

**“EFL STUDENT'S PERCEPTION OF USING ENGLISH
TALKSHOW TED CHANNEL IN LEARNING LISTENING”**

THESIS

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CHANNEL IN LEARNING LISTENING**

THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense
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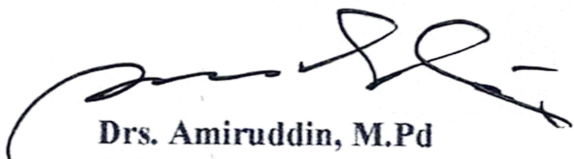
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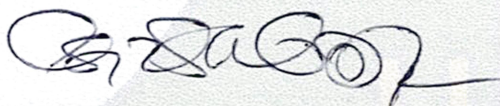
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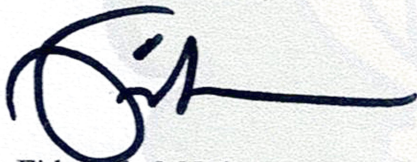
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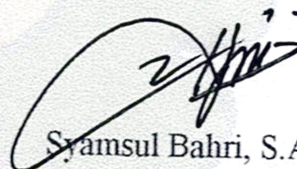
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkano sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pemyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan ini,



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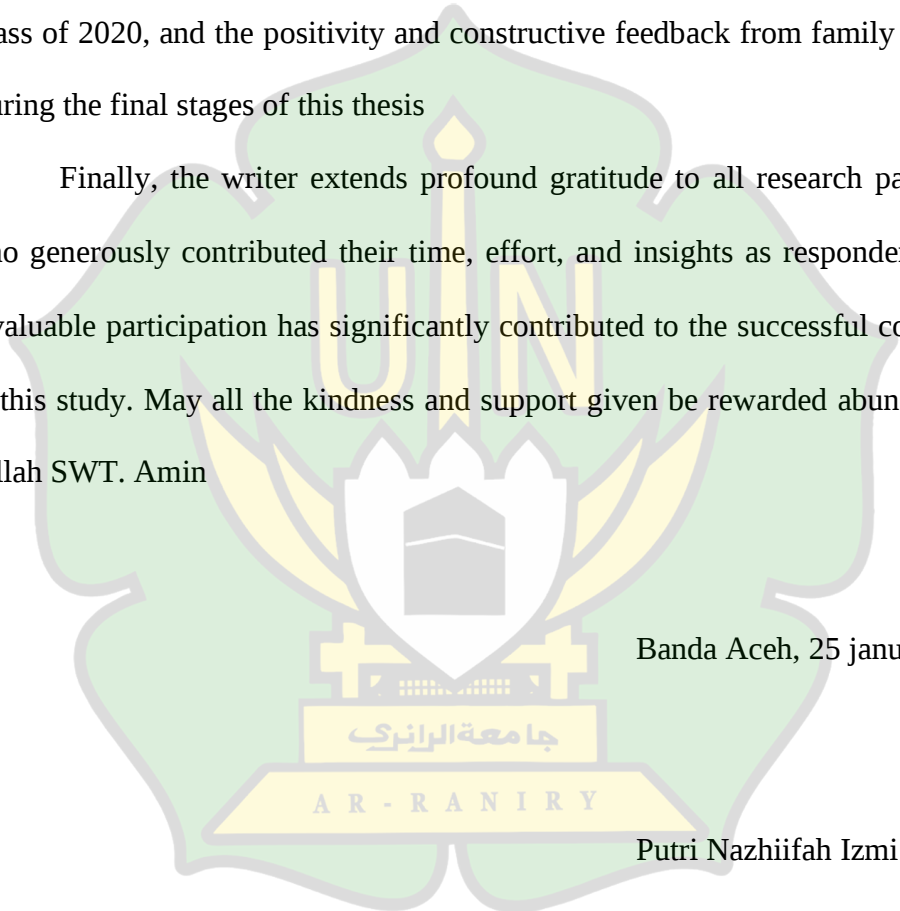
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ABSTRACT

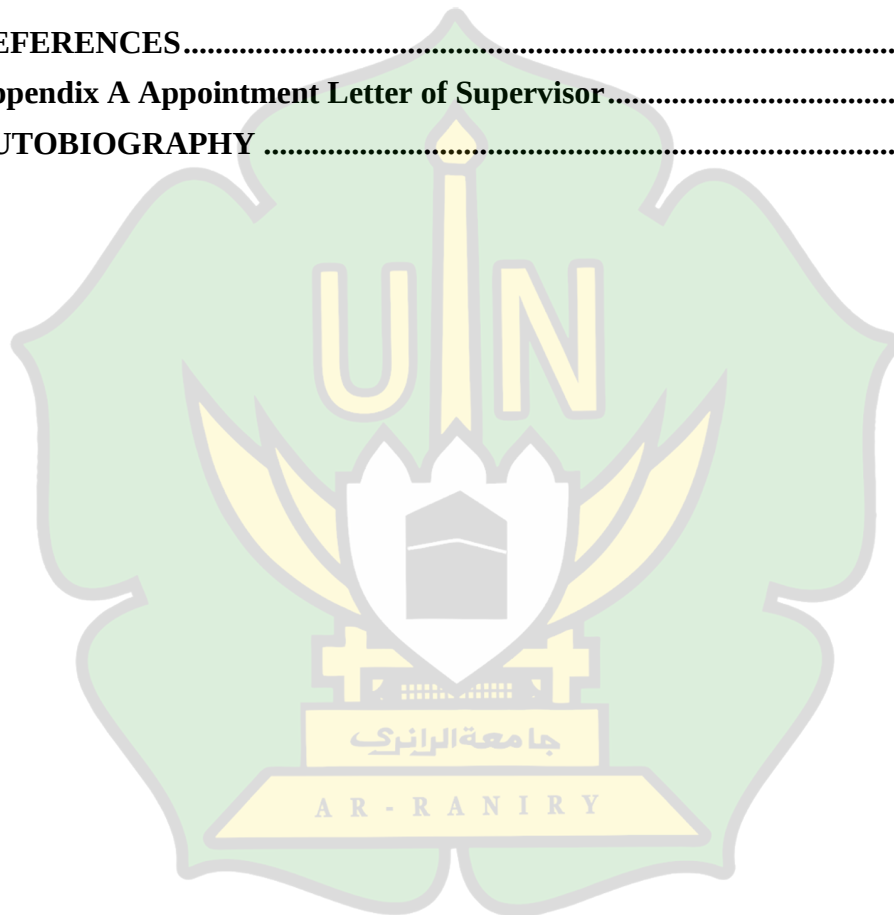
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Keywords : Listening Skills, TED Talk Videos, Digital Media, English
Learning, Student Perceptions.

Listening skills are a crucial component of learning English, particularly for students in the English Education Department. However, this skill is often overlooked in the learning process. This study aims to explore the perceptions of students regarding the use of the TED Talk video "5 Ways to Listen Better" by Julian Treasure on the YouTube TED Channel as a medium to enhance listening skills. This research employed a qualitative descriptive method, involving nine students from the English Education Program at UIN Ar-Raniry from the 2022, 2023, and 2024 cohorts who had completed listening skills courses. Data were collected through in-depth interviews and analyzed using thematic and content analysis. The findings revealed that TED Talk videos motivate and engage students by offering a variety of topics, captivating delivery styles, and content relevance to real-life contexts. These videos significantly improved students' abilities in accent recognition, vocabulary enrichment, understanding social and cultural contexts, critical thinking, and mastering pronunciation and intonation. Nevertheless, students encountered challenges such as rapid speech delivery, complex vocabulary, and environmental distractions. This study concludes that the integration of digital media, such as TED Talk videos, holds significant potential as an effective tool for developing listening skills, particularly in self-directed learning contexts. The implications of this research include the development of more contextual teaching strategies, curriculum design supporting digital technology integration, and guidance for students in utilizing digital media to enhance their English learning experience.

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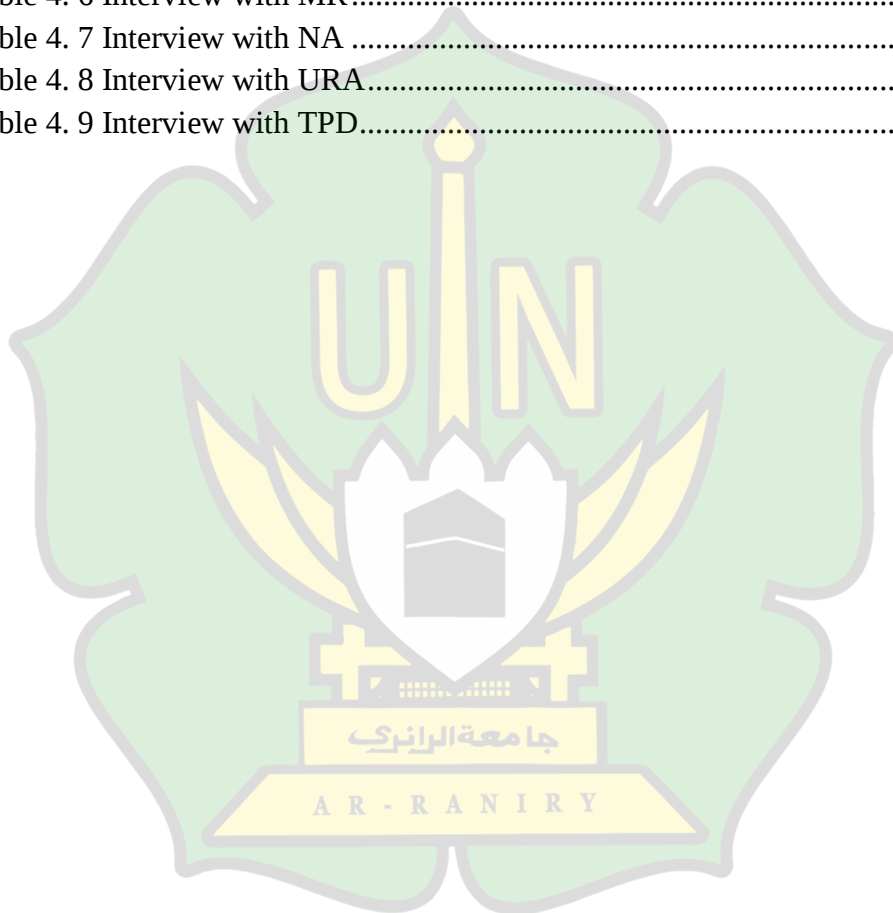
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CHAPTER I

INTRODUCTION

A. Background of Study

Listening skills are an important part of learning English, especially as a student of the English education department. In learning English, listening serves as a basis for developing other language skills, such as speaking, reading, and writing. However, listening is often neglected or does not get enough attention in the learning process. Yet, the ability to understand spoken English is very important, especially for everyday communication and in academic contexts (Syam, 2023).

In recent decades, the use of digital media in language learning has increased significantly. One of the widely used platforms is YouTube, which offers a variety of video content, including talk shows. Talk shows on YouTube can be a valuable resource for teaching listening skills. Besides exposing learners to different accents and speaking styles, talk show videos also present real communication contexts, where learners can study commonly used vocabulary, expressions, and sentence structures in everyday conversations.

The use of digital media, especially talk show videos on YouTube, offers several advantages for developing listening skills. First, this medium provides learners with exposure to authentic English as used by both native and non-native speakers in real situations. Second, talk show videos allow learners to understand the social and cultural contexts surrounding communication, something that is often

challenging to teach through traditional methods. Third, videos are flexible, allowing students to rewatch them to understand difficult material or practice listening skills independently.

Research on the use of talk show videos as a medium for teaching listening skills is important as more and more educational institutions begin to incorporate digital technology into their learning processes. Furthermore, good listening skills play a vital role in successful cross-cultural communication in the era of globalization. Therefore, it is important to explore how digital media, such as YouTube, can support the learning of listening skills among English Department students, as well as identify the challenges and opportunities that may arise from its use.

This topic is relevant and important to study because listening skills are often a challenge for English Department students, especially when they face variations in accents, speaking speeds, and different language styles. Meanwhile, technological advancements have created new opportunities for language learning, especially through digital platforms like YouTube. This research can make a significant contribution to understanding how YouTube talk show videos can be effectively used to develop listening skills, as well as how digital technology can be more widely integrated into the English Department students curriculum.

This study aims to provide useful guidance for English Education student-teachers and learners in using digital media to improve listening skills. It also offers new insights into English learning in the digital era. The participants in this research are nine students from the English Education Program at the Faculty of

Tarbiyah and Teacher Training, UIN Ar-Raniry. They were selected using purposive sampling based on specific criteria.

The selected participants are from the 2022, 2023, and 2024 cohorts and have completed listening courses in their first, second, and third semesters.

B. Research Question

Based on the phenomenon described above, what are English Education Department students' perceptions of using English-language talk show videos “5 ways to listen better by Julian Treasure” on YouTube TED channel to improve their listening skills?

C. Aim of The Research

To identify English Education Department students' perceptions of using talk show videos on YouTube TED channel by Julian Treasure as a medium to improve listening skills.

D. Significance of Study

Academically, this study is anticipated to be beneficial, particularly for students, lecturers, and other researchers.

This research can enrich studies in the field of English as a Foreign Language learning, especially in developing listening skills. It will provide a deeper understanding of the role of digital media, such as talk show videos on YouTube, as effective learning tools. The findings from this research can serve as a reference for future studies related to the integration of digital technology in language learning, particularly for listening skills.

For English Education Department Teachers/Educators: This research can help teachers identify more effective teaching strategies to develop students' listening skills. Teachers can use YouTube talk show videos as engaging and authentic material that can boost students' motivation and listening abilities.

For English Education Department Students: This research can provide insights for students on how they can use digital media independently to practice and develop their listening skills. Using YouTube talk show videos allows students to be exposed to real language variations and helps them practice understanding conversations in everyday contexts.

For Curriculum Developers: The findings of this research can serve as a consideration in developing a more integrative and contextual language learning curriculum, especially in utilizing digital technology as part of the classroom learning process.

For Other Researchers: This research can serve as a reference for other researchers who wish to study similar topics or further explore the use of digital media in teaching listening skills in EFL classrooms.

Overall, this research is expected to make a positive contribution to efforts to improve the quality of English language learning, particularly in the area of listening skills, and to support the wider use of digital technology in education in the modern era.

E. Terminology

1. EFL Student Perception : EFL student perception refers to the way learners view, interpret, and respond to their English learning experiences. As Wenden (1991) emphasizes, “Learner perceptions strongly influence how they approach and engage in the learning process.” In this study, the term specifically refers to the perceptions of English Education Department students from the 2022, 2023, and 2024 cohorts at UIN Ar-Raniry regarding the use of Julian Treasure’s TED Talk video as a medium for enhancing listening skills.
2. English Talk Show : An English talk show refers to programs consisting of dialogues, interviews, or monologues delivered in English by native or proficient speakers. According to Anderson (2016), “TED Talks are engaging and informative speeches delivered by experts from various fields.” In the context of this study, English talk shows refer specifically to TED Talks, which serve as authentic materials to help EFL learners improve their listening comprehension.
3. TED Channel (Technology, Entertainment, Design) : TED is a nonprofit organization recognized for its conferences that feature powerful, idea-driven talks, typically lasting 18 minutes or less. Sugimoto and Thelwall (2013) highlight that “TED represents a global platform for sharing ideas through short, powerful talks.” This study specifically utilizes the TED Talk “How to Speak so that People Want to Listen” by Julian Treasure as the main material for enhancing students’ listening skills.

4. **Listening Skills :** Listening skills refer to the ability to accurately receive, interpret, and understand spoken messages. As Gilakjani and Sabouri (2016) state, “Listening comprehension is an active process in which listeners select and interpret information which comes from auditory and visual clues.” Within this study, listening skills refer to the students’ ability to comprehend spoken English more effectively through the integration of TED Talks into the learning process.



CHAPTER II

LITERATURE REVIEW

A. Listening Skills in English Learning

In the context of EFL (English as a Foreign Language), listening skills are considered one of the most essential components in the process of learning English. For many students, listening serves as the foundation for acquiring other language skills, since before speaking, reading, or writing, learners often need to comprehend spoken input first (Rost, 2011; Vandergrift & Goh, 2012). In EFL learning, listening helps students understand the language they are studying through continuous exposure to spoken English. According to Suwanto (2018), listening involves the ability to capture, understand, and process messages delivered orally. This requires students to focus on recognizing vocabulary, interpreting grammatical structures, and at the same time paying attention to context, intonation, and non-verbal cues that may support meaning. In this sense, listening is not a passive skill, but an active mental process that involves both bottom-up and top-down strategies (Field, 2008; Brown, 2001).

However, the development of listening skills in EFL learners is often challenging. One common problem is the speech rate of native speakers. English speakers naturally talk quickly, and this makes it difficult for learners to follow the flow of conversation, especially when words are linked together or when reductions occur in casual speech (Griffiths, 1990; Goh, 2000). Another challenge is the use of vocabulary and idiomatic expressions. Many students may have learned formal vocabulary from textbooks, but spoken English is often filled with

idioms, phrasal verbs, or colloquial expressions that are unfamiliar (Nation & Newton, 2009). This gap in vocabulary knowledge frequently leads to confusion or misunderstanding. Furthermore, variations in accent, pronunciation, and intonation also create barriers for learners. As Zamrodah (2016) points out, students may struggle to understand different accents such as British, American, or Australian English, since each has unique pronunciation patterns.

A further obstacle is the limited exposure to authentic spoken language. In many EFL contexts, especially where English is not commonly used in daily life, students rarely have the chance to listen to English outside the classroom (Gilmore, 2007). Their listening practice is often restricted to artificial materials such as scripted recordings from textbooks, which do not fully reflect real-life communication. As a result, learners may feel unprepared when they encounter authentic spoken English in movies, podcasts, or conversations with native speakers.

Given these challenges, it is important for teachers to design effective strategies to improve listening skills. Using authentic materials such as songs, films, or news broadcasts can help students become familiar with real spoken English (Gilmore, 2007; Richards, 2008). Teachers may also encourage extensive listening, where students listen for general meaning first before focusing on specific details (Vandergrift, 2007). Moreover, training learners in listening strategies such as predicting content, identifying key words, and making inferences can reduce their anxiety and increase confidence (Flowerdew & Miller, 2005).

In conclusion, listening skills in the EFL context are vital for successful language learning, as they provide learners with direct exposure to authentic communication (Rost, 2011). Yet, learners often face difficulties related to speech rate, idiomatic vocabulary, accent variation, and limited opportunities to hear real spoken English. Therefore, appropriate teaching methods, increased exposure, and learner training are needed so that EFL students can gradually overcome these barriers and strengthen their listening competence.

B. Digital Media and English Language Teaching

Digital media, especially platforms like YouTube, have dramatically transformed the way English is taught and learned in the 21st century. With its vast, free, and easily accessible content, YouTube provides learners with a rich source of videos that can support the development of English listening, speaking, and comprehension skills in authentic contexts (Syam, 2023; Richards, 2015). Unlike conventional textbooks, which often present simplified or scripted dialogues, YouTube exposes students to real-life communication in a variety of settings. These include interviews, vlogs, lectures, films, tutorials, and even news broadcasts. Such diversity allows students to experience different speaking speeds, registers, and accents, which are crucial for understanding English as an international language (Rost, 2011). Additionally, YouTube offers useful features—such as pause, replay, and adjustable playback speed—that give students full control of their learning process and make the platform highly suitable for self-paced study (Watkins & Wilkins, 2011).

Research findings support the effectiveness of YouTube as a learning medium. Watkins and Wilkins (2011) noted that YouTube videos provide authentic listening opportunities that are difficult to replicate using traditional classroom materials. Similarly, Kartal (2019) emphasized that YouTube can significantly improve students' vocabulary and grammar acquisition in oral contexts, because learners are exposed to the way words and structures are naturally used by speakers. More recently, Putri et al. (2024) highlighted that YouTube fosters higher motivation and learner engagement since students can choose content based on their personal interests, making learning more meaningful. For example, a student who enjoys technology may watch product reviews, while another who loves music can explore English song analyses. In both cases, language learning is integrated with personal passions, which increases retention and enthusiasm (Gilmore, 2007).

The benefits of YouTube are not limited to listening skills. Watching videos can also stimulate speaking practice, as students may be asked to summarize content orally, discuss it in groups, or even create their own responses in video format (Richards, 2008). This encourages productive use of English while strengthening confidence. Moreover, exposure to authentic spoken English enhances cultural awareness, helping students understand idioms, humor, and references that are embedded in specific contexts (Kramsch, 1993). Teachers, therefore, can integrate YouTube not only as a supplementary listening resource but also as a tool to support speaking, writing, and cross-cultural understanding.

Nevertheless, several challenges exist in the use of YouTube for language learning. Not all videos are educational or accurate, and the abundance of entertainment-oriented content can easily distract learners (Kartal, 2019). Students may spend more time browsing irrelevant videos than focusing on learning objectives. Another common issue is the overreliance on subtitles. While subtitles provide initial support, depending too heavily on them may hinder the natural development of listening skills (Vanderplank, 2010). In addition, the sheer volume of available content can overwhelm students if they do not receive proper guidance on how to select suitable materials.

To overcome these issues, teachers and learners must adopt selective and strategic approaches. Teachers can curate reliable playlists that align with learning objectives, design pre-listening and post-listening activities, and encourage learners to gradually reduce their dependence on subtitles (Flowerdew & Miller, 2005). Students can also be trained in strategies such as note-taking, predicting content, identifying key words, and inferring meaning from context (Goh, 2000). Furthermore, collaborative tasks—like peer discussions, group projects, or video-making assignments—can make YouTube-based learning more interactive and community-oriented. By combining teacher guidance with student autonomy, YouTube can serve as a balanced and effective medium for language acquisition.

In conclusion, digital media has reshaped English language teaching, and YouTube stands out as one of the most powerful platforms to support it. Its accessibility, authenticity, and interactive features create unique opportunities for learners to engage with English beyond the classroom. Although challenges such

as distractions and overreliance on subtitles remain, these can be addressed with careful planning and strategy. With its potential to enhance listening, speaking, vocabulary, and cultural understanding, YouTube can play a central role in motivating learners and improving their overall competence in English.

C. Video Talkshow as Learning Media

Talk show videos are a valuable and dynamic resource for enhancing students' listening skills due to their unique characteristics. Unlike scripted or textbook-based materials, talk shows typically feature natural and spontaneous conversations between hosts and guests, often discussing engaging and relevant topics in an informal yet structured manner (Rost, 2011). The language used in these shows is rich in expression, showcasing a wide range of speaking styles, colloquialisms, and discourse markers that reflect authentic language use (Gilmore, 2007). This authenticity allows students to become familiar with different accents, intonations, and pronunciations, all of which are essential for understanding the nuances of spoken English in its diverse forms (Field, 2008). Additionally, talk shows often incorporate humor, sarcasm, and cultural references that require students to interpret implicit meanings and rely on contextual clues, thereby encouraging deeper levels of comprehension (Kramsch, 1993).

The integration of talk show videos into language learning provides numerous pedagogical benefits. First, they expose students to the natural flow of conversation, which is significantly different from formal and scripted dialogues found in many textbooks (Richards, 2008). By observing turn-taking, interruptions, and overlapping speech, learners gain insights into how English is

used in real communication. This exposure strengthens their ability to understand both formal and informal registers, preparing them for real-world interactions. Second, the variety of accents and regional dialects presented in talk shows helps students develop a broader and more inclusive understanding of English as a global language (Jenkins, 2009). This is particularly valuable for learners who may one day communicate with English speakers from different countries, each with their own distinct linguistic patterns.

Moreover, talk show videos support the development of critical thinking skills. As students listen to discussions on a wide range of topics such as social, cultural, and political issues, they are challenged not only to understand the surface meaning but also to analyze opinions, arguments, and rhetorical strategies (Flowerdew & Miller, 2005). This process enhances their listening comprehension while simultaneously encouraging them to interpret complex ideas and evaluate perspectives. Students also become more adept at recognizing subtle cues such as tone, facial expressions, gestures, and other non-verbal elements, which are integral to effective communication (Goh, 2000).

For example, popular talk shows like *The Ellen DeGeneres Show* or *The Late Late Show* with James Corden provide entertaining yet informative opportunities for language exposure. These shows feature casual conversations, celebrity interviews, and humorous content that introduce students to idiomatic expressions, contemporary slang, and cultural references in a lighthearted way (Watkins & Wilkins, 2011). On the other hand, more serious programs such as *Real Time with Bill Maher* or *The Daily Show* with Trevor Noah focus on political and social

issues, exposing learners to more formal vocabulary, persuasive techniques, and critical discussions (Kartal, 2019). The combination of light and serious talk shows allows students to practice listening across a wide spectrum of language use, ranging from casual banter to in-depth debates.

However, as with any digital resource, the use of talk shows in language learning comes with challenges. Some conversations may include slang or references that are culturally specific, which can be confusing for learners without sufficient background knowledge (Kramsch, 1993). Additionally, the fast pace of speech, overlapping dialogues, or background audience reactions may hinder comprehension (Griffiths, 1990). Teachers therefore need to carefully select suitable talk show clips that match students' proficiency levels and learning objectives. Subtitles may be introduced at the initial stage to support understanding, but students should be encouraged to gradually rely less on them in order to strengthen independent listening skills (Vanderplank, 2010).

Teachers can adopt several strategies to maximize the effectiveness of talk shows in the classroom. Pre-listening activities, such as brainstorming about the topic or introducing key vocabulary, can help prepare learners for the content (Richards, 2015). During-listening tasks might include note-taking, identifying main ideas, or focusing on specific expressions used by the speakers. Post-listening activities could involve group discussions, role-plays simulating the talk show format, or reflective writing about the issues discussed (Flowerdew & Miller, 2005). These tasks not only improve comprehension but also integrate listening with speaking, writing, and critical thinking.

In addition, students can be encouraged to engage with talk shows beyond the classroom by watching episodes at home and sharing summaries or reflections with peers. Some advanced learners may even create their own mini talk show projects, interviewing classmates or local community members in English. This type of project-based learning promotes creativity, collaboration, and practical application of language skills (Gilmore, 2007).

In conclusion, incorporating talk show videos into English language learning provides a rich, authentic, and engaging way for students to improve their listening skills. These videos expose learners to the realities of spontaneous conversation, diverse accents, and cultural references, while also helping them build critical thinking and interpretive skills. Although challenges such as slang, cultural references, and speech pace exist, these can be managed with careful selection of materials and effective teaching strategies. By integrating talk shows into the classroom, students not only enhance their listening proficiency but also gain valuable insights into cultural contexts and real-world communication. Ultimately, this approach equips learners with the confidence and competence to interact effectively in English-speaking environments.

D. Students' Perceptions in Language Learning with Digital Media

Students' perceptions in language learning with digital media are an important topic to explore, especially in the current era where teaching increasingly relies on technology (Prensky, 2010; Warschauer, 2011). Perception can be defined as the process of organizing and interpreting stimuli from the

learning environment, which involves individual experiences and interactions with certain objects or information (Tarmiji, Basyah, & Yunus, 2018). In the learning process, students' perceptions are shaped by various factors, including the way teachers deliver material, the type of digital media used, and the quality of social interactions in the classroom (Anderson, 2010).

Theories on perception emphasize that perception is both relative and selective. This means that two students exposed to the same learning situation may form different views depending on their background knowledge, prior experiences, and expectations (Schunk, Pintrich, & Meece, 2014). Students who develop positive perceptions of teachers, methods, and media are more likely to respond actively and show higher motivation (Deci & Ryan, 2000). Conversely, negative perceptions can reduce engagement, leading to lower interest in the subject and weaker learning outcomes. Research has shown that the use of digital media—such as videos, podcasts, or online platforms—can foster more positive perceptions because these tools are generally more engaging, interactive, and visually appealing than traditional methods (Zamrodah, 2016; Mayer, 2009).

Digital media also provides students with opportunities for more flexible and personalized learning. For example, learning videos can be replayed according to individual needs, enabling students to review complex material until they achieve full understanding (Clark & Mayer, 2016). Online platforms may also provide features such as quizzes, discussion forums, and interactive exercises that allow students to learn according to their preferred style (Abidin & Ngadiman, 2021; Sun & Chen, 2016). In this way, students perceive digital media not only as a

supplementary resource but also as an effective tool that supports autonomous learning and accommodates diverse learning preferences.

However, students' perceptions are not always positive. Some learners may view digital media as distracting due to the abundance of non-educational content, while others may experience difficulties related to internet access or lack of digital literacy (Khan et al., 2021). These challenges highlight the importance of teachers' roles in guiding students to use technology effectively and ensuring that selected media are relevant to the learning objectives (Rahimi & Yadollahi, 2011).

Overall, understanding students' perceptions in language learning with digital media is crucial for designing effective teaching strategies. When teachers consider students' attitudes and provide meaningful, well-structured digital learning experiences, they can improve students' motivation, engagement, and overall outcomes (Chen & Tsai, 2021). Thus, digital media, when used thoughtfully, has the potential to transform the language learning process into a more dynamic, interactive, and student-centered experience.

E. Previous Study

Some researchers related to this study have been conducted by previous researchers. Jasmin, Siti Muniroh and Hasti Rahmaningtyas (2021) examines the perceptions of English Department students towards the use of English talk show videos on YouTube as a tool to improve their listening skills. This research is relevant considering the increasingly widespread use of technology in education, especially in language learning through digital media. By involving

42 students who had watched talk show videos on YouTube, this journal found that most students had a positive response to the benefits of this media. They considered talk show videos as authentic materials that helped them listen to various English accents, enrich vocabulary, improve listening skills, and increase motivation to practice in a fun atmosphere.

This study used a Likert questionnaire and semi-structured interviews as data collection methods, which allowed researchers to obtain both quantitative and qualitative data. The findings were also enriched by a discussion of literature that links the use of videos as authentic materials in English language learning. However, there are several areas that can be improved. First, the presentation of the results could be made more concise to reduce repetition, especially in explaining students' perceptions of the three main aspects of video use. In addition, because this study only involved a sample from one university, the generalizability of the results is limited. Future studies should involve a larger sample size or include other universities to make the results stronger. This paper could also be more useful if it included data on the direct impact of the videos on students' grades or learning outcomes. Experimental research comparing grades before and after the use of these videos would provide deeper insights. Overall, this paper makes an important contribution by showing how digital media, especially YouTube videos, can improve English language students' listening skills and learning motivation.

Another Study was researched by Aneu Agnes Setiani Apandi and Ratna Prasasti (2024) aims to explore students' experiences in using English talk show

videos on YouTube to improve their listening skills. This study uses a narrative approach with qualitative methods, where data is collected through interviews and observations of two students of Universitas Swadaya Gunung Jati. The results of the study indicate that students have positive perceptions of the use of talk show videos in three main aspects: as authentic material that helps them recognize various formal and informal accents and language styles, as a medium that can improve listening skills by enriching vocabulary and the ability to recognize topics of conversation, and as a motivator because the videos are considered fun and interactive.

One of the strengths of this study is its narrative approach, which provides depth to the data and allows the reader to understand the lived experience from the perspective of the research subjects. Furthermore, the technological context used is highly relevant, given the importance of YouTube in modern learning, especially in developing English as a second language listening skills. The study also highlights the benefits of using authentic videos in language learning, supporting the concept that authentic content such as talk shows is effective in improving students' listening comprehension.

However, there are some areas that could be improved. First, the limited number of participants of only two people makes the results of this study less representative. Increasing the number of participants or conducting further studies with a larger sample could improve the validity and generalizability of the findings. The presentation of interview data could also be made more structured, for example by using tables to summarize the main responses from each participant, making it

easier for readers to understand. In addition, although this study describes positive perceptions of students, it would be better if it was accompanied by empirical data, such as listening test scores before and after using the video, to show more concrete improvements. This study could also be enriched by adding instruments such as Likert scale questionnaires, which allow for the assessment of perceptions with a numeric scale for more measurable results.

Overall, this study provides an important contribution in understanding the role of digital media, especially YouTube talk show videos, in English learning. With these improvements, the study can be stronger in providing empirical evidence on the effectiveness of using such media in improving listening skills.

Another Study was conducted by Khoirotun Nissak, Nuse Aliyah Rahmati and Ika Hidayanti (2023) To examine students' views on using YouTube as a learning medium to improve listening skills in the context of learning English as a foreign language. This study used a qualitative method with a case study design, involving 30 students of the English Language Education study program in Malang, Indonesia. Data were collected through questionnaires and interviews, which were then analyzed to understand the frequency of YouTube use, as well as students' perceptions and motivations towards its use as an independent learning tool.

The results showed that students had a positive view of using YouTube to improve their listening skills. They mentioned several advantages of YouTube, such as its accessibility, the variety of content available, and visualizations that help them understand the material. Students felt that it helped them enrich their vocabulary, improve their understanding of context, and build their confidence in

speaking. In addition, YouTube was considered flexible and gave students the freedom to choose videos that suited their interests and learning needs, and allowed for repetition and speed control in playing videos, thus improving comprehension.

Despite providing useful insights, this study has some limitations, such as the relatively small sample size and the limited focus on students at one university. This study recommends further studies with a wider population and varying levels of language proficiency to obtain more representative results. Overall, this paper confirms the potential of YouTube as an effective supplementary learning resource for developing English listening skills among college students.

Another Study was researched (2023) by Arfa Fadillah, Nasrullah, and Elsa Rosalina explores the use of YouTube videos as a learning resource to improve English language skills, especially in the aspect of listening comprehension.

This journal uses a qualitative approach with structural survey methods and structured interviews to collect data from four students of the English Education Study Program at Lambung Mangkurat University. The results showed that the four respondents used extensive listening methods through YouTube videos to improve their language proficiency. They stated that by frequently watching YouTube videos, they could more easily find main ideas and general information while listening.

In addition, this journal also discusses the challenges experienced by respondents in the stages of perception, parsing, and utilization when interacting with the audiovisual context of YouTube videos. These challenges include

difficulty distinguishing sounds due to the rapid speech of native speakers, recognizing words due to pronunciation variations, and understanding the meaning of ambiguous words.

However, despite this, the author found that the activity of watching YouTube videos regularly can improve respondents' ability to recognize general information and main ideas. Student responses also highlighted the importance of extensive listening practice to improve communication skills in English, especially in educational contexts. In conclusion, this paper suggests that the use of YouTube videos as a learning medium can be an effective strategy to improve students' listening comprehension skills, especially if done routinely and continuously.

Simanjuntak, Silalahi, Sihombing, and Purba (2021) conducted a research to analyze students' perceptions of the use of YouTube as an online English learning medium at SMA Negeri 4 Pematang siantar during the Covid-19 pandemic. Through qualitative research methods, data were collected using questionnaires distributed to grade XI PMIA 6 and 7 students. The results of the analysis showed that most students gave positive responses to aspects such as attractiveness, effectiveness, relevance, and motivation in using YouTube as a learning medium.

This study highlights the importance of technology in education, especially in the context of online learning that is increasingly growing due to the pandemic. The author explains that YouTube is one of the most accessible and popular platforms among students, thus enhancing their learning experience.

Thus, the use of YouTube is not only considered interesting but also relevant and effective in supporting the English learning process.

Through the analysis of students' perceptions, the author concludes that the use of YouTube as a learning medium can motivate students and increase their engagement in the learning process. These findings provide valuable insights for educators on how to optimally utilize technology to support learning amidst the challenges faced during the pandemic. Overall, this paper makes an important contribution to the understanding of the dynamics of online learning and the role of social media in modern education.

