on. In one semester, there might be about ten meetings. Six meetings are outside because the practice is actually in class. There is not 100% extensive, but intensive listening; the portions are both there.”

“It has been so long, perhaps the last three years.”

Based on responses from the lecturers, it can be concluded that using YouTube as extensive listening for the learning material delivers the programs' objectives should be made clear to everyone. These results certainly bespeak that as extensive listening, YouTube has an overwhelming effect on lecturers' attitudes. The finding supports earlier studies about programs' objectives, which should be clarified as the programs are unlikely to succeed without clear goals. Considering expected learning outcomes, the resources needed to achieve the objectives, the time frame required to reach them, and the instruments necessary to measure the degree of success of the programs (Renandya & Jacobs, 2016). Since the other objectives show the duration of programs, extensive listening needs a diverse range of materials appropriate for long-term use, implied by ten meetings in one semester (Ivone & Renandya, 2019). Then, to support the programs, YouTube is a solution for embarking on the programs. YouTube contains thousands of manufactured and authentic videos, allowing students to receive numerous spoken emotions from those multimedia devices (Saputra & Fatimah, 2018). In addition, the findings stated that YouTube, an online media, allowed learners to access video or audio anywhere and anytime, depending on the internet connection (Amalia & Hendar, 2024; Educause, 2006). This is also previously stated by Buzetto-More (2013), who doubts that several videos have been used widely, one of them being YouTube, to facilitate the process of teaching-learning activities for decades, the same as the lecturers respond.

YouTube, as extensive listening, ensures that students listen in a large quantity.

“One video per week is a minimum. So, in a semester, more or less ten videos are required. Therefore, it is not asked how many students

listened to the video; it is just summoned that the students watch at least one video per week; the rest is an individual activity."

"Every week, they were asked to listen a lot. Sometimes, in a week, lots of videos are shown. Five videos are maximum, and one video is minimum in a week."

According to the findings, participants stated that YouTube, as an extensive listening platform for learning material, highlighted that the programs could be ensured in quantity. The lecturers argued that the programs were implemented by listening weekly, with specific criteria for how many videos could be utilized for extensive listening. This is considered the most crucial factor in developing foreign language students for language development (Renandya & Jacob, 2016). The previous study by Chang (2011) revealed that many audio-graded students enhanced their vocabulary and listening competence by listening and reading simultaneously. Renandya (2012) also stated that the primary goal of extensive listening is to provide students with a massive amount of comprehension practice. In support of the study, Binarkaheni et al. (2022) and Day and Bamford (2002) proposed that learners should listen to various topics available on the internet and listen to the spoken text as much as possible to develop their listening fluency regarding the fundamental principles of extensive listening. By assimilating Internet sources in teaching listening activities, lecturers promoted the programs in listening classes. This action considered that YouTube has millions of videos that can be utilized for extensive listening (Saputra & Fatimah, 2018). Even though the research conducted by Renandya and Jacob (2016) did not clearly state how many videos students needed to enhance their fluency, the benefits came along with their practice if they did more listening. On top of that, the previous study, in line with the topics by Gunawan et al. (2023), argued that the long duration of podcasts could cause challenges to implementing extensive listening as it takes too much time.

YouTube makes listening materials available.

"The students choose themselves for the practice, not me (lecturers). So, it is adjustable to their abilities. This material is authentic. They choose the topic. Of course, it is based on what they understand. For example, the topic concerns hobby places; a celebrity talks about their passion for the hobby activity."

"I asked students to adjust to their abilities. Please choose the material that suits your foreign language ability if it does not have to be the same.

Extensive listening is independent learning. So, it must be measured on your own. Self-paced is adjusting to the ability."

From the answers above, lecturers admitted that the learning material for YouTube, as extensive listening is, adjusted to their abilities. They do not limit students from choosing the topic of learning material; they please students to select it based on their skills and what they understand; it is authentic material. This finding indicated that lecturers hold the initial key for implementing the programs: YouTube as extensive listening for the learning materials to facilitate students' learning listening without any pressure. The students should be able to listen and comprehend the video material independently, ideally without any external assistance from the lecturers (Renandya, 2012). The lecturers encouraged students to listen to a variety of videos that they can find easily, practical, and familiar (Saputra & Fatimah, 2018). Holding back on the material and choosing the appropriate materials based on the level of learners plays a significant role in students developing their fluency in learning English, especially listening (Lestari et al., 2023; Takaesu, 2014). Furthermore, internet access permits English speakers to get exposure and the chance to utilize authentic materials, which are different from textbooks that show the use of language in the community in which it is spoken (Fauzanna, 2017). On the contrary, the previous study by Angelia and Julianty (2021) about podcasts revealed that some obstacles appeared since it was implemented, such as content-related difficulties and the podcast duration, after affecting boredom and frustration. In addition, using podcasts can be a challenge for the teacher to find a suitable podcast based on their difficulty level. It can be concluded that YouTube promotes freedom topics as long as they have been adjusted to their level of English ability.

YouTube provides ongoing support.

"It has been said that the concept of extensive listening is to find sources that are easy to understand. Search to the maximum because it could be that just once immediately gave up. Look for more than the youngest of the selected sources. You can look at the subtitles or play it twice."

"No, there is not. All students can do it. It is adjusted to the ability except for the one not encouraged to study."

This sub-theme means that lecturers can use ongoing support to handle students' obstacles. As

the responses revealed, the participants argued that drawbacks are not encountered with the course since the students who practice extensive listening are students adjusting extensive listening to their level. However, they claimed that encouragement is still implemented to assist students in the course. After discovering the lecturers' voices, lecturers are responsible for encouraging students to keep on listening. Renandya and Jacob (2016) also state that lecturers play a significant role in the success of programs. Related to the previous study, English teachers must pay attention to students' positive and negative reflections on listening to be more engaged and interested in the course (Lestari et al., 2021).

YouTube provides motivation

"In this multimodal age, motivation cannot be avoided. Motivation should be maintained because it is part of the job."

"My motivation is always high, yes, teaching anything. I am happy as a lecturer. Yes, I am thrilled to see them; there is good news from them."

As previously mentioned, all of the lecturers agreed that their motivation assisted them in implementing the programs since YouTube, as extensive listening, became their approach to teaching listening in the context of English foreign language. Several voices claimed that their motivation remained high while teaching YouTube as extensive listening due to their responsibility as lecturers to continue their jobs and their happiness to see the students keep learning to listen, which made the lecturers corroborate their motivation. This finding is referred to studies conducted by Loed (2007); several factors influence the fulfillment of a person's needs, especially lecturers in this context, starting from the physiological and safety needs of teachers and then move on to the higher level that can enhance teacher motivation for better academic performance (pay, job, a good working environment, good interaction with colleagues and students, opportunities for improving themselves). Additionally, the study investigated by Tan and Pearce (2011) revealed that YouTube videos provided teachers with various relevant videos to enhance the delivery mechanism of teachers. Thus, teacher motivation can influence students' academic success and performance (Nyakuni et al., 2019; Rahmi, 2024)

YouTube encourages lecturers to do it simultaneously for students

"Of course, for advice, it is certain that if this course is finished, it does not mean that you stop doing extensive listening; just continue naturally because there are no more assignments to report, but enjoy yourself when you are studying, cleaning up at home or boarding house, traveling, used to listening to source topics in English, you will get used to it. When listening and taking tests, standardized tests such as TOEIC, TOEFL, or IELTS do not start from that source. Of course, the practice is not only what I like but also academic because they have gone to academy purposes in my level 2 or 3. It is listening for certain context; it is also familiarised").

"That is for sure (emotional and informational support), yes. Learning is a mental process. So, much psychology in the mentality must be built and maintained. I have many ways to organize and maintain this learning. Sometimes, I tell stories or create other things that students visualize."

From what lecturers delivered, all of them in one vote agreed that supporting students both emotionally and informational supports while conducting listening classes by using YouTube as extensive listening for the learning materials has positive results. Lecturers advised students to listen simultaneously inside and outside the classroom while the programs would end the semester to achieve greater listening comprehension. In line with the findings, the simultaneous listening activity inside and outside could provide significant support for students to assist them, especially students with lower proficiency in command listening fluency (Renandya & Jacob, 2016; Vo, 2010). One type of media that uses a learning process to improve listening comprehension is called YouTube (Hidayah, 2022). Because it can assist the students in being more engaged in teaching extensive listening by using YouTube, students' engagement and lesson content in different subjects is promoted by using YouTube (Buzetto-More, 2013). In the study that Febriani (2019) investigated, teaching English can be used as a practical, fun, motivating, and entertaining tool, or YouTube, to provide appropriate English video materials. As a result, students' listening comprehension is improved by watching English educational videos on YouTube (Sembiring & Katemba, 2023)

Offering exciting and enjoyable post-listening activities.

"Representatives of the students aired the video. Reporting what the content and their opinions are is enough to constitute extensive listening."

"We constantly evaluate at the end of the semester about all the things that students have been through since the first day of this semester; we discussed it and presented it at the end."

According to the responses above, the respondents argued that the programs, such as extensive listening for the learning materials, positively reacted to the exciting and enjoyable post-listening activities since the lecturers provided some boosted activities to trigger students to get more opportunities and values. A study by Windrawati and Asrori (2022) stated that teachers' post-activities at the end of the programs included discussing, summarising, and retelling the text. The valued activities allowed students to share their opinions, feelings, and thoughts about what they had listened to (Renandya & Jacob, 2016). These strategies would assist the teachers in assessing students' comprehension and strengthen the students' listening skills (Gilakjani & Ahmadi, 2011). Referring to the study by Pratama et al. (2020), teaching listening using video can affect students who can understand effortlessly to understand the content.

CONCLUSION

To summarize the previous findings and discussion, it can be inferred that using YouTube as a tool for extensive received several positive voices from the lecturers. It can be drawn into two conclusions. First, the lecturers' perception of extensive listening reveals that they held positive beliefs about extensive listening for the learning materials. In detail, they claim that extensive listening enhances enjoyment since it can show students that they can practice more for their listening fluency. Additionally, extensive listening allows lecturers to give students as much exposure as possible to facilitate their listening fluency.

Another finding that reveals the use of YouTube as a tool for extensive listening is positive attitudes. In detail, lecturers have shown many positive attitudes towards using YouTube, a tool for extensive listening. It can be drawn that lecturers had favorable perceptions towards extensive listening for the learning materials. In addition, lecturers have expressed that as extensive listening, YouTube is a suitable learning material to teach listening, along with its benefits. This approach provides elements for elevating enjoyable and comprehensible listening input.

The results of this study could be one consideration for educators who would like to enroll in the use of YouTube as extensive listening material in the lecturers' voices. Additionally, the

results provide insight into the lecturers' perceptions of who implements YouTube as extensive listening material in their listening course. As a recommendation for continuing the study, it is achievable to undertake a comparative study across different educational institutions to discover further attitudes and experiences in line with the study conducted.

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