

**STUDENTS' PERCEPTION OF THE USE OF YOUTUBE AS A LEARNING  
MEDIA FOR ENHANCING LISTENING SKILLS**

**THESIS**

**Presented to the Department of English Language Education as Partial Fulfillment  
of the Requirements to obtain the Sarjana Pendidikan Degree in English Language  
Education**



**By:**

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**ISLAMIC UNIVERSITY OF INDONESIA**

**2025**

**APPROVAL SHEET**  
**STUDENTS' PERCEPTION OF THE USE OF YOUTUBE AS A LEARNING**  
**MEDIA FOR ENHANCING LISTENING SKILLS**

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**RATIFICATION SHEET**  
**STUDENTS' PERCEPTION OF THE USE OF YOUTUBE AS A LEARNING MEDIA**  
**FOR ENHANCING LISTENING SKILLS**

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## **DEDICATION**

I dedicate my thesis to my beloved parents, Mr Kusnindar and Mrs Martabatul Aliyah who have always been my role model in everything. Also always praying and supporting me in this life; to my best husband, Hapsoro Cahyo Nugroho my greatest sources of strength through his unwavering faith in me; to my siblings, Wafi Maula Dhiaulhaq, Tara Ayesya, and Arroyan Dylan Alfarizqi who have always been a source of motivation; and to my future baby, who give me motivation and the reason for finishing this as soon as possible, thank you for cooperate well in my belly during the writing of this thesis. This achievement would not have been possible without them. Lastly, I dedicate this work to myself, to be able to endure the challenges of this thesis writing process with all of the obstacles.

## ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to Allah SWT who has given me the strength, patience, and wisdom to complete this thesis. Without His blessings, none of this would have been possible. May peace and blessings be upon the Prophet Muhammad SAW, his family, and all his companions.

In working on my thesis, I received a lot of prayers, support, and guidance and I will express my gratitude here.

1. My beloved parents, Mr Kusnindar and Mrs Martabatul Aliyah, who have been my greatest role model and sacrifice have been the foundation of my success. Their support and prayers have been my key to living my life well.
2. My beloved little family, my husband Mr Hapsoro Cahyo Nugroho and my soon to be baby, thank you for your patience, understanding, and constant encouragement throughout this journey. You have been my greatest source of strength.
3. My siblings, Wafi Maula Dhiaulhaq, Tara Ayesya, and Arroyan Dylan Alfarizqi who have always been a source of motivation
4. My supervisor, Mrs. Puji Rahayu, S.Pd., MLST., Ph.D. for her guidance, support, and constructive input throughout this research. Your expertise and encouragement have played a significant role in shaping this work.
5. All of the English Education lecturers, Faculty of Psychology and Social and Cultural Sciences, Islamic University of Indonesia.
6. My non-blood sister in Yogya, Sesa Aisyah Fajrin. For accompanying me to my college life, helping me suffering from homesick with always taking me to a new place i've never been before. Thank you for making me feel home is not always a place.

7. Kendo family (Sesa, Sheila, Maulida, Fitri, Sophia, Syifa, Dhimas, Aan, Rifal, Lepad, Almas, and Alfito) my one and only group of friend since early stages of college live, thank you for being my good friend for the past 4 years, being my home in this city, and thank you for make my life here so much colourful.
8. My childhood friends (Nadya, Ravito, Albar, and Devano) always give me emotional support even though we're long distance. And always be here when I'm needed.
9. Lastly, I would like to thank myself for my determination and perseverance to overcome all challenges and complete this milestone.

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “Students’ Perception of The Use of YouTube as a Learning Media for Enhancing Listening Skills does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 10 October

The researcher,



Rosidatul Firdausi

20322099

## **MOTTO**

Just because something take time doesn't mean it's not working

## ABSTRACT

This study investigated students' perceptions of using YouTube as a learning medium for enhancing listening skills in English language education. This study used a quantitative approach, utilizing a structured questionnaire adapted from previous research from Fleck et al. (2014) to collect data from English Language Education students at a private university in Yogyakarta. There have been previous studies that have discussed this, but most of them used high school students as participants, while this study used college students as participants. Previous studies also used a fairly long method where the treatment was given using the pre-test and post-test methods, while this study purely asked respondents' perceptions about their feelings when learning using YouTube media. Two YouTube videos were used in the classroom design: What is climate change? By Environment and Climate Change Canada and How to improve your listening skills by British Council. A total of 110 participants joined the research and their answers were analyzed descriptively. The results showed that the majority of students considered YouTube as a useful resource for learning. Key findings indicated that students appreciated that YouTube was beneficial for their learning (40.45%). Another finding shows that YouTube also has a dual role in education, specifically enjoyable (52.5%) and helpful for academic learning (47.5%). Although overall perceptions were positive, the negative perceptions such as distractions (40.5%) and incomplete engagement (a time to nap) with video content were noted (28.45%). This study describes students' perceptions of using YouTube to improve listening skills. This study is important to knowing how students feel about using YouTube in their learning process and their overall experiences using YouTube.

*Keyword: Listening skills, Students perceptions, and YouTube as Learning Media*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Various teaching media as teaching alternatives are of many kinds, such as google classroom, blogs, e-learning, Facebook, Twitter, YouTube, Instagram, and many more (Russell & Klassen, 2018). Among the alternative learning media, YouTube is one of the most popular and exciting media to attract students' learning interests (Rahmatika et al.,2021). YouTube is a videosharing website allowing users worldwide to watch videos other users post. YouTube is a rich source of authentic material, especially in English lessons, which can motivate students to interact in an educational capacity through English videos (Rahmatika et al.,2021).

Studies on the use of YouTube not only provides digital entertainment but also provides a great environment for learning (Srinivasacharlu, 2020). Rahmatika et al., (2021) also stated that YouTube can also help students develop their level of learning independence by encouraging them to watch and explore English videos continuously inside and outside of class themes. YouTube videos can allow students to learn to communicate effectively in a foreign language by understanding the language as it is used for real communication by native speakers. However, the emergence of this learning media innovation website has dramatically changed how people live. According to Robbins (2003), perception is an impression of something that an individual gets through the five senses which is then analyzed, interpreted, and evaluated so that the individual gets something. Perception is an individual process in interpreting, organizing, and giving meaning to the stimulus that comes from the environment where the individual is.

The latest research was conducted by Qomariyah et al., (2021), about the effect of YouTube video on students listening comprehension performance, it was found that students had difficulty understanding the information conveyed (Qomariyah et al., 2021).

This study describes students' perceptions of using YouTube to enhance listening skills. There have been previous studies which is Qomariyah et al., (2021) and Fleck et al., (2013) that have discussed this, but most of them used high school students as participants, while this study used college students as participants. Previous studies also used a fairly long method where the treatment was given using the pre-test and post-test methods, while this study purely asked respondents' perceptions about their perceptions when learning using YouTube media. This study is important to knowing how students feel about using YouTube in their learning process and their overall experiences using YouTube.

From the explanation above, this study focuses on student perceptions related to the use of YouTube media to enhance students' listening skills and the title are “Student’s Perception of the Use of YouTube as a Learning Media for Enhancing Students' Listening Skills”

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Technology in Language Learning**

Based on the theory of Freeman and Anderson (2011), there are two main aspects that technology for language learning, namely:

### **2.1.1 Technology as a provider of teaching resources**

Technology no longer only provides authentic material sources for teachers but also provides learners with greater access to learn the target language. As a result, technology allows learning to take place anywhere and anytime. In addition, learners can customize learning materials to choose topics according to their needs and goals in language learning. Language learning can be done through social interaction. Social interaction on social media helps students build knowledge and experience with each other. Social networks, including YouTube, provide feature that allow students to interact within a community from the comment section.

### **2.1.2 Technology as a provider of experience to enhance learning**

Technology can also enhance the experience of learning English without limits. The focus of learning English through YouTube is not only on the structure of the language but also on helping students use English in different and specific situations. Therefore, English learners will find learning and improving their English skills interesting through YouTube. Technology allows students to explore ways of using language. That is, English learners not only have knowledge of English but also know how to use that knowledge accurately, meaningfully, precisely, and creatively (Freeman & Anderson, 2011).

Based on the theory Freeman and Anderson (2011), YouTube can be categorized as both technology as a provider of teaching resources and provider of experience to enhance learning. Therefore, Freeman and Anderson (2011) identify how English education students use YouTube to learn and improve their English skills. Freeman and Anderson (2011) also focus on English skills in general, namely integrated skills (speaking, listening, reading, listening) and language aspects such as grammar, vocabulary, pronunciation, and others. This research YouTube functions as a provider of experience to enhance learning, particularly in improving listening skills.

## **2.2 YouTube as a Learning Media**

Many English students use social networks like YouTube to gather information about assignments and complete homework. YouTube offers a lot of online materials that can be incorporated into English lessons especially for listening. Therefore, YouTube can provide learners with authentic videos and situations that help explain the material in detail. Many researchers point out that students can get positive indicators by watching real, real videos.

Although the main content on YouTube is entertainment, there is also a lot of educational content. Many people recommend YouTube as a tool for medical education, language learning, educator training, and cross-cultural understanding (Nasution, 2019) Due to its versatility, YouTube is also a media resource integrated into the educational system.

YouTube is one of the sources of information that people worldwide need. YouTube is one of the most popular social media in the world. YouTube is a website that allows users to upload, watch and share videos. According to Chien (2020), YouTube is a reliable video site that provides various information in the form of "videos" (Chien et al., 2020). This site is for people looking for video information and wanting to watch it live. In short, YouTube is a tool or method for posting material and sharing information through video and audio. Faster internet connections and affordable video recording devices are believed to be one of the factors driving YouTube's popularity (Qomariyah et al., 2021).

Studies using YouTube in Language learning have proven that students increase their listening skills after using YouTube (Rahmatika et al.,2021). Learning paired with video media will promote in pupils a favorable attitude toward the learning process and topic. Furthermore, studying with YouTube videos may increase the knowledge of all students. Students can learn to think rationally, critically, and creatively by watching videos (Rahmatika et al.,2021). Students discovered the contents provided on YouTube were authentic, allowing them to grasp how to speak

English in real-world circumstances (Alkhatiri., 2019)

### **2.3 Students' Perception of the Use of YouTube as Learning Media**

The growth of YouTube as a popular platform in education especially for enhancing students' listening skills. YouTube offers a lot of material that students can use based on their needs. The benefits of YouTube in enhancing listening skills are explained in several research, Alwehaibi (2015) explore the impact of YouTube on enhancing students content learning, the participants was two group of EFL second year college students in Saudi Arabia, students reported that YouTube was an enjoyable and entertaining tool for language learning, especially for improving their listening comprehension. Many students appreciated the platform's user-friendly and the ability to access learning materials anytime and anywhere, making it a convenient tool for self-paced learning.

In another study by Anas (2019), students highlighted YouTube's role in providing visual cues, such as facial expressions and gestures, which aid in understanding spoken language. Visual aids are especially important for language learners, as they provide contextual clues that support listening comprehension. Students also appreciated the availability of subtitles in many YouTube videos, which they found helpful in matching spoken language to written text.

### **2.4 Previous Study**

Some of the previous studies used to strengthen this research include the first previous study conducted by Fleck et al., (2014). The findings show that students' perceptions of YouTube videos are positive. However, students found certain videos more helpful than others. In addition, class quiz scores are reflected as an index of learning (Fleck et al., 2014).

Another research was conducted by Chien et al., in (2020), this study aimed to explore the effect of using YouTube as supplemental material with EFL students for improving students' listening comprehension. In this study, the Paired T-Test was used to determine whether there was a significant difference between before and after treatment and to validate the previously determined results. It is suggested that students perform better on listening comprehension tests after training in a combination of computer-assisted learning techniques and traditional pedagogy than without the prior treatment. Using YouTube media from before and after treatment experienced a significant difference, whereas after treatment it was positive (Chien et al., 2020).

The latest research was conducted by Qomariyah et al., (2021), it was found that students had difficulty understanding the information conveyed. This study aimed to determine the effect of using YouTube videos on students' listening comprehension. This study is experimental (quasiexperimental and unequal control group design). Data analysis shows that using YouTube video tutorials is common among English majors. The statistical results also show a significant effect on students' listening comprehension between the experimental and control classes, with a t-test higher than the t-table and a significance level of 0.5. To gain further insight, researchers researching on YouTube can conduct the same research in different fields and topics to discover YouTube's hidden strengths as an English learning media. (Qomariyah et al., 2021).

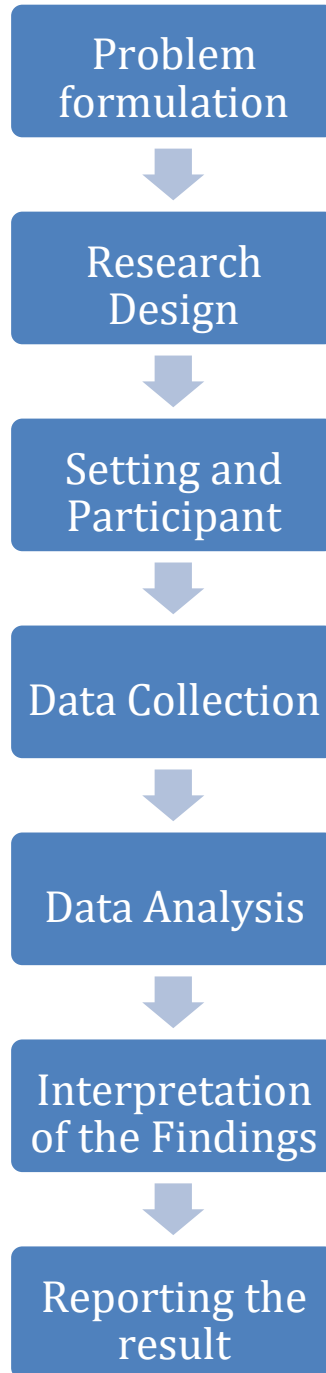
Kelsen (2009) also has research about a survey of using YouTube as supplementary material in college students. This study used a survey, the findings of this study were that most students responded positively to the integration of YouTube into their EFL courses, which increased motivation and the benefits of engaging with authentic language use through a familiar and accessible platform. Students felt that YouTube improved their listening and speaking skills, although the study also highlighted the need for educators to carefully craft content to avoid

distraction and ensure educational value. Overall, the study concluded that YouTube can be an effective tool in enhancing EFL learning, provided it is used judiciously within the curriculum.

From several studies that have been conducted, research about student perceptions related to the use of YouTube media in enhancing listening skills are not found yet. This research analyzes students' perceptions of the effect of using YouTube in learning English. In addition, no one has researched student's perception of using YouTube to learn English, especially to improve students' listening skills. Those are all the differences between the researcher and previous studies. Based on the explanation above, the researcher is interested in researching with the title "Student's Perception of the Use of YouTube as A Learning Media for Enhancing Students Listening Skills".

## **2.5 The Research Flow**

The research flow that used in this research are illustrated in the diagram below:



**CHAPTER III**

**METHODOLOGY**

### **3.1 Research Design**

This research was quantitative research that showed how students thought about using YouTube to enhance their listening skills. The reason why quantitative research was chosen was because it allows for the collection of measurable data, enabling the researcher to quantify the perceptions of the participants and draw statistical conclusions. The study uses a survey-based approach to gather responses from students through structured questionnaires. This study used a descriptive design, which aims to describe and interpret the current state of students' perceptions of the effectiveness of YouTube as a learning tool. Descriptive research was used to provide a comprehensive understanding of students' positive and negative perceptions of the use of YouTube.

### **3.2 Setting and Participants**

The participants of this research were college students in a private university in Yogyakarta who enrolled the intensive and extensive listening class or who had already taken listening class before. The participants also have used YouTube as a learning tool to learn listening with asking the participant with a question “Have you ever use YouTube for academic purposes?”. The participants were from the English Education department with the total number of the population are 133 people. Participants watch YouTube videos that have been connected to Panopto, through the link shared on the Google Form questionnaire. And participants watch the YouTube video before filling out the questionnaire.

### **3.3 Data Collection Technique**

The questionnaire that was used is questionnaire by Fleck et al., (2014) for collecting data of this research by dividing the research questions into three parts. This questionnaire was adapted from the question by Fleck et al., (2014) which designed for classroom design to enhance listening skills. The first part of the questionnaire is the demographics question, which contains personal information such as age, gender, educational level, and current university. The second part was a screening question consist of two question to make sure that the participants are ever learning with YouTube as a learning tool for listening and a general question about the use of YouTube as learning media (Have you ever used YouTube for academic purpose?, How often the students use YouTube for learning and Their opinion about YouTube as learning media). And the last part of the question also adapted by Fleck et al., (2014) asked the participant about what the participants feel when the teacher gives them YouTube as learning media (When your teacher uses YouTube during class time, you find it to be: (choose one or more of the adjectives that apply). Questionnaire were distributed via Email and WhatsApp. The participants were given two videos that connect into Panopto to know if the participant really watches the video or not, The videos provided are two different types of videos, the first is a video entitled “What is Climate Change” from Environment and Climate Change Canada which is an authentic learning video or one that is nor specifically made for learning. While the second video is entitled “How to improve your listening skills” from the British Council which is a video intended for learning. The questionnaire was a likert-scale design 1-5, with frequency scale from never to always and multiple choice.

#### **3.3.1 Validity and Reliability**

Validity is defined as the extent to which a concept accurately measures in a quantitative study, Heale and Twycross (2015). Validity is a crucial factor to consider when selecting an appropriate

measurement instrument. In this research, consultation and adaptation process of the questionnaire was supervised by the thesis supervisor.

Reliability is a key aspect of a research instrument, reflecting its consistency in measurement. It indicates the degree to which a research tool yields the same results when applied repeatedly under the same conditions (Heale & Twycross, 2015). Cronbach alpha was used to measure the reliability, and the score coefficient to .665, which means this questionnaire are reliable to used.

**Table 3.1 Reliability Score**

Cronbach's Alpha	N of Items
.665	6

**Table 3.2 YouTube Video Information**

YouTube Video	Duration	Creator
What is Climate Change?	1:52	Environment and Climate Change Canada
How to improve your listening skills	2:17	British Council   LearnEnglish

**Table 3.3 Adjective**

Positive	Negative	Overall Perception
Fun	Annoying	Enjoyable (Yes responses)

Helpful

Distracting

Helpful for academic (Yes responses)

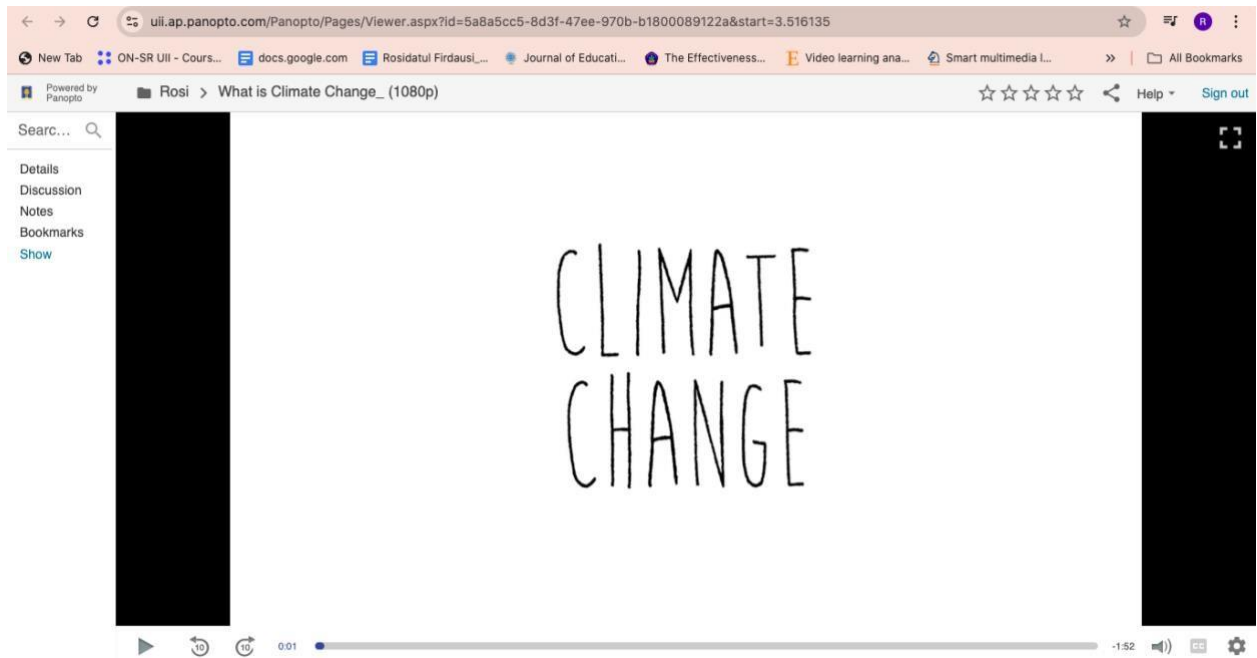
Beneficial for learning

Waste of time

Engaging

A time to nap

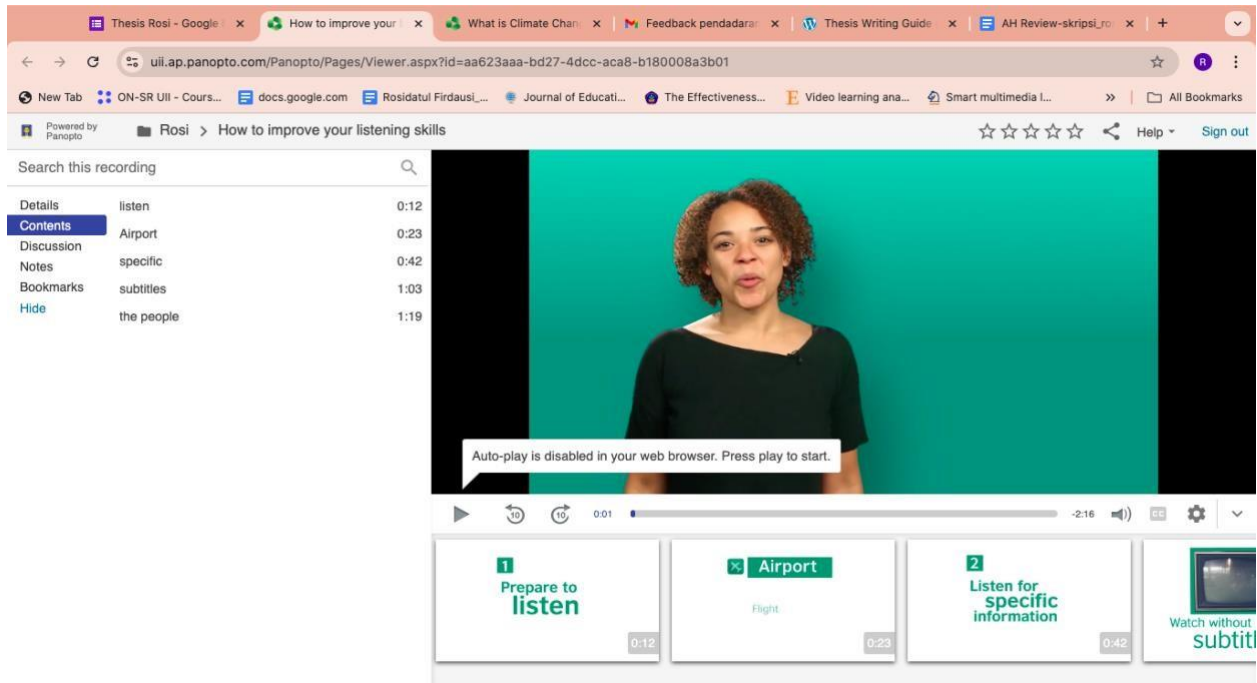
Entertaining



**Picture 3.1** Screenshot of Panopto “What is Climate Change”

UserName	Name	Email	Views and Downloads	Minutes Delivered	Average Minutes Delivered	Percent Completed	Notes	Comments
UIISSO\053310402	Puji Rahayu -	053310402@uii.ac.id	3	3.7724	1.2575	78	0	0
UIISSO\20322040	MUHAMMAD SYARIF NUR HIDAYAT -	20322040@students.uui.ac.id	1	1.8985	1.8985	100	0	0
UIISSO\20322056	NURUL SYIFATUL AENI -	20322056@students.uui.ac.id	1	1.8797	1.8797	100	0	0
UIISSO\20322014	SESA AISYAH FAJRIN -	20322014@students.uui.ac.id	1	1.8797	1.8797	100	0	0
UIISSO\20322076	DEVI SYAHFIRA NAKUL -	20322076@students.uui.ac.id	1	1.8796	1.8796	100	0	0
UIISSO\20322101	MUHAMAD DHIMAS ALAMSYAH -	20322101@students.uui.ac.id	1	1.8793	1.8793	100	0	0
UIISSO\20322090	HASAN BASRI -	20322090@students.uui.ac.id	1	1.8789	1.8789	100	0	0
UIISSO\21322008	KAYLA ARTAMEVIA PUTRI -	21322008@students.uui.ac.id	1	1.8776	1.8776	100	0	0
UIISSO\21322040	NAUFAL MUFATHI AL FIKRI -	21322040@students.uui.ac.id	1	1.8288	1.8288	98	0	0
UIISSO\20322110	SA'DAA -	20322110@students.uui.ac.id	1	1.8189	1.8189	97	0	0
UIISSO\21322027	FAIRUZ ZAHRA TSURAYYA -	21322027@students.uui.ac.id	1	1.7901	1.7901	96	0	0
UIISSO\20322086	MUHAMMAD NAMU BASYA KAMAL -	20322086@students.uui.ac.id	1	1.749	1.749	95	0	0
UIISSO\21322079	NILNA NURUL MILLAH -	21322079@students.uui.ac.id	1	1.6663	1.6663	91	0	0
UIISSO\20322006	KHOIRUNNISA BERLIANA ASHARI -	20322006@students.uui.ac.id	1	1.583	1.583	85	0	0
UIISSO\20322138	DIAN PUTRA SASMITA -	20322138@students.uui.ac.id	1	1.5771	1.5771	85	0	0
UIISSO\20322067	SRI MELANI -	20322067@students.uui.ac.id	1	1.4575	1.4575	78	0	0
UIISSO\20322118	SALSA FADILLAH AFRA -	20322118@students.uui.ac.id	1	1.4426	1.4426	77	0	0
UIISSO\20322009	ARIF ALVARY -	20322009@students.uui.ac.id	1	1.3272	1.3272	71	0	0
UIISSO\20322079	HANI NUR PRASANTI -	20322079@students.uui.ac.id	1	1.1029	1.1029	57	0	0
UIISSO\20322051	ZAHRA MAHARANI -	20322051@students.uui.ac.id	1	0.8471	0.8471	47	0	0
UIISSO\21322053	DIO EGI YOZA -	21322053@students.uui.ac.id	1	0.7851	0.7851	44	0	0
UIISSO\21322006	DIKTA MAISYARAH -	21322006@students.uui.ac.id	1	0.745	0.745	40	0	0
UIISSO\20322092	DIANA HILDIANI -	20322092@students.uui.ac.id	1	0.7377	0.7377	40	0	0
UIISSO\20322001	MAULIDA RAHMA -	20322001@students.uui.ac.id	1	0.6673	0.6673	37	0	0
UIISSO\20322073	LIA FAHRI UTAMI -	20322073@students.uui.ac.id	1	0.4624	0.4624	25	0	0
UIISSO\20322045	AMANDA DIAH KAVITA -	20322045@students.uui.ac.id	1	0.4445	0.4445	24	0	0
UIISSO\20322113	ARIEF AHSAN HAMAMI -	20322113@students.uui.ac.id	1	0.2734	0.2734	16	0	0
UIISSO\20322052	DINDA CINTYA DESYANA -	20322052@students.uui.ac.id	1	0.2623	0.2623	16	0	0
UIISSO\21322055	MOHAMMAD ROFIQ ARDIANSYAH -	21322055@students.uui.ac.id	1	0.1786	0.1786	10	0	0
UIISSO\20322031	MUHAMMAD REZA FAUZAN ADHIMA -	20322031@students.uui.ac.id	1	0.0959	0.0959	7	0	0
UIISSO\20322103	ANANDA REYHAN SAPUTRA -	20322103@students.uui.ac.id	1	0.05	0.05	4	0	0
UIISSO\20322099	ROSIDATUL FIRDAUSI -	20322099@students.uui.ac.id	1	0.0426	0.0426	3	0	0

**Picture 3.2** Screenshot the number of viewers in Panopto “What is Climate Change”



Picture 3.3 Screenshot of Panopto “How to improve your listening skills”

UserName	Name	Email	Views and Downloads	Minutes Delivered	Average Minutes Delivered	Percent Completed	Notes	Comments
Anonymous			4	6.618	1.6545		0	0
UIISSO\20322076	DEVI SYAHFIRA NAKUL -	20322076@students.uil.ac.id	1	2.2918	2.2918	100	0	0
UIISSO\20322101	MUHAMAD DHIMAS ALAMSYAH -	20322101@students.uil.ac.id	1	2.2918	2.2918	100	0	0
UIISSO\21322008	KAYLA ARTAMEVIA PUTRI -	21322008@students.uil.ac.id	1	2.2915	2.2915	100	0	0
UIISSO\21322079	NILNA NURUL MILLAH -	21322079@students.uil.ac.id	1	2.2915	2.2915	100	0	0
UIISSO\20322090	HASAN BASRI -	20322090@students.uil.ac.id	1	2.2897	2.2897	100	0	0
UIISSO\21322006	DIKTA MAISYARAH -	21322006@students.uil.ac.id	1	2.2528	2.2528	99	0	0
UIISSO\20322118	SALSA FADILLAH AFRA -	20322118@students.uil.ac.id	1	1.5241	1.5241	67	0	0
UIISSO\21322027	FAIRUZ ZAHRA TSURAYYA -	21322027@students.uil.ac.id	1	1.1687	1.1687	51	0	0
UIISSO\20322056	NURUL SYIFATUL AENI -	20322056@students.uil.ac.id	1	0.8049	0.8049	42	0	0
UIISSO\20322073	LIA FAHRI UTAMI -	20322073@students.uil.ac.id	1	0.4797	0.4797	21	0	0
UIISSO\20322045	AMANDA DIAH KAVITA -	20322045@students.uil.ac.id	1	0.4766	0.4766	21	0	0
UIISSO\20322092	DIANA HILDIANI -	20322092@students.uil.ac.id	1	0.4232	0.4232	18	0	0
UIISSO\20322110	SA'DAA -	20322110@students.uil.ac.id	1	0.3716	0.3716	17	0	0
UIISSO\20322051	ZAHRA MAHARANI -	20322051@students.uil.ac.id	1	0.3079	0.3079	14	0	0
UIISSO\21322053	DIO EGI YOZA -	21322053@students.uil.ac.id	1	0.186	0.186	12	0	0
UIISSO\20322040	MUHAMMAD SYARIF NUR HIDAYAT -	20322040@students.uil.ac.id	1	0.1841	0.1841	10	0	0
UIISSO\20322086	MUHAMMAD NAJMI BASYA KAMAL -	20322086@students.uil.ac.id	1	0.1649	0.1649	10	0	0
UIISSO\20322103	ANANDA REYHAN SAPUTRA -	20322103@students.uil.ac.id	1	0.1437	0.1437	8	0	0
UIISSO\21322055	MOHAMMAD ROFIQ ARDIANSYAH -	21322055@students.uil.ac.id	1	0.0781	0.0781	4	0	0
UIISSO\20322113	ARIEF AHSAN HAMAMI -	20322113@students.uil.ac.id	1	0.0304	0.0304	2	0	0

Picture 3.4 Screenshot the number of viewers in Panopto “How to improve your listening skills”

### 3.4 Data Analysis

As commonly acknowledged, quantitative research is statistical analysis which serves numerical data. First of all, the data were analyzed by assigning categorical responses with numerical values, to know which one is most favored and least favored on the first and second

video. For example, how many participants choose positive adjectives (fun, helpful, beneficial for learning, engaging, and entertaining) and also the negative adjective. After that, the data were described based on the result of the questionnaire using descriptive analysis. The data was processed using SPSS to find out the frequency distribution and the percentage (valid and cumulative percentage) of the variable.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Findings**

These findings are the result of distribution questionnaires which are already filled by English Education students from a private university in Indonesia specifically from batch 2020 and 2021. A total of 133 questionnaires were distributed through Email and Whatsapp to the respondents and 110 questionnaires were completely returned. However the process of collecting the data has several technical issues. Many respondents made misunderstandings when they were filling out the questionnaires. A large number of participants duplicated their responses by completing sections 3 and 4, which were designed to capture positive and negative perceptions of YouTube videos separately. Another issue shows that 110 respondents indicate that a number of respondents did not watch the entire video completely. In the first video only 31 respondents or 28% watched the video completely and for the second video had an even lower viewer, only 30 respondents or 27% who watched the video completely.

The majority of respondents showed that female respondents count 67 people or 60,9% of the total respondents, for male respondents marking up the remaining which is 43 people or 30,1% of the total respondents. Approximately 97% of the respondents showed that they were frequently using YouTube for their educational purposes.

The first video entitled “What is climate change?” study obtained responses from 110 students, which revealed that the majority of respondents considered YouTube to be enjoyable for learning, with 66 out of 110 respondents (60%) expressing this positive sentiment. The engaging and interactive nature of YouTube videos likely contributed to this enjoyment, making learning more accessible and less monotonous. In addition, the study highlighted the perceived effectiveness of YouTube in academic improvement, particularly in developing listening skills. Of the 110 students surveyed, 44 respondents (40%) indicated that YouTube was helpful to their academic goals. This indicates that almost half of the respondents recognized the educational value of YouTube videos.

In contrast to the first section, the results of this survey in the second video are the opposite, revealing that 49 respondents or 44.5% consider YouTube to be enjoyable for learning listening. In addition, 61 respondents around 55% consider YouTube helpful for academic purposes, especially in improving their listening skills. These findings highlight the dual role of YouTube in education, which is both enjoyable and academically useful, while also showing that its potential as a learning media can be explored more deeply and maximized.

#### **4.1.1 First video**

This first section is about the results of the first video entitled “What is climate change?” As many as 110 people filled in the positive section but there were also 58 people who filled in the negative section and also for the overall YouTube was.

#### 4.1.1.1 Positive

**Table 4.1 Positive responses of the first video**

		<b>Positive</b>			
<b>Valid</b>	<b>Beneficial for learning</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	<b>Beneficial for learning</b>	40	36.4	36.4	36.4
	<b>Engaging</b>	16	14.5	14.5	50.9
	<b>Entertaining</b>	12	10.9	10.9	61.8
	<b>Fun</b>	9	8.2	8.2	70.0
	<b>Helpful</b>	33	30.0	30.0	100.0
	<b>Total</b>	110	100.0	100.0	

Based on the responses obtained, Beneficial for Learning was the most frequently chosen, with 40 out of 110 respondents, or 36.4%, indicating that they found YouTube videos very useful for their learning. This was followed by Helpful, which was chosen by 33 respondents, which is 30% of the total, indicating that many students see YouTube as a useful media in supporting their learning. On the other hand, the least frequently chosen response was Fun, with only 9 out of 110 participants, or 8.2%, highlighting that while fun may not be the primary focus for most students, it is still an important aspect that can enhance the overall learning experience.

#### 4.1.1.2 Negative

**Table 4.2 Negative responses of the first video**

<b>Negative</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid A time to nap	16	27.6	27.6	27.6
Annoying	2	3.4	3.4	31.0
Distracting	22	37.9	37.9	69.0
Waste of time	18	31.0	31.0	100.0
Total	58	100.0	100.0	

Besides positive responses, there are also negative responses regarding YouTube videos. Among the negative responses, Distracting was the most frequently chosen, with 22 out of 58 respondents, or 37.9%, indicating that YouTube videos can easily divert attention from educational purposes to unrelated content due to YouTube’s random algorithm. The middle response, Waste of time, was chosen by 18 out of 58 respondents, or 31%, indicating that the potential for noneducational content and long-winded videos can make students feel like their time is not being used well. On the other hand, Annoying was the least frequently chosen, with only 2 respondents, or 3.45%, indicating issues such as poor video quality, intrusive ads, and clickbait titles that fail to meet educational needs.

These findings suggest that while the majority of students appreciate and benefit from using YouTube as a learning tool, there is still a large portion who may not fully experience its potential benefits. This opens up opportunities for educators to further integrate YouTube videos into their teaching strategies, ensuring that all students are able to take advantage of this versatile platform to improve their listening skills.

#### 4.1.2 Second video

The second section is about the results of the second video entitled “How to improve your listening skills?” As many as 110 people filled in the positive section but there were also 60 people who filled in the negative section.

##### 4.1.2.1 Positive

**Table 4.3 Positive responses of the second video**

	<b>Positive</b>			
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Beneficial for learning	49	44.5	44.5	44.5
Engaging	9	8.2	8.2	52.7
Entertaining	8	7.3	7.3	60.0
Fun	18	16.4	16.4	76.4
Helpful	26	23.6	23.6	100.0
Total	110	100.0	100.0	

Same as the first video, the most frequently chosen response was Beneficial for learning, with 49 out of 110 respondents, or 44.5%, indicating that YouTube videos were very beneficial to their learning. In the middle, Fun was chosen by 18 out of 110 participants, or 16.4%, indicating that some students find learning with YouTube enjoyable, which can improve their listening skills. On the other hand, Entertaining was the least frequently chosen response, with only 8 out of 110 participants, or 7.3%, indicating that even though entertainment is not the main focus, it still plays a role in keeping students engaged and making the learning process less monotonous.

#### 4.1.2.2 Negative

**Table 4.4 Negative responses of the second video  
Negative**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid A time to nap	17	29.3	29.3	29.3
Annoying	4	6.9	6.9	36.1
Distracting	25	43.1	43.1	79.3
Waste of time	12	20.7	20.7	100.0
Total	58	100.0	100.0	

Aside from positive responses, there are negative responses that the respondent feels about. Also same with the first video, Distracting was the most frequently selected negative response, with 25 out of 58 respondents, or 43,1%, indicating that YouTube videos can easily divert students' attention from educational goals to unrelated content due to the platform's random algorithm. In the middle, A time to nap was selected by 17 out of 58 respondents, or 29,3%, indicating that YouTube videos may be less engaging, leading to boredom and reduced focus. On the other hand, Annoying was the least frequently selected, with only 4 respondents, or 6,9%, highlighting issues such as poor video quality, intrusive ads, and clickbait titles that fail to meet educational needs.

## 4.2 Discussion

As can be seen the finding with the highest percentage in this research is that students feel that YouTube is a learning media that is beneficial for their learning, this is also in line with Fleck et al (2014) who reported that the majority of their respondents also felt that YouTube was a media that was beneficial for learning. Also, Fleck et al. (2014), who observed that YouTube is a valuable resource for students, providing additional educational materials that enhance comprehension and retention. Fleck et al. (2014) emphasized that YouTube can significantly improve students' understanding of difficult topics by providing visual and auditory reinforcement. This perception is in line with research conducted by Prayudha (2022) who found that social media platforms, including YouTube, are effective tools for language learning, providing students with authentic language practice and exposure to different accents and dialects. Prayudha's (2022) research highlighted that social media platforms such as YouTube offer students practical language exposure that is often more engaging than conventional classroom exercises, reinforcing the idea that YouTube is valuable for language skill development. This is in line with the findings of this research which shows that some of the respondents perceived that YouTube videos are helpful for their learning process. In addition, although few students feel that YouTube is an entertaining media, there is a similar research that is interesting to discuss, research from Kelsen (2009) which states that learning using YouTube can be entertaining for students, where students also feel interesting, beneficial, relevant, and motivate them to learn. Kelsen (2009) also stated that the fun part of YouTube comes from the visual stimulation of a YouTube video that is more eye-catching than just a book.

This research also found the negative perception of using YouTube as learning media, with the most common negative perception being “distracting”, such as entertainment videos as well as unrelated content that can easily distract students from educational purposes. This finding is also in line with research from Fleck et al. (2014) which found that distractions are a weakness in using YouTube in academics. Another negative perception found in this study was that YouTube could be “a time to nap”. Some students reported using YouTube more for passive entertainment than active learning because YouTube is a one-way learning process and there is no interaction between students and the media. This suggests that while YouTube has the potential to enhance learning, it can also lead to a lack of engagement if the content is not engaging enough or if students are not motivated. Fleck et al. (2014) also addressed this issue, noting that when educational content is not aligned with students’ interests or presented in an engaging manner, it can lead to a lack of engagement and reduce the effectiveness of YouTube as a learning media.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study explores how students' perceptions of YouTube as a learning media especially for enhancing their listening skills, this study seeks to find out students' perceptions through how students feel after watching a YouTube video and then students are asked to express their feelings through several adjectives that have been provided. This study found that most students feel that YouTube has a good impact to help their learning process. Students feel YouTube is beneficial for learning and a helpful resource for their learning process.

However, this study also found several challenges related to the use of YouTube through several students, where quite a lot of students reported that they had a negative perspective on

YouTube, namely how YouTube has an effect that interferes with their focus, namely "distraction" and students also feel sleepy so that students choose the option "a time to nap". This negative perception highlights the need for careful management and structured use of YouTube in educational environments to ensure that its potential benefits can be maximized.

Although YouTube has great potential as a tool for improving listening skills, its effectiveness depends on how it is used. Educators and students should be aware of YouTube's dual function in that it can both facilitate and hinder learning. By adopting strategies that encourage focused and purposeful use, YouTube can be leveraged as a powerful educational resource.

In summary, the validity of this study may be compromised by a number of significant technical issues encountered during the questionnaire completion process. In particular, the presence of multiple responses where participants provided both positive and negative feedback raises concerns about the reliability of the data collected. Additionally, a small number of respondents fully engaged with the video content provided, further reducing the representativeness of the sample. These factors suggest that the findings may not accurately reflect the true opinions or behaviors of the broader population, highlighting the need for careful consideration when interpreting the results and drawing conclusions from this study. It could be that apart from the technical issues of data collection which experienced many problems, it can be concluded that almost all of the answers are purely students' perceptions about the use of YouTube which they have used previously during learning.

## **5.2 Suggestions**

Based on the results of this research, here are suggestions for future research:

1. When using YouTube as a learning media, to make YouTube work effectively as a learning media, students must be encouraged to note down several important points so that engagement is maintained. and educators can also provide discussions between students on the videos they have watched. This suggestion is useful to maintain good engagement and avoid passive students.
2. Another important thing is time management, educators must emphasize the importance of time management to anticipate time wastage and for students to keep on track
3. Future research could explore strategies to maximize the educational benefits of YouTube while minimizing its potential drawbacks. Research could also test the effectiveness of YouTube in other language learning areas, such as speaking or reading, and investigate the impact of different types of content on student learning outcomes.

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## Appendix

Questions Responses **110** Settings Total points: 0

**Section 4 of 4**

Please watch this video completely, after that please choose one of the adjective. You can choose positive or negative of the adjective depends on your feelings after watching the video. CHOOSE ONE FOR POSITIVE OR NEGATIVE, IF YOU ALREADY CHOOSE THE POSITIVE THEN DON'T CHOOSE THE NEGATIVE.

<https://uii.ap.panopto.com/Panopto/Pages/Viewer.aspx?id=aa623aaa-bd27-4dcc-aca8-b180008a3b01>

**Positive**

	Fun	Helpful	Beneficial for L.	Engaging	Entertaining
Adjective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Negative**

	Annoying	Distracting	Waste of time	A time to nap
Adjective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall YouTube was (yes responses only)

- Enjoyable
- Helpful for academic

Section 3 of 4

Please watch this video completely, after that please choose one of the adjective. You can choose positive or negative of the adjective depends on your feelings after watching the video. CHOOSE ONE FOR POSITIVE OR NEGATIVE, IF YOU ALREADY CHOOSE THE POSITIVE THEN DON'T CHOOSE THE NEGATIVE.

<https://uii.ap.panopto.com/Panopto/Pages/Embed.aspx?id=5a8a5cc5-8d3f-47ee-970b-b1800089122a>

Positive

- |           |                       |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|           | Fun                   | Helpful               | Beneficial for L.     | Engaging              | Entertaining          |
| Adjective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Negative

- |           |                       |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|
|           | Annoying              | Distracting           | Waste of time         | A time to nap         |
| Adjective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Overall YouTube was (yes responses only)

- Enjoyable
- Helpful for academic