

THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING YOUTUBE TO IMPROVE LISTENING SKILLS

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ABSTRACT

The purpose of this study to analysis students' perception while using YouTube as one of media learning for improve their listening skill as an English Language Foreign (EFL). This research was conducted with a qualitative descriptive method, a case study. The subjects of this research are the college students from the English Education Department at Universitas Muhammadiyah Kalimantan Timur (UMKT), there were 5 participants who were interviewed consisting of 1 participant from semester 2nd, 3 participants from semester 4th, 1 participant from semester 8th. This research was conducted with semi-structured interviews. YouTube is a valuable resource for learning, especially when preparing for exams or language proficiency tests like the TOEFL, according to the findings. They observed that YouTube offers not only audio content but also instructional videos on how to respond to various types of inquiries.

Keywords: *Listening Skill; Learning Media; Perception, Social Media, YouTube*

1.1. Introduction

The COVID-19 epidemic has presented unprecedented obstacles to educational activities and organizations worldwide. A notable transformation has occurred in the form of extensive digitization and virtualization of educational processes, resulting in a substantial reconfiguration of students' learning encounters and communicative methodologies across diverse settings, including Indonesia (Ari Irawan et al., 2022).

According to Pikalek stated in Yang (2020), the advancement of Web 2.0 technology has opened up vast opportunities for the growth of social media platforms. These platforms offer many functionalities such as content creation, information sharing, and interactive conversation. The emergence of several social media applications can be attributed to the use of advanced Web 2.0 technology and the widespread adoption of smart mobile devices. These applications represent diverse manifestations of social media. For example, Facebook serves as a prominent platform for social networking, whereas Instagram and YouTube are primarily focused on facilitating the sharing of multimedia content. In addition, WeChat, Twitter, and Wikipedia are widely used social media platforms that exhibit a variety of kinds of social media.



Based on Shafwati et al., (2021), the findings indicated that the utilization of YouTube had actually improved the listening comprehension abilities of Saude EFL students. Upon seeing the video, it was observed that the experimental group, which received the treatment through the utilization of a YouTube video, exhibited superior performance compared to the control group in the subsequent post-test. This outcome serves as an indication of the experimental group's enhanced listening comprehension skills. According to Hussaeni et al., (2020), YouTube is not only a platform for people to share, upload, and comment on videos; teachers and students may also use it effectively and practically to the best of their ability so that students' can get benefit more. The study illustrates many theoretical frameworks that support the use of technology to speed up the teaching and learning process. Video clips are utilized in multimedia to help teachers become more adept at utilizing technology in the classroom. Findings from this research indicate that the majority of students showed a positive perception toward and a willingness to use YouTube in the EFL classroom (Hussaeni et al., 2020). It was also discovered that the students have used YouTube to help them complete their course assignments and study tasks. Hence, it can be concluded that the students preferred to use English YouTube videos to help them enhance their English language level proficiency.

This study aims are to provide a detailed description of how the perceptions or opinions of students at Universitas Muhammadiyah Kalimantan Timur (UMKT) in the English Department, regarding the use of YouTube is to improve their listening skills. Because, considering all the impact of YouTube, it is possible for most universities to use YouTube as a media for enhancing listening skills. Especially during pandemic, most of the students using social media to learn English especially YouTube for improve listening skills. Based on the reasoning stated in the preceding context, the researcher desires to know:

1.2. Research questions

1. How is the students' perception of using YouTube in improving their listening skills?
2. What are the advantages that can be taken on YouTube for learning listening skills?

The researcher hopes this research can be helpful both theoretically and practically. Through theoretical means, the researcher hopes this kind of method can provide useful



information and important data for institutions, also will be useful reference in the future because the results of this study can be a reference and evaluation regarding the benefits of using YouTube to learn for improve listening skills, and it is expected after knowing the students' perceptions.

2. METHOD

2.1. Research Design

This study is a qualitative descriptive case study as it is congruent with the research problem that focuses on the students' perception. This study proposed investigating students' perceptions regarding the use of YouTube to improve their listening skills. This study focused on a group of students from Universitas Muhammadiyah Kalimantan Timur (UMKT). The researcher intends to assess students enrolled in the English Education Department during their fourth semester. These students were selected based on specific criteria, namely, having low scores in the listening skills lesson. The evaluation will involve examining their scores in the open learning listening course and considering recommendations provided by their lecturers.

2.2. Samples/Participants

The study involved a sample of five participants who were interviewed using a semi-structured format. Five participants took part to be interview respondent in this study are from second semester (1 participant), fourth semester (3 participants), eighth semester (1 participant). The participants on average, each interview lasted between 10 and 15 minutes.

2.3. Instruments

Researchers used interview as the main instrument in collecting data. The gathered information was conveyed in writing or captured in audio, video, or audio-visual format simple to understand and to be of use in locating solutions to problems that are typically associated with research. Alternately, one way to define data analysis is as an activity carried out with the goal of transforming the information gained through research into knowledge that may then be used to conclude. Data gathering techniques that were used by researchers are semi-structured interviews using zoom meeting with open-ended queries such as:



1. How do you feel in your traditional English listening class? Do you feel bored or comfortable? Why?
2. Do you think that by add technology especially video to English lesson will be improved?
3. Have you ever used YouTube to help you in understanding material?
4. How often do the teachers use YouTube videos in their classroom for listening practice?
5. Do you enjoy and feel happy when you use the YouTube platform?
6. Do you think YouTube videos will improve your performance and understanding in your listening?
7. How much do YouTube videos provide EFL learners with new techniques that can help them practice their listening skill?
8. How do YouTube videos improve EFL students' listening comprehension skills?

2.4. Data Analysis

The analysis of interview results was carried out through data analysis. In the process of reduction, the researcher will collect all information's from interview results, and audio recording of interview session via Zoom application and WhatsApp voice note then transform them by the process of selecting, focusing, simplifying and minimized them to complete the purpose of the research. Next in the process of data display, researcher displaying data in narrative text, therefore the result will be presented in descriptive. Lastly, researchers conclude data based on the theory and strengthened with data and detailed information from the analysis of interview and recording of video as well. Researchers will be revisiting the data many times and do cross-check to verify the conclusions. Then, the researcher described the conclusion of the study.

3. FINDINGS

Students' perception of using YouTube to improve listening skills in English language learning in this study was obtained from semi-structured interview. This section presents information of students' perceptions from the interviews results to answers research questions in this study. The objective of this study is to investigate the opinions of English Language Education students regarding the use of YouTube as a learning tool. This investigation encompasses an examination of the effects, advantages, and difficulties



associated with the implementation of YouTube, as reported by the students based on their own experiences.

In the interview stage using voice notes on WhatsApp and Zoom applications, there were several results that the researchers got including five respondents who often use YouTube to learn listening skills. This evaluation applies to students' perceptions regarding the potential effectiveness of YouTube as a resource for accessing previously covered classroom material that they may have difficulty comprehending. There exists a perspective among certain individuals that posits the utilization of YouTube purely for recreational purposes, devoid of any academic relevance, particularly in relation to the development of listening skills. Here are the sample excerpts in the subtheme:

"I often use YouTube more for entertainment, but academically, I open YouTube for accessing the material that I don't understand or lecturer material that provides videos from YouTube. When I have an exam, I open YouTube to replay the material again. I use YouTube more for fun entertainment purposes." (P1).

Based on the students' statement above, it mentioned that they often use YouTube for entertainment purposes, but also acknowledged its potential use for academic purposes. Specifically, the participants noted that they may turn to YouTube for help with understanding difficult course material or to review lecture content in preparation for exams. They prefer watching videos on topics that they find interesting or amusing. However, they did note that when it comes to academic purposes, they often turn to YouTube for support in their studies and watch some explanation video regarding their needs in the material itself.

Specifically, the participants mentioned that they use YouTube to access material that they may not fully understand or that they need clarification on. They also use the platform as a source of lecture materials that are provided by their educators. Moreover, during exam periods, the participant relies on YouTube to replay materials that they may have missed or not fully understood the first time around. This allows them to reinforce their learning and gain a better understanding of the topics that they are studying.

Despite the participant's preference for entertainment on the platform, they recognize the value that YouTube offers in terms of supporting academic pursuits. By providing access to educational materials and serving as a tool for reinforcing learning, YouTube has become a valuable resource for the participant in their academic pursuits.



Overall, the participant's interview suggests that while YouTube is often used for entertainment purposes, it also plays an important role in supporting their academic goals and aiding their learning process.

Based on most of the participants above it implies that YouTube has a specific benefit such as free accessing material freely and varieties of the material.

” I think it has a big effect because for me personally, usually when I want to take an exam or there is a TOEFL test like that, I learn listening through YouTube, listen to the audio through YouTube because on YouTube they don't just provide audio but also teach how to answer this type of question and other types of questions.” (P4).

One of the participants implies that they find YouTube to be a valuable resource for learning, particularly when preparing for exams or language proficiency tests like TOEFL. They noted that YouTube provides not only audio content, but also instructional videos on how to answer different types of questions. This statement highlights the potential impact that online resources like YouTube can have on learning outcomes, particularly for learners who may struggle with certain types of content or who benefit from additional support and guidance.

This highlights the need for educators to carefully consider the role of online resources in supporting effective and engaging learning experiences. While online resources like YouTube can be valuable tools for learning, educators must ensure that they are being used in a way that supports students' academic goals and objectives, rather than simply providing entertainment or distraction.

4. DISCUSSION

Based on the results of the semi-structured interview that have been conducted to college students who have been using YouTube to find out student perception, it indicates that several of the participant could fully utilize the YouTube to enhance listening skills it also may not be the first choice for academic learning, it can still serve as a valuable resource for learners who are seeking additional support or clarification on course content. However, it is important to note that the participant also emphasized their preference for using YouTube for educational purposes, which highlights the need for educators to carefully consider the role of online resources like YouTube in supporting effective and engaging learning experiences. According to Saputra, (2018), concluded that the contents



of YouTube provide much information, new vocabularies from various speakers both none and native speakers that definitely are able to improve their listening proficiencies. And the results are the same as the perspective of the interviews that have been conducted, that YouTube can be a way to improve listening skills.

5. CONCLUSION

5.1. Conclusion

The researcher's conclusion indicates that the majority of participants found that utilizing YouTube as a tool to improve listening skills suggests that while YouTube may not be the primary preference for academic learning, it can still be a valuable resource for learners who require supplementary assistance or clarification on course material. Nevertheless, it is crucial to acknowledge that the participants placed significant emphasis on their indication towards utilizing YouTube as a means of entertainment.

5.2. Suggestions

This suggests the need for educators to closely consider the function of online platforms such as YouTube in facilitating beneficial and captivating educational encounters. According to the findings, it is suggested that online resources such as YouTube have the potential to significantly influence learning outcomes, particularly for individuals who encounter difficulties with specific content or who derive advantages from supplementary assistance and guidance.

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