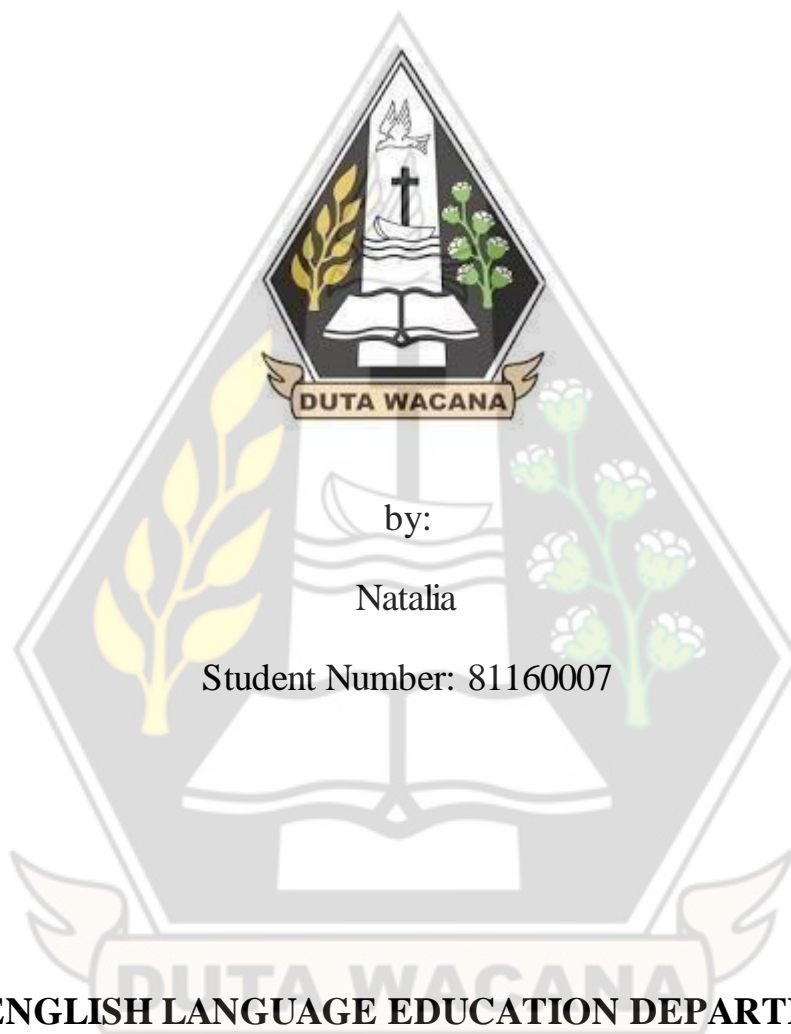


**ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS’
PERCEPTION TOWARDS THE USE OF YOUTUBE AS A LISTENING
MEDIUM: A CASE STUDY**

SKRIPSI



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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

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**ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS’
PERCEPTION TOWARDS THE USE OF YOUTUBE AS A LISTENING
MEDIUM: A CASE STUDY**

SKRIPSI

Presented as partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

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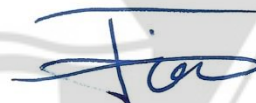
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Yogyakarta, 7 April 2022

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**ENGLISH AS A SECOND LANGUAGE (ESL) LEARNERS'
PERCEPTION TOWARDS THE USE OF YOUTUBE AS A
LISTENING MEDIUM: A CASE STUDY**

by

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Yogyakarta, 8 Juni 2022

The Head of English Language Education Department



Lemmuella Alvita Kurniawati, M.Hum.

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.



Yogyakarta, April 5, 2022

Author



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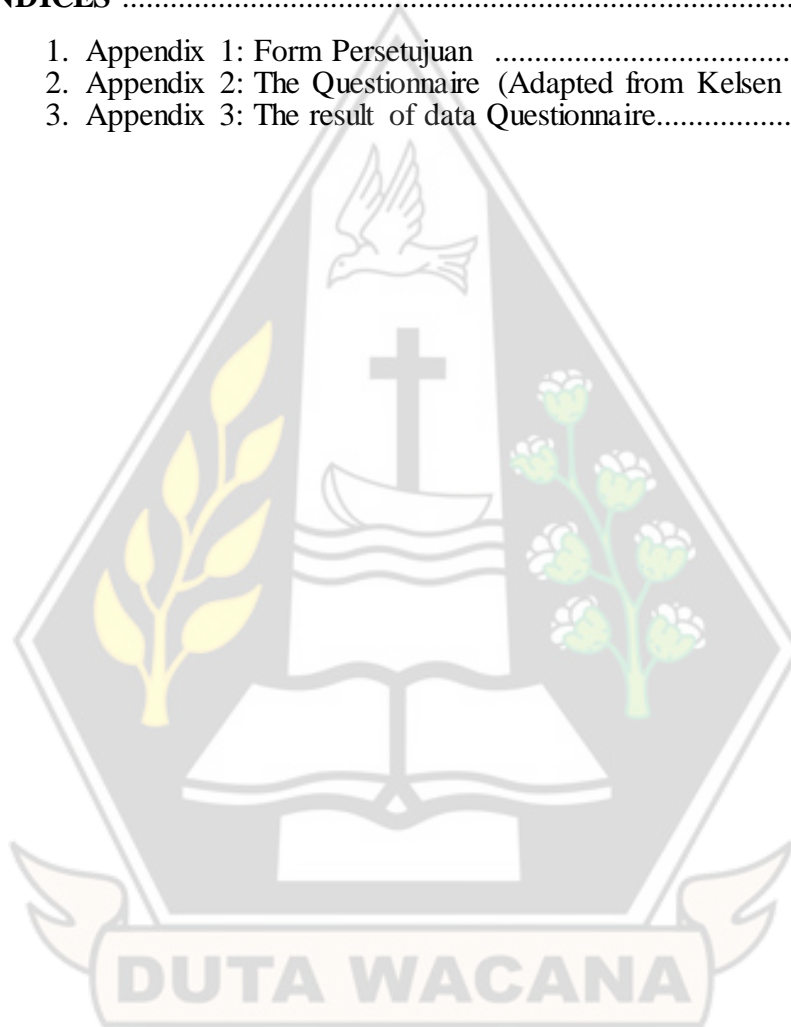
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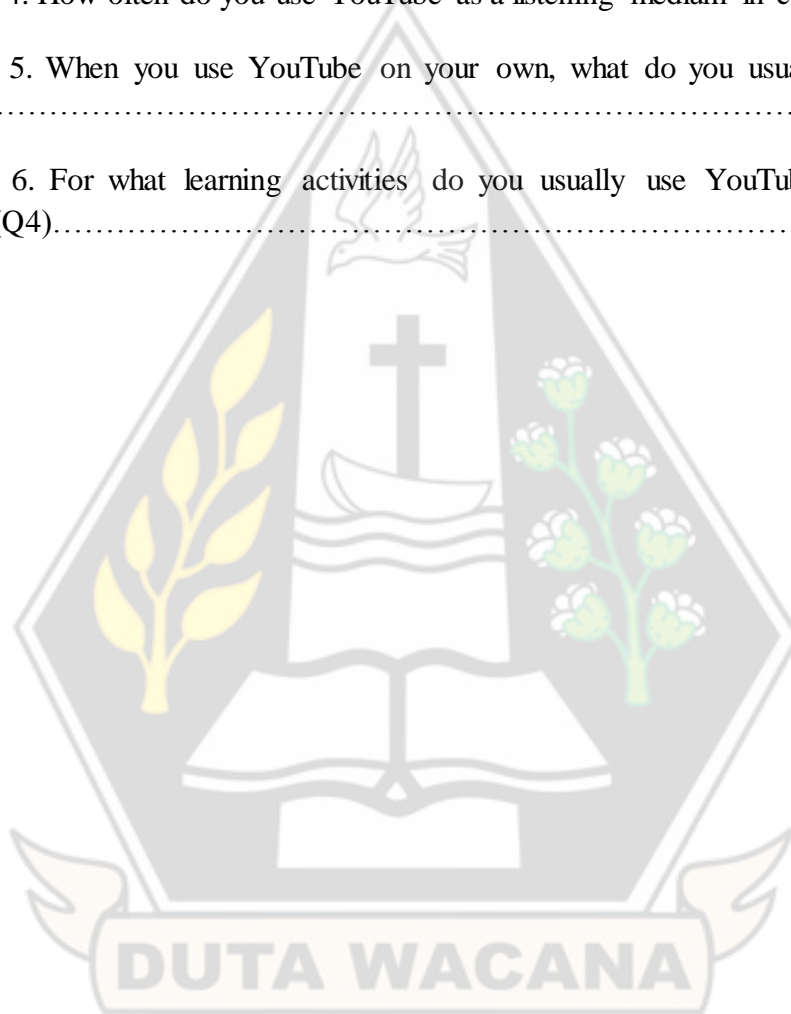
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Abstract

Natalia,. (2022). *English as a foreign language (EFL) learners' perceptions towards the use of YouTube as a listening medium: A case study* (Unpublish Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Listening is a pivotal skill in EFL and hugely contributes to the success of language learning. A very popular tool that can facilitate the learning of listening is YouTube. The aims of this study were to examine the extent to which EFL learners used YouTube as their listening medium and to investigate their' perceptions towards it. Mixed methods were used to analyze questionnaire data from 24 English-language-education-department students at a private university in Indonesia. The data indicate that outside the class, the participants used YouTube as a listening medium with the following frequencies: often (45.8%); very often (37.5%); and sometimes (16.7%). Inside the class, they used YouTube as a listening medium with the following frequencies: sometimes (62.5%); often (33.3%); and very often (4.2%). Based on the qualitative data, four themes were identified: (1) the students thought that YouTube helped them to improve their English; (2) they thought that YouTube provided interesting learning materials; (3) they perceived YouTube as giving benefits to their learning; and (4) they thought that YouTube motivated them to learn English. The findings were supported by the quantitative data indicating that the students either agreed ($2.5 < \text{Mean} < 3.5$) or strongly agreed ($3.5 < \text{Mean} \leq 4$) with all those identified themes.

Keywords: *EFL, Listening, Learners' perceptions YouTube*

Intisari

Mendengarkan adalah keterampilan penting dalam EFL dan sangat berkontribusi pada keberhasilan pembelajaran bahasa. Media yang sangat populer dan dapat memfasilitasi dalam pembelajaran mendengarkan adalah YouTube. Tujuan dari penelitian ini adalah untuk menguji sejauh mana pelajar EFL menggunakan YouTube sebagai media mendengarkan mereka dan untuk mengetahui persepsi partisipan terhadapnya. Metode penelitian campuran digunakan untuk menganalisis data kuesioner dari 24 mahasiswa jurusan pendidikan bahasa Inggris di sebuah universitas swasta di Indonesia. Data menunjukkan bahwa di luar kelas, para peserta menggunakan YouTube sebagai media mendengarkan dengan frekuensi sebagai berikut: sering (45,8%); sangat sering (37,5%); dan kadang-kadang (16,7%). Di dalam kelas, mereka menggunakan YouTube sebagai media mendengarkan dengan frekuensi sebagai berikut: kadang-kadang (62,5%); sering (33,3%); dan sangat sering (4,2%). Berdasarkan data kualitatif, terdapat empat tema diidentifikasi: (1) siswa berpikir bahwa YouTube membantu mereka meningkatkan bahasa Inggris mereka; (2) menurut mereka YouTube menyediakan materi pembelajaran yang menarik; (3) mereka menganggap YouTube memberikan manfaat bagi pembelajaran mereka; dan (4) mereka berpikir bahwa YouTube memotivasi mereka untuk belajar bahasa Inggris. Temuan ini didukung oleh data kuantitatif yang menunjukkan bahwa siswa setuju ($2,5 < \text{Mean} < 3,5$) atau sangat setuju ($3,5 < \text{Mean} \leq 4$) dengan semua tema yang diidentifikasi.

Kata Kunci: *EFL, Mendengarkan, Persepsi siswa, YouTube*

DUTA WACANA



CHAPTER I

INTRODUCTION

This chapter consists of four parts which are research background, research questions, research objectives, and research benefits. Thus, the ideas of this study will be discussed in this chapter.

A. Research Background

The use of technology has become familiar and important for learning both inside and outside the class, especially in language class which usually applies some technology features (M. R. Ahmad, 2018) It shows that technology plays an important role in language learning. Kurniawan (2018) also stated that technology can be used to improve language learning and help teachers to enhance instruction by adapting some classroom activities. It means that technology can be useful in teaching-learning activities. Technology can become one of the tools that teachers can use to facilitate their instruction (M. R. Ahmad, 2018).

One of the technologies that can be used by language teachers especially in teaching listening is YouTube, which provides authentic media (Silviyanti, 2014). This authentic media can be useful to help teachers provide examples for their students. It shows that the use of YouTube can be important for the success of listening instruction. "YouTube is a well-known platform for internet users especially those who want to watch, upload or download videos" (Kurniawan, 2018). It shows that YouTube can accommodate both learners' and teachers' needs in finding authentic materials by using videos. Teachers can also download and upload videos needed by the students for their learning activities. Moreover, Kurniawan (2018), also stated that besides providing various types of videos such as sport, movies, and music, YouTube also provides English-speaking videos. It means that YouTube can be used to teach and learn English, especially listening.

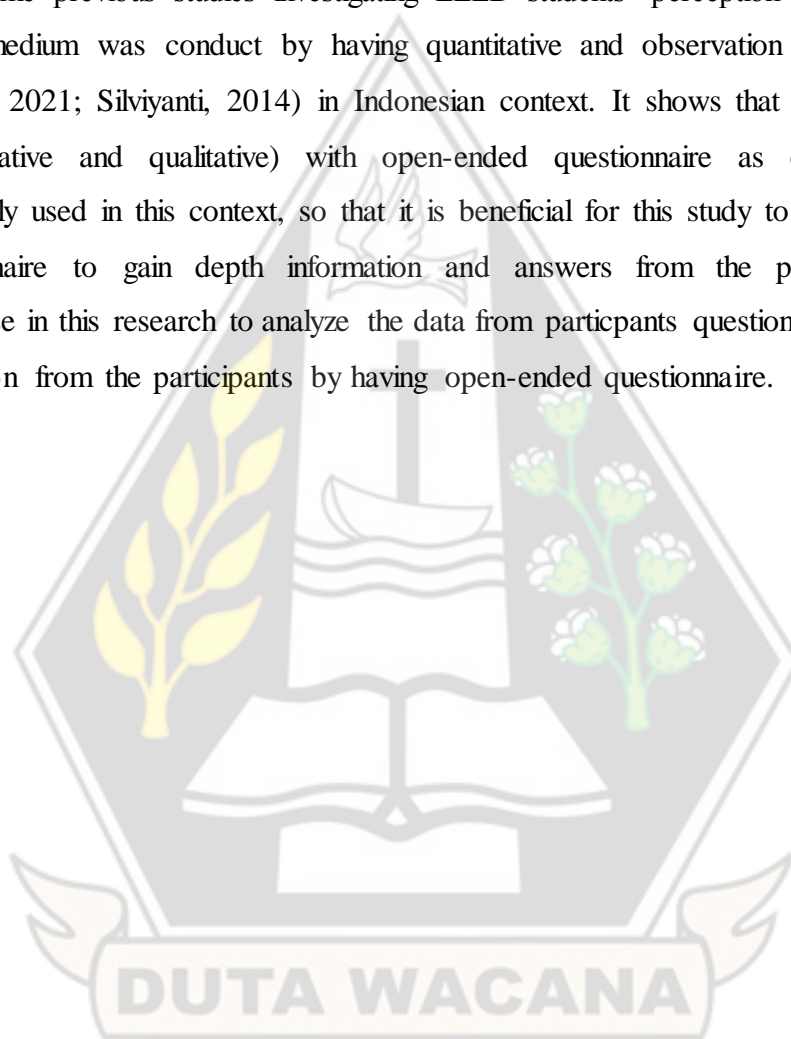
There are some previous studies investigating the use of YouTube as a listening medium. One of the studies that became the basis or the main foundation of this research is from (Silviyanti, 2014) which investigated EFL students' perceptions in listening by using

English movie videos on YouTube. This study shows the students' perception of using YouTube, especially in watching English movies. In her study, she found that using movies is beneficial for the students because the movies could make the students interested and motivated when learning English. Yet there were some difficulties experienced by the students who came back to their homes, for instance, they did not have good internet speed. Besides that, another research by Shafwati, Sholihah, and Prakoso (2021), investigated the use of YouTube to support EFL students' listening skills. They found that using YouTube videos helped them to quickly get knowledge and it seems similar to Silviyanty's finding that the use of YouTube was considered beneficial for them and it developed students' knowledge about another culture. Despite their negative perception about having difficulty understanding the accent from native speakers, the students agreed that the use of YouTube videos helped and motivated them.

Furthermore, listening skill is one of the skills which are important to be taught and learned in this era. Listening is an active and complex process where the listener should differentiate sounds, acknowledge vocabularies and the structures of the grammar, as well as represent the intonation and stress based on its context (Vandergrift, 1999). It shows that listening is not a passive skill that can be learned only by reading a theory. Vandergrift (1999), stated that listening nowadays plays an important role in language learning. It means that listening is very much needed by language learners. It also shows how important listening is to be taught at school or university. According to Mart, et al. (2014) "without listening skill, learners never learn to communicate effectively". It was further stated that when learning a foreign language, students spend 50% of the time listening. It means that listening skill plays an important role in the effectiveness of communication. Moreover, students also spend half of their time listening to a foreign language with the purpose of communicating. This shows the high urgency of listening skills in communication.

Considering the urgency, it is important for this research to investigate how EFL learners perceive and to what extent they use YouTube as a listening medium. According to Balbay and Kilis (2017), the use of YouTube as a tool in education is to help the teacher to deliver the materials to the students. Moreover, as a tool that facilitates students' learning, YouTube makes them motivated and inspires the students to improve their learning. Using YouTube increases students' motivation in learning, it makes them creative when doing learning activities. Furthermore, listening to YouTube also makes the students motivated to learn English materials because they can freely access various materials available there.

This study is aimed to contribute to the literature that uncovers students' perceptions and desires regarding the use of YouTube for English learning in English Language Education study program. YouTube is recognized as a online material sources which play a key role in the field of teaching and learning (Watkins and Wilkins, 2011). It's become more popular among people, especially adults. The rationales of this research context is because the participants from ELED students and the research want to examine the extent which EFL learners used YouTube as their listening medium and to investigate their perception towards about the they listening medium. Besides that, some previous studies investigating ELED students' perception towards YouTube as a listening medium was conduct by having quantitative and observation methods used by (Shafwati et al., 2021; Silviyanti, 2014) in Indonesian context. It shows that the used of mixed method (quantitative and qualitative) with open-ended questionnaire as one of the data collection is rarely used in this context, so that it is beneficial for this study to conduct an open-ended questionnaire to gain depth information and answers from the participants. Mixed methods were use in this research to analyze the data from participants questionnaire and gain depth information from the participants by having open-ended questionnaire.



B. Research Questions

This research aims to know the students' perception of YouTube as a listening medium by answering these two questions.

1. To what extent did EFL learners use YouTube as their listening medium?
2. How did the students perceive YouTube as a listening medium?

C. Research Objectives

This research is done to measure the students' perception of using YouTube as a listening medium. Therefore, this research explores more about the use of YouTube as a listening medium, especially in English language learning. It is because listening skill is important in language learning. The main parts explained in this research are: (1) the extent to which EFL learners used YouTube as their listening medium; and (2) their perceptions of using YouTube as a listening medium.

D. Research Benefits

This research might give some benefits to students, teachers, and other researchers.

a. Benefits for students

For the students, this research helps them understand their own perception of YouTube as a listening medium. They will also know how their friends perceive the use of YouTube as their listening medium to learn. Then, they will be able to compare those learning experiences to better comprehend how YouTube has been used by their whole class. Moreover, knowing the students' perceptions of the use of YouTube in their listening process helps them to deliberate on whether or not YouTube plays an important role in their learning, especially in improving their listening skills.

b. Benefits for teachers

For teachers, this research gives benefits by informing them about students' perceptions of using YouTube in language learning. By doing so, this research may then help the teachers to determine if they need to use YouTube to teach and whether or not YouTube will be the desired option for teaching listening. Furthermore, it can also help them to design

an appropriate listening activity for the students based on their needs identified in this research.

c. Benefits for other researchers

For another researcher, this research can provide insights into the use of YouTube as a listening medium and a theoretical foundation for them to conduct further research on how YouTube is implemented in other learning contexts. Furthermore, the findings of this research can be used by other researchers to identify which area of research on the topic of YouTube still needs to be explored.



CHAPTER V

CONCLUSION

1. Summary

As seen from the results of this study, there are some important things that can be concluded. Firstly, the data indicate that the participants used YouTube as their listening medium more frequently outside the class than inside the class. Most of the participants either often (45.8%) or very often (37.5%) used YouTube outside the class, and a small number of them sometimes (16.7%) used YouTube outside the class. Those participants used YouTube outside the class for various activities: entertainment purposes, studying English, educational purposes, watching movies, watching cooking shows, watching Korean dramas, watching anime, and listening to music. On the other hand, the data shows that inside the class, the majority of participants sometimes (62.5%) used YouTube as their listening medium, whereas few of them often (33.3%) or very often (4.2%) used YouTube as a listening medium during the teaching-learning process. Inside the class, they mostly used YouTube for: assignments, brainstorming, discussion and group learning, quiz, test or examination, pair work, and finding references.

Secondly, based on the qualitative data, some common themes were identified about the students' perceptions of YouTube as their listening medium. The students thought that YouTube helped them to improve their English skills. They also thought that YouTube provided interesting materials for learning. Besides that, the students perceived YouTube as giving benefits to their English learning. Last but not least, the students thought that YouTube motivated them in their English learning. The findings were further supported by the quantitative data indicating that the students either agreed ($2.5 < \text{Mean} < 3.5$) or strongly agreed ($3.5 < \text{Mean} \leq 4$) with all those identified themes.

2. Implication and contribution

There are some implications that can be considered in accordance with the results of this study. First, in teaching English, teachers can use YouTube as a listening medium. Based on the findings of this research the participants had positive perceptions towards the use of YouTube. They thought that YouTube helped them to improve their listening skill, provided interesting materials, gave benefits to their learning, and motivated them to study. Second, teachers may use YouTube as a preferred tool for outside-class listening assignments. The

quantitative data in this research indicate that most of the participants either “often” or “very often” used YouTube as their listening medium outside the class, more frequently than they did inside the class.

Apart from the implication, this study also contributes to the study of English as a second language (EFL) learners’ perception towards the use of YouTube as a listening medium in the Indonesian context. Considering that the study on students’ perceptions in using YouTube as a listening medium in Indonesia is still rare, the result of this study could give information to teachers about how the students perceive YouTube as a listening medium, so that teachers can design learning activities using YouTube which focus more on the students.

3. Limitations

This study possesses some limitations. Firstly, not all participants completed the open-ended questions in the questionnaire. This limitation in the data has been complemented by the quantitative data which were collected through the closed-ended questions (multiple-choice questions) in the questionnaire. Furthermore, due to the nature of its design—which is a case study—the number of participants in this study was limited to a group of students in a particular university. Therefore, the findings of this study might not be generalizable into other contexts.

4. Future Studies

Based on the limitations above, there are some suggestions for future studies. Firstly, future case studies on similar topics might use other data collection techniques, such as interviews, to get more in-depth data about the research questions. Secondly, survey research on the same topic needs to be conducted to find out whether the same results can be identified and generalized for a wider setting. Furthermore, it is also beneficial for future studies to involve participants from non-English departments, so that their results can be compared with the findings of this study.

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