



**STUDENTS' PERSPECTIVE ON YOUTUBE AS LEARNING MATERIAL  
FOR LISTENING OUTSIDE THE CLASSROOM**

*SKRIPSI*

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**UNIVERSITY OF ISLAM MALANG  
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ENGLISH EDUCATION DEPARTMENT  
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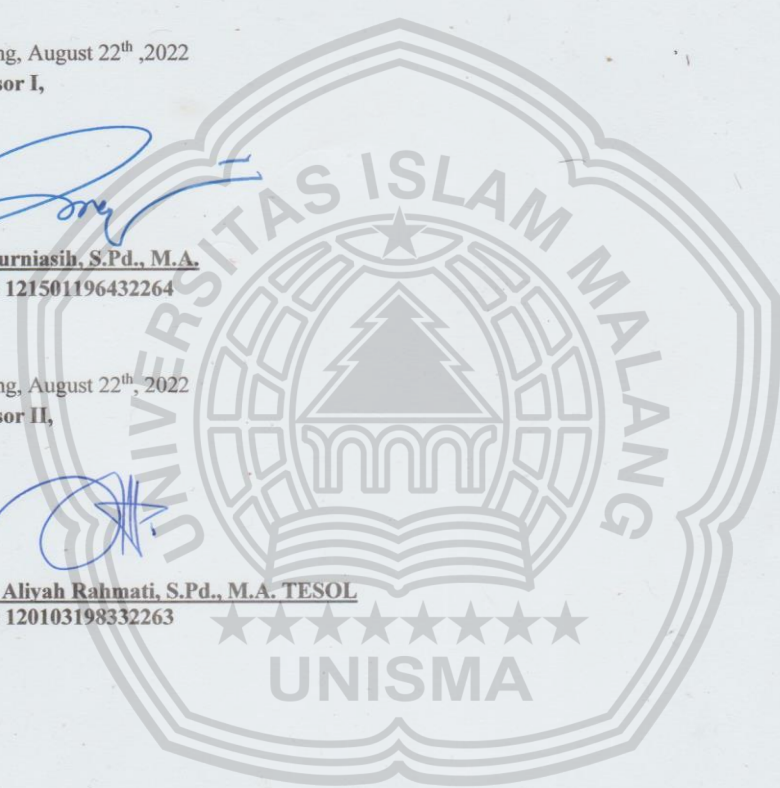
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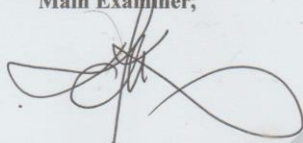
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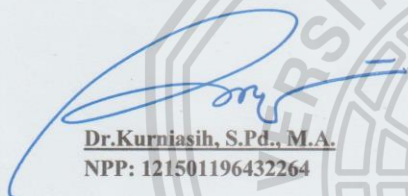
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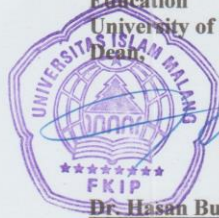
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## ABSTRACT

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**Keywords:** Perception, YouTube, Learning Media.

Listening is considered as fundamental language skills to receive and messages delivered through voice and sound in the communication process. In terms of communication, authentic material is essential in listening class in order to make the students familiar with how English are used in actual life. There are many ways to develop listening skills with the help of advances in technology. One of many methods where EFL learners can practice their listening skills is by watching English video. One of the most popular Video platform containing many authentic material is Youtube. Therefore the researcher interested in conducting the research about students' perception on the implementation of YouTube in online class.

This research is conducted using descriptive qualitative research to answer the research questions. The participants in this study consist of 10 students, from the 3rd semester in English language department at the University of Islam Malang. The instrument used in this study is in the form of semi-structured interview about the implementation of YouTube in online listening class. The data analysed using qualitative data analysis including, reduction, coding, grouping, interpretation and conclusion.

The result shows that all the students enjoy the implementation of YouTube in online listening classes. YouTube is implemented mostly for learning material, its implementation provide visual support, repeatability and flexibility. The study also showed that the students can learn independently by the availability of references and information that are updated regularly. Moreover, materials on YouTube are provided authentically by English natives. The result also indicated that the disadvantage of YouTube is when the students rely too much on repeatable features. This study also indicated that the role of the lecturer to guide the students to the right material is still essential in learning.

## CHAPTER I

### INTRODUCTION

This chapter aims to define the background of the research, research problems, objective of the research, scope, and limitation of the research, the significance of the research, and definition of the key terms.

#### 1.1 Background of the Study

Listening is the first and the most basic among other language skills. As the receptive skill, listening is about the ability to receive and comprehend the messages that are delivered through voice and sound in the communication process. According to Khoironi and Hadi (2018), listening is a process of giving attention in an attempt to receive messages from something we hear. The ability to listen is indeed significant in communication, as lacking skills in listening might result in misunderstanding and even failure to convey the message. Adnan (2014) stated that listening plays significant role in daily life as the first communication skill and mental process that the students need to achieve.

However, in the case of EFL learning, listening is considered as challenging skill to master as students have to keep up with the speed and accent that is varied from each speaker. Listening is considered to be more complex than other skills for learner who does not live in an English-speaking environment, as it is more difficult to practice listening and intentionally learn how to listen (Schmidt, 2016). Therefore, it is important to facilitate students to be more adapted to listening directly from authentic materials through the natives.

The implementation of authentic materials is essential in listening class in order to make the students familiar with how English is used in actual life.

According to Alrefai and Bataineh (2019), in order to advance students' skills in listening, the material used in EFL classes is a vital element of the teaching process and the proliferation of technology and network becomes the popular trend in EFL learning, and plentiful sources and media have the potential to support EFL learning. According to Kim (2015) the use of videos has been closely related with listening skills development as it provide a rich context for authentic discourse to improve listening comprehension as well as enhancing learners' achievements and motivation. According to Keihaniyan (2013), students favor video as learning material over audio-based material as video increases input factors which motivates students and directs their attention to oral production.

Aside from listening skills, authentic material also benefits the other skills such as speaking and reading, in terms of speaking skills, authentic material helps learners to observe the real use of colloquial speech, slang expressions, omission, revolutions, and abbreviations adopted in modern society (Sidakova, 2016). The presence of the dialects, regional variants, slang, jargon, idioms, and conversational clichés will expand the students' understanding of the recent trends of language use by watching video content examples of pronunciation transformation in colloquial phrases such as because to “coz”, going to becomes “gonna”, them to “em”, let me to “lemme” and more. Moreover, students can observe the regular tempo of foreign speech (Shajalilova, 2020).

Berardo (2006) noted that authentic reading materials expose the learners to factual language as much as possible. Real discourse text such as newspaper, report, and articles intended for native speakers reflects the authenticity of real-life communication materials that also provides the reader with the opportunity to grasp real information and understand what is going on in the world around them that allowing them to have something to say, be it giving information, a review or assessment.

Moreover, Akbari and Razavi (2016) stated that pictures, movements, colors, and body language in a video allow the learner to access non-verbal information for easier and more comprehensive language learning. Gilmore (2007) studied the effect of using authentic materials compared to textbook materials during one year experiment and found that video significantly improves the communicative competence of the learners.

Among many kinds of video-based material used in EFL learning, YouTube is the most renowned online video application that provides the user with videos around the world. YouTube is usually used as a supplementary instrument for learning and teaching as visual materials, specifically, videos, are essential for effective language learning and teaching to take place, educators have turned to YouTube as a rich source of materials (Britisch, 2009). In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012).

YouTube is an excellent authentic English resource for developing English skills as it hosts various material in entertainment, educational, political, medical,



and historical videos from all around the world (Bonk, 2009). YouTube has potential in English language learning especially listening. Alqahtani (2014) stated that learners engage in authentic English language communication as listening material with native-like speech, tempo, accent, and pronunciation that hone learners' listening comprehension it also develops students' learning autonomy levels as they can explore English language videos continuously inside and outside the classroom.

Many studies are dedicated to exploring the use of YouTube in listening class, but YouTube as free access video platforms have greater potential as learners can learn at home and explore whichever video they might like. Moreover, only a few studies are available about the benefits of YouTube as supplementary material outside classroom activities on students' listening skills. This study project aimed to investigate the benefit of YouTube on students' listening skills as well as students' perspectives about its independent use as authentic material outside the classroom.

## 1.2 Research Problems

Based on the research background the researcher formulate the research questions as follows:

1. How do students perceive YouTube as independent learning material for listening?
2. What are the benefits of YouTube on listening skills based on students' experience?

### **1.3 Purposes of the Research**

According to the research questions above, the researcher formulates the purpose of the research as follows:

1. To understand students' perspectives on YouTube as independent learning material for listening.
2. To identify the benefits of YouTube on listening skills based on students' experience.

### **1.4 Scope and Limitation of the Research**

The research was conducted on 10 participants at the University of Islam Malang. The research was conducted using an online questionnaire with the written question to get the information about their perceptions and multiple choices to get information about the benefit of YouTube on learning listening skills. The study is limited in how the researcher collects the students randomly from the population as long as the participants meet the requirements. This study also limited when conducting research as some interview questions are too general, so the researcher need to exclude those results from the findings.

### **1.5. Significance of the Study**

In this study, the researcher points out the benefits of this study that can give a significant contribution to the study in the field of listening and English learning material.

### **1.5.1 Theoretical Significance**

The result of this study contributes to the knowledge and information about the view of students on the implementation of YouTube and its benefits on listening skills.

### **1.5.2. Practical Significance**

This research aims to describe students experience on using YouTube as learning material. Hopefully, the readers get some new ideas and inspirations when learning English. Perhaps, the next researchers want to continue this study using different designs or method in the future.

### **1.6 Definition of Key Terms**

This section explains the definition of the key terms used in this research to avoid misunderstanding.

#### **1. English Listening Skills**

It is an ability to listen, get information and understand the message through the spoken material.

#### **2. Authentic Materials**

The term authentic materials in EFL refers to the material that originated from the native source of the language.

### 3. YouTube

It is a video-sharing website as well as that enables the users to watch videos or make their videos in many kinds of videos such as educational, entertainment, political, historical, medical, and personal videos.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher explains the conclusion based on findings and discussion with previous studies to answer the research problems.

#### 5.1 Conclusion

The result shows that all the students enjoy the implementation of YouTube in online listening classes due to their flexibility, practicality, and new experience and media. The implementation of YouTube in listening class is mostly for for learning material to be learned both in the class and at home. YouTube media allows the students to repeat the video over and over, get another reference for the topic they are studying and visual support helps them understand the material.

In terms of the benefits of YouTube in online listening classes, it is found that YouTube is beneficial as it is repeatable and flexible material that can be learned anywhere and anytime. It is also found that YouTube helps to provide a more conducive and not monotonous learning experience. The study also showed that the students can explore how to use technology suitable for their learning independently by the availability of references and more detailed information from materials that are updated regularly. Moreover, materials on YouTube are not only provided authentically by English natives but also provides support for all level of English proficiency. However, YouTube might be boring to some extent the use and using more variety of applications is necessary. The result also

indicated that the disadvantage of YouTube is when the students rely too much on repeatable features. This study also indicated that the role of the lecturer to guide the students to the right material is still essential in learning.

## 5.2 Suggestion

From the conclusion of the study, the researcher provides suggestions for the students, lecturers, and the next researcher about the use of YouTube in online listening classes.

For the students, it is suggested to learn English independently using YouTube because it contains various material from English natives that can be used to learn English in an enjoyable way. Moreover, it is suggested to choose a material that suits the level of English proficiency, interest, and learning styles.

For the lecturers, it is recommended to use YouTube in a more suitable way and not too frequently as the lecturers can motivate the students to use YouTube as extensive learning material at home instead. Moreover, it is also suggested to provide the students with the material that suits the learning goal.

For the next researcher, it is advised to use the questionnaire to gain general information and to select the data for larger participants with different background, because in this study, the researcher have only included ten participants.

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