



Vocational School Students' Perceptions of Learning Extensive Listening through YouTube Videos

Zalfa Nabilah Dzihnie¹, Agus Gozali²

¹ Universitas Brawijaya, Malang, Indonesia

² Universitas Brawijaya, Malang, Indonesia

Corresponding Email: zalvanabilah02@student.ub.ac.id

Abstract. This study aims to examine and describe vocational school students' perceptions of learning extensive listening through YouTube videos. The researcher used a mixed methods design to test students' perceptions of learning extensive listening through YouTube videos. Data were analysed quantitatively obtained from questionnaires and qualitatively obtained from the interview method. This study collected data from 36 students from SMKN 12 Malang. The results of the current study indicate students show positive perceptions of learning extensive listening through YouTube videos. A large number of students revealed that YouTube videos can enhance and motivate them to learn to listen extensively. The conclusions of the interviews were strengthened by the results, which that revealed students agreed among the application of YouTube videos for teaching extensive listening. In addition, students believe that YouTube videos are more useful when learning English, especially in teaching extensive listening.

Keywords: *extensive listening, YouTube videos, students' perception*

Introduction

In learning English, one of the main goals of students is to be able to listen to English effectively. Flor and by (2006) stated that Listening comprehension is contemplated the toughest skill to learn from the other skills. Listening as an approachable skill is the ability to recognize and interpret information from a speaker. Howatt and Dakin (1974) state that listening is a process that involves understanding the speaker's vocabulary and grammar, the speaker's pronunciation and accent, and getting the meaning of each sentence or phrase. A good listener must have good hearing, vocabulary mastery, and concentration to get accurate information.

Listening is among the most crucial phases of language teaching and learning because it has a big role in communication. Brownell (2016) believes that the only English skill that can promote personal and professional development is listening because it can affect an individual's effectiveness both at school and in the surrounding environment. Rost (2002) states that listening skills are very important in language classes. Listening is also recognized as the most difficult receptive skill because students have to recognize and interpret information while they cannot control the speaker's speech rate and do not have the opportunity to ask the speaker to repeat or clarify information. However, Lestary and Seriadi (2019) stated that ELT teachers in Indonesia tend to prioritize other skills over listening skills. Students also feel disinterested and bored when the teacher always proposes the same type of audio and teaching technique. This condition is exacerbated by the fact that most Indonesian students are shy, quiet, passive, and full of anxiety (Exley. 2005).

One interesting listening-teaching approach attention in recent years is extensive listening (EL). The success of extensive listening is based on easy access to appropriate material. Extensive listening gives students the chance to broaden their knowledge, actualize vocabulary, and direct attention to understanding spoken text. The toughest task of an English

Article info:

<http://journal.iaincurup.ac.id/index.php/english>

Received 24 December 2022; Received in revised form 10 April 2023; Accepted 10 May 2023

Published by Institut Agama Islam Negeri (IAIN) Curup on behalf of **ENGLISH FRANCA: Academic Journal of English Language and Education**. This is an open-access article under the CC BY-NC-SA 4.0 license

teacher is teaching extensive listening because the teacher must provide assistance and input to students in communicating. Most students are not interested in the way the teacher teaches them. It can be a problem for them to understand the material to listen in class. This problem can be solved by using interesting and fun media to enhance student's motivation in listening class.

Choosing the best learning media for teaching extensive listening is very important. The situation of teachers using certain textbooks contained in the learning curriculum, without trying to find other appropriate sources. Students will find it more difficult to maximize their listening skills if they only learn to use textbooks. According to Miranty (2017), effective teaching is one of the keys to teacher success in meeting student goals. That is why the use of the medium in teaching extensive listening is needed because it can provide convenience for English teachers so that students understand. Several types of media can be applied in the teaching and learning activity, namely audio-visual medium, audio medium, and also visual medium. Audiovisual or video has been used in the field of language education since World War II (Lumsdaine, 1963). From there, the video became the favorite technology medium used in language education. Teaching extensive listening using general videos in class, can make students feel uninterested in paying attention to the teacher. Teachers should consider the types of videos that can attract students to listen in class. Benmeddah (2017) states that the use of ICT can assist teachers in improve educational standards in various methods by increase student motivation and engage them by facilitating access to fundamental ability. In addition, Bilyalova (2017) defines how ICT applied in educational activities can enhance students' interest and motivation in learning a language.

Listening skills will be more successful if they are supported by attractive, inexpensive, efficient media, and keep up with rapid technological developments (Loren, Andayani, and Setiawan, 2017). YouTube is one of the websites that provides a large collection of videos uploaded by an innovative and creative team called YouTubers. Nourozi (2017) states that YouTube itself is a popular platform that shares a network of videos for the world to see. As YouTube contains any educational videos, teachers can utilize YouTube videos as a media in listening classes, especially in extensive listening. Research conducted by Al Jawad and Mansour (2021) shows that the use of YouTube can change students' perception of English listening. Students are hugely excited in increasing their listening ability through YouTube. Therefore, the writer can consider that the use of YouTube is one type of media that will be interesting students and stimulate their listening skills.

To reduce problems that occur between language students, teachers are advised to use teaching media to facilitate teaching and learning to listen. So, YouTube videos are a suitable tool for use in language teaching which provides audiovisual information in teaching extensive listening. Several YouTube channels are commonly used by teachers such as Easy English, English Class 101, and the Ruang Guru channel.

In addition to the YouTube video technique applied in class, this research was conducted to explore the vocational school students' perceptions of the utilization of YouTube videos on learning extensive listening.

Theoretical Framework

Extensive Listening

Extensive Listening can be said as a method to enhance listening skills practice listening to accessible texts (Waring, 2008). Extensive listening consists of suitable materials for students. The success of extensive listening is based on easy access to appropriate material. Extensive listening gives students the chance to broaden their knowledge, actualize vocabulary, and direct attention to understanding spoken text. Extensive listening involves students select and listen to their interests from the resources offered by the teacher.

Students' Perception

Perception is a feeling about how an individual organizes and interprets something that they have experienced in their environment. Bennett (2016) states that how individuals observe, understand, interpret, and evaluate references to objects, actions, policies, or the results of what they experience is the notion of perception. From the definition above, it can be assumed that student perception is a process or activity in which students share feelings about something they experience in their environment. In the world of education, student perceptions are very important to support the quality of education. This can be an indicator of student behavior and understanding. Student perception is a process that provides the basis for understanding, learning, and knowledge or to motivate certain actions or reactions.

YouTube Videos

YouTube can be interpreted as a Web 2.0 site formulated for sharing, commenting on, and viewing videos. According to a static report on YouTube, there are more than one billion monthly views and thousands of videos with various themes, issues, and languages uploaded on YouTube. For the most part, a creative teacher can choose the type of video on YouTube to use in the classroom by requiring English listening, speaking, writing, and reading skills. Indeed students feel interested and encouraged when learning from YouTube, and when listening to YouTube videos, the emotional sieve drops and the cognitive load is reduced, and, therefore, learning occur more rapidly (Barreto, 2018). Moreover, according to Brook (2011), YouTube increases students' self-confidence and motivate student participation in class.

Material and Method

A mix-method design was used by the researcher in this study. Maxwell (2016) states that the a mix-method research design has its own analytical assumptions and is integrated qualitative and quantitative statistics in equally approach that the research problem is described in a meaningful way. In particular, the kind of mixed method applied in this study is an explanatory sequential mixed method. The researcher completed the quantitative data first and then continued with the collection of qualitative data. According to Creswell (2014) the mixed explanatory sequential methods signify collecting and examining quantitative data first, followed by qualitative data. In addition, this research was managed to explore the vocational school student's perceptions towards the utilization of YouTube videos on extensive listening.

The research was carried out at SMKN 12 Malang. Before deciding on the participants of this research, the researcher has already done a preliminary study in SMKN 12 Malang when the researcher did the teaching internship program there. The researcher was allowed to teach grade X DKV 1 class with 36 students, and coincidentally the first grade was already experienced studying English by using YouTube. They have experienced studying English by using YouTube videos as the medium in improving their extensive listening skill in their class. As they have experienced studying English, especially in extensive listening skills by using YouTube Interactive Learning videos, the researcher believed that they have already known about YouTube videos in the language classroom. This means that class X DKV1 students of SMKN 12 Malang is a suitable population for this study.

In addition, there are two instruments utilized in this study, namely questionnaires, and interviews. The questionnaire is a combination of the questionnaire by Elyas & Kabooha (2015) and Kilis & Balbay (2017), which consists of four dimensions, namely the students' listening knowledge and skill aspect, the perception of students learning English through YouTube videos, students' perception on the utilization of YouTube videos as a media for teaching and learning extensive listening and students' perspectives in terms of listening elements. In addition, the interview phase consists of three aspects, namely experience, efficiency, and interest.

The questionnaire contains of 15 questions, and the interview phase contains of three questions. The questionnaire was written in Indonesian to make it easier for students to know the questions contained in the questionnaire. The questionnaire is about whether YouTube

videos could assist students to enhance their listening skills or not. The data from vocational school students' perceptions of learning extensive listening through YouTube videos were carried out by administering the online and offline questionnaires. The reason of the researcher using questionnaire in two forms (Online and Offline) is to maximize the result of primary data. The online questionnaire are not effective and the researcher decide to replace the questionnaire to another form. The results of the questionnaire will become a general reference for making interview guidelines. Therefore, interviews were carried out in more detail how students perceive when utilizing YouTube videos for extensive listening. As the final process to analyze the data from questionnaire and interview, the researcher uses the triangulation technique to combine the main data (Questionnaire) and supporting data (Interview).

Results and Discussion

Results

1. Quantitative Data

To acquire students' perceptions of the utilization of YouTube videos, the researchers used a questionnaire that was administered to 36 students. The questionnaire consisted of 15 accurate closed-ended questions and was separated into four dimensions: the students' listening knowledge and skill aspect, the perspective of students learning English through YouTube videos, students' perspectives on applying YouTube videos as a medium for learning extensive listening and students' perspectives in terms of listening elements. The kind of questionnaire utilized in the current study was a Likert-type with four phases of agreement, namely Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). Data results will be treated under the guise of percentages.

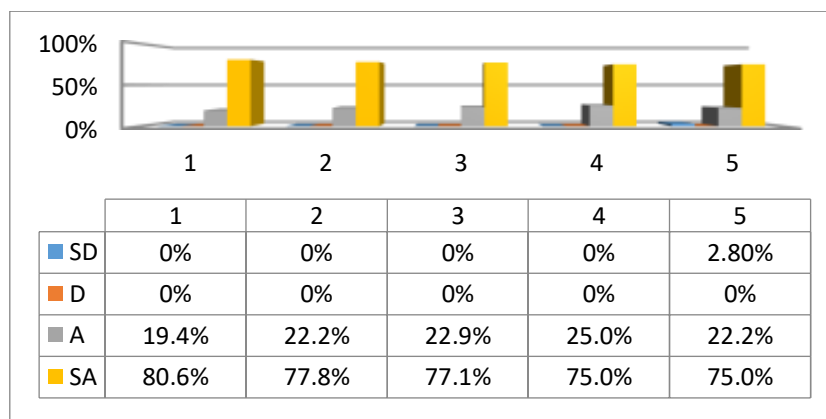


Figure 1. The Students' Listening Knowledge and Skill Aspect

Additional Information of the figure 1:

- 1: Using YouTube Videos enriches my English listening knowledge
- 2: Using YouTube videos has improved my listening skills and the quality of my English listening skills.
- 3: Using YouTube videos is very important to improve my English listening skills.
- 4: Using YouTube Videos has a beneficial effect in developing my English listening skills.
- 5: Using YouTube Videos helps me improve my pronunciation of English words

Figure 1 shows aspects of students' knowledge and listening skills if the teacher uses YouTube videos in teaching extensive listening in class. The first statement, "Using YouTube Videos enriches my English listening knowledge", demonstrated the benefits of utilizing YouTube videos in terms of listening knowledge. The data demonstrate that 0.0% chose

strongly disagree and disagree, and 19.4% chose to agree, while the rest of the students (80.6%) chose strongly agree. The findings show that YouTube videos can help students' English knowledge a lot.

The second statement, "Using YouTube videos has improved my listening skills and the quality of my English listening skills", cope with students' experiences of utilizing YouTube videos to enhance students' English listening comprehension and quality. The data shows that there are no students who choose strongly disagree or disagree, 22,2% chose to agree, and the 77,8% of students chose strongly agree. The findings show that YouTube videos can improve the quality of students' listening skills.

The next statement, "Using YouTube videos is very important to improve my English listening skills", revealed the significance of using YouTube videos in English learning. The result of that statement is 0,0% of students chose strongly disagree or agree, 22,9% of students chose to agree, and the 77,1% students chose strongly agree. The results from the figure 1 showed that YouTube videos are a crucial medium in helping improve students' listening skills.

The fourth statement, "Using YouTube Videos has a beneficial effect in developing my English listening skills", shows the advantages of utilizing YouTube Videos to increase their listening comprehension. The data reveals that there are no students who choose strongly disagree or disagree. While, others (25,0%) chose to agree, and the rest of the students (75%) chose strongly agree. From these data, it can be perceived that most students agree that using YouTube videos is beneficial in enhancing students' listening skills.

The last statement, "Using YouTube Videos helps me improve my pronunciation of English words", points out another benefit of using YouTube videos in terms of developing students' pronunciation. Figure 1 showed that 2,80% of students strongly disagree with the utterance, while 0,0% of students disagree with the utterance. On the other hand, 22,2% chose to agree, and 75% strongly agree. To wrap things out, to help improve pronunciation, students can use YouTube videos, although two of them chose to strongly disagree with the statement.

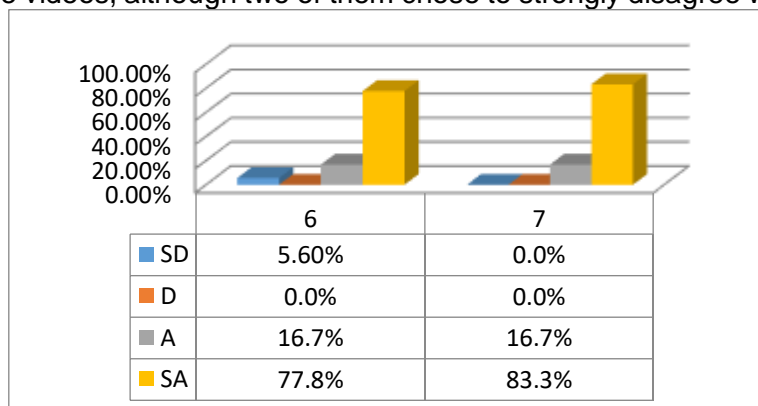


Figure 2. Perspective of Students Learning English through YouTube Videos

Figure 2 displayed perspective of students learning English through YouTube videos. This aspect contains 2 item statements. The sixth statement, "Using YouTube Videos makes it easier to English listening", exhibited the reinforcement of YouTube videos in English learning. The statistic in figure 2 showed that 5,60% of respondents chose strongly disagree, and 0,0% chose to disagree. Meanwhile, 16,75% of respondents chose to agree, and 77,8% of respondents chose strongly agree. From the statistic, it can be summarized that YouTube videos are suitable medium used in English learning.

The seventh statement, "Using YouTube videos can be an interesting learning medium that can help in learning English listening", discussed use of YouTube videos to reinforce listening lessons in the classroom. The statistics presented show that none of the students chose strongly disagree or agree. In contrast, 16,7% chose to agree, and 83,3% of

them chose strongly agree. From the result, it could be assumed that YouTube videos are exciting to use in English learning.

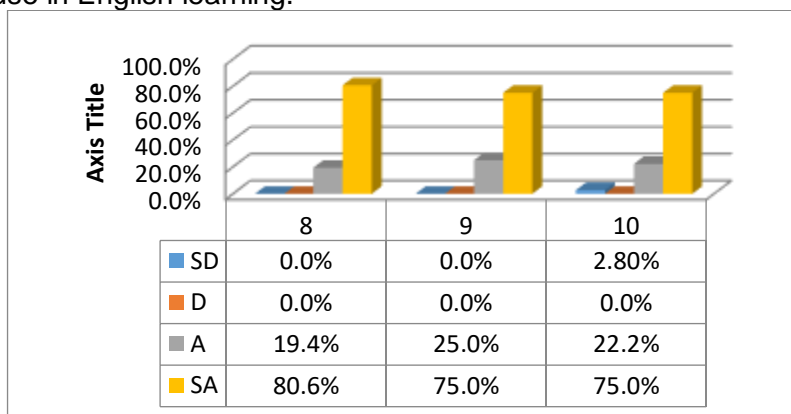


Figure 3. Students' Perspectives on Using YouTube videos as a Listening Learning Medium

Figure 3 presented students' experiences in utilizing YouTube videos as a listening learning medium. The eighth statement, "I enjoy using YouTube videos as learning media, especially in learning listening", presented students' perceptions of using YouTube videos for listening lessons. Statement eight conveys that 0.0% of students chose both strongly disagree and disagree. While 19,4% chose to agree, and 80,6% chose strongly agree. The finding showed that most students like utilizing YouTube videos as listening learning media.

The next statement, "YouTube videos are a great medium to support learning listening", indicates that YouTube videos are suitable media for listening activities. The statistic in figure 3 revealed that 0,0% of the respondents select strongly disagree or disagree. In contrast, 25,0% select to agree, and 75% select strongly agree. The findings from these data, point out that YouTube videos are a good medium that supports learning listening.

The tenth statement, "Using YouTube videos could motivated me to learn English listening", was about utilizing YouTube videos to motivate students to learn English listening in class. The statistic in figure 3 pointed out that 2,8% of respondents strongly disagree, and 0,0% of them chose disagree. Contrarily, 22,2% chose to agree, while 75% chose strongly agree. The data above indicates that YouTube videos have a big role in motivating students to learn to listen.

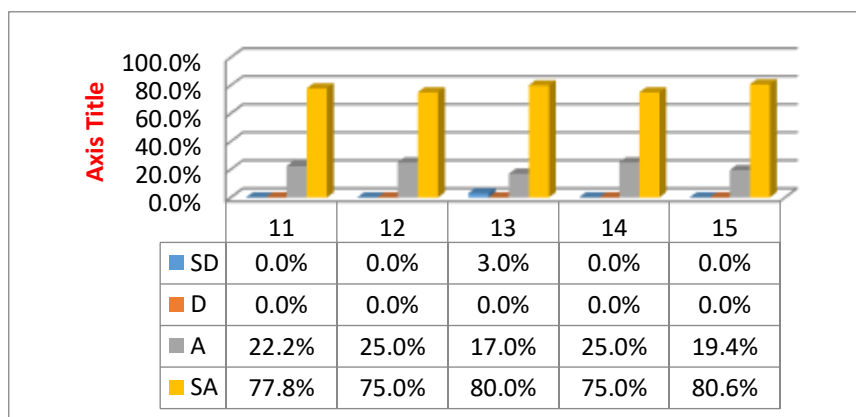


Figure 4. Students' Perspectives in terms of Listening Elements

Figure 4 presents data on student perceptions in terms of the Listening element. The eleventh statement, "Using Videos on YouTube I study lots of collocations, pronunciations, idiom, humor and sarcasm, vocabulary and grammar in English listening". Statement eleven pointed out that there are no students chose strongly disagree or agree. Meanwhile, 22,2%

chose to agree, and 77,8% chose to disagree. It can be inferred that YouTube videos are beneficial for listening elements.

The twelfth statement, "Using YouTube videos in class influence my listening competence", was about the advantages of using YouTube videos in class. The data revealed that, no students chose strongly disagree, or disagree. Contrarily, 25% chose to agree, and 75% chose strongly agree. It indicated that YouTube videos could influence students' listening competence.

The next statement, "Using YouTube Videos increase my understanding of English listening learning materials." As stated above, 3,0% of students select strongly disagree, and 0,0% select to disagree. In contrast, 17% chose to agree, and 80% chose strongly agree. The findings showed that YouTube videos could increase students' retention of material.

The fourteenth statement, "Using YouTube Videos could help me enhance my listening skills quickly." Figure 4 revealed that none of the students chose strongly disagree or disagree. In addition, 25% chose to agree, and 75% chose strongly agree. From that, it is noticeable that YouTube videos could improve students' listening skills quickly.

The last statement in this aspect, "Using YouTube Videos to learn listening helps me remember some words", was about the benefit of YouTube videos. The data shows that it is still 0,0% chose strongly disagree or disagree. Besides, 19,4% chose agree, and 80,6% chose strongly agree. The results show that YouTube videos could help students remember some words.

According to the results of the questionnaire, perceptibly that students of SMK Negeri 12 Malang have a positive perception of learning extensive listening through YouTube videos. The aspects applied in the questionnaire revealed that students agree with statements with a huge percentage of agreement. Nevertheless, to strengthen the findings of the questionnaire, researchers carried out interviews.

2. Qualitative Data

This phase provides qualitative data from three students who were picked according to these several criteria, namely: S1 (high achieving student), S2 (mid achieving student), and S3 (low achieving student). Data collection is done by interview. This phase has three dimensions experience, efficiency, and interest.

2.1. Experience

In the first section of the interview process, the researcher asks the experience to the students. As a result, three students gave positive responses about using youtube. It can be seen from the response from first students until third students.

"... I think, learning extensive listening using YouTube videos is very fun, and not boring, so you can better understand listening material. Apart from that, I can also repeat videos without any restrictions, so I can understand better vocabulary, pronunciation, and even grammar." (S1/Experience)

In addition, S2 said that learning extensive listening using YouTube videos makes her really enjoy and it could help improve her listening skills.

"...I really like learning listening, especially extensive listening. YouTube videos are a lot of fun, and not boring. I really enjoyed every video played by the teacher. Because learning using videos on YouTube, I feel that my English listening skills could improve." (S2/Experience)

Additionally, S3 said that his experience using YouTube videos in listening class was quite fun and exciting.

"...At first, I was not interested in learning English, let alone listening, but because the learning media used YouTube I became interested. YouTube videos have really

helped me improve my listening skills. I can choose videos that I like to learn listening and it was really fun.” (S3/Experience)

From the interview results, it can be inferred that the utilization of YouTube videos as an extensive listening learning media can encourage students to learn and improve their listening comprehension. Students also become eager about learning the elements of listening, such as collocation, pronunciation, grammar, and so on.

2.2. Efficient

In the second section of the interview process, the researcher asks the efficient. As a result, three students gave two positive responses and 1 positive with important notes. It can be seen from the response from first students until third students.

“...in my opinion, it is very efficient. Learning extensive listening using YouTube videos is easy. If I do not know what the speakers are saying, I'm looking at the speakers, and phrases in the contents of the video. Besides that, as I said earlier, we can watch the video over and over again, so that can be very helpful.” (S1/Efficient)

“... I think it is efficient because it can help improve my listening skills. There are many features that can be used on YouTube videos so that it makes it easier for me.” (S2/Efficient)

“...I think it is quite efficient. But sometimes I have a bit of trouble when I hear some accents from the speakers. When I find it difficult to hear the accent, sometimes I observe it from the movement of the speaker's mouth, if it's still not resolved, I can choose another video where I feel the accent is easy to understand.” (S3/Efficient)

According to S1, learning listening using YouTube videos is very efficient. YouTube videos can be watched repeatedly so that it makes him understand more about the contents of the video. If he does not understand what the speakers are then he will see every movement made by the speaker. Eventually, he knows what the speakers are saying, he also knows how to pronounce those words.

Furthermore, S2 states that YouTube videos are efficient. YouTube videos could help her to improve her listening skills. She also said that there are many features offered by YouTube, so that can makes it easier for her.

On the other hand, S3 said that YouTube is quite efficient. YouTube sometimes confuses him with multiple speaker accents. He said that lots of accents from the speakers which are difficult to understand. However, he added that YouTube helped him too. When he finds it difficult, he always used the features provided by YouTube, so it can make him easier.

From the results above it can be seen that learning extensive listening through YouTube videos is very efficient. There are many features offered by YouTube, make it easy for students to learn English listening. In addition, YouTube videos can improve students' listening skills.

2.3. Interest

In the third section of the interview process, the researcher asks about the interest. As a result, three students gave three positive response about their interest on youtube. It can be seen from the response from first students until third students.

“...I am very interested in learning listening using the videos on YouTube. I do not mind if every class has to use YouTube because it's a very exciting atmosphere.” (S1/Interest)

"...YouTube video is very helpful for me. There is virtual fun, and it helps me to understand quickly what the speaker says by looking at the video." (S2/Interest)

"...In my opinion, it is exciting. It really motivated me to learn English listening." (S3/Interest)

S1 said that he was quite happy when listening to YouTube videos. He does not mind having to use YouTube in every listening class because it is fun and can help him improve his listening skills. In order with the opinion of S1, S2 and S3 also feel happy, and exciting. YouTube videos can improve their listening skill. Even though they find it difficult at first, over time the efficiency of YouTube videos can really help them.

From the results of the interviews above, students were very interested in using YouTube videos for extensive listening learning. Apart from motivating students, the features on YouTube can make students more enthusiastic and excited to improve their listening abilities.

Discussion

The research problem of this study is: Is there any remarkable result of utilizing YouTube videos on students' interest and motivation in learning extensive listening?

After collecting all the data findings, researchers can answer the questions mentioned above. Following the findings discussed previously, the researcher analyze the data findings in this section. Based on the large percentage of questionnaire respondents, class X students of SMKN 12 Malang have a positive perception of extensive listening through YouTube videos. The results of the questionnaire also show that the utilization of YouTube videos in class enhances students' listening skills and learning motivation. This is also in obedience to the results of the interviews that most students agree with the utilization of YouTube videos because the atmosphere is interesting, exciting, and fun

The findings also reveal that Youtube videos make students more happy and fascinated to learn extensive listening in class. Students also appear to be more motivated in learning extensive listening. In addition, the application of YouTube videos requires opportunities for students to learn English as if challenged by native speakers in a sedentary setting where learning takes place. The results of the study are also similar to what had been studied by Rizkan et.al (2018) entitled "The effect of using YouTube videos as the teaching media on the students' listening skills". He found that YouTube videos made learning situations in the classroom more fun, motivating, interesting, creative, cooperative, and productive. Students tend to be eager to learn extensive listening.

From the results of the questionnaire, the writers found that there is a slight disparity in the percentage of students' perceptual feedback, but the findings prove that implementing YouTube videos has a positive impact on students. This strengthen by a huge number of students considered YouTube videos as a great medium for learning listening. This is shown in students when using YouTube videos in learning extensive listening, students feel happy and enthusiastic. Therefore, YouTube videos could improve students' listening skills.

Furthermore, the results of the study show that respondents get a more accurate description of the appearance of subtitles and visual appearance on YouTube videos. This finding is supported by Napikul, Cedar, & Roongrattanakool (2018). They assert that learning English through subtitles can help students understand English better. It also helps students to think of the meaning of various vocabulary words. In addition, students get more knowledge after watching English videos with subtitles.

However, the current research shows that there are some students who still experience difficulties in learning extensive listening through YouTube videos. Some of them were still not enthusiastic about participating in the extensive listening lessons. Some of the difficulties that students may face in the process of listening comprehension are the quality of recorded material, cultural differences, speakers' accents, unfamiliar vocabulary, length, and listening

speed. They need to watch the video twice to finally understand what they are listening to. In line with what Putri et al (2019) said in their research that a background of poor understanding and experience in a subject can make it difficult for students to interpret the language they hear.

All in all, YouTube videos are beneficial for students as learning media, where they can get material easily and freely. Since watching YouTube videos is part of extensive listening, students can adapt the material in the YouTube videos they watch to their own needs and preferences. This is in line with the results of Rahayu (2020) which found that students prefer to use YouTube videos because YouTube media sources can be accessed easily. YouTube can be accessed anywhere and anytime. This is useful for students because they can spend their free time watching YouTube videos to practice their listening skills without any rules about what to watch, the type of video, length of video, and level of difficulty. The frequency of watching YouTube videos can reduce the problems respondents face in gaining extensive listening comprehension. Although there are few students who disagreed also strongly disagreed with the utilization of YouTube videos in teaching and learning extensive listening. Therefore, it is the teacher's duty to make it possible to utilize YouTube videos as a listening learning medium and adapt them to their level of preference, so that later students will not face difficulties.

Conclusion

This study looked at the perceptions of vocational students towards learning extensive listening through YouTube videos in English classes. Perceptions on learning extensive listening through YouTube videos. They perceive that YouTube videos can motivate them to learn extensive listening because videos are a fun way to practice their listening skills. In addition, YouTube videos also help the rest of the students to enhance their listening skills, vocabulary, spelling, pronunciation, and even grammar. YouTube videos also help the rest of the students in remembering some words and enhancing their class participation. Additionally, the rest of them are very enthusiastic when learning listening skills through YouTube videos, and they agree that YouTube can be a resource for learning and practicing good listening skills. However, some students still disagree with the utilization of YouTube videos in teaching and learning extensive listening. It happens because they feel that sometimes YouTube makes them confused, because several accents from the speakers are difficult to understand so they think that YouTube videos do not make it easier to learn how to listen to English. Additionally, sometimes they find that YouTube is not enough to help improve their pronunciation of English words. This condition can be solved by providing suitable videos for students. Therefore, it can be concluded that learning extensive listening through YouTube videos has a positive impact on improving students' listening skills. In addition, YouTube videos also make students more motivated to learn English listening. Nevertheless, it is required to choose a suitable video to be applied in the teaching and learning activity, to reduce student difficulties.

Acknowledgment

The writer would like to thank the supervising lecturers who have supported and helped in the process of this research. So that the writer can finish this research properly. This research is supported by the English Education Program at Brawijaya University. In addition, the researcher would like to thank SMKN 12 Malang for the availability and allowance as the subject of this research.

References

- Aktaruzzaman, M., Shamim, M. R., & Clement, C. K. (2011). *Trends and Issues to integrate ICT in Teaching Learning for the Future World of Education*.
- Balbay, S., & Kilis, S. (2017). Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course. *Eurasian Journal of*

- Applied Linguistics*, 3(2), 235–251. <https://doi.org/10.32601/ejal.461003>.
- BENMEDDAH, W. (2017). *The Use of ICT in Developing the Speaking Skill in EFL Classes : Case of First Year EFL Students at the University of Tlemcen*. 5–73. <http://dSPACE.univ-tlemcen.dz/bitstream/112/11177/1/wafaa-benmeddah.pdf>
- Bennett, N. J. (2016). *Using perceptions as evidence to improve conservation and environmental management*. 00(0), 1–11. <https://doi.org/10.1111/cobi.12681>
- Bilyalova, A. (2017). ICT in Teaching a Foreign Language in High School. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 175–181. <https://doi.org/10.1016/j.sbspro.2017.02.060>.
- Brown, R., & Waring, R. (2008). *Incidental vocabulary acquisition from reading , reading-while-listening , and listening to stories*. 20(2), 136–163.
- Brownell, J. (2017). Listening: Attitudes, principles, and skills, sixth edition. In *Listening: Attitudes, Principles, and Skills, Sixth Edition*. <https://doi.org/10.4324/9781315441764>.
- Cahyana, A. A. C. (2020). the Use of Youtube Video in Teaching English for Foreign Language At Vocational High School. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8(2), 1–11. <https://doi.org/10.23887/jpbi.v8i2.3399>.
- Exley, B. (2005). Learner characteristics of “Asian” EFL students: Exceptions to the “Norm.” *Proceedings Pleasure Passion Provocation Joint National Conference AATE & ALEA 2005*, 1–16. <https://eprints.qut.edu.au/1792/>.
- Famararzi, S., Tabrizi, H. H., & Chalak, A. (2019). The effect of vodcasting tasks on EFL listening comprehension progress in an online program. *International Journal of Instruction*, 12(1), 1263–1280. <https://doi.org/10.29333/iji.2019.12181>.
- Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>.
- Lestary, N. L. G. W. (2019). the Use of Songs To Improve Students’ Listening Comprehension Ability. *Yavana Bhasha : Journal of English Language Education*, 2(2), 34. <https://doi.org/10.25078/yb.v2i2.1024>.
- Maritza, A., & Barreto, R. (2018). *Motivating English Language Use by using the Benefits of*. 16(16), 117–140.
- Martínez-Flor, A., & Usó-Juan, E. (2006). Towards acquiring communicative competence through listening. In E. Usó-Juan & A. Martínez-Flor (Eds.), *Current Trends in the Development and Teaching of the four Language Skills* (pp. 29–46). De Gruyter Mouton. <https://doi.org/doi:10.1515/9783110197778.2.29>.
- Maxwell, J. A. (2016). Expanding the History and Range of Mixed Methods Research. *Journal of Mixed Methods Research*, 10(1), 12–27. <https://doi.org/10.1177/1558689815571132>.
- Miranty, D., & Tirtayasa, S. A. (2017). *Students’ Perception of Using Randall’s ESL Cyber Listening Lab in the Interpretive Listening Class*. 02(02), 209–215.
- Pemberton, R. (2004). Teaching and Researching Listening. In *System* (Vol. 32, Issue 1). <https://doi.org/10.1016/j.system.2003.11.004>.
- Polrodi, S., & Pourhosein Gilakjani, A. (2021). the Effect of Audiolingual-Based Versus Communicative Language Teaching-Oriented Techniques on Intermediate Efl Learners’ Listening Comprehension. *LLT Journal: A Journal on Language and Language Teaching*, 24(2), 493–513. <https://doi.org/10.24071/llt.v24i2.3492>.
- Ramadhianti, A., & Somba, S. (2021). Listening Comprehension Difficulties in Indonesian EFL Students. *Journal of Learning and Instructional Studies*, 1(3), 111–121.

- Sanoussi, A., Al Jawad, H., & Mansour, A. A. (2021). *International Journal of Linguistics Studies (IJLS) The Significance of Using YouTube as an Academic Tool to Improve Students' Listening Skill in Libyan Universities.* c, 58–70. www.al-kindipublisher.com/index.php/ijls
- Sejdiu, S. (2017). *Are Listening Skills Best Enhanced Through the Use of Multimedia Technology.* 32, 60–72.
- Subramaniam, G. K. J., Abdullah, F. P., & Harun, R. N. S. R. (2013). Polytechnic students' perceptions of youtube usage in the English oral communication classroom. *International Journal of Asian Social Science*, 3(9), 1962–1966.
- Testy, F., Loren, A., Setiawan, B., Sebelas, U., & Surakarta, M. (2017). *THE USE OF LEARNING MEDIA ON LISTENING SKILL IN PEMAKAIAN MEDIA PEMBELAJARAN KETERAMPILAN MENYIMAK DALAM PEMBELAJARAN BAHASA INDONESIA BAGI.* 11(1), 1–12. <https://doi.org/10.24036/ld.v11i1.7625>.
- The Affordances of YouTube for Language Learning and Teaching Jennifer Brook What is YouTube ?* (2011). 9, 37–56.
- Yee, L. S., & Hu, T. K. (2022). Implementation of YouTube in Teaching Writing: Perception of Malaysian Primary School English Teachers. *International Journal of Advanced Research in Education and Society*, 4(1), 23–29. <https://doi.org/10.55057/ijares.2022.4.1.4>.