

**EFL STUDENTS' PERCEPTION ON JENNIFER ESL'S
YOUTUBE SHORT VIDEO FOR LISTENING SKILL**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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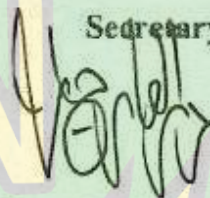
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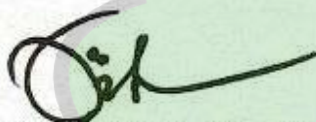
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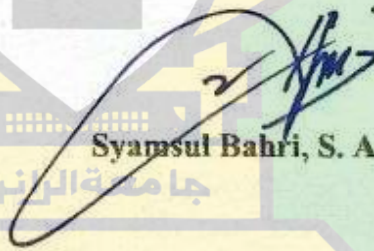
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**EFL STUDENTS' PERCEPTION ON JENNIFER ESL'S YOUTUBE
SHORT VIDEO FOR LISTENING SKILL**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 April 2025

Saya yang membuat surat pernyataan



Nisa Syifaurrahmah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, praise be to Allah SWT, God the almighty, the most exalted, the merciful, and the king who created the world for all creatures and who always blesses and gives me health, strength, and passion to finish this thesis. Peace and blessings be upon our beloved the prophet Muhammad (peace be upon him) and his companions, who have guided us to the right path and taught us the most beneficial knowledge as we continue struggling to spread Islam throughout the world.

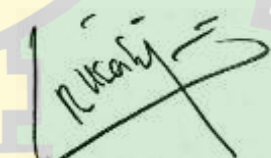
First of all, this accomplishment would not have been possible without the assistance of individuals and groups of people who provided guidance and encouragement. I would like to dedicate my sincere respect and gratitude to my supervisors, Rita Hermida S. Pd. I. M. Pd., for her invaluable advice, direction, support, feedback, and various skills that have helped me complete this thesis. I also express my sincere gratitude to my academic advisor also Rita Hermida S. Pd. I. M. Pd., for her guidance and motivation while I become an English student.

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Finally, I recognize that this thesis is far from perfect. As a result, I greatly appreciate constructive criticisms and suggestions from readers for improving this thesis. I also hope that readers will get insights into the Perception on Jennifer ESL's YouTube short video for Listening skill.

Banda Aceh, April 28, 2025
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ABSTRACT

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Thesis title : Students' Perception On Jennifer ESL's Youtube
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Supervisor : Rita Hermida, S. Pd. I, M. Pd.

Keywords : EFL Student Perception, Short Video YouTube,
Jennifer ESL, Listening Skill

This study aims to recommend *Jennifer ESL's* short YouTube videos as an effective resource to support EFL students in Banda Aceh, Indonesia, in improving their English listening skills. Listening plays a vital role in language acquisition, enhancing vocabulary, pronunciation, and comprehension. With the rise of digital platforms, YouTube offers learners access to authentic English content beyond the classroom. *Jennifer ESL's* videos, known for clear articulation, slow speech, and relatable examples, are particularly suitable for EFL learners. This qualitative study involved interviews with 10 high-performing students from the 2021 cohort of UIN Ar-Raniry, selected based on their TOEFL listening scores. Their advanced listening skills ensured reliable evaluations of the videos' effectiveness. The findings reveal that students find the videos helpful for enhancing listening comprehension due to their short, focused format and flexible access. Participants appreciated the ability to learn at their own pace, revisit challenging material, and incorporate English practice into daily life. Overall, the study supports the use of *Jennifer ESL's* videos as a valuable tool for improving listening skills and recommends their integration into EFL learning practices in similar educational contexts.

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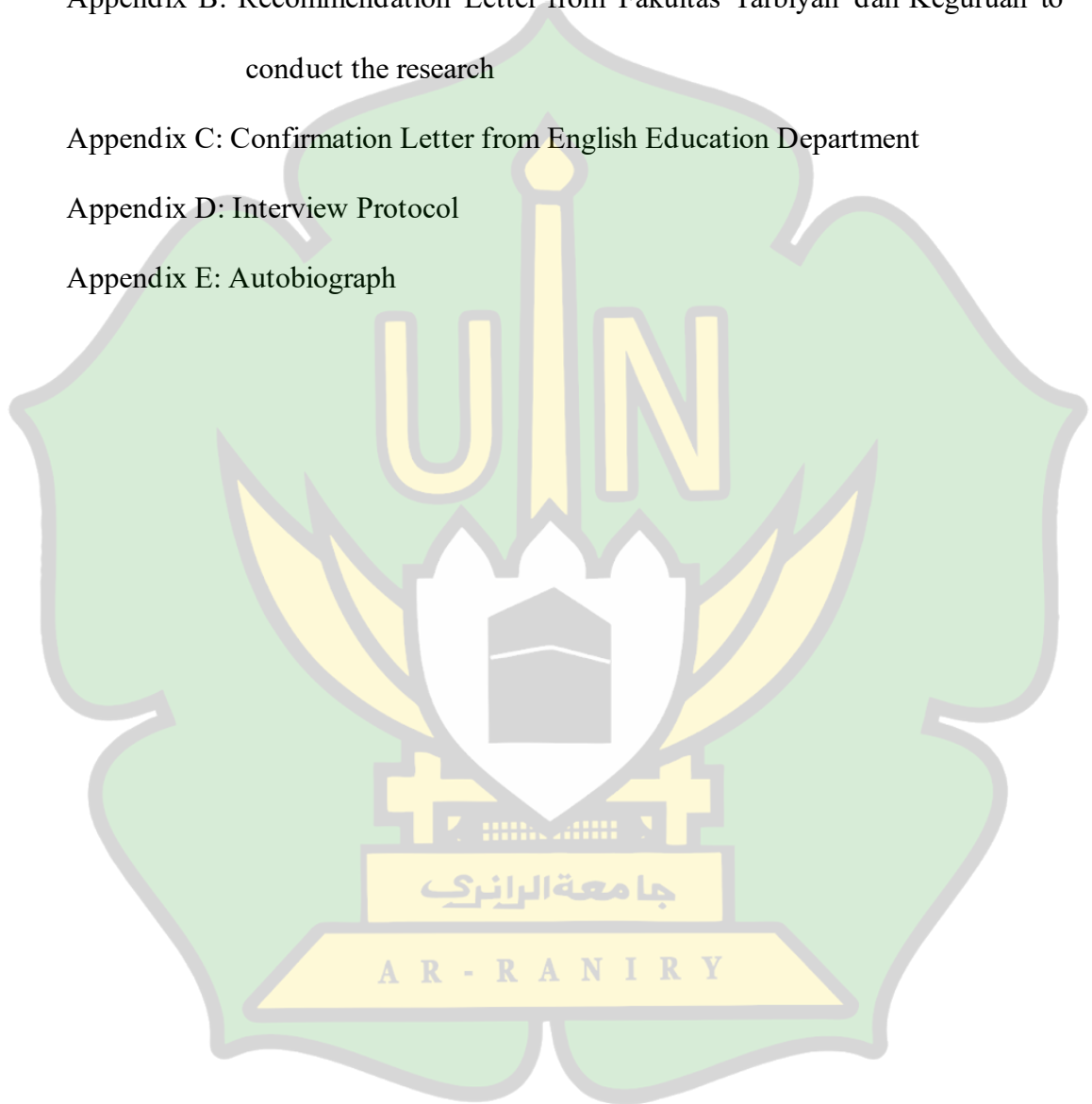
Appendix A: Appointment Letter of Supervisor

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to
conduct the research

Appendix C: Confirmation Letter from English Education Department

Appendix D: Interview Protocol

Appendix E: Autobiograph



CHAPTER I

INTRODUCTION

This part of the chapter describes the rationale for conducting the research. It presents the background of the study, research question, the study aims and significance, and research terminologies.

A. Background of Study

In the 21st century, Information and Communication Technology (ICT) played an essential role in various aspects of life, simplifying everyday activities. The 2013 curriculum and the Framework for 21st-century Learning emphasize including ICT as a fundamental component of modern education (Lestari & Prasetyo, 2019). ICT significantly impacts various sectors, including the economy, industry, politics, culture, and education. Researchers such as Ratheeswari (2018), Wasif and Ali (2011), and Suryani (2010) state that ICT is vital for enhancing educational efficiency and improving teaching quality. It allowed educators to enrich their teaching materials and develop innovative content. The widespread use of the internet, with 221 million users in Indonesia (apji.or.id, 2024), has provided alternative educational resources through platforms like Website, Instagram, Facebook, Twitter, and YouTube.

In the education sector, the use of ICT frequently served as an important medium for various purposes, such as expanding career opportunities, facilitating communication, and supporting advanced stages of education (Choi & Lee, 2020). In the learning process, EFL students often complain about learning English; those

who didn't understand the material especially for listening skills, sometimes they become bored, which leads to laziness and finally, a lack of progress. Therefore, the use of ICT is hoped to minimize students' boredom by allowing them to study at home using various media because English is not solely taught by teachers, student can try to learn on their own with ICT as known as plays a crucial role in supporting EFL students in learning progress beyond the classroom to enhancing their listening skills and understanding of the English language. The rapidly advancing technology supports various media, allowing students not only to listen to their teachers but also to utilize a range of technological resources, including audio, video, visual aids, and text (Kim & Lee, 2021).

One of the media that can assist EFL students for listening is video. Videos can presented information through visuals, audio, and text, making it easier for EFL students. There are many videos available across various media platforms, such as YouTube, Instagram, and TikTok, as well as other educational apps. One excellent source of videos to watch is Jennifer ESL's channel on YouTube, named "English With Jennifer," which has 1.22 million subscribers. The researcher choosed this channel because Jennifer has recorded pronunciation lessons, grammar lessons, vocabulary lessons, and mini-lessons on holidays and customs. Students can also catch Jennifer on EnglishCafe's Jim and Jen show, also available on YouTube. Her lessons are popular because she is a good teacher with a clear voice, and she understand the difficulties that ESL and EFL students have. She also attaches helpful subtitles and tips, and it is very approachable. In addition to her popular YouTube channel, Jennifer has a website where she regularly answers questions

from her viewers and it can help EFL students. The channel provided knowledge of various everyday expressions and their usage in brief durations just in 1 minutes, and this channel is ranked as one of the Top 10 Channels for Learning English in 2024 (preply.com, 2024). Jennifer ESL's short videos can be a solution for EFL students to overcome boredom and learn English in a short time by utilizing her speaking style and pronunciation, which can be watched anytime and anywhere.

Some previous research have discussed the use of video in educational media as a solution to enhance students' skills and creativity (Dikmen & Yilmaz, 2022). Researchers focused on the using video and they studied how videos enhance self-study learning in online courses, the impact of instructional videos on self-study and learning outcomes in higher education, and provided insights on how videos can be effectively integrated into self-directed study to enhance students skills (Liu & Chen, 2021). Furthermore, Gomez and Rodriguez (2021) state that the role of video feedback in self-regulated learning environments. The study may find that video feedback provides clearer and more detailed information compared to text or oral feedback, which can help students understand errors and improve their learning strategies. Video feedback may also help students develop better metacognitive skills, such as self-reflection and evaluation of their progress.

Several other studies have also examined the effectiveness of using video to enhance student skill in English language learning overall. However, only a few have investigated specific types of videos that can be used. As a result, we only know that videos offer various benefits and purposes in learning, but not all videos are necessarily beneficial for every EFL student. For example, recommending

specific YouTube channels and evaluating their effectiveness could provide insights into whether these videos are effective or not, as students' perspectives and feedback are likely to vary.

This study aims to recommend a specific YouTube channel Jennifer ESL's short videos to assist EFL students in Banda Aceh, Indonesia, to improve their English language skills in listening skill. The study focuses on the perceptions of EFL students from Banda Aceh in UIN ar-Raniry batch 2021, with the expectation that the findings will help enhance the recommendation of self-study learning through Jennifer ESL's short videos.

B. Research Questions

In order to make it easy to discuss, it is necessary to formulate the research questions as follows:

1. How do EFL students perceived the use of Jennifer ESL's short videos for listening skill?
2. What specific aspects of Jennifer ESL's short videos do EFL students found most beneficial or challenging for their listening skill?
3. Would EFL students recommended the Jennifer ESL's short video?

C. The Aims of Study

In line with the research questions, the purposes of this study are as followed:

1. To know EFL students' perception on the use of Jennifer ESL's short videos for listening skill
2. To know which specific aspects of Jennifer ESL's short video are considered most beneficial or challenging by EFL students for their listening skill.

3. To find out whether EFL students recommend Jennifer ESL's YouTube short videos to their family, friends, and students.

D. Significance of Study

The researcher expected this study to provide new insights into how specific videos can impact listening skill of EFL students, particularly in a context that has not been widely researched. researcher also hoped that this research would yield findings that educators can used to select or developed more effective video materials for English language learning.

Additionally, the researcher hoped this study would help content creators like Jennifer ESL understood the aspects that need improvement in their videos to better meet students' needs and provided valuable data for policymakers and educators in designing better video-based learning programs and strategies.

E. Terminology

The researcher briefly defined each term throughout this study to avoid ambiguity, the terms are:

1. EFL (English as a Foreign Language)

EFL (English as a Foreign Language) is a term used to describe the learning of English by individuals who are in a country where English is not the official language. EFL often involves students who want to learn English for personal, professional, or academic purposes outside of English-speaking countries (Brown, 2007).

The various objectives included communicating effectively in an international context, addressing professional needs such as enhanced career opportunities and the ability to work in multinational companies or international organizations. It also provided access to education, opening opportunities for further studies in English-speaking countries or international programs, and personal development, such as helping students access international media, literature, and cultures that use English (Harmer, 2015).

Perception and beliefs are crucial components in achieving progress through learning. Perception involved the process of receiving information through the five senses: sight, hearing, smell, taste, and touch (Slameto, 2013). So, The perception of EFL students is described as a process of generating concepts, which can lead to positive outcomes and a tailored approach to handling information from a given source (Danim, 2010). In this study, the term "EFL students' perception" refer to their views on the practicality and effectiveness of using short videos from Jennifer ESL for self-studying English.

2. Short video Jennifer ESL on YouTube

"Short videos" are videos with a brief duration, usually between 1 to 10 minutes, designed to convey information concisely and efficiently (jsb.id, 2023). These videos are often used in education to provided brief explanations or demonstrations. Jennifer ESL is a YouTube channel that offered English learning materials in the form of short videos designed to help students improved their English skills through various topics and teaching techniques (englishwithjennifer.com).

3. Listening skill

Richard (2009) states that Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. Listening is not just hearing what the other party in the conversation has to say. "Listening means taking a vigorous, human interest in what is being told us. The four skills of English are speaking, listening, reading, and writing. Along with possessing the following three extra skills: grammar, vocabulary, and pronunciation.

Listening skills are the ability to accurately received information when communicating with others. Listening is also a part of communication skills, alongside speaking and writing. Active listening skills are the process by which a person carefully understands to obtain information objectively from their conversation partner. In a learning context, listening is the ability of students to grasped material and meaning through the process of hearing in order to achieve learning objectives in studying English.

