

## EFL JUNIOR HIGH SCHOOL STUDENTS' PERCEPTION TOWARDS USING YOUTUBE IN LEARNING PROCESS OF ENGLISH LISTENING SKILLS

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**Abstract:** Choosing the right learning media can help students to get a better learning achievement. YouTube is known as the most visited video sharing and creating site in the world. This study aims to explore about students' perception towards using YouTube media in their learning process of English listening skills. Students tend to feel bored due to monotonous learning activities in the classroom without audio-visual media. This study also explored students' perceptions on the types of videos they most prefer as a learning media in Junior high school. The subjects of this study are eighth grade students of one of junior high school in Karawang. This study used qualitative descriptive as the method. The data was collected from an online questionnaire through Google Form to make it easier to collect and analyze data. The result of this study showed that students have positive responses towards the English learning process in listening skills using YouTube. Students agree that using YouTube media as a learning tool in listening skills makes them more interested and motivated in deepening their English skills both for listening skills and speaking skills. They also recommended YouTube as an English learning media due to various video types that were provided in YouTube media.

**Keywords:** Perception, YouTube Media, Learning Process, Listening Skills

**Abstrak:** Pemilihan media pembelajaran yang tepat dapat membantu siswa untuk mendapatkan prestasi belajar yang lebih baik. YouTube dikenal sebagai situs berbagi dan pembuatan video yang paling banyak dikunjungi di dunia. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan media YouTube dalam proses pembelajaran keterampilan menyimak bahasa Inggris. Siswa cenderung merasa bosan akibat kegiatan pembelajaran di kelas yang monoton tanpa adanya media audio visual. Penelitian ini juga mengeksplorasi persepsi siswa tentang jenis video yang paling mereka sukai sebagai media pembelajaran di sekolah menengah pertama. Subyek penelitian ini adalah siswa kelas VIII di salah satu sekolah menengah pertama di Karawang. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari kuesioner online melalui Google Form untuk memudahkan pengumpulan dan analisis data. Hasil penelitian ini menunjukkan bahwa siswa memiliki respon positif terhadap proses pembelajaran bahasa Inggris dalam keterampilan menyimak menggunakan YouTube. Siswa setuju bahwa dengan menggunakan media YouTube sebagai sarana pembelajaran keterampilan menyimak membuat mereka lebih tertarik dan termotivasi untuk memperdalam keterampilan berbahasa Inggris baik keterampilan menyimak maupun keterampilan berbicara. Mereka juga merekomendasikan YouTube sebagai media pembelajaran bahasa Inggris karena berbagai jenis video yang disediakan di media YouTube.

**Kata kunci:** Persepsi, *YouTube* Media, Proses Pembelajaran, Keterampilan Mendengarkan/ Menyimak

## INTRODUCTION

Learning a new language can be a complex process which requires the appropriate and suitable strategies and also huge amounts of time and effort. The most appealing and effective method of learning the language is always sought after by second language educators, who utilize a variety of English materials (Albiladi et al., 2018). In addition, using various types of strategies in learning, students' opinions or their perceptions must also be considered. As also in line with Albiladi et al., (2018) points out that it is essential to understanding and exploring students' opinions in order to inform the teacher whether the media should be used in the English learning process. Choosing enjoyable learning methods is an excellent choice because it will influence the learning performance or learning achievement.

In the learning process, using media is the most familiar tool to teach students. Using media can help students to understand the material easier. As in line with (Van et al., 2021a) using media to help students learn English has a high potential for improving language abilities and promoting the learning process. Various media that can be used in EFL classroom such as websites, applications, games, movies, songs. Pamungkas & Adi (2020) also explained that in order for students to feel happy and comfortable, teachers should share the learning material using media so that students are easier to understand the material and deepen their skills.

Listening skill is one of crucial language skills that must be deepened to develop the competence of a second language (Derbal, 2022). Susiani et al., (2020) explained that Listening as a fundamental language ability is the basis to all good communication. Language learners can learn word stress, pronunciation, vocabulary, and message comprehension through the communication process when they have the ability to appropriately receive and interpret messages. Listening skills in a second language require students to practice a lot not only in the classroom but also outside. Thus, the researcher chose listening skill for this study. Brown & Yule (1983) explained that listening comprehension is considered as an individual understanding of what the listener heard and may repeat the sound without a real comprehension. Listening skill is often considered to be the most challenging language skill to learn, yet it is still rare for teachers to teach about students' listening skills in the classroom. As mentioned by Hardiah (2019)

that in the teaching and learning process, teaching listening skill is a skill that tends to be ignored.

In the listening classroom, students are usually only given audio containing conversations using English. Krivosheyeva et al., (2020) explained that in this kind of lesson, correct answers are emphasized, but the listening process is ignored. Teachers can use various media to encourage students' interest in practicing their listening skills. Using Audio-visuals such as movies or short videos through YouTube videos as a medium to practice students' listening ability can attract students' attention. As in line with Ahmed et al., (2021) stated that YouTube videos can help teachers to create engaging and innovative learning environments, be used to assess students' learning efficacy, improve students' listening comprehension, and allow students to recognize mimic and gesture in conversation. English-language videos filled with native speakers will give students a more real picture of their language. Atiyah & Izzah (2019) also mentioned that using audio-visuals can provide the ability to ensure authentic language (what they are communicating effectively). Audio-visual materials can give abstract ideas more substance, show action that is sped up or slowed down to make it simpler to perceive, show specifics of an object or process, and make learning more engaging so that it becomes enjoyable (Restami & Samsudin, 2023).

One of the most interesting media to develop listening skills is watching videos. Using audio-visuals such as movie clips, short videos, television programs, and animations has risen significantly in language education these days. Not only able to hear the spoken language, the listeners are also able to see the animation, contextual situation, speakers' body language or gestures, and also speakers' expressions while watching the video (Ningtiyas et al., 2021). (Dhillon, 2015) stated that this media was chosen to improve students' listening skills about English conversations spoken directly by native speakers. According to Digital Information World (2019), YouTube is the second most popular website, where the users are able to view, download, create, and share YouTube videos. Students' critical thinking and motivation can be increased with the use of YouTube as the learning media Nofrika (2019) YouTube videos can assist teachers in creating exciting and innovative learning environments, as well as improving students' listening comprehension as stated by (Ahmed et al., 2021)

Several studies that discussed learning using YouTube media such as Lestari (2019) about the use of Youtube vlog for students' listening skills. The research findings showed that students' listening skills of eighth grade junior high school are significantly improved through watching YouTube vlogs. Marbun et al., (2023) about the use of YouTube in students' listening skills, which showed that students learning through YouTube makes them more interested in following the learning process. Pratama et al., (2020) about the use of YouTube as a learning tool in teaching listening skills. The research findings showed that utilizing video in the classroom to teach listening has a huge impact on how easily students can comprehend the subject matter or the context of the lesson. Most of the studies are focused on the use of YouTube as a learning media for listening skills. The purpose of this study is to present the gap in exploring students' perception in listening classrooms through YouTube media by using surveys as the research method.

## **METHOD**

In this study, the researcher used a descriptive qualitative method. According to Creswell (2014) Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. This research was conducted in one of the junior high schools in Karawang.

The participants in this research were 10 students in the eighth grade of one of the junior high schools in Karawang. The participants were selected by using simple random sampling in order to get results from the various characteristics and abilities of students. In order to fulfil the data needed, the online questionnaire was chosen to get the students' perception in the listening classroom through YouTube media. The questionnaire was made online through Google Form. The researcher shared the link of the questionnaire so the participants can fulfil the questionnaire easier. Besides, all of the questions in the questionnaire were translated to Indonesian language in order to avoid misunderstandings regarding the meaning of each question, so that the results obtained can be more valid. The instrument of data collection in this study used multiple choice and also

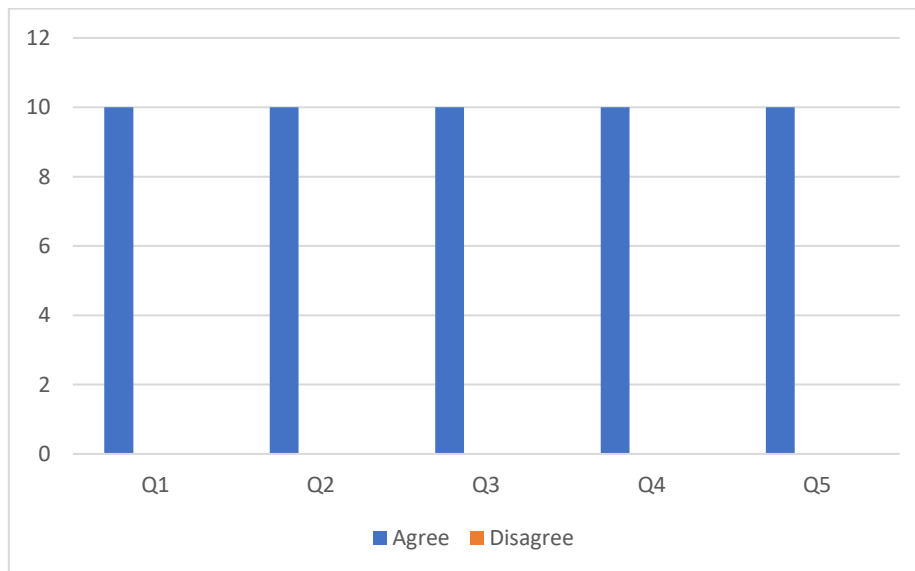
paragraphs in order to get some perceptions of the participants, by using some questions that had been prepared by the researcher to ask several questions related to the topic directly to the students.

## RESULT

This study used questionnaires as the instrument to collect the data. All of the questions are served in Bahasa Indonesia in order to make it easier for students to understand the questions and also to avoid student's misunderstanding about the questions. The questionnaire had been divided into 3 sections which are; students' perception towards YouTube Media, students' perception towards the teaching techniques, and students' perception of the learning experience in the listening classroom through YouTube media. The data from the questionnaire are the result from an online questionnaire made by the researcher in Google Form.

### Students' Perception Towards YouTube Media

Several questions in this section are highlighted about students' perception towards YouTube media as a learning tool for learning English listening skills. In this session, it can be seen whether students have a good perception of YouTube media, especially for the English learning process, especially for listening skills.



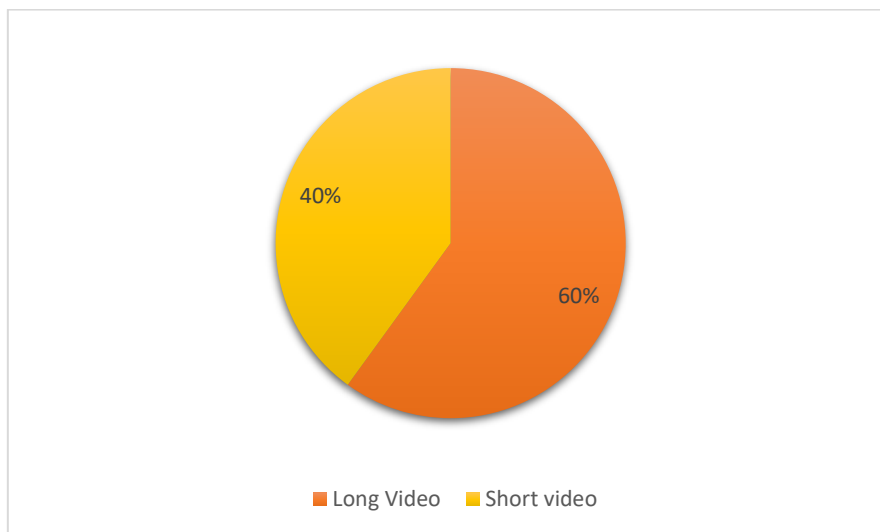
Picture 1. Diagram of first section

Based on the diagram above, it is shown that all of the participants vote "agree" towards all of the questions in this section. In the first question (Q1) 100% of respondents agreed that using YouTube media as a learning tool is interesting. This is showed that

students already have good perception towards the YouTube media. In the second question (Q2) 100% of respondents also voted “agree” to the statement “Using YouTube media in class makes me more interested in learning English”. For the third question (Q3), all respondents also agreed that using YouTube media makes them feel more motivated to deepen their English listening and speaking skills. The diagram also showed that all of the respondents agreed in the fourth question (Q4) that YouTube media makes them feel more familiar with listening to English pronunciation. For the last question in this section (Q5) all of the respondents also agreed that YouTube media is easy to access. However, the diagram above showed that there are no respondents who choose a “disagree” option to all of the questions in this section. All of the respondents which means 100% of respondents are agree with the questions in this section which are made in a positive statement.

### Students' Perception Towards the Learning Process Using YouTube

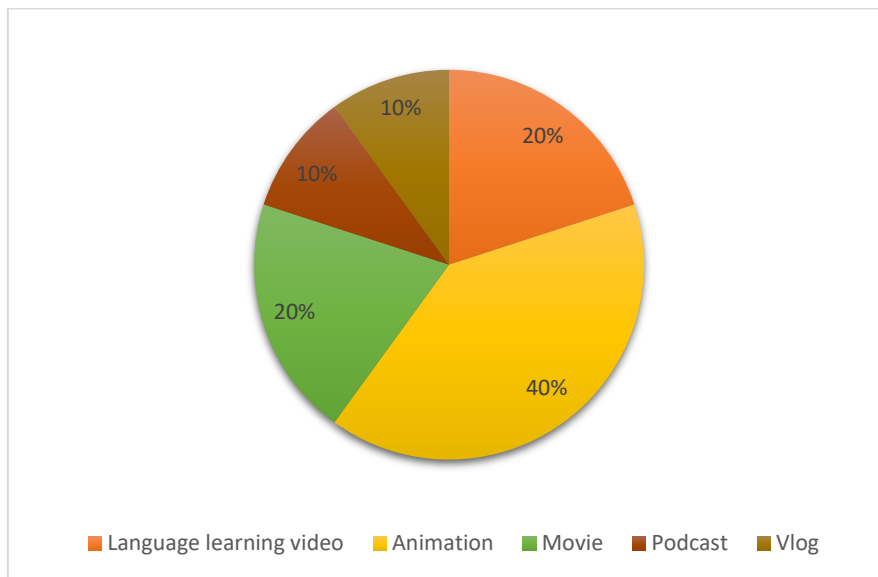
There are various types of videos with different content and length on YouTube that can also be used as a learning tool especially for the learning process of English listening skills. Their opinions towards the video selection for their learning process using YouTube are shown in the following chart.



**Picture 2.** Chart of video length selection

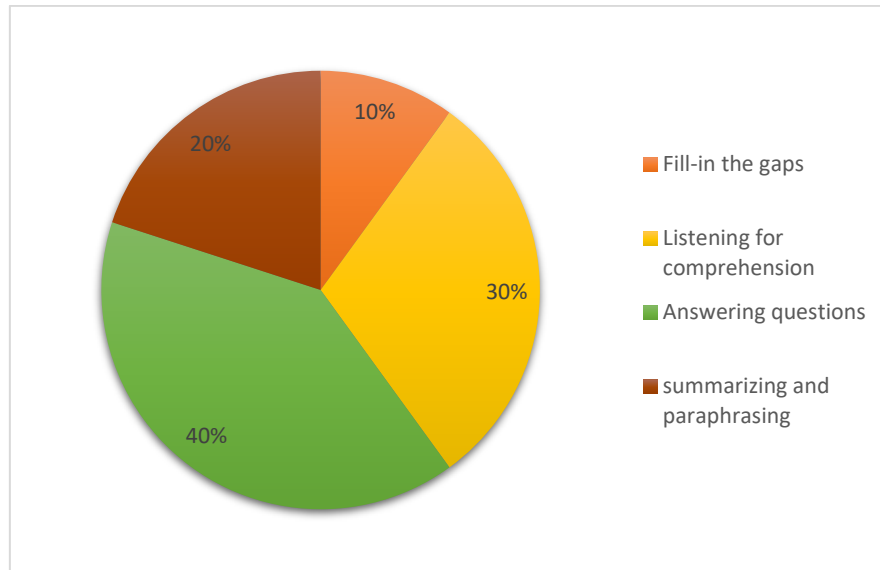
There are two types of video durations on YouTube which are short video and long video. For the short length video, it is usually below ten minutes. Meanwhile, the long length video is above ten minutes. Types of videos such as movies, vlog, animation, podcast, and language learning videos have various length duration. Learners are able to

choose any videos with a certain duration. The chart above shows that 60% of respondents choose long length video which are the duration is above ten minutes. Meanwhile, the other 40% of respondents choose short length video which are the duration is below ten minutes as their video selection for their English listening skills learning process using YouTube media. The large number of students who chose videos with long durations showed about their enthusiasm in participating in the learning activities using YouTube media.



**Picture 3.** Chart of video types selection

The videos that are divided on YouTube come in a variety length duration. Besides that, there are also various types of videos with different content and of course those various contents can also be used as English listening learning materials. Every student must have different interests when choosing types of videos to learn English. Students are able to choose their favourite content to use as their learning material. The chart above shows that respondents have various tendencies in selecting the type of video for their learning process based on their own interest. Most of the respondents which are 40% of them, choose animation as their favourite type of video. Besides, there are 20% of respondents choose movies, 20% of respondents choose language learning video, 10% of respondents choose podcast, and the other 10% of respondents choose podcast as their favourite type of video for the learning process in English listening skills.



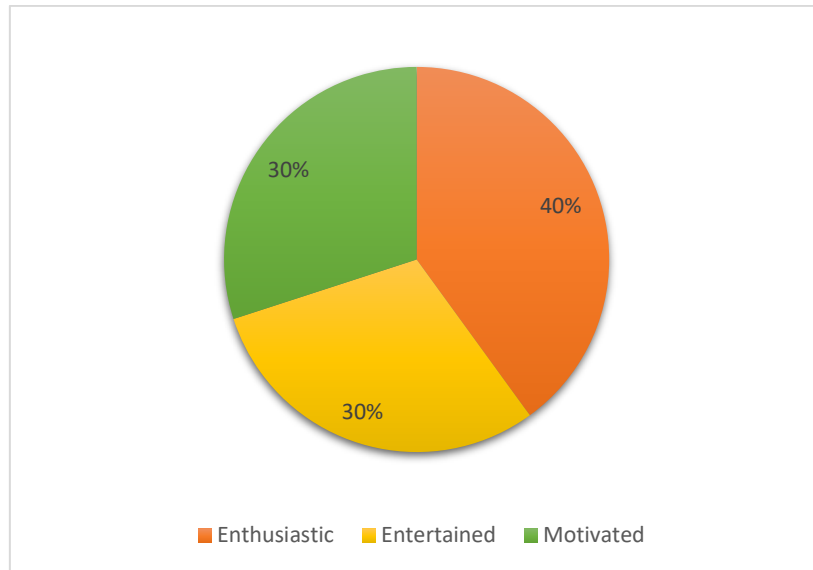
**Picture 4.** Chart of activity types selection

There are various types of activities used after watching YouTube videos as a learning medium. The chart above showed types of activities that students chose for the learning process in English listening using YouTube media. The highest percentage which is 40%, respondents choose answering questions as the activity after watching YouTube in the learning process. The second most popular choice is listening for comprehension with 30% of respondents. Besides that, another 20% of respondents choose summarizing and paraphrasing as the activity after watching YouTube videos as a learning medium. Meanwhile 10% of respondents choose fill-in the gaps.

#### **Students' Perception of the Learning Experience using YouTube**

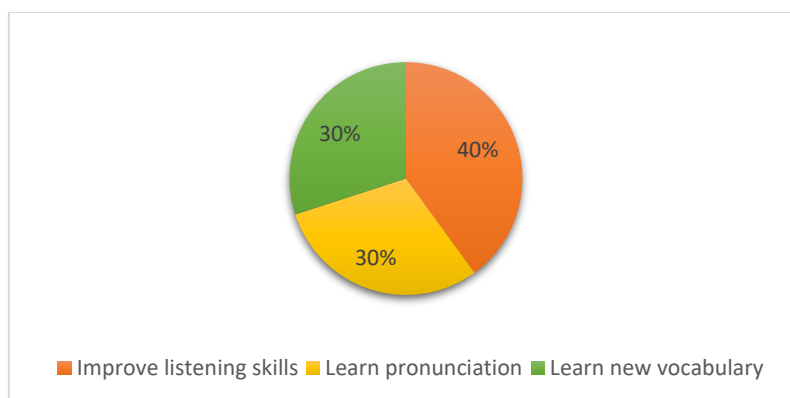
A good experience will have a good impact on students' learning process to achieve their goals. Knowing students' perception on how students' feel about their experiences in learning English by using YouTube is an important thing to assess. Besides that, this is also to be able to find out what impact that students feel after learning English listening skills using YouTube media as a learning tool in their learning process. Their opinions of the learning experiences are shown in the following chart.





**Picture 5.** Chart of students' experience

The chart above shows that all of the respondents have a good perception towards their learning experience by using YouTube media. Various good feeling on students of experiencing learning English using an additional learning tool or media such as using YouTube media showed in this chart. The chart above, it shows that 40% of respondents said that they feel more enthusiastic when learning English listening using YouTube media. The other respondents which are 30% of respondents also said that they feel more entertained and do not feel bored when learning English by using YouTube media. Besides that, there are another 30% of respondents even said that they feel more motivated to learn English, especially to deepen their English skills by using YouTube media.



**Picture 6.** Chart of aspects that students feel are getting better

Some positive impact that students feel is also shown in the chart above. There are various aspects that are mentioned by respondents in this section. The aspects that tend to be further improved by learning English listening skills using YouTube media are

stated by the respondents are listening skills and speaking skills. There are 40% of respondents said that using YouTube media as a learning tool is improving their listening skills. 30% of respondents thought that learning English using YouTube media tends to learn the right pronunciation of English words. Meanwhile, the other 30% of respondents said that they learn new vocabulary when they are experiencing learning English using YouTube media.

In addition to getting more valid data, there are questions in the online questionnaire which are made in the form of open-ended questions. These questions are made with the highlight of students' experience towards learning English listening using YouTube media. Due to this section being an open-ended question, students are able to share their learning experiences and also be able to express their opinions freely about their learning process in the learning English listening through YouTube media.

The first question is about "what impact do you feel both while learning English listening through YouTube media and after learning English listening through YouTube media?". The answer of the students towards these questions, are:

"Waktu belajar bahasa inggris pakai media YouTube jadi lebih seru dan ga bosan. Terus jadi lebih mudah paham dan juga tau cara pengucapannya"

"Lebih tertarik karena lebih ada hiburannya supaya ga mengantuk waktu belajar, karena bosan kalau cuma pakai buku saja. Menurut ku juga bagus pakai media YouTube untuk membiasakan mendengarkan percakapan bahasa inggris"

"Suka, karena seru dan menghibur jadi ga bosan dan mengantuk saat belajar. Lebih mudah juga untuk dipahami dan jadi tau juga cara pengucapannya"

From the answers above, it is shown that most of students are have a similar opinion towards the impact that they feel both while learning English listening through YouTube media and after learning English listening through YouTube media. Most students stated that they are enjoy learning English listening through YouTube media. They also feel more interested in following the learning activity. Besides that, students also feel that learning English listening through YouTube media makes them not feel bored while studying, because if they only use textbook or just audio, they usually tend to feel sleepy more easily because they are bored with the learning activities that are less interesting.

The impact that they feel after learning English listening through YouTube media is also shown in those answers. Most of students also have a similar answer at this point. Most of them stated that learning English listening through YouTube makes them easier to understand the learning material. Besides that, they also stated that learning English listening through YouTube media makes them know how to pronounce words that are unfamiliar to them.

The second question is about “Do you recommend the use of YouTube media in the English learning process, especially for listening skills?”. Below are the students' answers towards this question:

“Aku merekomendasikan belajar bahasa inggris menggunakan YouTube, karena lebih seru dan banyak juga pilihan video atau channelnya”

“Ya, merekomendasikan. Karena lebih menarik untuk dipakai belajar sekaligus hiburan, dan mudah juga untuk diakses kapanpun. Bagus juga buat membiasakan mendengarkan bahasa inggris dan belajar pengucapannya”

“Iya, merekomendasikan. Karena di YouTube juga banyak video atau channel yang khusus buat belajar bahasa inggris, jadi bagus buat latihan listening ataupun kosakata dan pengucapannya”

The answers above also showed that most students have similar points in their answers. First thing is that all of them recommend using YouTube as a medium for learning English. Second is that most students stated that it is a good way to use YouTube as the learning medium for learning English. They stated that YouTube media is easy to access every time, so it is a flexible media or website to access. Besides that, other reasons students recommend the use of YouTube as a learning media to learning English also stated by them such as YouTube has many videos with different channels and also different contents so they are able to choose the video they want to watch for learning freely. Most students also stated that learning English through YouTube is good because it can make them more accustomed to listening to English conversations, so it is good to practice their listening skills. Besides that, learning new vocabulary and knowing how to pronounce it is also stated by students.

## DISCUSSION

Using learning media such as YouTube in the learning process of English listening skills has good responses from students. This result is also in line with Cahyana (2020) that revealed positive responses about the implementation of YouTube in learning English which includes listening development and motivation. Based on the result in the section of students' perception towards YouTube media, it is shown that 100% of respondents who are second grade of junior high school students agreed that using YouTube media as a learning tool in learning English makes them more interested and motivated. As in line with Van et al., (2021b) that it has a strong potential in quickly promoting the process of learning English and enhancing learners' language skills in employing technology in English learning.

In the section of students' perception towards the learning process by using YouTube, it is shown about the students' video selection both from the video length and video types. The result showed that most of them chose long videos which were above ten minutes. For the video types, students have various tendencies in choosing video as a learning tool in their learning process. The order of the most choices starts from the animated video. This result is in line with Nurdiawati (2019) that explained students' listening skills can be enhanced by using YouTube animated video as a teaching and learning tool, also encouraging them in learning. Besides, there are other types of videos that have also been chosen by students' which are movie and language learning in the second place, then finally followed by video vlogs and podcasts.

There are also various types of activities that can be used in English learning using YouTube for listening skills. For example, there are fill-in the gaps, summarizing and paraphrasing, answering questions, and listening comprehension. These activities can be used after students finished watching YouTube videos as a learning material. However, students' have more tendency in the learning activity using YouTube media, even though they have various choices.

Students' experiences in learning English using YouTube have also shown a positive impact. The result above, shows that most of the students are feeling enthusiastic, entertained, and even feel motivated when learning English using YouTube media, especially in deepening their English skills. This is in line with the findings of Anggrarini & Faturokhman (2021) stated the fact that the explanation on YouTube is regarded as

being more clear and detailed encourages pupils to study. The chart also shows that there are various English skills that students' feel tend to be much better when learning using YouTube media. Most of them stated that their listening skills have improved, while the others stated that they can learn pronunciation and also new vocabulary. This result is in line with Qomariyah et al., (2021) explained that the learning atmosphere in the classroom is more engaging, inspiring, creative, and cooperative by using YouTube videos.

Students' opinions about the impact that they feel both while learning English listening through YouTube media and after learning English listening through YouTube media also showed a positive response from students. It can be seen from the answers of students that while learning English listening using YouTube as the learning media, most of them are tend to feel enjoy and more interested in following the learning activity. Most students have stated that they are tend to feel bored and even feel sleepy if learning only using textbooks or just audio. Meanwhile, while learning English listening through YouTube they feel more excited and entertained so that they do not feel bored or sleepy. This finding is in line with Pratama et al., (2020) showed that participants considered learning through YouTube to be entertaining, educational, crucial for enhancing language abilities, and more flexible in communicating. This point also supported by Muslihah et al., (2022) explained that there are instances during the educational process when students become bored with their learning, which can reduce their comprehension and result in lower accomplishment. Besides that, all of students also recommend to learning English for listening by using YouTube. Various reasons which are stated by students are that YouTube is easy to access every time, has many videos with different channels and contents, and also good for practicing both listening skills or getting used to listening to English conversations and also for practicing speaking skills such as learning new vocabularies and learning how to pronounce the words. This finding is similar to Nofrika, (2019) explained that students are improved their English skills including listening skills and speaking skills such as pronunciation, list of vocabulary, and also grammar.

## **CONCLUSION**

Using learning media in the goals to help the learners to be easier in understanding the learning material, also in creating a better interest in learning it has a high potential especially in promoting and encouraging the English learning process. A younger learner, including the students of junior high school, needs additional learning media

instead of just using a textbook in order to gain better interest and motivation in the English learning process. Based on the result, it can be concluded that YouTube media can be used as a learning tool in the English learning process. Students' have positive perceptions in using YouTube media in the process of learning English. Students tend to feel more enthusiastic, entertained, and even feel more motivated to deepen their English skills. By using YouTube as a learning medium, students can choose various types of videos with various lengths of video.

There are animation videos which are chosen most by students, also movie, language learning video, vlog, and podcast. Besides, there are also some aspects that students feel better or even improve by learning English using YouTube, which are listening skills with the highest percentage and then followed by speaking skills such as learning new vocabularies and also learning pronunciation, especially for some words that students do not know. In addition, the focus analysis of this study with the keywords "YouTube media", "learning process", and "listening skills". It reveals that, in terms of the study focus on the English learning process using YouTube media, keywords are crucial issues that have been, are being, and still need to be investigated.

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