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Visualizing Listening: The Power of Mind Mapping through YouTube channel in Pesantren Higher Education at STIT Madani Yogyakarta

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ABSTRACT

The purpose of this study was to illustrate how visual tools for learning can be used to teach listening. Due to the teacher's lack of variety in the teaching approach, many students struggled to understand the overall idea, specific details, and inference. When teaching listening, the instructor needs to be adept at selecting engaging teaching tools. The main mapping was one of the visual learning tools since it had the potential to add excitement to the learning process. This research was both descriptive and quantitative. The 73 second-semester students from STIT Madani Yogyakarta served as the research subjects. An observation guide and a questionnaire were employed in this study to gather data, which were subsequently subjected to descriptive quantitative analysis and percentage calculations. The examination of observational data revealed that the main mapping as a visual tool for teaching listening increased student engagement and made the lesson enjoyable. Strong support for using YouTube with the main mapping to teach listening was observed in the study, which involved 73 students. 83.8% said it was simpler to absorb complex information, and 84.9% felt it helped identify important information. Main mapping enhanced learning retention, according to 63% of respondents. Main mapping made elaborating ideas easier for 97.16% of respondents, and 98.6% said it made listening lessons in the classroom more successful. The students felt more delighted, engaged, and passionate, and it was easier to assist their listening comprehension throughout the learning process.

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1. INTRODUCTION

Listening is one of the skills that is taught in English classes, and its purpose is to help students comprehend and react to what they hear. It has been claimed by (SHELEMO, 2023) that listening is more important than any other ability that has to be mastered. This is because listening allows individuals to comprehend the words that another person wishes to express. Listening skills are the most important skills in teaching a foreign language because listening is a fundamental activity of communication between humans and the way to acquire other language skills (speaking, reading, and writing). Through listening, a human learns vocabulary, learns to make sentences, and receives ideas and concepts. Listening skills are the most important skills in teaching a foreign language (Zaid et al., 2019). Therefore, it is important to encourage institutions that are interested in teaching foreign languages to practice listening skills in the language that is being learned(Ebadi & Vakili Latif, 2015). Because hearing is the most important skill to have before having the

skills of speech, reading, and writing, the listening skills will serve as the foundation for the development of other language skills, (Desfita, 2020).

In some ways, listening is more challenging than speaking, but it is just as active as speaking. The learning process of listening needs to take into consideration a few aspects. Additionally, Helgesen and Brown (2007) present a few ideas that can be utilized while instructing and listening to beginning students. They are as described below: 1. Be conscious of the objective of the activity. Utilize a wide range of activities Be conscious of the distinctions that exist between the spoken and written forms of language. 4. Expand on accomplishments Said that It is important to remember that listening activities can take on a variety of forms and formats. It is possible for them to concentrate on the primary concept of the text or certain material, to call for top-down or bottom-up processing skills, and to request a verbal or nonverbal reaction from the audience. Mind mapping is an intriguing educational learning tool that contains the potential to be utilized in the instruction of listening comprehension. Utilizing this visual learning tool to instruct listening is a very fascinating approach. In the classroom, lecturers frequently employ mind mapping as a means of teaching writing and generating ideas. On the other hand, it can be utilized in the instruction of listening. Tony Buzan, a well-known British psychologist, was the first person to present the concept of mind mapping in 1970. His work was based on his investigation into the functioning of the brain(Wibowo, 2020). It starts with a central key idea drawn in the center of the paper. Other thoughts related to the key idea are arranged around the center with lines branching out from the main idea to the subtopics to show that they are linked to one another. By focusing on key ideas written down in the students' own words, and then looking for connections related to the key ideas, in which colors, images, symbols, and curved lines are used, the students can map their knowledge in a manner that can help them understand and remember new information. Hence, teachers could use mind mapping in several practical ways to make teaching and learning easier and more enjoyable, (Wibowo, 2020).

Much research has been conducted about the use of main mapping in English improvement. The result of research done by (Suryanto, 2019) indicated that the implementation of Mind Mapping can improve the listening skills of short stories of fifth-grade students at SDN Sigit II. It can be shown that the second-semester students of Tomakaka University of Mamuju are motivated in writing through Mind Mapping, (Hasanah & Ali, 2020). Then, research done by (Yuliyanto et al., 2020) Alternate learning through YouTube-assisted mind maps is considered to be effective during the COVID-19 pandemic to develop verbal-linguistic intelligence and visual-spatial intelligence in students who are required to study at home to prevent transmission and continue to carry out teaching and learning activities(Boroumand et al., 2021).

Furthermore, the other researcher demonstrated that mind maps are an effective visual learning tool for cognitive learning in English classes. Mind maps require students to organize, plan, brainstorm, and communicate with their peers, which helps students concentrate on the concepts and keywords that are being taught in the lesson, (Luangkrajang, 2022). (Wibowo, 2020) it is important to remember that listening activities can take on a variety of forms and formats. It is possible for them to concentrate on the primary concept of the text or certain material, to call for top-down or bottom-up processing skills, and to request a verbal or nonverbal reaction from the audience. Mind mapping is an intriguing educational method that contains the potential to be utilized in the instruction of listening comprehension(Safitri, 2021). Utilizing this method to instruct listening is a very fascinating approach. In the classroom, lecturers frequently employ mind mapping as a means of teaching writing and generating ideas. On the other hand, it can be utilized in the instruction of listening. Buzan (2007), a well-known British psychologist, was the first person to present the concept of mind mapping in 1970. His work was based on his investigation into the functioning of the brain, (Jbeili, 2013).

Mind mapping emerges as an innovative visual learning tool that enriches the process of "visualizing listening" in the context of Pesantren's participation in the higher education program at STIT Madani Yogyakarta. Students can better plan and remember complicated information with this learning tool, which helps them understand the material better. Students can better integrate ideas and concepts provided in lectures and conversations; this is especially advantageous in a dynamic learning environment such as a Pesantren (Engebretson, 2024). Students can better connect ideas and concepts by adopting visual tactics such as mind maps.

It was suggested by Murley (2007) that on a computer, mind maps can be created using a variety of different applications.

1. Position the primary concept or the core theme in the middle of the paper.
2. To illustrate the relationship between the primary idea and the major subject, you can make use of a variety of visual elements such as lines, arrows, branches, and different colors.
3. Refrain from making an artistic object. Drawing should be done rapidly, without significant stops or editing, by teachers.
4. Pick from a variety of colors to symbolically represent a variety of things.

We should leave some room on our page for the reason that we can continue to add to the concept throughout some further period. According to some studies, students struggle with listening comprehension in areas like (a) comprehending the main ideas and details of a lecture; (b) making connections between the ideas and information in the spoken discourse and their prior knowledge; (c) deducing the meaning of challenging words from the spoken context; and (d) identifying signaling devices and the organizational structure of oral discourse, (Eye, 2024). Interactive mind mapping as a "visualizing listening" tool makes a strong case for improving students' cognitive engagement and comprehension. Mind mapping allows learners to systematically organize and visualize intricate information, thus enhancing comprehension and retention (Engebretson, 2024). This technique is consistent with the educational objectives of Pesantren, which prioritize comprehensive learning and critical analysis. Tony Buzan (2007) describes mind mapping as a creative and efficient visual learning tool for note-taking that effectively organizes one's thoughts in a visual format. Mind maps facilitate efficient information transfer to and from the brain. Mind maps are created by utilizing curved lines, symbols, words, and images by rules that are straightforward, fundamental, natural, and related to the brain. Mind maps offer greater visual stimulation compared to conventional note-taking methods, which are typically linear and monochromatic(Beal & Hontvedt, 2023).

The main mapping is used as a visual learning tool in the listening comprehension process, starting with preliminary tasks. In the opening exercise, the teacher serves as a facilitator, providing guidelines about the learning scenario for the day and emphasizing the significance of learning English. The topic should be briefly introduced to students before the YouTube video is played. This allows individuals to activate existing information and develop connections with what they already know. Communicate the learning objectives of the exercise. For example, "Today, we will watch a video about [topic]." Pay special attention to the main themes and how they relate. Explain mind mapping, which is a visual learning tool for organizing information. Emphasize that the goal is to create a visual representation of the essential concepts and their relationships, rather than just taking notes(Kustyarini et al., 2018). Highlight the advantages of mind mapping, including increased focus, comprehension, and memory recall. Give a brief example of the mind mapping procedure on the board. Use keywords, brief phrases, and visuals (pictures, symbols, colors) to represent thoughts. Show how the core idea is located in the center, with succeeding branches representing subtopics and supporting details. Explain how different colors, shapes, and lines can be used to represent various types of information(Klimova & Polakova, 2020). Enable students to inquire about the mind-mapping process to guarantee their comprehension of the concept.

The final stage is the assessment activity. The assessment procedure is conducted both during and after the learning process. The teacher conducts the assessment process by observing students' thought processes and performance. Meanwhile, pupils' analytical thinking skills were assessed using higher-order thinking skill questions. Furthermore, the results are assessed through daily exams. At the end of the lesson, the teacher guides students in reaching a unified conclusion.

Based on the challenges and findings of earlier research, it appeared that listening comprehension exercises utilizing the main mapping were critical for teaching listening. As a result, this study aimed to describe the use of main mapping in the listening teaching process for Higher pesantren school students, so the aim of the current research is how to apply the use of main mapping in teaching listening comprehension in the classroom and find the students' perspectives after having main mapping.

2. RESEARCH METHOD
Research Design

The research used a descriptive method with a quantitative approach. This method is used because the researcher does not test the hypothesis but describes the variables set by the researcher, in this case, is the use of interactive method main mapping. The researcher would describe the results of using the main mapping in learning to listen for Pesantren higher students in STITMA. Descriptive research design with a quantitative approach is based on the assumption that a symptom can be classified. This is because the researcher only conducted research by focusing on one variable, namely the use of teaching listening skills. In this case, the researcher explained or described the implementation of Listening comprehension using the main mapping. The method presented is to describe the object under study through data or samples that have been collected as is, without analyzing and making generally accepted conclusions (Sugiyono, 2017). Descriptive research design with a quantitative approach starts from listening learning activities. During the listening learning activities, the teacher used the main mapping to find out whether the use of the main mapping made it easier for students to learn listening comprehension in the classroom.
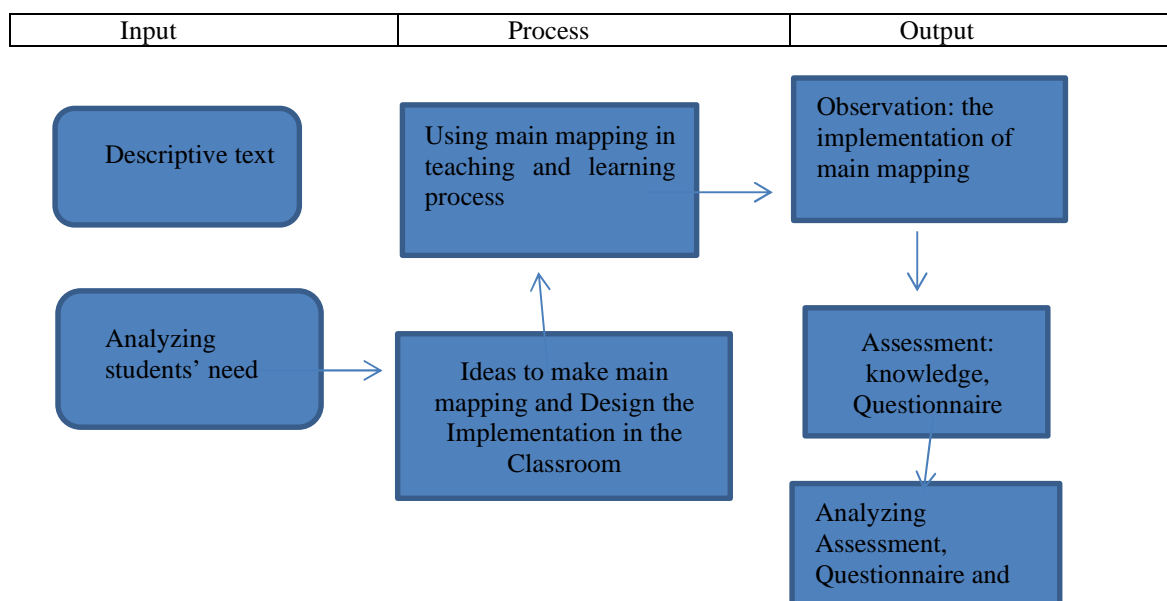
Input	Process	Output

Figure1: Framework of main mapping

Participant

The subject of this study consisted of all 73 female second-semester Islamic and Arabic education department students of STIT Madani Yogyakarta. The entire participants have passed Basic English in the previous semester.

Collecting data & Instruments

Regarding the data for this research, this study used observation sheets and questionnaires. The two instruments were used to get an overview of the implementation of the use of main mapping in listening comprehension, while the questionnaire was used to find out students' opinions regarding the use of main mapping in the classroom this Research used the observation sheet instrument in this study because the teacher who taught listening using the main mapping was also a researcher. The involvement of the researcher as a teacher in this case was called participant observation. The observation sheet is used to observe the activities of the researcher who was implementing the main mapping in listening activity in the classroom. At the end of the listening learning process, the researcher distributed a questionnaire. The aim was to find out the opinion of students about the use of the main mapping method in listening activity. The questionnaires were to find out the students' perception after learning English through main mapping. In this case, the researcher used the questionnaire method to collect data about using the main mapping method in teaching listening activities.

There were 5 alternative answers used in the questionnaire, namely; strongly agree, agree neutral, disagree, and strongly disagree. The five alternative answers were sorted from 1 to disagree and 5 to strongly agree. The answer choices were very helpful for researchers to analyze the results of students' answers regarding the use of the main mapping in listening comprehension in the classroom.

The observed aspects include; 1) the preliminary activities that were observed were: whether the teacher greeted the students, whether she conveyed the scope of the materials; and description of the activity, and whether the teacher motivated the students. 2) The core activities observed were two aspects, namely: learning materials, information about the use of interactive method main mapping, and activities for implementing the main mapping in the classroom. In the aspect of learning materials, the activities observed were whether the teacher used listening video material properly related to the material that is being learned by the students when delivering the materials, whether she delivered the material systematically, and whether she asked questions after delivering the materials(Suryanto, 2019). Next, the information aspect of using the main mapping that was observed was whether she conveyed information about the importance of using the main mapping in listening activity, whether she conveyed the steps for using the main mapping, and finally, whether she gave orders to make the main mapping. The last aspect of the core activity was the teacher's listening material using the main mapping. In this aspect, what was observed was whether she gave listening videos for the students and whether she gave assignments to students related to the main mapping based on the teacher's

instruction. The final activity that was observed was how the teacher and students made conclusions regarding the material using the main mapping and whether she gave a process assessment.

The results of the research can be seen from the results and changes in student behavior using the main mapping to the fullest. In the observation, there are three aspects of teaching-learning such as pre-teaching activities, whilst-teaching activities, and post-teaching activities. According to the flow of the research process, the first thing the researcher did was to analyze the students' needs. Analysis of student needs is done by identifying the basic competencies, and materials being studied by the second-semester students. Next, analyze what method is right for the second-semester students, as well as consider the listening learning tool that can be used for Pesantren Students. So, finally, it was decided to use the main mapping so that all students can use learning listening comprehension at the end of the activity, the teacher provides feedback for all student activities when working on similarities, differences, and understanding of the main point or topic discussed in the video provided. All listening learning activities using the main mapping were observed by the teacher.
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Data Analysis

The data from the observation sheet was analyzed using descriptive statistics, while the data from the questionnaire, which asked students to rate how well the main mapping method was used in the learning process, was analyzed using descriptive statistics in the form of a percentage. To determine the percentage of students who appreciated the main mapping during the listening learning process. To process data from questionnaire responses, the initial stages involved selecting data, creating data tables, and calculating alternative answers. At the selection stage, the appropriate data was identified and separated from the unusable data. Creating a data table was the second step; the researcher entered each alternative response for every question item and respondent and then determined the frequency of alternative responses for each item and alternative response. The final step involved calculating the frequency of each alternative response for each item by comparing the number of respondents' answers to each item with the total number of respondents, multiplied by 100%.

3. RESULTS AND ANALYSIS.
3.1. Research Findings
a. Finding of Observation

The findings from the observations of high and poor student ability throughout the second semester's listening learning process conducted by the researcher were as follows: the teacher employed the main mapping following the standard procedure for teaching listening. After explaining how to use the main mapping, the teacher asked students questions about the topics that would be covered to conduct perception exercises. During tasks utilizing the main mapping, the teacher emphasized the significance of comprehending all the material available on the YouTube channel(Jbeili, 2013). Subsequently, the teacher elucidated the procedures for employing the main mapping technique with instances until the students comprehended its use in the listening instruction process. Choose an Appropriate Video: Select a YouTube video that corresponds with your class subject and language proficiency level. Verify that the video possesses distinct audio and pictures.

Concise introduction of the video's subject to engage students' existing knowledge and establish anticipation. Subsequently, elucidate the concept of Mind Mapping: Elucidate the notion of mind mapping and its application in visually organizing information. Illustrate the process of constructing a basic mind map on the board, highlighting the importance of keywords and visual clues. View the video in its entirety without interruption. Students should be encouraged to take notes on important aspects and concentrate on the essential ideas(Eye, 2024). The teacher repeats the video, pausing at important points. During pauses, help students add more features and connections to their mind maps. Subsequently, partition the students into small groups and instruct them to collaboratively develop a collective mind map, integrating their notes and thoughts. Instruct groups to show their mind maps to the class, elucidating their primary concepts and the interconnections among them. The instructor conducts a class discussion to elucidate misunderstandings, provide further details, and examine other perspectives(Fadillah, 2019). Instruct students to distill the key concepts of the film and contemplate their learning experience. The instructor partitioned the class into multiple groups. The instructor assigned tasks to each group to complete their job utilizing the primary mapping. To ensure students were acquainted with the primary mapping during the auditory learning process, media utilization activities were conducted over five sessions, including an analysis of student needs for the material. The audio content is sourced from a YouTube channel focusing on "Islam and terrorism" and "Muslim time management." Finding the main idea, and specific details, and concluding are the first steps in each subtopic practice question that students must complete to understand the listening activity.

After the learning activities, the teacher summarizes the topics that have been covered and gives feedback on the students' work. In practice, employing the primary mapping strategy can enhance students'

comprehension and facilitate their engagement with listening exercises. The findings of these observations demonstrated that employing the main mapping in listening exercises enhances student enthusiasm and fosters a good environment. As a result of the main mapping, students were able to collaborate with peers inside their groups to complete their assignments. The main mapping facilitates the comprehension of the listening-learning process. Mind maps serve educational purposes by facilitating revision and examinations, providing a comprehensive overview of topics, enhancing concentration, aiding memorization, organizing details, presenting knowledge, fostering communication, planning, analyzing thoughts, and brainstorming ideas (Buzan, 2017). A mind map features the central concept or keyword at its core, with peripheral thoughts extending outward and further details illustrated as branches. It illustrates the relationships between concepts via connecting lines, (Luangkrajang, 2022).

b. Result of Questionnaire

Table1.
Students' Perception of Using The Main Mapping In Teaching Listening Comprehension

| No	Statements	SD (%)	D(%)	N(%)	A(%)	SA(%)
1.	Teaching Listening on You to be channeled through the main mapping helps students to know the point of the information in the video.	0	13 (17,8%)	46 (63%)	46 (63%)	16 (21,9%)
2.	Teaching Listening on You to be a channel through the main mapping makes students easier in getting detailed video information.	0	2 (2,7%)	15 (20,5%)	21 (28,8%)	37 (50,7%)
3.	This media is very useful for students to remember what they have learned from the video.	0 (0%)		27 (37%)		46 (63%)
4.	It makes students easy in elaborate on the idea of the topics by writing the point of the text or mapping it.	0 (0%)	2 (2,7%)	0 (0%)	40 (54,8%)	32 (43,8)
5.	It creates a good atmosphere in the teaching-learning process.	0 (0%)	1 (1,4)	0 (0%)	33 (45,2%)	39 (53,4%)
	Total					
	Average					
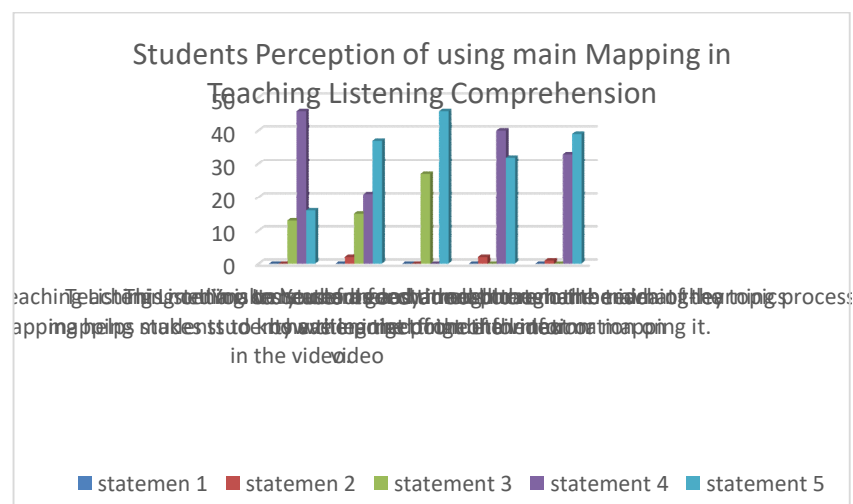
Figure 2. The result of the Questionnaire

Questionnaires were administered to students following the completion of the learning process. During the educational process, teachers utilize Google Forms to distribute questionnaire links via WhatsApp groups. The research focuses on 73 students studying in the second semester of Islamic education at STIT Madani Yogyakarta. The questions comprise five questions regarding students' perceptions of utilizing the main mapping technique in enhancing listening comprehension skills. The data was obtained utilizing a Likert scale to collect various responses for each question. The findings from the questionnaire are presented below:

The data revealed in the graphic indicates the research involved 73 students, with an agreement rate of 84.9%. This indicates that utilizing You as a channel for main mapping effectively assists students in identifying key information within the video. No students disagreed or strongly disagreed with this statement, indicating a negative perception. Students who agreed numbered as many as 83.8%, indicating that teaching Listening on You as a channel through the main mapping makes it easier for students to obtain extensive video information. Additionally, 20.5% of the respondents chose to provide a neutral response to the statement. There were 2.7% of students, or 2 individuals, who disagreed with this statement. In addition, 37% of students chose to select neutral as their reaction to the statement, with 63% of students strongly agreeing that main mapping helped students retain the information they had acquired from the video when teaching listening comprehension. None of the students perceived this statement negatively, as there were no responses of disagreement or strong disagreement. 97.16% of students agreed that mind mapping facilitated the elaboration of ideas on the topics by either writing key points or creating maps, while only 2.7% of students had a negative perception and disagreed. As seen by the last item, which just one student disagreed with, 98.6% of students thought that main mapping was effective in establishing a successful listening teaching process in the classroom.

3.2. Discussion

There are three steps involved in the process of learning listening comprehension through the use of main mapping as a visual learning tool. These stages are referred to as preliminary activities, core activities, and final activities, as stated by, (Movva, 2022), (Boroumand et al., 2021)and, (Puput Arianto, 2017). During the preliminary activity, the teacher inspired students to understand the significance of applying the teaching technique in comprehending listening skills. This was done before the teacher used the main mapping. Following that, the teacher started implementing the primary mapping in learning throughout the pre-teaching exercises that were part of each meeting. The application of the main mapping in listening comprehension in the classroom was carried out for a total of five meetings, during which the issue of Islam and radicalism was discussed through listening activities that were conducted via YouTube channels. These activities included activities that analyzed the requirements of the participants about the material. Finding the main idea, detail information, and inference are the three categories of activities that students are required to complete utilizing the primary mapping. Each of these aspects is presented in listening activities. The student's ability to increase their listening skills is directly proportional to the frequency with which they apply the main mapping in the process of learning listening skills. As a consequence of the findings of the learning observations, it was discovered that the utilization of main mapping had the potential to alter the learning environment into one in which students, who had previously experienced boredom, now felt that the process of developing listening skills was interesting and fun,(Ebadi & Vakili Latif, 2015).

During the preliminary activity, the teacher inspired students to understand the significance of applying the teaching technique in comprehending listening skills. This was done before the teacher used the main mapping. Following that, the teacher started implementing the primary mapping in learning throughout the pre-teaching exercises that were part of each meeting(Guzmán & Payá, 2020). The application of the main mapping in listening comprehension in the classroom was carried out for a total of five meetings, during which the issue of Islam and radicalism was discussed through listening activities that were conducted via YouTube channels. These activities included activities that analyzed the requirements of the participants about the material (Ritchie et al., 2013)l. Finding the main idea, detailed information, and inference are the three categories of activities that students are required to complete utilizing the primary mapping. Each of these aspects is presented in listening activities. The student's ability to increase their listening skills is directly proportional to the frequency with which they apply the main mapping in the process of learning listening skills(Anugerah et al., 2019). As a consequence of the findings of the learning observations, it was discovered that the utilization of main mapping had the potential to alter the learning environment into one in which students, who had previously experienced boredom, now felt that the process of developing listening skills was interesting and fun. According to Ebadi and Vakili Latif (2015) and Yuliyanto et al. (2020a), students who learned listening skills through major mapping had a change in their ability to comprehend what they heard, which led to higher levels of listening comprehension among the students. The findings of the questionnaire responses concerning the utilization of the primary mapping revealed the same findings, namely that the utilization of interactive media affected the learning outcomes of the students. This finding was in line with that of a study conducted by (Boroumand et al., 2021), (Yuliyanto et al., 2020), and (Ebadi & Vakili Latif, 2015) demonstrated that mind mapping became an effective visual learning tool that significantly enhances students' listening comprehension. The research showed that the implementation of a primary mapping learning tool led to an improvement in students' self-efficacy, a boost in their interest and motivation, and ultimately, an achievement over the challenges and concerns they had regarding their ability to comprehend listening skills. It can be concluded that a majority of the second-semester students at STIT Madani Yogyakarta found the main mapping to be an interesting visual tool for enhancing students' listening comprehension and a visual learning tool affected student learning outcomes.

4. CONCLUSION

Research findings indicate that teachers employing concept mapping in listening comprehension maintain standard learning activities, which consist of three stages: preliminary activities, core activities, and last activities. The main mapping was implemented during core activities where students listened to the video continuously. Students were encouraged to concentrate on the main ideas and document key points. The main mapping as a visual tool for listening comprehension must be employed constantly to ensure that students become familiar with the learning visualization tool used in listening activities in class. The practice of students implementing visualization learning tools, such as mind mapping, during learning activities enhances their listening comprehension. As a result, mind maps enhance concentration, understanding, and memory recall by visually arranging ideas. Additionally, they foster critical thinking by motivating students to make connections between concepts and recognize connections that make students very enthusiastic in practice listening activities. Through the main mapping, students can immediately understand the main idea and topic discussed in the video. Moreover, mind mapping facilitates active learning by engaging students in the processing and organization of information. Thus, it is recommended that English teachers begin using the main mapping as a visual learning tool and maximize its use to transform listening into an engaged, organized activity that assists students in effectively processing and applying the information they listen to. Furthermore, it is recommended that future researchers investigate and conduct comparison studies to assess how well mind mapping works for teaching various language skills (such as speaking, writing, listening, and reading). It may assist in determining which skills benefit the most from this learning tool of English learning.

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