

**ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF USING
YOUTUBE VIDEOS TO IMPROVE LISTENING SKILLS**

THESIS

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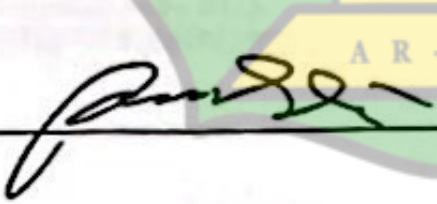
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YOUTUBE VIDEOS TO IMPROVE LISTENING SKILLS**

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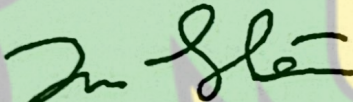
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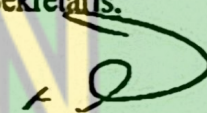
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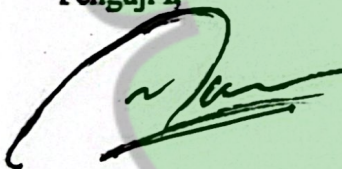
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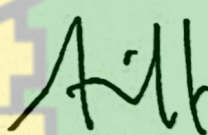

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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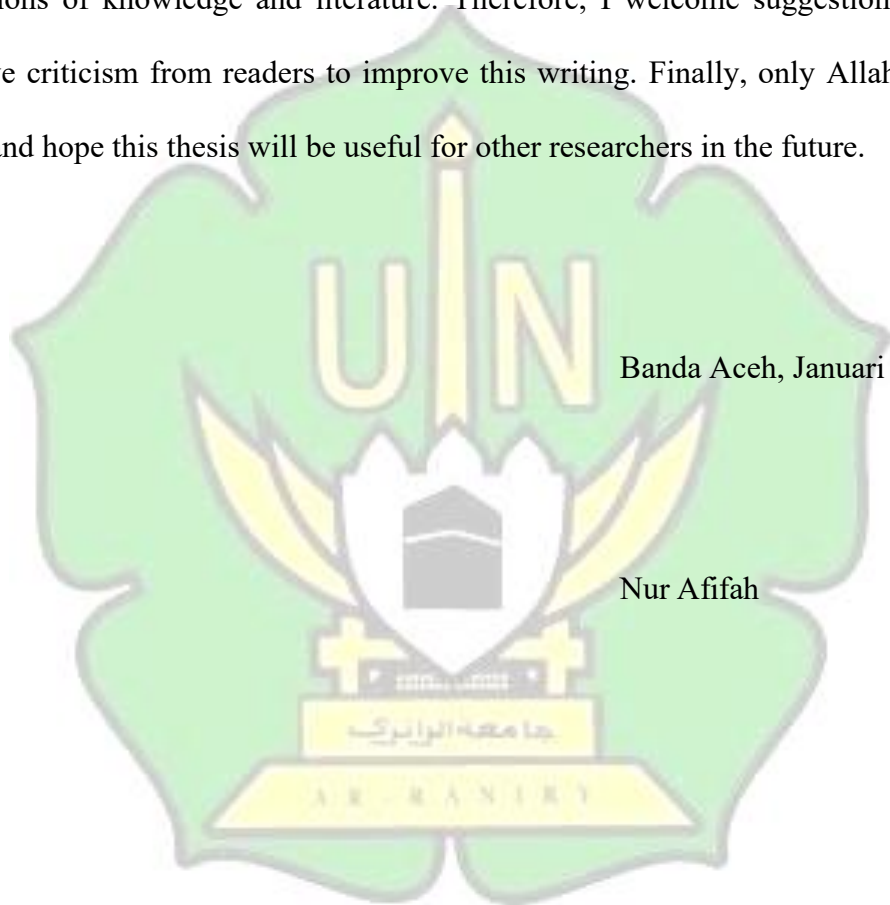
In the name of Allah, The Most Gracious and Most Merciful Alhamdulillahirabbil'alamin, all praises to Allah SWT, for strengths and His blessings in completing this thesis. Shalawat and salam always belong to our beloved prophet Muhammad SAW, who has struggled wholeheartedly and guided us from the darkness to the most educated world.

I realize that I cannot complete this thesis without the aid and help of others I would like to thank some people for their love, support, and encouragement for helping me conduct this undergraduate journey. First and foremost, for my academic journey, I would like to thank Drs. Amiruddin, M. Pd., for his unwavering guidance, patience, and invaluable support throughout the entire process of writing this thesis. I also wish to pay my respects to the late Prof. Dr. H. Luthfi Aunie, MA (Allah Yarham), who has initially appointed as my supervisor. Although we did not have the chance to start our sessions due to his passing, I am deeply honored to have him as part of my academic journey. Special thanks to Drs. Amiruddin, M. Pd. For his willingness to guide me through every stage of this research.

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Although many parties have provided constructive support and advice, with all the limitations, the writers are well aware that it is still far from being perfect due to the limitations of knowledge and literature. Therefore, I welcome suggestions and constructive criticism from readers to improve this writing. Finally, only Allah do I surrender and hope this thesis will be useful for other researchers in the future.



Banda Aceh, Januari 2026

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ABSTRACT

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The Working Title : English Education Students' Perception of Using
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Main Supervisor : Drs. Amiruddin., M. Pd.
Keyword : *Students' Perception; YouTube; listening skills*

Technology has an important role in English learning, especially in listening skills. One of the digital platforms that is often used by students is YouTube which provides many English videos with audio and visual elements. This study aims to determine students' perceptions of using English videos on YouTube to improve listening skills, how students use YouTube in learning listening, and what aspects of listening skills are improved through YouTube. This study used a descriptive qualitative method. The participants of this study were eight English Education students of UIN Ar-Raniry Banda Aceh from the academic year of 2019. Data were collected through semi-structured interviews and analyzed using descriptive qualitative analysis. The results show that most students have positive perceptions of using various YouTube content, such as vlogs, interviews, and tutorials to improve their listening skills. Students feel that YouTube is easy to access, interesting, and helpful. They use YouTube by watching videos repeatedly, using subtitles, and adjusting video speed. The students also stated that YouTube helped them improve vocabulary, pronunciation, understanding, and familiarity with different accents. Therefore, YouTube can be used as a useful learning media to help students improve their listening skills.

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CHAPTER I

INTRODUCTION

This chapter introduces the main idea of this research, including the study's background, research questions, objective of the study, significance of the study, and terminology.

A. Background of Study

The development of technology plays an important role in education, especially in English language teaching. This advancement has given rise to various applications that provide a place for learning, and the material provided is always updated. One examples technology provided is video-based learning material. Ayu (2016) showed that using videos effectively increases English language student's skills, especially listening. Digital learning environments also offer flexibility, allowing students to access materials anytime and anywhere, which supports autonomous learning and provides individualized learning experiences that traditional classroom settings often cannot accommodate.

Listening is one of the most difficult skills for EFL learners to learn, and it becomes more difficult if the conversation audio is recorded and spoken by a native speaker with a different accent and speaking speed. Harmer (2003) describes listening as follows: listeners should have the skills to identify the topic, predict and guess, and interpret spoken words. Listening is not just hearing what the audio is being played. Listening is also a boring lesson since the students always listen to the conversation again and again. Furthermore, many topics used in listening are old conversations and are not appropriate for ELF learners in

Indonesia. Many topics in listening section are played in class about foreign culture. Because of this mismatch between classroom listening materials and students' real-world needs, many learners feel that traditional listening practice does not adequately prepare them for authentic English interaction.

However, as time goes on and technology develops, English lessons are taught not only through audio media but also through audiovisual media such as videos. Through video, especially YouTube videos, which is the largest video provider on the internet, students' listening understanding can be increased, and a variety of the newest topics or new issues can be developed. In addition, using videos helps students understand the topic better, while listening to the conversation students can also look at the visuals that are exposed in the video. It helps students contextualize the language and depict foreign cultures more effectively (Ismaili, 2013). Visual cues such as facial expressions, gestures, settings, and interactions help students grasp meaning even when the spoken message is difficult, making video-based learning more accessible for learners at different proficiency levels.

Harmer (2003) states that extensive listening dramatically affects students' language learning. Students should improve their listening skills and watch videos outside the classroom in their spare time. The time available during learning is insufficient to improve their listening skills. Furthermore, authentic videos are effective materials for enhancing students' listening skills (Kim, 2015). Authentic videos are videos made by the natives and students can hear and see the interaction between the native and the actual English language. According to Hayes (2020), students respond favorably to YouTube as a teaching tool. The use of YouTube as

a learning tool encourages students to be enthusiastic, content, and attentive. Today's media trend, YouTube, can be employed in the educational setting to design an engaging and non-boring learning process. YouTube is not constrained by time or space, making it easier for students to absorb lessons. Additionally, the comment sections, subtitles, playback speed options, and recommendation algorithms offer unique learning advantages that cannot be found in conventional textbooks or classroom audio.

Furthermore, several studies have shown that students are more interested in learning English using YouTube. Silviyanti (2014) states that students are more interested in learning English using YouTube because they can practice after watching the native speaker, making it easy to understand the topic. There is also always new academic or fun learning content every day, which prevents students from getting bored. Various types of videos can be found on YouTube such as podcasts, talk shows, comedy, variety shows and talent videos, where students will find words that are broader than just those related to the lesson. This variety ensures that learners can choose content based on their interests, which increases motivation and makes the learning process more meaningful and personalized. Usually, students complete their assignments by watching videos other than those already found in journals or books.

In the department of English education UIN Ar-Raniry Banda Aceh students learn listening skills over four semesters. Listening is needed to help students understand spoken English in various types. The practical in listening skills are accents, sounds, and talks. However, many students are more interested

in listening choose to watch English videos on YouTube to hear and practice conversations with native speakers, which can improve their listening skills. Students use YouTube to practice listening, imitate pronunciation, observe speaking styles, and learn natural expressions that help build communicative competence.

As an EFL learner, the researcher found that many students in English department of UIN Ar-Raniry are using YouTube to improve their listening skills. This research provides an explanation as well as a deeper meaning to find English students education perception of using YouTube to improve listening skills. This study was conducted by the department of English language education of UIN Ar-Raniry, and it is hoped that provide a further and better understanding of this issue. The findings of this study are expected to contribute to a broader understanding of how digital platforms, particularly YouTube, can be integrated into language learning and how learners perceive these tools in the of modern English education.

B. Research Questions

Based on the background of the previous study, the researcher formulated the following research questions:

1. How do English Education department students perceive the usefulness of YouTube in increasing their listening skills?
2. In what ways do students improve their listening skills using YouTube?
3. In what aspects does YoTube help improve listening skills?

C. Aims of Study

Based on the research question above, this study aims to:

1. To identify the usefulness of You Tube to increase listening skills perceived by the students
2. To identify how to improve listening skills using on You Tube
3. To identify aspects YouTube help to improve listening skills

D. The Scope of the Study

The scope of this research is limited to studying and exploring students' perceptions of using YouTube to improve listening skills. This research is limited to exploring the senses faced by the students studying intermediate and advanced listening at UIN Ar-Raniry.

E. Significance of Study

a. Students

For students, this researcher provides information about ways to improve listening skills through YouTube videos. Therefore, students do not only depend on the topic of the lecture. Through YouTube, one will not get bored because there are many videos on different topics.

b. Lectures

For lecturers, this research provides information about students' perception of using YouTube to improve listening skills. By understanding this, the lecturers can use or maintain it when it is already running.

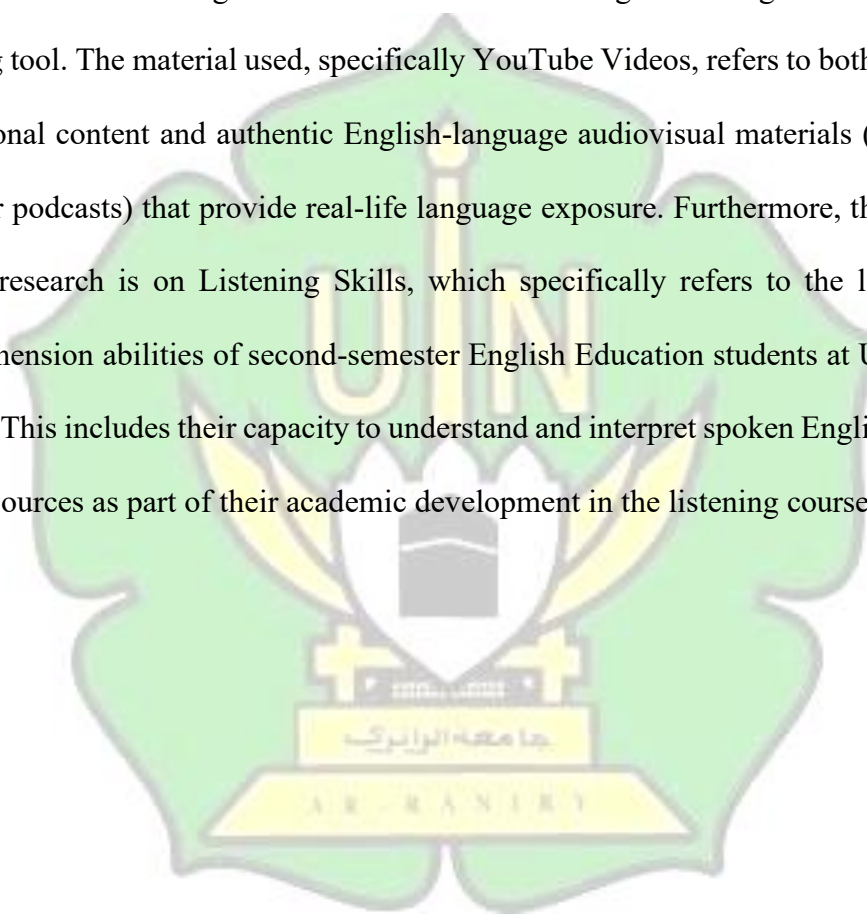
c. For the Next Researcher

For the next researcher, this research can become a reference material for the next researchers who want to research students perception of using You Tube to

improve listening skills. This research can be used as a starting point for further investigation.

F. Terminology

To provide a clear understanding of the variables in this study, several key terms are defined. Perception refers to the students' perspectives, attitudes, and experiences in evaluating the effectiveness and challenges of using YouTube as a learning tool. The material used, specifically YouTube Videos, refers to both formal educational content and authentic English-language audiovisual materials (such as vlogs or podcasts) that provide real-life language exposure. Furthermore, the focus of this research is on Listening Skills, which specifically refers to the listening comprehension abilities of second-semester English Education students at UIN Ar-Raniry. This includes their capacity to understand and interpret spoken English from digital sources as part of their academic development in the listening course



CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review of several essential theories that were chosen based on the research's need for a thorough understanding. In the following chapter, Perception, Video, and YouTube.

A. Perception

1. Definition of Perception

Perception is an experience about an object, an event that has already happened and even what is happening, or it can be a relationship that is obtained to be able to deduce information or interpret a message contained therein. Perception can also be interpreted as a process about various things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situation (Huda, 2018). Perception is psychological processes through the experience gained by the five senses, individual can process response into positive or negative perceptions. obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin & Maharani, 2018).

Perception is about objects, events, or relationship obtained by inferring information experience interpreting messages. This relation is done by the five senses those are sense of sight, sense of feeling, sense of smell, and sense of touch. Slameto (2010) states that perception is a process involving the entry of messages or information into the human brain. Meanwhile Walgito (2010) also provides an

explanation that perception as a process is preceded by a sensing process, which is the process of receiving a stimulus by an individual through the senses or also called a sensory process. In other words, perception is a process by which students can interpret or provide responses to stimuli. The response can be an action, opinion or even rejection. Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

From the previous explanation it can be concluded that perception is a process that is observed by someone, and from this observation process arises a response that is interpreted in the form of an opinion where the observation is experienced by oneself based on personal experience.

2. Student's Perception

Student perception is regarded as a process through which individuals preferentially process information from an object, allowing them to interpret and derive meaning from the observed object (Kurniawan, 2015). Portnov and Moshe (2013) highlight the importance of student perceptions in helping others understand and appreciate the significance of education for their future, motivating them to invest effort in the learning process.

As a result, variations in student perceptions assist both teachers and students in analyzing and understanding challenges, as well as in determining

appropriate solutions. In summary, student perceptions are valuable in academic settings, as their insights can help assess the importance of various subjects.

3. Types of Perception

Irwanto (2002) categorizes perception into positive and negative perceptions..

- a. **Positive perception:** refers to a viewpoint that encompasses knowledge and ongoing responses that encourage the utilization of that knowledge, often accompanied by acceptance and support for the perceive object.
- b. **Negative Perception:** describes a viewpoint that encompasses knowledge and responses that do not align with the object of perception, often resulting in passivity or rejection of the perceived object. Therefore, it can be concluded that both positive and negative perceptions influence an individual's actions, depending on how they interpret their knowledge about the perceived object.

4. Factor Affecting Perception

Everyone has different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factors.

- a. Individual characteristics include attitudes, interest, experiences and expectations.

- b. Situational factors

In this case a review of perceptions must be contextual, meaning that it is necessary in the situation in which the perception arises.

c. Internal Factors

Internal factor is a factor which come from an individual. This factor depends on personal psychological such as thoughts, feelings, willingness, needs, sex, motivation, attention. Every human being has different characteristic and temperament that shaped by family or environment.

d. External Factors

This factor comes from outside of individuals such as stimulus, environment culture, and believe. The life relates with environment, both physical and social environment.

5. Process of Perception

Walgito (2010) stated the following steps show the process of perception:

a. Stimulus

Perception arises because of the response to the stimulus. The first step of perception is sensation. All the sensations enter through humans' sense. Sensation will influence the stimulus.

b. Transmission

The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.

c. Interpretation

Stimulus entering into the brain will be interpreted, construed and given meaning trough a complicated process. Relation in this study is the perception given by the students in using videos to improve listening skills.

B. Video

Sadiman et al (2010) stated that video is one of the audio media visuals in the form of images and sound. Message served can be factual (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional. Daryanto further elaborated that video media encompasses anything that allows an audio signal to be combined with sequential moving pictures, creating a dynamic learning experience. Video can be found on various platforms with various genres. The video also gives the values for who used it especially in improving listening skill there are motivation, visual support for comprehension, authentic language, and cultural context. Using video make students motivate and interest in learning while listening the students can see what on the screen so that easier the students to understand the plot.

Kustandi (2012) the benefits of using video as a learning medium are that students will easily grasp the material, and in receiving the material students will not be bored because of the nature of the content in the form of audio and visual. More detailed advantages of video for instruction are mentioned in Cahir (2006) such as:

a. Authentic Language Input

Video provides learners with exposure to real-life language use, including colloquialism, slang, and various accents, which are essential for developing listening skills in a natural context.

b. Ease of Use

Teachers can easily incorporate video into their lessons, stepping in at any point during the viewing process. They can pause, rewind or reply segments as needed, allowing for a tailored learning experience that meets the needs of individual students.

c. Detailed Language Concentration

Learners can focus on the language in detail, interpreting what has been said, predicting responses, and repeating phrases for better retention. This process encourages active engagement with the material, enhancing comprehension.

d. Interpretation of Attitudes

Video allows students to practice interpreting non-verbal cues, such as facial expressions, gestures, and body language, which are crucial for understanding the full meaning of a message. The rhythmic hand and arm movements, head nods, and other gestures are closely related to the structure of the spoken message, providing additional context.

e. Cultural Insights

Videos offer students a glimpse into the culture of the target language, enriching their understanding of cultural nuances and social contexts. This exposure can make language learning more enjoyable and relatable, providing a refreshing alternative to traditional course materials like textbooks and audio cassettes.

In addition to these benefits, (Chen 2016, as cited in Sartafifa, 2021) the nation that video can significantly enhance listening comprehension by providing

contextual clues that aid understanding. Furthermore, studies by Vandergrift (2007) emphasize the importance of authentic listening input in second language acquisition, reinforcing the idea that video serves as an effective medium for language learning.

With the conveniences mentioned before, there will be no difficulty in improving listening skills, as the videos available on various platforms offer a plethora of choices. Not only academic content, but students can also explore videos that align with their personal interest, making the learning process more enjoyable. Starting with familiar topics can help students build confidence in their listening abilities, and as they become more comfortable, they can gradually progress to more complex videos. This incremental approach allows for a more effective and engaging learning experience, ultimately leading to improved listening proficiency.

C. You Tube

1. Overview of You Tube

You Tube was created in 2005, as a free public access web-platform allowing people to easily upload, view and share video clips (You Tube, 2011). Downes (2008) states, You Tube has marked the transition from the static to dynamic internet, and its advantages are the ubiquity of video formats and the wealth of content of the videos. The You Tube not only share or upload the video about education but there also the video about education. YouTube EDU launched in march 2009, as a special category of education, intended for educational videos. Its aim was to allow the leading colleges and university partners to publish their

videos through customized channels, where they could present their institutions' brands to society Redecker et al (2009).

YouTube has become a major representation of Web 2.0 technology, characterized by user participation, interactive communication, and content creation. YouTube has both a social and educational ecosystem rather than a passive media site. Its accessibility via smartphone, laptops, and mobile internet networks contributes to YouTube's popularity as an informal learning space. Lange (2014) emphasize that YouTube supports —everyday learning, where users access knowledge spontaneously without structured classroom settings.

2. You Tube in Education

You Tube has been used in a variety of teacher-learning contexts. Apparently, teachers and students make use of it (Downes, 2008) as an educational resource: to present a topic, develop activities in the classroom, produce videos, work with video resource, and also engage their students in learning digital skills. It also used for online classroom community and achieve greater learner outcomes (Burke & Synider, 2008; Duffy, 2008). Besides, You Tube is considered an innovative way to learn for visually or physically impaired learners.

You Tube videos can inspires and engage learners and support the digital learning style of the *Net Generation*. This is considered effective as videos utilize both hemispheres of the brain: the logical and the creative, due to combination of verbal and visual material. This is considered mostly effective for novices and visual learners. The potential of videos for education is increasing across the

sciences allowing demonstrate in more detail what is happening in scientific experiments (Wesch, 2009).

In language learning, YouTube provides rich and authentic input. According to Gilakjani (2012), authentic videos help learners acquire natural pronunciation, accents, and intonation pattern in ways that traditional textbooks cannot provide. YouTube also enhances learner autonomy. Benson (2011) argues that digital platforms allow learners to control their own pace, choose relevant materials, and rewatch content, which fosters independent learning. YouTube's replayability and speed adjustment features support this process.

For teachers, YouTube serves as a repository of instructional videos and teaching models. Jones and Cuthrell (2011) note that many educators use YouTube to supplement classroom explanations and provide visual demonstrations of complex concepts. Overall, YouTube multimodal, authentic, accessible, and interactive characteristics make it one of the most powerful digital tools for supporting modern educational practices, especially in language contexts (Snelson, 2011).

D. Listening

1. Definition of Listening

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listen to. The ability to receive will affect the ability to produce. If they are good at listening as a result, they will understand and even have a good competency in productive skills namely

speaking and writing (Nurmala, 2019). Listening is a process of listening to verbal symbols with full attention, understanding, appreciation and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language.

2. Definition of Listening skills

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. According to vishwanath (2013) listening skill is key to receive messages effectively. It is combination of hearing another person says and psychological involvement with the person who is talking.

Listening is an ability possessed by almost all humans in the world, but not everyone has the ability to hear foreign languages. Especially English which is widely heard everywhere. Except for those who are native speakers or those whose second language is English, and those who are involved in the English-speaking community and also those who study in the field of English.

3. Types of Listening

a. Discriminative Listening

Discriminative listening is considered the most basic level of listening that all individuals naturally possess (Wolvin & Coakley, 1996). At this stage, the listener focuses on distinguishing different sounds, such as variations in intonation, stress, rhythm, and other verbal cues, rather than understanding the full meaning of

the message. This type of listening emphasize recognizing sound features rather than interpreting the content of the speech.

In practice, discriminative listening also involves the use of nonverbal indicators, including facial expressions, gestures, posture, and other physical signals that help clarify the speakers' intention. For instance, listeners may differentiate between male and female voices or identify emotions through tone of voice and facial cues.

A skilled discriminative listener can identify accents, pronunciation patterns, and shifts in emphasis that reveal the speaker's attitudes or intentions. This skill also enables individuals to focus on a single voice in noisy environments, such as distinguishing one person's speech in a crowded place. Although it is often viewed as an innate ability, discriminative listening remains important to develop because it forms the foundation for more advanced listening skill both in language learning and in daily communication.

b. Comprehensive Listening

Comprehensive listening refers to the ability to understand and interpret the meaning behind spoken language. This type of listening operates at a higher level than discriminative listening because the listener must process not only the sound but also the content, language structure, and vocabulary in order to form conclusions about what is being communicated.

According to Ahmadi (2016), individuals need to interpret the language they hear before they are able to respond appropriate. In other words, understanding the message is a necessary step before producing speech.

Liu (2007) further explains that listening comprehension consist of three essential elements. First, listening is an active process because it requires continuous reception and processing of information. Second, it is a constructive activity, meaning that listeners create meaning by connecting new information to their prior knowledge. Finally, listening is a communicative behavior, involving an exchange of information between speaker and listener, where the listener processes what is said and provides a response.

4. Difficulties in Listening

According to the study conducted by Nadhira and Warni (2021), several factors make listening comprehension challenging for students, including unfamiliar vocabulary, fast speech rate, accent differences, unclear pronunciation, poor audio quality, and limited supporting facilities. The term *unfamiliar vocabulary* refers to situations in which listeners do not recognize the words being spoken because they have never encountered them before, which prevents them from constructing meaning from the message.

Another difficulty arises from the inability of listeners to adjust or control the audio speed, which makes it harder to process information delivered too quickly.

Accent variation also creates problems, as differences in pronunciation compared to the accent the listener is accustomed to may hinder understanding. In terms of unclear pronunciation, native speakers often produce sounds that are less distinct, causing confusion when students try to determine the topic being

conveyed especially when they are not yet exposed to authentic spoken English on a regular basis.

In addition, poor recording quality can disrupt the listening process because unclear or distorted audio makes it difficult for students to identify key information. The listening activity also depends heavily on adequate facilities; therefore, when the equipment or environment is insufficient, effective listening practice cannot take place optimally.

E. Previous Study

A number of previous studies have investigated the use of YouTube as a learning tool, particularly in supporting English listening comprehension. These studies show consistent findings regarding YouTube's effectiveness as an authentic, engaging, and flexible media for language learning.

First, a study by Putri & Wahyuni (2019) explored the use of YouTube videos to enhance students' listening comprehension in an Indonesian high school context. The researchers implemented YouTube-based listening activities that included watching short videos, answering comprehension questions, and discussing content in class. The findings revealed that students became more motivated and attentive when learning through YouTube. The authenticity of spoken language in videos helped students understand pronunciation, accents, and real-life expressions more effectively compared to textbook audio.

Second, Alwehaibi (2015) investigated the effects of YouTube on EFL students' achievement in listening skills in a Saudi Arabian university. Using an experimental design, the study compared a control group taught with traditional

listening materials and an experimental group taught using selected YouTube videos. The results showed significant improvement in the experimental group. Students reported that YouTube made learning more enjoyable, clear, and relevant because the videos offered visual cues that supported comprehension.

Third, research conducted by Riswandi (2016) focused on the integration of YouTube in teaching speaking and listening in the EFL classroom. The study found that YouTube helped provide richer input as students could observe how native speakers speak naturally in different contexts. Visual and audio elements worked together to help learners catch fast speech, intonation patterns, and stress—elements that are often difficult for EFL learners.

Fourth, the research is —how technology-enhanced media like YouTube can improve listening and pronunciation|| by Bahadorfar & Omidvar (2014). Their findings showed that YouTube exposes learners to various accents, communication styles, and speech speeds, allowing them to adapt to real-life English usage. Students also expressed increased confidence because they could replay videos to review difficult parts.

Further research by Chhabra (2021), with the title “analyzed students' perceptions of YouTube as a language learning resource.|| Using surveys and classroom observations, the research found that most students viewed YouTube as a flexible and stress-free learning environment. Learners felt more comfortable learning at their own pace, pausing or rewinding videos when necessary, which supported their listening development.

Then, research on —conducted classroom action research to investigate the effectiveness of YouTube in improving junior high school students' listening comprehension by Kurniawan & Wahyuningsih (2020). After several cycles of teaching using YouTube clips, students showed consistent improvements in identifying main ideas, details, and specific information. Their motivation also increased because the videos were visually appealing and relatable.

The last research, a study by Hedi & Mubarak (2022) examined the use of YouTube-based English videos in higher education. The researchers found that YouTube not only improved listening comprehension but also increased vocabulary mastery. Students appreciated the variety of learning materials available and the freedom to choose videos based on their interests, which fostered greater engagement and autonomy.

Based on the reviewed studies, it can be concluded that YouTube is an effective and powerful learning medium for improving EFL students' listening comprehension. Its combination of authentic audio, visual support, unlimited content, and learner control (such as pausing, replaying, and adjusting speed) helps students understand English more naturally. Moreover, YouTube increases student motivation, learning autonomy, and exposure to real-world language use—advantages that traditional audio materials cannot provide.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methods used in this research. This includes a discussion of research design, research participants, data collection, and data analysis.

A. Research Design

This study was classified as a descriptive qualitative research method, which was appropriate because it enabled the researcher to obtain in-depth data from the phenomenon of the study. Qualitative research served as a methodology aiding in the exploration of social sciences and other disciplines to investigate and comprehend people's experiences, beliefs, attitudes, behaviors, and interactions in their natural environments (Denzin, 2018). Furthermore, descriptive research aimed to highlight the phenomenon through a process of data collection in order to describe it clearly (Manjunatha, 2019).

To employ qualitative approach in this study is to explain and describe in more depth the English students' education perception of using videos on You Tube to improve listening skills.

Descriptive qualitative research design was considered the most suitable approach because it focuses on understanding the perspectives of students rather than measuring variables or testing hypotheses. The main concern of this research was to reveal how students perceive the usefulness of English videos on YouTube in the process of developing their listening skills. Through this design, the

researcher was able to explore students' personal views, opinions, challenges, and strategies while engaging with YouTube as a learning tool.

Moreover, the descriptive qualitative design allowed the researcher to collect rich and detailed information directly from participants through interview and documentation. This helped in portraying the real situation of how YouTube contributes to listening skills development in a natural context without manipulating the environment. The use of this design also aligned with the research question, which aimed to investigate (1) how English Education students perceive the usefulness of YouTube videos, (2) in what ways they improve their listening skills through YouTube, and (3) in what specific aspects YouTube videos help enhance their listening competence.

Therefore, the qualitative descriptive design was not only relevant but also essential to obtain an in-depth and comprehensive understanding of students' perceptions. The findings are expected to provide valuable insights for English Education, particularly in integrating digital platforms like YouTube as a supplementary tool for language learning.

B. Research Setting

This research was conducted at UIN Ar-Raniry Banda Aceh, specifically in the English Education Department of the Faculty of Tarbiyah and Teacher Training. Eight students were chosen as participants consisting of female students who had studied the basic language skill. Listening is considered one of the most challenging skills for students to master, as it requires the ability to process spoken

language in real time and to understand different accents, speed, and contexts (Vandergrift & Gog, 2012).

The English Education Department of UIN Ar-Raniry has a vision of preparing students to become professional English teachers and educators who are able to compete both nationally and internationally. In order to achieve this goal, the department emphasizes the importance of utilizing various learning resources, including digital media such as YouTube, to support the teaching and learning process. The use of online platform has become increasingly significant especially in providing authentic materials that can expose students to real life communication in English (Gilakjani & Sabouri, 2016).

English education department provides access to students who had diverse experiences in using English videos in YouTube as part of their independent learning activities. Conducting the study in this context allowed the researcher to obtain relevant and reliable data on how students perceive YouTube videos in relation to listening skills improvement. Furthermore, the academic environment at UIN Ar-Raniry encourages students to integrate technology into their learning process, making it an appropriate setting to investigate the role of YouTube in language learning.

By situating the research within this setting, the students not only reflects the real academic conditions faced by English education students at UIN A-Raniry but also contributes to understanding how digital platforms can be effectively used Indonesian higher education contexts.

C. Research Participants

The participants of this research were English Education students of UIN Ar-Raniry academic year 2019. A purposive sampling technique was employed to select participants who had experiences in using YouTube videos to improve their English listening skills. According to Etikan, Musa, and Alkasim (2016), purposive sampling allows the researcher to intentionally select individuals who are most likely to provide rich and relevant data for the study.

A total of 8 students were chosen to represent a variety of perspectives. The participants were coded (R1-R8) to ensure anonymity and confidentiality. The researcher considered students' willingness, availability, and prior use of YouTube as learning media in determining the participants. This selection was also aligned with the aim of qualitative research which prioritizes depth of information rather than the number of participants (Creswell, 2014).

The inclusion of participants from different backgrounds within the department helped the researcher gain a broader understanding of the ways YouTube contributes to students' listening development, the challenges they encounter, and the strategies they adopt.

D. Research Instrument

The main instrument of this research was the researcher herself, as is common in qualitative studies (Merriam & Tisdell, 2016). The researcher functioned as the key instrument in planning, collecting, analyzing, and interpreting the data.

To support data collection, an interview guide was also used as a secondary instrument. The interview guide consisted of open-ended questions designed to explore participants' perceptions, challenges, and strategies in using YouTube for listening comprehension. The guide ensured consistency across interviews while still allowing probing questions when deeper information was needed (Patton, 2015).

E. Method/technique of Data Collection

This research used interviews as the technique for data collection. Interview is tool which is defined as a person-to-person structured conversation for getting a depth data that has to be collected (Griffe, 2012). There are three main categories of interviews: the fully-structured interview, the semi-structured interview, and the open-structured interview (Babbie, 2010). For this research, the researcher used semi-structured interview. Semi-structured interviews offer a more adjustable approach during the interviews as it provides the interviews the flexibility in answering the preparing question (Tod, 2010). The participants will be interview one by one with their consent. The interview will be held about 10-15 minutes. And the interview will be recorded to ensure of the data transcription.

To gather responses, the researcher interviewed face to face when it possible, and also via telephone if participants could not meet in person. Online interviews were used when face to face meetings were not feasible (Bryman, 2012), with responses recorded using a mobile phone. The primary objective of these interviews was to explore students' perception regarding the use of YouTube to help improve listening skills into their experiences and opinions.

F. Method/ techniques of data analysis

The collected data were analyzed using descriptive qualitative analysis. This method involves organizing, interpreting, and making sense of textual data to generate findings that reflect participants' experiences (Mile, Huberman, & Saldana, 2014).

1. Data Reduction

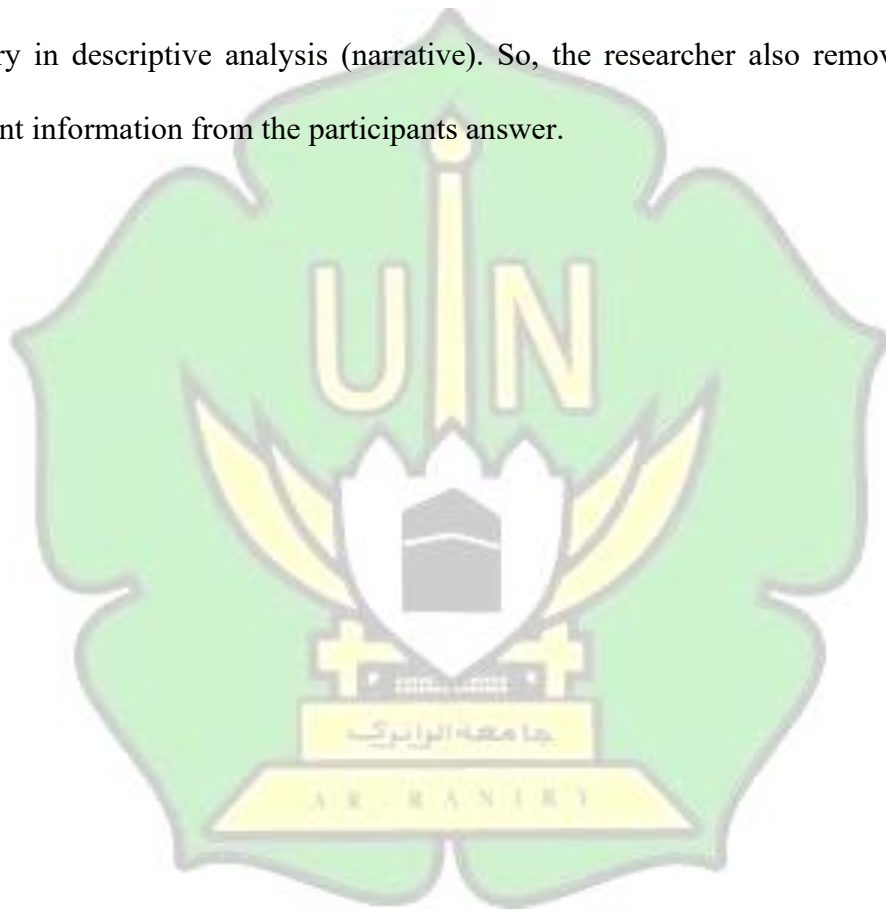
At the data reduction stage, data reduction was an important component in this data analysis model, which consisted of the process of identifying, focusing, and summarizing raw data obtained from qualitative research methods such as interviews, observations, and document analysis. At this stage, the researcher had reduced the data by summarizing, selecting important things, and identifying topics related to the use of YouTube to improve listening skills. By reducing the data, the researcher had recognized and selected data relevant to the research topic. Therefore, the analysis was focused on data that was in line with the research questions.

2. Data Display

Data display involved the presentation of data using words, sentences, narratives, tables, and graphs in a clear and concise manner. This was a crucial stage in the research process. This stage referred to the presentation of data in the form of a narrative that was systematically interpreted. This allowed the data to be easily understood and comprehended.

3. Data Verification

Drawing conclusions is the final step in data analysis. At this stage, the researcher interprets the data collected, supported by evidence from interviews. Finally, the researcher can draw more valuable and clear conclusions. Furthermore, the conclusions drawn from the data presented provide valuable insights and findings. The researcher used the interview transcripts (data reduction) and wrote a summary in descriptive analysis (narrative). So, the researcher also removed all irrelevant information from the participants answer.



CHAPTER IV

RESULT AND DISCUSSION

A. Findings

This chapter presents the empirical findings derived from semi-structured interviews conducted with eight English education students at UIN Ar-Raniry Banda Aceh. The results are organized thematically, drawing directly from the interview transcripts to address the three questions:

- a. How do the English education department students perceive the usefulness of videos on YouTube to increase their listening skills?
- b. In what ways do the students improve listening skills using videos on YouTube? And
- c. In what aspects do the videos on YouTube help improve listening skills?

Following the results section, a discussion integrates these findings with contemporary literature, and recommendations for future research. All cited references are from 2015 or later to ensure relevance and currency in the rapidly evolving field of digital education.

The data analysis followed a thematic approach, involving coding and categorization of responses using qualitative software to identify recurring patterns. Participants were coded as R1 to R8 for anonymity. Themes emerged inductively, including perceptions of usefulness, preferred video types, challenge encountered, strategies employed, and specific aspects of skill improvement. Quantitative elements, such as frequency of mentions, are noted to provide context, but the focus remains on qualitative depth. To enhance richness, this chapter

incorporates extensive direct quotes from the interviews, allowing participants' voices to illustrate key points and provide authentic insight into their experiences.

The results are presented in thematic sections, each supported by direct quotes from the interviews. Themes were derived from recurring patterns across responses, with sub-themes highlighting nuances. Overall, participants reported varied but generally positive experiences with YouTube videos, viewing them as accessible and engaging tools for listening skills development. To provide a comprehensive overview, this section includes demographic insight: all participants had completed their second through fourth years, with varying levels of English proficiency (intermediate to advanced), and they reported using YouTube primarily in their free time. Frequency of YouTube use for listening practice ranged from twice a week (R1, R5) to daily (R7), with an average of 3-4 sessions per week across the group.

1. Perceptions of Usefulness

Participants overwhelmingly perceived YouTube videos as useful for improving listening skills, often describing them as motivating, accessible, and effective alternatives to traditional methods. This theme addresses the first research question directly, with 87% of responses (7 out of 8) expressing positive perceptions, while one participant noted mixed feelings due to boredom.

1.1 Motivational and Enjoyable Learning

Seven out of eight participants (R2, R3, R4, R5, R6, R7, R8) emphasized the fun aspect of YouTube, which sustained their engagement. For instance, R4 stated, — I think video vlog the type of English videos that effective for increasing

my listening skills, because I'm kind of person who love to watching vlog and then because I love it I think it more easier for me to listen and catch the vocabulary or the way how they speak on their video vlog and because the video also interesting it make easier to follow the way they speak because on video vlog they use their English daily speaking. Similarly, R7 noted, —I watch videos on YouTube daily specially when I have my free times like as it's fun way to increase myself in the language, highlighting how enjoyment transforms passive viewing into active skill-building.

R2 added, —is like videos it's include motivation, vlog. Because not really focus on the words but also focus on the content about what they show, suggesting that motivational content keeps learners engaged beyond mere audio practice. These responses show that enjoyment encourages students to keep practicing listening. When the content is interesting, learners stay motivated and find it easier to concentrate and understand the language.

1.2 Accessibility and Variety

All participants highlighted YouTube's role in providing diverse, on-demand content. R1 explained, —if you want to improve your listening skills all you have to do is watch a lot of videos. Especially in YouTube you will have so many recommendation videos that you can watch, emphasizing the platform's algorithm-driven suggestions as a gateway to endless resources.

R3 elaborated, —I watch English videos on YouTube to very often to improve my listening skills, for example like podcast, interview or even vlog videos, illustrating how variety caters to different interest. R8 reinforced this, —I

usually watch English videos on YouTube around three to four times a week to improve my listening skills. It's sometimes I try to do consistently because it's both enjoyable and educational, showing how accessibility fosters regular practice without time constraints. This indicates that YouTube offers flexible and diverse input, allowing learners to choose content based on their interests. The unlimited access also supports consistent listening practice.

1.3 Perceived Skills Improvement

Six participants (R2, R3, R4, R6, R7, R8) reported noticeable enhancements in listening abilities. R6 shared, —watching English videos on YouTube can definitely improve listening skills. For examples, I can understand native speakers faster because I've becoming familiar with the speed and variety of words they use, providing a concrete example of progress.

R7 added, —yes, because I have notice significant improvement, watching YouTube video allow me hear that English in different context and also help me to get use to intonation of language, linking improvement to contextual exposure. However, R5 was more ambivalent, stating, —maybe yes or not, because I get bored when I watch YouTube just focus on improving listening skills, indicating that perceived usefulness depends on personal engagement levels and the absence of structured goals. This shows that improvement depends on both exposure and personal motivation. Students who enjoy the content tend to notice more progress.

1.4 Comparison to Other Tools

Several participants compared YouTube to other platforms, enhancing it's perceived value. R4 mentioned, —not too often because I use spotify to improve my

listening skills, I used to listening to music but sometimes also use videos on YouTube, suggesting YouTube as a complementary tool.

R1 noted, —sincerely YouTube is not my favorite apps, so I don't really watch YouTube much, I probably say that I watch YouTube for like twice in a week, but still acknowledged its utility, —I would say obviously because watch English videos on any platforms especially YouTube can improve your listening skills or your English it wasn't obvious things to do. This sub theme reveals that while not always the primary choice, YouTube's visual elements make it preferable for some over audio-only alternatives.

2. Ways Students Improve Listening Skills

This theme explores strategies participants used, revealing active engagement with YouTube features to overcome challenge and enhance learning. Strategies were mentioned 100% of interviews, with repetition and subtitles being the most common (cited by 7 participants each).

2.1 Repetition and Replay Techniques

Repetition was a common strategy, mentioned by seven participants (R1, R2, R3, R4, R6, R7, R8). R1 described, —I often did like watching the same videos over and over again and again and then while the videos get stuck on my head I don't need the subtitles anymore. So, just replaying the videos until I can like memorizing their conversation.

R7 elaborated, —I often use the subtitles features and repeat certain and also try to focus on key phrases and also I slow the video speed, integrating repetition with other tools. R8 added, —to maximize my learning, I use subtitles, slowdown

the speed of the video and pause the video to replay the difficult sections, demonstrating a multi-step approach to mastery. These responses indicate that repeating videos helps learners become familiar with pronunciation, intonation, and vocabulary. By replaying certain parts, students gradually build confidence and improve comprehension at their own pace.

2.2 Use Subtitles and Speed Controls

Subtitles were pivotal, with six participants (R2, R3, R4, R5, R6, R7) relying on them initially. R3 noted, —the strategies that I used are features that I really need is subtitles in English videos to improve my listening skills, viewing them as essential for comprehension. R2 cautioned, —I think sometimes the subtitles hinder me to improve my listening skills but sometimes its help. There are the advantages and disadvantages about the subtitles. Sometimes I think the subtitles is annoying then I turn it off, highlighting the need for gradual weaning off.

Speed adjustment was also key R6 mentioned, —features like slowing down the video speed and turning on the subtitles are really helpful. I also usually repeat parts of the video that are hard to understand to make sure I get them, combining features for optimal learning.

This suggests that subtitles and speed adjustments act as scaffolding tools. Learners can depend on them at first and gradually reduce their use as their listening improves. These features help bridge the gap between native speech speed and learners' ability levels.

2.3 Note-Taking and Vocabulary Focus

Five participants (R2, R3, R4, R6, R7) incorporated note-taking. R7 stated, —yes, I think I often take notes and repeat certain parts of videos especially new vocabulary, I think its help me within what I have learn practice about the pronunciations which make the learning more effective. R2 added, —I also actively take notes when the words in the videos is interest me. It can improve my listening skills, linking notes to broader skills gains.

R3 explained, —I do repeat part on the videos while I listening, when I feel I don't really understand on some part sometimes repeat it and take notes. Honestly, I don't really take notes like foe examples if I found some word that I don't understand that I just to try search on translate so I don't take notes that often, showing adaptive strategies. This shows that learners actively interact with the content rather than just watching. Writing down unfamiliar words helps reinforce learning, expand vocabulary, and improve memory retention.

2.4 Frequency and Integration into Routine

Frequency varied, with R7 watching daily and R1 only twice a week. R8 reported, —I usually watch English videos on YouTube around three to four times a week to improve my listening skills. It's sometimes I try to do consistently because it's both enjoyable and educational. Participants integrated viewing into free time, emphasizing self-directed learning.

R5 noted, —it rarely happens, maybe I watch YouTube to improve my listening skills twice or three times in a week, but added, —watching video on topic of interest, and I sometimes turn on the subtitles to know what the speakers

talking about, illustrating how routine integration enhances effectiveness. This indicates that improvement is also linked to habit. Regular exposure, even in small amounts, helps students stay connected to English outside the classroom. Integrating YouTube into daily or weekly routines supports continuous learning.

2.5 Active Engagement Technique

Beyond passive viewing, participants described interactive methods. R4 shared, —I don't have any strategy that I used when I watch the videos, maybe I just increase the volume or turn on the subtitles to make me easier to understand about what they say or about what they talking about and there is no specific strategies because I watch the video for fun, yet still benefited.

R2 explained, —I forced myself to not looking at the subtitles I try to focus on the movement while saying word by word. There mean this what there are saying so that I can enhancing my listening skills and can improve the vocabulary, promoting mindful viewing. This shows that even simple actions like observing facial expressions, focusing on articulation, or adjusting volume can enhance listening comprehension. Learners develop their own techniques based on comfort and need, demonstrating flexible and personalized learning strategies.

3. Aspects of Improvement

Participants identified specific areas where YouTube videos aided listening skill development, often linking to authentic language exposure. Aspects were discussed in 92% of interviews (7 out of 8), with vocabulary and accents being most prominent.

3.1 Vocabulary and Pronunciation Enhancement

Vocabulary expansion was frequently cited, with seven participants (R1, R2, R3, R4, R6, R7, R8) nothing gains. R5 explained, —I often repeat the video to listen what I don't get it. It helps me to get the meaning of the sentences and I can learn how to pronounce the sentence in the speaking. R7 added, —practice about the pronunciations which make the learning more effective, and R4 stated, —I rarely take notes if I watching videos, sometime I repeat part of the videos while listening and then I think this is effective strategy because the way I repeat how they talk the more efficient I become because when repeat it I implement that in my daily life. This sub-theme shows how videos facilitate practical application.

These reflections show that YouTube provides rich input that supports vocabulary learning in a natural way. By hearing words repeatedly and observing pronunciation directly from native speakers, students strengthen both recognition and spoken accuracy.

3.2 Exposure to Accents and Natural Language

Exposure to diverse accents and styles was a key benefit, mentioned by six participants (R1, R2, R4, R6, R7, R8). R6 stated, —the most effective types of videos for me are interview or vlog because the language used is more natural, similar that we listen in daily life. It helps to get used to different accents and speaking styles.

R8 echoed, —they involve natural conversations and a variety of accents, which helps me get used to real life English, and R1 added, —I would say interview videos would be the most effective one to you for improving your

listening skills because most of the questions that are being ask in that interview videos are the questions they are easier to understand but somehow that some vocabulary that you need to learn and you need to master but the questions are similar.¶ This suggests that YouTube helps bridge the gap between classroom English and authentic communication. Exposure to varied accents also trains learners to adapt to different speech patterns, an essential skill for real-world listening.

3.3 Comprehension and Contextual Understanding

Improved comprehension through visual and contextual cues was highlighted by five participants (R2, R3, R5, R6, R7). R2 described, —is like videos it's include motivation, vlog. Because not really focus on the words but also focus on the content about what they say,¶ and R5 noted, —yes, it's help me a lot. I know what the speaker says and I can learn how to pronounce the words. Because, the word not familiar for me,¶ R3 added, —I would say that availability of subtitles when watching English videos really help my listening improvement like I said before when I watch videos on YouTube and also when I watch English movie I really need subtitles to understand more and I know about what the people talk about.¶ This indicates that visual elements such as facial expressions, gestures, and scene context help learners infer meaning even when the audio is challenging. YouTube enables multimodal learning, allowing students to connect sounds with visuals for deeper understanding.

3.4 Challenges and Mitigations

Challenges included fast speech, accents, and lack of subtitles, but participants mitigated them with strategies. R4 noted, —there is no more challenge but I have one struggle if I watch YouTube video to improve my listening skills if the video doesn't contain the subtitle it's only video and audio because I'm not a native speakers I'm not good enough in English that's why I need subtitles.‖ R6 elaborated, —the challenge is when the speaker talks too fast or uses slang, I'm not familiar with. Also, different accents can make it harder to fully understand what's being said,‖ and R7 added, —the speakers talk too fast or the slang that I'm not familiar with so it can be difficult to follow and if the background noise or multiple people talking at once.‖

Mitigations include slowing videos and focusing on key phrases, as per R8 —one of the main challenges that I faced is dealing with unfamiliar accents and it makes me struggle to grasp the meaning.‖ To handle these challenges, students used features such as slowing down video speed, replaying difficult sections, or focusing on key phrases. These strategies show that learners can adjust the difficulty level of the content to match their listening ability.

3.5 Holistic Skills Development

Beyond listening, participants noted broader benefits. R1 mentioned, —really important it's really help your ability to improve your listening skills. If you watch a video for the first time without subtitles you will get bored of the video and you will not continue to watching those videos but if you watch them with subtitles and then after you get use the video, linking persistence to overall

improvement. R2's focus on movement and content illustrates how videos build multimodal skills.

This demonstrates that YouTube supports not only listening comprehension but also related abilities such as pronunciation awareness, visual interpretation, confidence, and overall language exposure. The platform's combination of audio, visual, and contextual elements contributes to more comprehensive learning gains.

B. Discussion

Delving into this discussion, it is fascinating how the findings of this interview paint a clear picture of how YouTube is not just casual entertainment for these students it has become a true ally in honing their English listening skills. When the researcher recall what R6 said about becoming quicker at picking up native speakers' words, it really aligns with the idea that exposure to real conversations is far more effective than textbook exercises. However, not everything runs smoothly; R5's admission of boredom shows that without a clear structure, even the best tools can lose their appeal. This mix of enthusiasm and challenges reminds me that learning a language isn't just about the material, but also about mindset.

What stands out here and what has not been widely captured in previous local studies is how YouTube is not only consumed passively, but also actively personalized by students. This indicates a gap between most of the existing literature, which focuses on YouTube as a motivational tool, and the current findings, which reveal YouTube as an independent learning environment.

Connecting this to existing research, studies such as Liu et al. (2019) reflect students' love for the engaging side of YouTube, where videos capture attention with visuals and stories, making listening feel less like a tedious task. However, it's not just about enjoyment R4's preference for vlogs over dry podcasts highlights how personal interests drive better results. But here lies the difficulty: Chen and Wu (2015) warn that if not careful, all scrolling activities can lead to mental overload, and indeed, some participants struggled with fast speech or strange accents. It's like walking a tightrope you want authenticity, but not at the expense of frustration.

In terms of strategy, the repetition game played by R1 and R7 is very much in line with Vandergrift and Goh's (2018) recommendations for building listening endurance. Watching the same clip over and over again until you memorize it? That's metacognition at work, where learners take control of their progress. Translated texts, as emphasized by Montero Perez et al. (2018), are a double-edged sword great for beginners, but you should stop relying on them over time, as R2 realized. And don't ask about note-taking; R7's habit of writing down new words aligns with how active engagement improves retention, as discussed by Liu and Moore (2020). It's clear that these students aren't passive spectators they're designing their own learning path, which feels empowering in a world where education often feels uniform.

This discovery provides a new perspective in this field: rather than describing learners as passive recipients of digital input, this discovery places them as independent agents who shape their own exposure. The adaptability driven by

learners especially in the context of learning English as a foreign language (EFL) in non-Western settings such as UIN Ar-Raniry has not been sufficiently emphasized in previous YouTube-based listening studies.

Moving on to more specific details about what has improved, vocabulary and accent stand out as major achievements. Richards (2015) discusses how exposure to diverse speech patterns reflects real life, and that is exactly what R8 experienced with the interview clip. The benefits in pronunciation, as mentioned by R5, come from imitating what is heard, in line with Gilakjani and Sabouri's (2016) insights on the role of video in imitating speech. However, challenges such as slang or background noise, as described by R7, show that the authenticity of YouTube can be intimidating. This serves as a reminder that while the platform democratizes access, learners need tools to navigate it effectively.

Here lies another subtle gap: previous studies have often measured comprehension outcomes quantitatively, but few have qualitatively explored how emotional reactions such as boredom, anxiety, or excitement affect listening persistence. This study fills that gap by highlighting how affective responses mediate the usefulness of YouTube in developing sustained listening persistence.

Theoretically, this leads to constructivism, where students build knowledge through practical interaction, as explained by Ertmer and Newby (2018). Watching vlogs and imitating speakers? That is social learning theory at work, according to Zimmerman (2019), which develops confidence through observation and practice. And in the context of learning English as a foreign language (EFL), Schmidt's (2015) —noticing hypothesis explains how repeated exposure helps with

unconscious skill acquisition imagine R2 forcing focus on lip movements to decode words. It's not rocket science, but it works because it feels natural, not forced.

The novelty here lies in integrating these frameworks constructivism, social learning, and noticing theory within a single qualitative narrative. Rather than testing one model, this study blends them to explain how learners interact with digital media in context, something rarely done in small-scale Indonesian EFL research.

Practically speaking, for folks at UIN Ar-Raniry, weaving YouTube into classes could be a game-changer. Imagine teachers curating playlists of vlogs or interviews, guiding students like R3 on when to ditch subtitles. Students themselves gain autonomy, turning downtime into skill-building sessions, which could lighten the load on formal lessons. But we can't ignore the flip side over-reliance on subtitles might stunt pure listening growth, so maybe workshops on gradual independence could help.

Of course, no study's perfect, and this one has its limits. With just eight participants, it's hard to say if these vibes hold for everyone in Indonesia or beyond. As the interviewer, I tried to stay neutral, but my own background in education might have nudged questions toward positive angles. Cultural quirks, like valuing group harmony, could influence how openly students shared struggles. And since this was a snapshot, not a long-term view, we miss how skills evolve over months. Future digs could track progress with follow-ups or mix in surveys for broader reach.

Future research could also bridge the current gap by comparing guided classroom integration with self-directed YouTube learning to see which approach sustains motivation better over time.

Looking ahead, the researcher loves to see bigger studies blending numbers and stories to quantify YouTube's impact. Cross-cultural comparisons could reveal if these patterns hold in, say, Europe versus Asia. And with tech advancing, exploring AI subtitles or VR integrations might uncover new ways to tackle those accent hurdles R8 mentioned. Ultimately, this research nudges us toward embracing digital tools thoughtfully YouTube's not a magic fix, but paired with guidance, it can transform how we learn to listen.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the conclusions and suggestions of the research are discussed. The conclusion contains the key points of the study, along with the suggestions of the study

A. Conclusion

Based on the research conducted and the data analysis in the previous chapter, the researcher puts forward the following conclusions:

Firstly, the findings revealed that YouTube has made a strong and positive impression on the students as a flexible, engaging, and effective learning platform. Students expressed several reasons for relying on YouTube to improve their listening ability, including the platform's wide variety of authentic content, its accessibility, and the opportunity to listen to real-life English as used by native speakers and international content creators. Overall, the majority of participants perceived YouTube as a valuable and enjoyable tool for enhancing their listening comprehension. Through exposure to authentic language use, students became more familiar with natural accents, pronunciation, speech rate, and vocabulary used in real contexts, helping them stay motivated during the learning process compared to traditional textbook-based exercises.

While the study also identified certain challenges particularly regarding the overwhelming amount of content and the linguistic complexity of fast speech these are perceived as surmountable obstacles rather than fundamental flaws. The

findings show that students have successfully developed various strategies to optimize their use of YouTube for listening practice. These include selecting videos based on personal interests, choosing reliable educational channels, and adjusting playback speed or subtitles to navigate difficulties. According to the researcher, the implementation of these strategies significantly enhances the effectiveness of YouTube as a learning tool.

In summary, this study highlights YouTube as a promising and highly accessible media for improving students' listening skills. Its rich supply of authentic materials and flexible usage appeal to diverse student preferences. By addressing potential challenges through appropriate learning strategies, YouTube stands as a vital and effective platform for developing English listening abilities in the modern digital era.

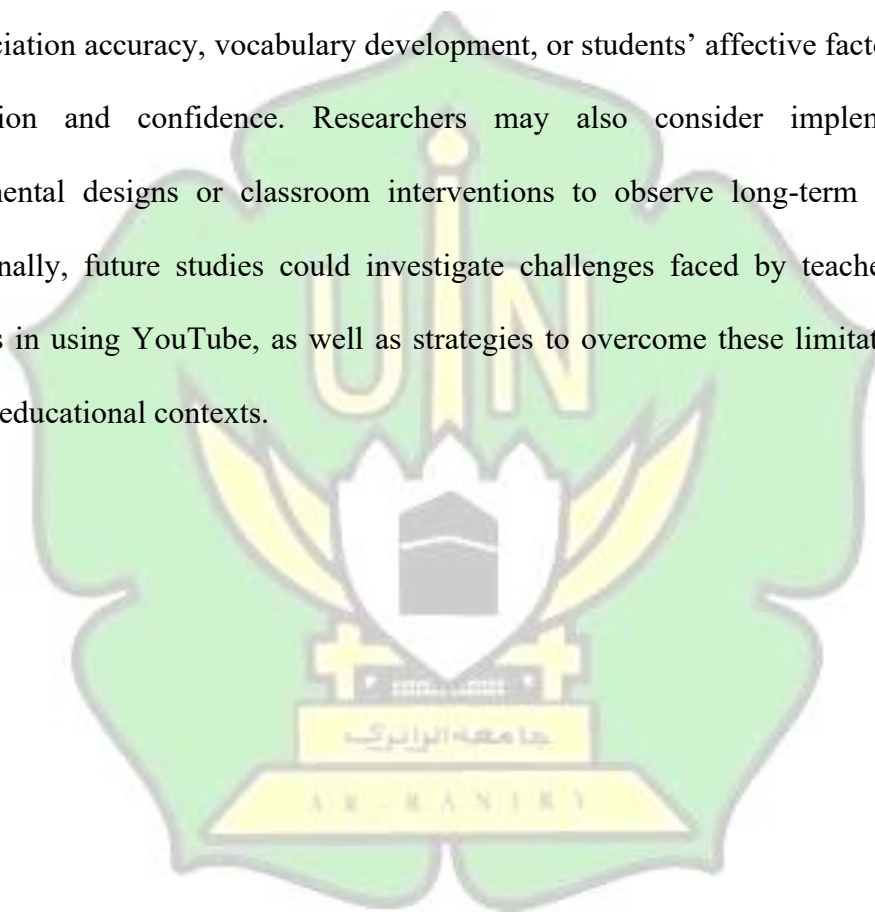
B. Suggestions

The researcher provides recommendations at the end of this chapter that may be useful for educators, students, and educational institutions. It is recommended that educators familiarize to make YouTube as a supportive learning tool, especially for enhancing students' listening skills. And also familiarize with various YouTube channels that provide high-quality educational content, and select videos that align with students' needs and proficiency levels.

For students, students are advised to use YouTube wisely and purposefully. While YouTube offers endless entertainment, it also provides a wide variety of educational that student improve listening comprehensions, vocabulary, and

pronunciation. And also encouraged to create a habit of watching English videos regularly, both inside and outside the classroom.

The last one for future researchers, the researchers of this study hopes this study can be serve as reference for further research related to the integration of YouTube in English language learning. Future researchers are encouraged to explore the use of YouTube from different perspectives such as its impact on speaking skills, pronunciation accuracy, vocabulary development, or students' affective factors like motivation and confidence. Researchers may also consider implementing experimental designs or classroom interventions to observe long-term effects. Additionally, future studies could investigate challenges faced by teachers and students in using YouTube, as well as strategies to overcome these limitations in diverse educational contexts.



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APPENDIX A



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 836 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7655/Un.08/FTK/Kp.07.8/08/2024
KEDUA	Menunjuk Saudara : Drs. Amiruddin, M.Pd Untuk membimbing Skripsi Nama : Nur Afifah NIM : 190203037 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : English Education Students' Perception of Using English Videos on Youtube to Improve Listening Skills
KETIGA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KELIMA	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
 Pada tanggal : 23 Desember 2024
 Dekan,


Saiful Muluk

Tembusan

1. Setoran Kementerian Agama RI di Jakarta;
2. Setoran Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktor Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbandharaan Negeri (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Amp.



APPENDIX B

How often do you watch English videos on you tube to improve your listening skills?

What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why?

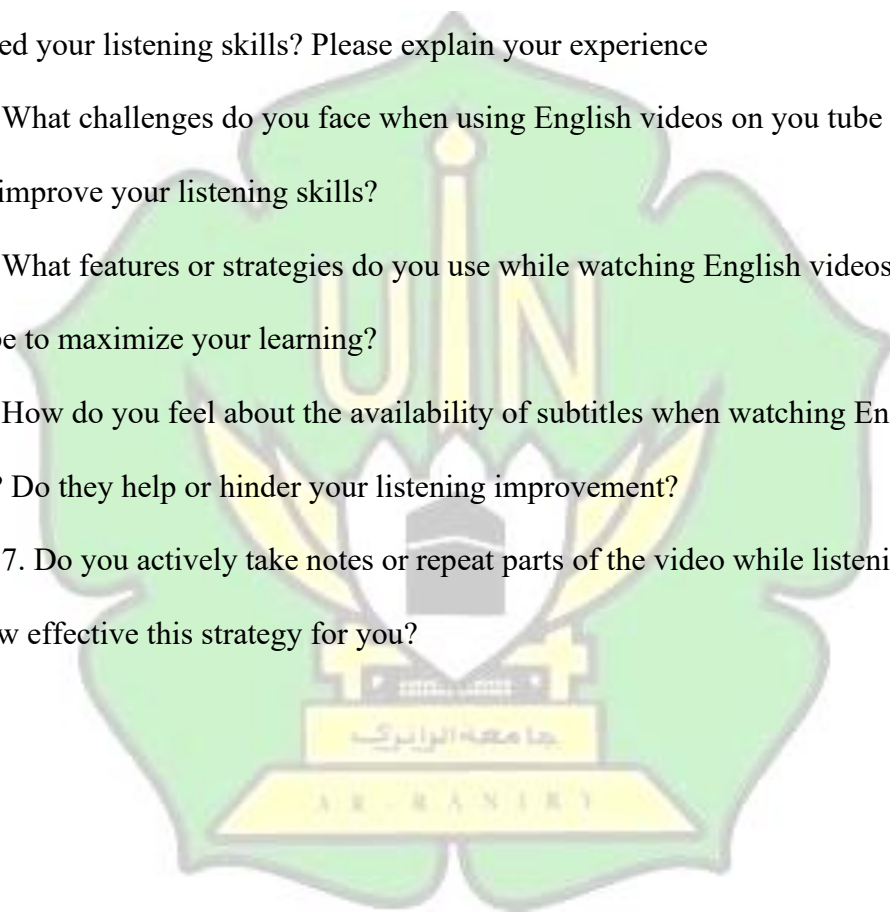
Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience

What challenges do you face when using English videos on you tube as a tool to improve your listening skills?

What features or strategies do you use while watching English videos on you tube to maximize your learning?

How do you feel about the availability of subtitles when watching English videos? Do they help or hinder your listening improvement?

7. Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you?



APPENDIX C

Transcript Interview

Participants 1:

Question 1: How often do you watch English videos on you tube to improve your listening skills? Sincerely you tube is not my favorite apps, so I don't really watch you tube much, I probably say that I watch you tube for like twice times in a week, because I didn't open you tube much

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? I would say interview videos would be the most effective one to you for improving your listening skills because most of the questions that are being ask in that interview videos are the questions they are easier to understand but somehow that some vocabulary that you need to learn and you need to master but the questions are similar. So, because it easier to understand and also will have new vocabulary so I'm guessing that interview would be the most effective one. Because talk are going to be too long for you and you will get bored to the videos and tutorials, you don't need videos of tutorials to improve your listening skills like they are no too conversations there. So I would go with interview videos

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience I would say obvisiously because watch in English videos on any platform especially you tube can improve your listening skills or your English it wasn't obvious things

to do, I mean if you want to learn another languages, all you have to do is watching much the videos of that languages. So, if you want to improve your listening skills all you have to do watch a lot of videos. Especially in you tube you will have so many recommendation videos that you can watch on you tube

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? The internet connection and some of the videos on you tube still has no subtitles so its already hard enough to understand them speaking English more over without the subtitles it would be harder than it already. Because you tube is a streaming platform so you have to make sure that you have a good internet connection to watch some of you tube videos

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? I would probably use based on my experience I often did like watching the same videos over and over again and then while the videos get stuck on my head I don't need the subtitles anymore. So, just replaying the videos until I can like memorizing their conversation.

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? Really important its really helps your ability to improve your listening skills. If you watch a video for the first time without subtitles you will get bored of the videos and you will not continue to watching those videos but if you watch them with subtitles and then after you get use the videos

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I don't actually take note because I'm a messy writer, because after I write I don't even understand what did I write. So taking note not effective for me. However I do repeat some of the part of the videos that I don't understand and this was very effective strategy for me.

Participants 2:

Question 1: How often do you watch English videos on you tube to improve your listening skills? I'm not really sure how often I watch English videos on you tube to improve my listening skills but maybe its about twice or three times in a week

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? Is like videos its include motivation, vlog. Because not really focus on the words but also focus on the content about what they show

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience I forced myself to not looking at the subtitles I try to focus on the movement while saying word by word. There mean this what there are saying so that I can enhancing my listening skills and can improve the vocabulary

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? The challenge is when the native say the word and a little hard to foreign language like us. So , that I feel like confused about what word they say if don't looking at subtitles

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? I use while watching in English videos on you tube maybe like when native speaking in English they talking fast then it can improve our listening skills but sometimes we feel confused about the word they are say so that when I don't really know about the words I set the videos slowly than the normally videos. So that I can analize about what they said

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? I think sometimes the subtitles hinder me to improve my listening skills but sometimes its help. There are the advantages and disadvantages about the subtitles. Sometimes I think the subtitles is annoying then I turnoff it.

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I also actively take notes when the words in the videos is interest me. It can improve my vocabulary also and also repeat the words that so help me to improve my listening skills

Participants 3

Question 1: How often do you watch English videos on you tube to improve your listening skills? I watch English videos on you tube to very often to improve my listening skills, for example like podcast, interview or even vlog videos

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? in my opinion I think the English videos on you tube that I found most effective for enhancing my listening skills are podcast and also interview

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience yes

I feel that when I watching English videos on you tube so much that really help significantly improve my listening skills because I watch a lot especially in my free time. So, I thank I feel like watching English videos on you tube really improve my listening skills

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? I think the challenge that I faced

when I used English videos on you tube as a tool to improve my listening skills is the subtitles. Sometimes when I watch the videos on you tube I need subtitles specially in English so it make me more understand and the way they talk in English and at the same times I read the subtitles it makes me easier to understand

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? since I really like to watch

English videos on you tube especially the podcast so the strategies that I used is are features that I really need is subtitles in English videos to improve my listening skills

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? I would say

that availability of subtitles when watching English videos really help my listening improvement like I said before when I watch videos on you tube and also when I watch English movie I really need subtitles to understand more and I know about what the people talk about

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I do repeat part on the videos while I listening when I feel I don't really understand on some part I sometimes repeat it and take notes. Honestly I don't really take notes like for examples if I found some words that I don't understand that I just I try to search on translate so I don't take notes that often but repeat part often on the videos that really effective strategies for me.

Participants 4:

Question 1: How often do you watch English videos on you tube to improve your listening skills? Not too often because I often use spotify to improve my listening skills, I used to listening to music but sometimes also use videos on you tube to improve my listening skills.

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? I think video vlog the type of English videos that effective more effective for increasing my listening skills because I'm kind of person who love to watching vlog and then because I love it I think it more easier for me to listen and catch the vocabulary or the way how they speak on their video vlog and the because the videos also interesting it makes me easier to follow the way they speak on you tube because on video vlog they use their English daily speaking

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience yes, absolutely I think my listening skills more improve if I watch video vlog

because based on my experienced I have my favorite video vlog on you tube is about daily vlog and I love to watch how they speak and then I try to imitate the way they speak

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? . there is no more challenge but I have one struggle if I watch you tube video to improve my listening skills if the videos doesn't contain the subtitles its only video and audio because I'm not a native speakers I'm not too goog in English that's why I need subtitles

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? I don't have any strategy that I used when I watch the videos maybe I just increase the volume or open the subtitles to make me easier to understand about what they say or about what they talking about and there is no specific strategies because I watch the video for fun

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? I really the subtitles like I said before because I'm not a native speaker even I'm a students of English education because the more I see the subtitles the more make me easier to understand

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I rarely take notes if I watching videos sometimes I repeat part of the videos while listening and then I think this is effective strategy because the way I repeat how they talk the more

efficient I become because when I repeat sometimes I implement that in my daily life to. So, I think that a good and the effective strategy Participants 5:

Question 1: How often do you watch English videos on you tube to improve your listening skills? It rarely happens, maybe I watch you tube to improve my listening skills twice or three times in a week

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? I like to watch tedtalk video for my listening practice. It covers a wide range of topic. By watching it I'm not only learn listening but I can get new insides

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience Maybe yes or not, because I get bored when I watch you tube just focus on improving listening skills.

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? The challenge is to find an interesting videos to watch. And I can't stay too long on you tube if I watch English videos because get bored

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? Watching video on topic of interest, and I sometimes turn on the subtitles to know what the speakers talking about

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? Yes, its

help me a lot. I know what the speaker say and I can learn how to pronounce the words. Because sometimes, the word is not familiar for me

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I often repeat the video to listen what I don't get. It help me to get the meaning of the sentences and I can learn how to pronounce the sentence in speaking Participants 6:

Question 1: How often do you watch English videos on you tube to improve your listening skills? I don't often watch English videos on you tube to improve my listening skills, but I know it can help. Most people do it a few times a week depending on their schedule

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? The most effective types of videos for me are interview or vlog because the language used is more natural, similar that we listen in daily life. It helps to get used to different accents and speaking styles

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience Watching English videos on you tube can definitely improve listening skills. For examples, I can understand native speakers faster because I've become familiar with the speed and variety of words they use

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? The challenge are when the

speaker talk too fast or uses slang I'm not familiar with. Also, different accents can make it harder to fully understand what's being said

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? Features like slowing down the video speed and turning on the subtitles are really helpful. I also usually repeat parts of the video that are hard to understand to make sure I get them

Question 6: How do you feel about the availability of subtitles when watching English videos? Do they help or hinder your listening improvement? Subtitles can be both helpful and distracting, depending on the goal. If the goal is just to understand the content, subtitles are useful. But if the goal is to practice listening, it's better not to use them because you may focus more on reading then listening

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I sometimes take notes or repeat certain parts of the video if I come across new words or phrases. This strategy is quite effective because it helps me remember new vocabulary and understand how it's used in context Participants 7:

Question 1: How often do you watch English videos on you tube to improve your listening skills? I watch videos on you tube daily specially when I have free times like as it's a fun way to increase myself in the language

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? I think I find the interview and podcast the effective because their features is real like the

conversations that expose me to different accents and speaking style which improve my ability to understand the various speakers

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience

Yes, because I have notice significant improvement, watching you tube video allow me hear that English in different context and also help me to get use to intonation of language

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? The speakers talk too fast or the slang that I'm not familiar with so it can be difficult to follow and if the background noise or multiple people talking at once

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? I often use the subtitles features and repeat certain and also try to focus on key phrases and also I slow the video speed

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? The subtitles are very helpful because it's help me to learn new vocabulary or phrases however I try not to really on them too much as it's so important to focus on listening without reading

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? Yes, I think I often take notes and repeat certain parts of videos especially new vocabulary, I think it's help

me within what I have learn practice about the pronunciations which make the learning more effective Participants 8:

Question 1: How often do you watch English videos on you tube to improve your listening skills? I usually watch English videos on you tube around three to four times a week to improve my listening skills. It's sometimes I try to do consistently because it's both enjoyable and educational

Question 2: What types of English videos (e.g., vlog, interview, tutorials) do you find most effective for enhancing your listening skills? Why? I find interview and podcast particularly effective for improving my listening skills. They often involve natural conversations and a variety of accents, which helps me get used to real life English

Question 3: Do you feel that watching English videos on you tube has significantly improved your listening skills? Please explain your experience Yes, watching English videos on you tube has significantly improved my listening skills. Over time, I've noticed that I can understand different accents more easily and follow fast paced speech better

Question 4: What challenges do you face when using English videos on you tube as a tool to improve your listening skills? One of the main challenge that I faced is dealing with unfamiliar accents and it makes me struggle to grasp the meaning

Question 5: What features or strategies do you use while watching English videos on you tube to maximize your learning? To maximize my learning, I use

subtitles, slowdown the speed of the video and pause the video to replay the difficult sections

Question 6: How do you feel about the availability of subtitles when watching english videos? Do they help or hinder your listening improvement? Subtitles are incredibly helpful for me, especially in the beginning stages of improving my listening skills

Question 7: Do you actively take notes or repeat parts of the video while listening? If yes, how effective this strategy for you? I think I not good enough at taking notes so repeat the videos so if I find the difficult words I would repeat the part again and again.

