

EFL STUDENT'S PERCEPTIONS OF LEARNING LISTENING THROUGH YOUTUBE

Khoirotun Nissak¹, Nuse Aliyah Rahmati², Ika Hidayanti³

21901073037@unisma.ac.id¹, nuserahmati@unisma.ac.id²,

ikahidayanti@unisma.ac.id³

Abstract: Technology has had incredible effects on education, notably the study of English as a foreign language (EFL). YouTube is a popular site for EFL learning since it allows simple access to a wide range of audio and video resources in English. As a result, the purpose of this study is to explore EFL learner's perspectives on the use of YouTube in teaching listening and find out how YouTube helped students improve their literacy skills. This research employs a qualitative technique and a case study research design. Filling out a questionnaire and conducting interviews with 30 EFL students who used YouTube as a listening learning resource revealed data. Significant findings from the data analysis. EFL students have a positive view of the use of YouTube in teaching listening, students highlight some of the advantages of learning to listen through YouTube, such as increased vocabulary, ability to understand context, and confidence in expressing in English. This study can serve as a foundation for future research on the usage of YouTube in learning to listen to English. Future research may increase the subject matter of this study by using a larger sample, or involving groups of students with various levels of language skill.

Key words: *EFL students, student perceptions, listening through YouTube*

INTRODUCTION

The presence of digital technology such as the internet has given birth to a new generation of individual literate people called the Net Generation (Démuth, 2013). Due to the emergence of these technically literate people, their learning style is different from previous generations. YouTube has become an important tool in many universities and colleges around the world. According to the Web Analytics Association, MySpace, Facebook, and YouTube are the top three favorite websites for college students. Therefore, the emergence of digital

technologies such as the internet and the worldwide web has made it possible to use YouTube as a language learning. Nowadays, new technology has provided a lot of opportunities to improve the quality of teaching and learning such as the use of the internet and YouTube videos.

Listening requires students to be aware of the language being spoken (Renukadevi, 2014). She also claims that listening entails a deeper understanding of the meaning rather than a simple word-for-word translation. According to Harmer (2003), listeners should be capable of identifying the topic, predicting and guessing, and interpreting spoken words. Chen (2013), on the other hand, claims that comprehension breaks down quickly due to the listeners' lack of working memory and linguistic knowledge. Linguistic knowledge encompasses the sounds, structures, meaning, words, and rules for combining them. To master listening, students must not only be able to identify the topic, predict and guess, and interpret spoken words, but they must also improve their working memory and linguistic knowledge.

Previously, numerous studies have been conducted to examine the use of video as learning resources. This study investigate students' interest in using YouTube movie videos to practice their listening ability either inside or outside of class (Silviyanti, 2014). Several studies on students' perceptions of using YouTube to learn English and how students learn and earn information from watching YouTube videos in learning English have been conducted (Zaidi, 2018). Students' perceptions of using English video talk shows outside of the classroom to improve their listening skills (Fadhila, 2021). Researching Students' Perceptions of English Learning through YouTube Application (Gracella, 2020). The purpose of this study is to determine EFL students' perceptions as well as the strengths and weaknesses of self-regulated teaching via YouTube (Fadhila, 2020). YouTube provides authentic content that can help students concentrate more on listening (Yuyun, 2021).

Based on previous research using talk shows, videos, movies, and variety shows has had a positive impact on students and has a powerful effect on their minds and senses. And from previous research researchers investigated the use of

YouTube in class but unfortunately many students felt that the material they got in class was lacking. This is what motivates researchers to conduct research how students respond to the development of their listening skills in using YouTube for this reason the researcher wants to ask participant's perception about it, in this context the researcher does not specify the videos that are watched by the participants but they are free to watch any videos on YouTube that use English as self-study. To achieve the research's purposes, two research questions are addressed: (1) What are the student's perceptions about learning listening by using YouTube?, and (2) Based on student's perceptions, how do YouTube help improve student listening skill?

METHOD

The case method technique is used in this study to acquire an in understanding of EFL students' perceptions about learning to listen via YouTube. Researcher will examine students who have taken listening courses in semester 1 to semester 4 and who use YouTube as a medium of learning in listening skills. But there is limited by time and accessibility. In this case, 30 participants have been selected as an adequate representation to achieve the research objectives with the available resources taking into account these limitations, researchers have tried to get the number of possible participants and represent the population of this study. The participants in this study were students majoring in English education, 30 students at a university in Malang, East Java, Indonesia.

Data collection was carried out first by distributing online questionnaires in several English language Student. Then, the process continues with counting and analyzing online questionnaire data, classifying those who have watched English videos on YouTube, and classifying those who have a positive attitude in every aspect. Subjects were taken from students who watched English videos on YouTube. Furthermore, follow-up was carried out by conducting interviews with students who had filled out the questionnaire. Interviews are used to collect more information from participants who have indicated positive perception to use

English videos on YouTube to improve their listening skills as self-study, the semi-structured interview was conducted online via zoom.

According to Latief (2016), the data gathered must be analyzed by determining what percentage of subjects select the options provided in the questionnaire. The data is then analyzed by identifying a mode that reflects the majority of the options for inferring student attitudes. Researcher employ the following formulas to calculate the percentage:

Formula:

$$\frac{\text{The number respondentsent choose the options}}{\text{Total number respondents}} \times 100$$

Furthermore, these findings are described and interpreted to be student responses to answer research questions. The qualitative data is analyzed analyzed by transcribing the data, reading through all the data, and representing the data through narratives (Creswell, 2015).

FINDINGS AND DISCUSSIONS

Student's Perceptions about Learning Listening by using YouTube

A questionnaire surveyed students on their perceptions of using YouTube for learning listening, focusing on frequency, assistance, and motivation for self-study.

Table 1: Questionnaire and Statements

NO	Question
1	Do you have access to a computer with high-speed connection outside of class?
2	Have you used YouTube before?
3	How often do you use YouTube outside of class?
4	When do you use YouTube on your own, what do you usually use it for?
5	Using YouTube materials made class more interesting.
6	The YouTube material used was relevant to my learning strategy.
7	Using YouTube in class has been beneficial to me
8	Using YouTube motivated me to learn English.
9	Using YouTube in class motivated me to use it self-study English outside of class.

Only 16% of 30 students had a high-speed internet connection, while 83.3% could, indicating a significant percentage have access to YouTube. With advancements in technology, low-cost internet access is becoming more accessible. 100% of students have used YouTube, based on previous English listening class experiences.

The third question focuses on students' frequency of using YouTube outside of class. 33.3% use it occasionally, while 53.3% frequently and very frequently. YouTube is popular for entertainment, learning English, and educational purposes, with 66.7% viewing for entertainment, 53.3% for learning, and 46.7% for educational purposes.

Table 2: The Percentage of Participant Questionnaire Responses

No	Statements	SA	%	A	%	N	%	D	%	SD	%
5	Using YouTube materials make self-study more interesting.	4	13.3%	22	73.3%	3	10%	1	3.3%	0	0%
6	The YouTube material used was relevant to my learning strategy.	4	13.3%	17	56.7%	9	30%	0	0%	0	0%
7	Using YouTube as self-study has been beneficial to me.	4	13.3%	19	63.3%	7	23.3%	0	0%	0	0%
8	Using YouTube as self-study motivated me to learn English.	5	16.7%	19	63.3%	6	20%	0	0%	0	0%
9	Using YouTube in class motivated me to use it self-study English outside of class.	4	13.3%	17	56.7%	9	30%	0	0%	0	0%

*SA: Strongly Agree; A: Agree; U: Uncertain; D: Disagree; SD: Strongly Disagree

Table 4.2 shows that YouTube is beneficial for independent learning, with 22 out of 73.3% agreeing and 4 out of 13.3% strongly agreeing. Students also expressed their opinion on the relevance of YouTube material to their learning strategy, with 13.3% agreeing and 56.7% agreeing. Students are increasingly aware of the richness of YouTube videos, which can help them improve their English and understand native speakers' experiences. 63.3% of students agreed with this, while 13.3% strongly agree and 23.3% were neutral. Students are

enthusiastic about using YouTube for self-study, with 5 students 'strongly agree' and 20% neutral. The final question about using YouTube in class inspired 17 students (56.7%) to use it independently, while 9 (30%) chose neutral. Overall, watching YouTube outside of class can be a valuable resource for students to develop their listening abilities.

To sum up, participants viewed YouTube videos as authentic self-study listening material that may help them improve their listening skills. It has been discovered that using YouTube videos in English as a second language (EFL) learning can help improve English listening skills. As a result, English videos are a medium that is used as listening material where students discover that YouTube corresponds to the material required.

YouTube could Help Students in Improving their Listening Skills

The interview contains six questions used to aid researchers in proving, supplementing, and reinforcing quantitative data. The following are the interview findings on the subject. From the question "What is your experience in learning listening through YouTube?" the students state the answers in the following.

P1: "YouTube has been a valuable learning tool for me, particularly during college, as I listened to music videos, presentations, and information."

P2: "Over 3 hours daily listening to YouTube videos benefits money, new vocabulary, pronunciation, meaning, and usage skills."

P3: "very fun and makes me not get bored quickly."

P4: "YouTube is a convenient and fun media for learning listening, providing new information and knowledge, making the listening process exciting and exciting."

P5: "YouTube aids in learning listening, providing necessary information and enabling immediate transcripts for vocabulary understanding."

P6: "YouTube helps practice listening skills and enhances learning with diverse options like sitcoms and music."

Participants found YouTube media positively affecting their learning experience, as it is easy to access, provides access to native speaker videos, and provides necessary knowledge.

The second question is, what are the reasons for using YouTube videos as a source for learning listening skills?, the students' responses are in the following.

P1: "I guess it is because easy to access and have a lot variety of video to listen or watch. So it doesn't make me boring so easily."

P2: "YouTube is the preferred platform for learning listening skills, as listening and speaking are intertwined. By learning to sound from YouTube videos, we can pronounce words, essentially killing two birds with one stone."

P3: "YouTube videos are an excellent resource for learning listening skills due to their diverse native speakers, exposure to different accents, and informally produced content. These videos offer natural language, idiomatic expressions, and authentic context, making them engaging and engaging for learners."

P4: "Because YouTube has content that varies from light to heavy. So I can choose content that interests me in watching and listening to it. I think by listening to what we like, we will be more focused, concentrated and enthusiastic when listening to it."

P5: "The first reason for learning listening through YouTube is because the time is flexible, I can do it whenever I want to learn. And for the second reason, learning via YouTube can be played again if I still don't get the points in the YouTube video."

P6: "YouTube offers a wide variety of authentic material for listening, including interviews, music videos, and events, allowing users to choose their preferred content."

The researcher concluded that YouTube is the most accessible learning media due to its easy access via internet-connected devices. Participants can study anytime and anywhere, accessing various learning content from diverse sources and themes. YouTube allows complete control over learning time and speed, allowing them to select videos based on comprehension and tailor content to their learning objectives.

If YouTube has a positive impact then, how do you know learning listening videos through YouTube suit your needs?." The students give their answers in the following.

P1: "I knew that it suits with me because YouTube videos are beneficial for learning listening due to their visual aids, as audio alone may be monotonous during class."

P2: "Because learning from YouTube are easier and more entertaining, I feel like it's easier for me to understand the material when I learn from YouTube they wrap it in a good way[3] except for that we can choose the topic that most suited to us also usually they Pat Jokes in between the videos that take it fresher."

P3: "To improve listening skills, individuals can watch engaging YouTube vlogging and music videos, staying motivated and entertained while practicing listening skills in English."

P4: "The first is to find lots of references and find out what I need. Then, after getting references that match what I was looking for and needed, I reviewed what was discussed on the channel. If it fits, I will continue listening to what they discussed next."

P5: "In my opinion, content is also very important to attract my desire to learn through YouTube. For example content that is accompanied by interesting and various videos, making it easier for me to understand the content."

P6: "Learning English doesn't require lecturer-provided material; extensive listening strategies can be used to understand audio/video content. However, it's possible to learn vocabulary by searching in the dictionary."

Students believe class listening is less effective for their development due to limited variety. To overcome this, they explore outside opportunities like YouTube, which offers visual and audio assistance, enhancing learning and retention. YouTube provides access to a wide range of educational information, allowing students to gain new insights, enhance comprehension, and investigate more sophisticated issues.

The next question is what YouTube channel do you use to help your listening skills? The students' opinion are in the following.

P1: "If I want to learn some skill in English like grammar or anything else, I usually watch videos in "English with Lucy" channel, If I want to learn listening through song, I usually watch music videos that have a lyrics on it like in "wavemusic" or "airwavemusicTV."

P2: " I followed some native Speaker account that uplod a Vidio for entertainment like (beston bunch and bestonfam), also for the other account I use it for educational Purpose So I followed native Speaker account that upload videos for educational purposes with more heavier topics."

P3: "There are several YouTube channels that I use to help with my listening skills, such as TED Talks, BBC learning, and English with Lucy."

P4: "There are several channels, sometimes also personal person channels which are quite interesting and can be used for media and listening learning materials, but I think, I often listen to BBC Learning."

P5: "One of the several channels that I like to learn listening is BBC Learning English."

P6: "I choose BBC Learning as my favorite YouTube channel to listen to because, in addition to a wealth of knowledge, BBC Learning offers videos on how to enhance our English abilities, the latest news, culture, podcasts, and much more."

The interview outcomes from the YouTube channel's to improve listening skills statement is clear from music, podcasts, and vlogs that the YouTube channel

plays an important role in the student learning process. Students who want to enhance their listening abilities can benefit from the YouTube channel mentioned by the participant above such as BBC learning, English with Lucy, beston bunch and bestonfam, and wavemusic or airwavemusicTV.

From the question “Is this channel motivating you to learning listening?, why? ” the students give their responses in the following.

P1: “Yes that’s motivated me. It help me to keep still using video on YouTube for learning especially in listening. The reason is there are a lot of videos variety.”

P2: “Yes this channel motivated me, because they explain the material in a good way which make the videos easier to understand moreover they provide visual aids to make us have a better understanding about the Material.”

P3: “Yes, these channels do motivate me, to learn because they present interesting content that is easy to understand, and the speakers are usually engaging.”

P4: “I think so, because some of the channels that I watch and listen to have interesting content and enough information to give me new knowledge and enable me to develop or improve my listening skills.”

P5: “It really helps me, in my opinion BBC Learning English presents a variety of materials according to my needs which are packaged very neatly so that they are easy to understand. As I said in point three, I'm more interested in content accompanied by images. So that it is easy for me to imagine in understanding the content.”

P6: “Overall of course keeps motivated me. Because I choose myself which videos I want to play based on my interests.”

YouTube significantly impacts students' listening skills by allowing them to observe and simulate behavior models, promoting Social Learning theory. This helps them understand pronunciation, intonation, and vocabulary in their target language. YouTube offers visual and audible information, enhancing their listening abilities through dialogues, interviews, and speeches.

The last question is “Could you explain how do you use that channel to help you improve your listening skills?”

P1: “For channel like “English with Lucy”, I usually watch it like usual and then turn on the caption on the video. Even though some time the video is not about listening skills, but I use it to know how some words or vocabularies sounds like. Of course the caption help it in the process.”

For channel like "wavemusic" or "airwavemusicTV", I use it like I watch the video to know the lyrics of the songs. But I also listen carefully to the video to know how that words or lyrics sounds like."

P2: "To strengthen my listening skills, I normally take a note of the essential words, information and then attempts to interpret the note."

P3: "Typically, I will choose a channel or video relevant to my interests or topics I'm studying, then I'll watch the video using headphones to focus on the audio. While watching, I'll try to understand and write down key phrases, expressions, or new vocabulary. After the video, I may also try reviewing some of what I wrote and practicing my English speaking skills by repeating what I heard."

P4: "I take notes or mark new information or vocabulary that I hear. Then usually the vocabulary that I marked earlier I study again to remember. But sometimes I also only focus on listening to what the content is. The point is I listen to something according to what I need at that time."

P5: "I use a visual aided listening learning strategy, so the channel is perfect for me. The content of the channel is presented with audio-related images. And I think this channel presents light but weighty content. The language used can be applied in everyday life. So for me this channel is able to improve my listening skills."

P6: "I employ an approach of visual assisted listening learning [6]. The audio-related pictures accompany the channel content. Visuals make it easier for me to understand the video's contents, which makes it exciting because I won't get bored learning quickly."

YouTube videos are a popular online video platform that can enhance English listening abilities in English as a second language (EFL) learning. With over a billion monthly visitors and thousands of videos (Berk, 2009), it provides a convenient and authentic way for participants to learn English. The platform offers a wide range of audio-visual materials, including video lessons, seminars, panel discussions, and television series and films. By being open about their thoughts, opinions, and questions, participants feel more comfortable and motivated to learn English. YouTube's ease of use, variety of material, interaction, and playlist capabilities make it an effective and informative choice for learning English through media.

Students believe authentic materials, such as YouTube, can enhance their listening skills. These materials can be found on free websites and can motivate students to learn a language (Kumar and Tammelin, 2008). YouTube videos

present the real world, allowing them to gain background knowledge and use native language content. Students also enjoy using English video talk shows outside of the classroom to improve their listening abilities (Fadhila, 2021). However, an in-depth examination of the effectiveness of using video talk shows as independent learning is needed.

In the end, the research questions' answers provide beneficial insights into students' perceptions of learning listening through YouTube and how it helps them strengthen their listening skills. Based on the findings of the study, students have positive views about using YouTube as a listening learning tool. They found it interesting, easy to use, and helpful and they appreciated the range of content offered. As stated by the students, YouTube also helps them improve their listening abilities by exposing them to authentic and diverse audio content, encouraging active participation, providing visual context, and providing possibilities for repetition and self-paced learning. These findings indicate the potential advantages of bringing YouTube into educational settings as an additional resource for developing and improving students' listening abilities.

CONCLUSIONS AND SUGGESTIONS

This study investigates EFL students' perceptions of listening learning via YouTube and their motives and processes for using YouTube videos. The study was conducted at a university in Malang, Indonesia, and participants completed listening classes 1 to 4. The results showed that students positively responded to YouTube as an auditory learning tool for English as a foreign language (EFL). The primary benefits of using YouTube are its accessibility, diversity of content, and visual presence. Students value the ability to select content that best suits their interests and learning style.

Additionally, using YouTube as an English auditory learning tool increases students' motivation to study independently. Participants believe that using YouTube combined with their typical learning strategies increases their motivation to study independently. YouTube allows flexibility in applying learning strategies, such as choosing videos with appropriate difficulty levels,

repeating tough areas, and using repetition and speed control capabilities. This personalized learning process provides gratification, boosts self-confidence, and improves students' ability to continue studying through YouTube.

This study highlights limitations in the use of YouTube for learning listening. Future researchers should expand the subject matter and focus on learning methods to improve students' listening skills. Teachers can use YouTube as a self-study tool, providing practical guidance on finding suitable videos and using relevant keywords. Students should use the same learning strategy as listening, as it increases motivation and benefits from combining their strategies. Recommended YouTube channels include BBC learning, English with Lucy, beston bunch, JenniferESL, and wavemusic or airwavemusicTV.

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