

**STUDENTS' VOICES  
ON THE USE OF YOUTUBE VIDEOS  
FOR IMPROVING LISTENING SKILL**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for Gaining the Bachelor's Degree  
of English Language Education



Organized By:  
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# THESIS STATEMENT

## THESIS STATEMENT

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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited following ethical standards.

Semarang, 13 June 2022

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## RATIFICATION

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had been ratified by the board of examiners of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of the requirements for gaining a Bachelor's Degree in English Language Education.

Semarang, 28 June 2022

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Semarang, 13 June 2022

To  
The Dean of Education and Teacher Training Faculty  
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*Assalamualaikum Wr. Wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Title : **Students' Voices on the Use of YouTube Videos for Improving Listening Skill**  
Name of Student : Siti Afifa Ekawati  
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Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang to be examined at the Munaqosah session.

*Wassalamu'alaikum Wr. Wb.*

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## DEDICATION

The thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.
2. My respectable and beloved parents, Mr. Suyitno and Mrs. Aswati.
3. My lovely sibling, Puspita Ayu Kusumawati.
4. All of my lecturers have guided and educated me with big gorgeous sincerity.
5. Everyone supported the writer to finish the thesis.

Love and respect are always for them. Thanks a billion, there is no word but praying may Allah multiply reward all your kindness.

## ABSTRACT

Title : Students' Voices on the Use of YouTube Videos for Improving Listening Skill  
Name : Siti Afifa Ekawati  
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This thesis aims to explain the students' voices on the use of YouTube videos for improving listening skill. This research used a qualitative method and descriptive research design. Data were collected through observation, interview, and documentation. The research participants were 29 of the ninth graders at SMP H. Isriati Semarang in the academic year of 2021/2022. The findings generally show that 1) YouTube videos as students' self-regulated English learning for improving listening skill. 2) YouTube videos help students improve their listening skill. 3) Various channels to improve students' listening skill through YouTube videos. 4) The intensity of using YouTube videos to improve students' listening skill. 5) YouTube videos as an evaluation tool for students' listening comprehension. 6) The difficulties of students listening to YouTube videos by native speakers in improving their listening skill. 7) Other applications that students use to improve listening skill. It can be concluded that students have positive voices or perceptions about using YouTube videos to improve their listening skill.

**Keywords:** *Listening Skill, Students' Voices, YouTube Videos*

## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim,*

In the name of Allah SWT, we praise Him, seek His help, and ask for His forgiveness, who always gives insight, courage, guidance, and strength to finish this research thoroughly. Also, peace and salutation are ever granted to Our Last Prophet Muhammad SAW, who has guided and acquainted Islam in the right way.

The researcher realizes that she cannot complete this final project without support, cooperation, help, and love from many people. Therefore, she would like to express her deepest gratitude to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd., as the Head and Dra. Nuna Mustikawati Dewi, M.Pd., as the secretary of the English Department.
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9. Besides, those who cannot be mentioned one by one who comes and goes in my life intentionally or unintentionally always are a part of this research. Thank you for your support and motivation.

Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happy to accept the constructive suggestion to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for others, especially for the researcher herself.

Semarang, 13 June 2022

The researcher

A handwritten signature in black ink, appearing to read 'Siti Afifa Ekawati', written in a cursive style.

**Siti Afifa Ekawati**

1803046045

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“Allah does not burden anyone, except with something within its capacity” (Al-Baqarah: 286)<sup>1</sup>*

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<sup>1</sup> Quran.com, Al Quran QS Al-Baqarah/3:286.

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# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, research question, objective of the research, significance of the research, scope, and limitation of the research.

### A. Background of the Research

In this digital era, Information and Communication Technology (ICT) plays a pivotal role in education.<sup>2</sup> Teachers around the world have used technology in their learning activities. In particular, in the context of English as a Foreign Language (EFL), English teachers can easily access free websites to find authentic materials for teaching English skills.

As one of the English skills, listening is the most challenging skill for Indonesian students. Some studies found that listening skills are a complex subject for students. Also, Martinez, stated that listening skills are one of the most challenging English skills to be taught.<sup>3</sup> Therefore, Information and Communication Technology (ICT) is needed such as a

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<sup>2</sup> Ignasia Yuyun and Fitri Yanti Simamora, 'The Use of YouTube to Support EFL Student's Listening Skills', *ELLTER Journal*, 2.2 (2021), 1–12 <<https://doi.org/10.22236/ellter.v2i2.7512>>.

<sup>3</sup> Susana Gomez Martinez, 'Using Web Resources to Support Teachers and Students with the Teaching and Practice of Listening Comprehension.', *Online Submission*, 19 (2010), 20–31 <<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.993.9088&rep=rep1&type=pdf>>.

website to help improve students' listening skill. One of the websites that can improve students' listening skill is YouTube.

According to Digital Information World (2019), YouTube is the second most popular website with 25 billion users worldwide in March 2019. YouTube, a popular video-sharing website, was created in February 2005 by Chad Hurley, Steve Chen, and Jawed Karim, PayPal employees. In the summer of 2006, YouTube became one of the fastest-growing sites on the World Wide Web, with over 65,000 new videos uploaded. Surprisingly, on October 9, 2006, YouTube reached a milestone. It was announced that the company would be acquired by Google and would close on November 13.<sup>4</sup>

The use of the website in education is widely recognized by some teachers and researchers around the world. They found that YouTube had a positive effect on student performance, motivation to study a particular subject, and so on. To make a good result in the teaching-learning activity, not only the existence of YouTube but also students' voices have an important role in language learning, especially listening. The student voices mean more than stimulating young people's views on unimportant issues like food and uniforms; it also means bringing

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<sup>4</sup> Chia-chi Chien, Yenling Huang, and Peiwen Huang, 'YouTube Videos on EFL College Students' Listening Comprehension', *English Language Teaching*, 13.6 (2020), 96–103 <<https://doi.org/10.5539/elt.v13n6p96>>.

up constructive discussions about the importance of education in schools for society.<sup>5</sup> In addition, affiliated with students to identify school problems and potential solutions reminds instructors and administrators that students have special knowledge and perceptions about their school that adults cannot fully imitate.<sup>6</sup> That is, the role of students' voices has the power to create a better environment for their teaching and learning activities.

Based on the results of a survey with English teachers at SMP H. Isriati Semarang, teacher is more likely to use websites, namely YouTube videos, in teaching and learning activities, especially for students in the ninth graders. This is evidenced by excerpts from interviews with English teacher who said that many students in the ninth graders won the Asean Innovative Science Environmental and Entrepreneur Fair (AISEEF) 2022 which is a prestigious international scientific competition and is intended for young researchers who are still at the student and college level. Some of the students who received these

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<sup>5</sup> Dalia Jamal Alghamdi, 'Student Voice: Its Impact on School Reform Efforts and the Reasons Behind the Success Saudis Accomplished in Learning English Language in Canada Comparing To Their Unsuccessful Experiences in Saudi Arabia', *International Journal of Arts & Sciences*, 7.3 (2014), 323–35.

<sup>6</sup> Dana L. Mitra, 'The Significance of Students: Can Increasing "student Voice" in Schools Lead to Gains in Youth Development?', *Teachers College Record*, 106.4 (2004), 651–88 <<https://doi.org/10.1111/j.1467-9620.2004.00354.x>>.

international achievements include Denny Amirul Zaki who got the gold medal, Andrian Vega Wicaksono who got the gold medal and 1<sup>st</sup> winner of Atlaz Vlog Competition (Junior Highschool Level) and Fatin Bedaruddin Widi Yulian who got the silver medal and 2<sup>nd</sup> winner of Atlaz Vlog Competition (Junior Highschool Level). With the help of YouTube videos as the largest video provider on the Internet and as a learning tool, it can meet the needs of the digital generation.

A previous research conducted by Inda Nofrika in 2019 explored the types of videos often watched by English as A Foreign Language (EFL) students in a private university in Yogyakarta. This study result found that the aspects of English improved through watching YouTube videos. They are speaking skills, listening skills, pronunciation, vocabulary, and grammar. Hence, this case has a gap between the previous research toward the researcher's study. Besides, the previous research focuses on EFL students' voices on the role of YouTube in developing English competencies, but the researcher's study only focuses on students' voices on the use of YouTube videos in improving listening skill.

As explained above and considering the importance of using YouTube videos in teaching and learning activities, the researcher believes that it can support students to improve their listening skills. Based on the above background, the researcher is

interested in conducting research entitled students' voices on the use of YouTube videos for improving listening skill.

## **B. Research Question**

The based explanation above, the researcher provides the research question as follows:

1. How is the students' voices on the use of YouTube videos for improving listening skill?

## **C. The Objective of the Research**

According to the problem of the study, the main objective of this research is as follows:

1. To explain the students' voices on the use of YouTube videos for improving listening skill.

## **D. Significance of the Research**

In this study, there are two kinds of the significance of the research, theoretical benefit and practical benefit.

### **1. Theoretical Benefit**

YouTube is a website that provides information in the form of videos. Several types of video content are usually uploaded on YouTube, namely user-generated video content (created by the account owner), video clips, TV clips, music videos, and video blogs. Besides that, YouTube also provides

videos as an effective learning tool in the world of education, one of which is English learning videos. By using YouTube, English language skills can be improved, one of which is listening skills. The researcher expects that by using YouTube, students' listening skill will be improved.

## **2. Practical Benefit**

The researcher expects that the result of this research will contribute as follows:

### **a. English student**

The students can learn English easily because various learning content such as listening can be accessed anytime and anywhere. Several YouTube creators present content with the theme of English learning to improve listening skill that can be used as virtual 'teachers', including Easy English, Real English, English with Lucky, and many more. The various YouTube channels above open up opportunities for English students to study independently. It is expected that by using YouTube, the students' listening skill will be improved.

### **b. Teacher**

Using YouTube, teachers can easily find sources of English learning materials and share them with students to support the success of the learning process. YouTube can help teaching and learning activities to be more interesting,

effective, and fun because YouTube facilities are very varied.

c. For the English education department

The researcher hopes that this research can motivate and inspire other students to conduct research. In addition, this research is expected to be one of the resources of research in a similar case.

### **E. Scope and Limitation of the Research**

To avoid irregularities in this research, the researcher limited the problem of this research to students' voices on the use of YouTube videos for improving listening skill at the ninth graders of SMP H. Isriati Semarang in the academic year of 2021/2022.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a literature review related to this research, previous research conducted in the same field related to this research topic, and the conceptual framework.

#### **A. Literature Review**

##### **1. Student Voice**

###### **a. Definition of Student Voice**

Definitions of student voices can be easily found in several articles. In education, the student's voice represents the values, opinions, beliefs, attitudes, and cultural backgrounds of individual students and groups of students at school, as well as teaching approaches and methods based on the choices, interests, passions, and ambitions of the students. Also, advocates generally agree that student voices are becoming an increasingly important component of understanding teaching and learning across schools.<sup>7</sup>

Inviting the voices of students and engaging them in their education is nothing new. According to Mitra, student's voice initiatives provide young people an

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<sup>7</sup> Bet McCallum, Eleanore Hargreaves, and Caroline Gipps, 'Learning : The Pupil's Voice', *Cambridge Journal of Education*, 30.2 (2000), 275–89 <<https://doi.org/10.1080/713657145>>.

opportunity to share their views on school issues.<sup>8</sup> Fielding also stated that the student voice initiatives is defined as a way to empower youth to participate in school decisions that will shape their lives and the lives of their peers.<sup>9</sup>

**b. Types of Student Voice**

According to the Glossary of Education Reform (Voice, 2014), there are different types of student voices that can be highlighted in the classroom.<sup>10</sup>

**Table 2.1 Different Types of Student**

<b>Type of Voice</b>	<b>Description</b>	<b>Student Role or Example</b>
Formal	It applies to organizational systems, leadership, and governance processes.	Join the student council, write a letter to a legislator, or join an advocacy group.

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<sup>8</sup> Dana L. Mitra, ‘Amplifying Student Voice’, *Educational Leadership*, 66.3 (2008), 520–53.

<sup>9</sup> Fielding Michael, ‘Students as Radical Agents of Change’, *Journal of Educational Change*, 2.2 (2001), 123–41 <<https://doi.org/10.1023/A>>.

<sup>10</sup> The Glossary of Education Reform, retrieved from <https://www.edglossary.org/student-voice/> accessed on 8th January 2022 at 16.00 pm

Informal	The teacher invites students' ideas and opinions, without any obligation to follow up on students' ideas.	Participate in school surveys; share opinions about current events.
Instructional	Applies to the classroom environment, teaching materials, research topics, or assignment criteria.	Choose a format (such as a video or an essay) to complete the task; Identify great projects that the community might be interested in.
Cultural	The perspectives presented in learning materials (texts, websites, and speakers) reflect the diversity of our student community and	Find works (presentations, blogs, texts, poetry, music, etc.) created by people representing the student body and community.

	our global society.	
Evaluative	Students provide feedback that is used to influence changes in future school-related decisions.	Completed a survey of perceptions of instructional arrangements and teacher effectiveness in influencing school decisions.

**c. The Position of Student Voice**

Student’s voices can be used as a very useful tool as a means of teaching and learning to improve the quality of schools and teaching and learning activities. It has been stated that involving students in developing their voices offers students the opportunity to make informed decisions relating to their learning and learning

environment.<sup>11</sup> Therefore, students have an important role in the school. It also stated that students are in the best place (in relation to other stakeholders) to “inform and criticize” the school’s education program.<sup>12</sup>

According to Rudduck, positioning students as objects in the conversation process is directed by the teacher seeking advice and inviting opinions and perspectives from students, and trying to re-engage those who are not involved through student voices.<sup>13</sup> Also Thiessen stated that it positions students’ voices as a shared construction of the school experience, as students become co-participants and researchers in analysis and reform. This ‘initiative’, it is argued, represents a deep and agentic student voice pointing to a rights-based, emancipatory and democratic orientation to the concept.<sup>14</sup>

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<sup>11</sup> Sarah Quinn and Susanne Owen, ‘Digging Deeper: Understanding the Power of “Student Voice”’, *Australian Journal of Education*, 60.1 (2016), 60–72 <<https://doi.org/10.1177/0004944115626402>>.

<sup>12</sup> Andrew Bills and David Giles, ‘Repositioning Diagnostic School Reviews Using Appreciative Inquiry: A Way of Eliciting Student Voice for School Improvement’, *Journal of Educational Leadership, Policy and Practice*, 31.1/2 (2016), 165–79.

<sup>13</sup> J. Rudduck, ‘Pupil Voice Is Here to Stay!’, *Qualifications and Curriculum Authority QCA*, 2005.

<sup>14</sup> Dennis Thiessen, *Researching Student Experiences in Elementary and Secondary School: An Evolving Field of Study*, *International Handbook*

Furthermore, Bragg argued that student voices can be placed in relation to the discourses of power, gender, class, and race that operate in schools and classrooms and various other agendas whether rights-based, democratic, or consumerism at the broader policy level.<sup>15</sup>

## **2. YouTube Video**

### **a. Definition of YouTube**

YouTube is an online service launched in 2005 with the URL <http://www.youtube.com> where users can watch and download videos. YouTube is also one of the social media and online learning resources that students can incorporate into their learning, which is sometimes difficult for them due to the burden of reading.<sup>16</sup>

### **b. Types of YouTube Video**

According to previous researchers from Kousha, Thelwall, and Abdoli, there are three types of YouTube videos. They are arts and humanities, natural and formal science videos, and social sciences. In addition, there is a

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*of Student Experience in Elementary and Secondary School* (New York: Springer, 2007) <[https://doi.org/10.1007/1-4020-3367-2\\_1](https://doi.org/10.1007/1-4020-3367-2_1)>.

<sup>15</sup> Sara Bragg, *Consulting Young People: A Literature Review, Creativity, Culture and Education*, 2nd Editio (London, 2012).

<sup>16</sup> Jessy Gracella and Dedi Rahman Nur, 'Students' Perception of English Learning through YouTube Application', *Borneo Educational Journal (Borju)*, 2.1 (2020), 20–35 <<https://doi.org/10.24903/bej.v2i1.623>>.

new type of video that is most watched by students, namely vlogs.

**Arts and humanities.** Arts and humanities fall into several categories, including music, dance, film, animation, comedy, TV shows, and humanities documentaries.

**Natural or formal science videos.** Natural or formal science videos include online videos with natural science or formal science (mathematics and logic) categories: demonstrating certain natural or formal phenomena, explaining the theory underlying natural or formal phenomena, and describing scientific events or experiences related to studying those phenomena (e.g. scientific conferences). Several types of videos are classified, such as demonstrations of natural science or formal science phenomena, natural science or formal science documentaries, natural or formal science education or hobbies, and natural science or formal science academic lecturers.

**Social Sciences.** Several videos fall under the social science genre such as advertisements, news or correspondent reports, activism and business, politics, social science documentaries, and academic lectures by social scientists. YouTube seems to replace television.

People prefer to watch YouTube over television because what is on television is available on YouTube.<sup>17</sup>

**Vlog.** Vlog is one of the most visited videos on YouTube. Vlog or video blogging combines images, audio, movies, and text to communicate with viewers. In addition, there are many types of vlogs, such as beauty vlogs, tutorials, and reviews.<sup>18</sup>

### c. **Advantages of YouTube Video**

Using YouTube as a teaching tool has many advantages. Because it is a free teaching resource, it saves the teaching budget. In addition, making teaching a continuous process, because students can learn inside and outside their classrooms. It also helps learners to expose to authentic native speaker' settings, which helps them to gain a deeper understanding of foreign language culture, at the same time learners' listening comprehension will be improved.<sup>19</sup>

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<sup>17</sup> Inda Nofrika, 'EFL Students' Voices: The Role of YouTube in Developing English Competences', *Journal of Foreign Language Teaching and Learning*, 4.1 (2019) <<https://doi.org/10.18196/ftl.4138>>.

<sup>18</sup> Evrim Baran, 'The Promises of Videoblogging in Education' (Iowa State University, Ames, Iowa 50011, 2007) <[https://members.aect.org/pdf/Proceedings/proceedings07/2007I/07\\_2.pdf](https://members.aect.org/pdf/Proceedings/proceedings07/2007I/07_2.pdf)>.

<sup>19</sup> Wed Nasser Al Harbi, 'The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills', *Arab World English Journal*, 268, 2020, 1-54 <<https://doi.org/10.24093/awej/th.268>>.

According to Suzan Karkera and Chamundeshawari, there are many advantages of using YouTube to teach English:

- 1) YouTube is very instrumental in teaching English it is not space-bound. It can be used both inside and outside of a classroom.
- 2) It gives students exposure to authentic materials like native speakers' conversations in real-life situations. For ex. Interviews and documentaries.
- 3) Students not only learn the language but also learn more about the culture, habits, and lifestyle of people around the world. For ex. Vlogger Channels. This allows students to learn on their own.
- 4) Students can watch the videos and determine which pronunciation and conversation skills need to be acquired and work on them.
- 5) It is a great conversation starter. Students can ask what they have viewed and express their views and opinions. This gives them an opportunity to have meaningful peer discussions.
- 6) Further activities can be conducted after viewing the videos. Students can be divided into groups and asked to express their opinions on the video. The

students can be given writing tasks based on the content or the language derived from the video.

- 7) YouTube is not only a channel for viewing but also a channel that allows the public to upload their videos. This feature allows the student to make their own videos and upload thereby integrating language and creative skills.
- 8) YouTube also being a search engine allows students to find many videos on the same topic giving them some dimension from the main theme. This connects them with external experts around the world.
- 9) The comment section below every video is another interactive feature of YouTube. The students can watch the videos and leave their comments which are read by other viewers around the world. This lays a platform for further discussions on the same topic and also gives an opportunity for the students to express their opinions.
- 10) Teachers can also upload videos on YouTube for students. This provides an opportunity for teachers to keep students engaged even outside of the

classroom. Teachers can upload videos that are relevant to student's needs for learning.<sup>20</sup>

- 11) YouTube video-text is one of the biggest benefits for beginners. The students can follow through as they watch the videos. This improves their listening comprehension.
- 12) Audio supported by video motivates students to pay attention and listen.
- 13) YouTube videos are free of charge so they are easily accessible to students. Apart from that, YouTube's newest feature is the ability to download videos and then watch them later offline. This feature allows students to download videos and listen to them multiple times whenever needed without being connected to the internet.<sup>21</sup>

### **3. Listening Skill**

#### **a. Definition of listening**

Listening is one of the four main skills that are challenging for language learners. Although other skills

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<sup>20</sup> Suzan Karkera and C Chamundeshawari, 'YouTube: A Teaching Tool to Improve Listening Skills', *International Journal of Creative Research Thoughts (IJCRT)*, 6.2 (2018), 1311–16 <[www.ijcrt.org](http://www.ijcrt.org)>.

<sup>21</sup> Omar Huda Alwehaibi, 'The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning', *Journal of College Teaching & Learning*, 12.2 (2015), 121–26 <<https://files.eric.ed.gov/fulltext/EJ1061416.pdf>>.

such as reading, speaking, and writing is essential for developing language proficiency, listening contributes primarily to language skills.

There are many definitions proposed by many experts concerning listening skill. According to Morales, listening skill is a way for the development of other language skills, the individual's ability to listen automatically leads to verbal fluency, showing the convergence of listening skills and other language skills.<sup>22</sup> While Cabezas argues that listening skill is often seen as an activity or passive skill because it is developed internally or, more precisely, it is a cognitive process that does not produce observable results.<sup>23</sup>

#### **b. Kinds of Listening**

Listening divides into several types and functions, there are:

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<sup>22</sup> Cecilia De los Heros-Morales, 'Helping Children Develop English Listening Comprehension Ability through Body Language', *Repositorio Institucional PIRUA*, 2018 <[https://alicia.concytec.gob.pe/vufind/Record/UDEP\\_1fbc8c864ae209c03b6cb254c3451c50](https://alicia.concytec.gob.pe/vufind/Record/UDEP_1fbc8c864ae209c03b6cb254c3451c50)>.

<sup>23</sup> Ali Hasan Dirjal, Z. Ghapanchi, and Behzad Ghonsooly, 'Role of Social Media Application in Promoting Motivation and Listening Skill of Iraqi EFL Learners: A Skype-Based Study', *Asian Social Science*, 16.8 (2020), 20 <<https://doi.org/10.5539/ass.v16n8p20>>.

- 1) Intensive: Listening to the perception of components (phonemes, words, intonation, discourse markers, etc.) of a wider range of language.
- 2) Responsive: Listening to relatively broad language (greetings, questions, commands, understandings, checks, etc.) to make responses equally brief.
- 3) Selective: Process a stretch of discourse such as a short monologue or short story for a few minutes to “scan” certain information.
- 4) Broad: Develop a top-down and global understanding of spoken language. Extensive performance ranges from the duration of listening to the conversation and obtaining a message of understanding or purpose.<sup>24</sup>

**c. Problems in Listening**

Listening is an indispensable skill in learning a second language without a doubt. Although very significant, the problem of listening is just beginning to be examined. To be successful in listening, problems with listening in a second language must be identified first.

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<sup>24</sup> Shadam Husaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, ‘The Use of YouTube as a Learning Tool in Teaching Listening Skill’, *International Journal of Global Operations Research*, 1.3 (2020), 123–29 <<https://doi.org/10.47194/ijgor.v1i3.56>>.

According to Goh, the most common problems faced by students in listening in order of frequency are quickly forgetting what they heard, not recognizing the words they know, understanding the message but not understanding the intended message, ignoring the next part while thinking about the meaning, and being unable to form a mental representation of the words heard.<sup>25</sup>

While the problem in listening is emphasized by Field, namely: students know the word, but misinterpret it. The phonetic variation of a word misleads them (reduction, assimilation, elimination, cliticization, resyllabification). Students know the word in written form but not in the spoken version. Students have difficulty capturing words from connected speech such as dialogue.<sup>26</sup>

#### **4. The Use of YouTube Videos in Teaching Listening Skill**

One way to support teaching listening skill is through YouTube videos as a media. Teaching listening means helping students develop their listening skills and understand what they are listening to.

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<sup>25</sup> Christine C.M. Goh, 'A Cognitive Perspective on Language Learners' Listening Comprehension Problems', *System*, 28.1 (2000), 55–75 <[https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)>.

<sup>26</sup> John Field, 'Promoting Perception: Lexical Segmentation in L2 Listening', *ELT Journal*, 57.4 (2003), 325–34 <<https://doi.org/10.1093/elt/57.4.325>>.

According to Hanson-Smith, there are many benefits of using videos as in-class learning resources. Using videos in listening brings many benefits to learners because they can enjoy language learning through videos, and learners gain confidence when they watch and listen to videos (Tomalin, 1991 as quoted in Lestiyarningsih, 2016). Also, according to Tengku Maya Silviyanti, the class is more exciting, and students feel more enthusiastic and motivated in listening.<sup>27</sup> Potosi, Loaiza, and Garcia agreed that videos should contain current and interesting topics to interest students and motivate them to listen with confidence.<sup>28</sup>

Related to the notion above, YouTube videos give students more effective in teaching listening, because students are more active and not bored in the teaching learning process.

## **B. Previous Research**

Conducting this research, the researcher uses some previous research which is conducted by other researchers as a reference. The first research is *YouTube Videos on EFL College*

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<sup>27</sup> Tengku Maya Silviyanti, 'Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube', *Studies in English Language and Education*, 1.1 (2014), 42 <<https://doi.org/10.24815/siele.v1i1.1119>>.

<sup>28</sup> Potosi, L., Loaiza, E., & Garcia, A. (2009). Using Video Materials as a Teaching Strategy for Listening skills. [*Published Paper*, Pereira, Universidad Tecnologica De Pereira]. UTP Repository.

*Students' Listening Comprehension* by Chia-chi Chien, Yenling Huang, and Peiwen Huang (2020), Department of Applied Foreign Languages, Chung Shan Medical and National Formosa University, Taiwan.<sup>29</sup> The purpose of this research is to evaluate the effect of YouTube videos on EFL college students' listening comprehension. The participants of the research were made up of 38 Taiwanese students who are about to take The General English Proficiency Test (GEPT), High-Intermediate Level, the range of their ages is from 18-20, with no gender limit. The result of the research shows that after training the combination of the computer-assisted learning technique and traditional pedagogy, students performed better on the listening comprehension test than without the treatment before. The differences between Chia-chi Chien and others (2020) research and this research are the number and the level of participants. In their research, there are 38 Taiwanese students, the High-intermediate Level while in this research there are 29 Indonesian students, junior high school.

The second research is *The Effect of Using YouTube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities* by Shorouk Mohamed Farag Mohamed Farag Aboudahr (2020), School of

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<sup>29</sup> Chia-chi Chien, Yenling Huang, and Peiwen Huang, 'YouTube Videos on EFL College Students' Listening Comprehension', *English Language Teaching*, 13.6 (2020), 96-103 <<https://doi.org/10.5539/elt.v13n6p96>>.

Education and Modern Languages, Universiti Utara Malaysia.<sup>30</sup> The purpose of this research is to investigate the effectiveness of using YouTube to increase the levels of Listening Skill among Non-Native Students Arabic Speakers in Malaysian Universities. The participants of the research consist of 144 non-Arabic speaking students at the International Islamic Universiti Sultan Abdul Halim Mu'adzam Shah (UniSHAMS) selected through the stratified sampling method. The result of the research shows that using YouTube has a highly significant impact on increasing listening skills for non-native students of Arabic speakers. The differences between Shorouk Mohamed Farag Mohamed Farag Aboudahr (2020) research and this research are the number and the level of participants. In his research, there are 144 university students while in this research there are 29 junior high school students.

The third research is *The Effect of YouTube Video on Students' Listening Comprehension Performance* by Siti Syafi'atul Qomariyah, Dira Permana, and Heri Hidayatullah (2021), English Lecturer, FBMB, Universitas Pendidikan

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<sup>30</sup> Shorouk Mohamed Farag Mohamed Farag Aboudahr, 'The Effect of Using Youtube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities', *Education Quarterly Reviews*, 3.2 (2020) <<https://doi.org/10.31014/aior.1993.03.02.133>>.

Mandalika, Indonesia.<sup>31</sup> The purpose of this research is to find out the effect of applying YouTube videos on the students' listening comprehension performance. The participants of the research were all first-semester students of English language education with a total of 90 students. The result of the research shows that the students felt more interested and motivated to learn listening comprehension by using YouTube videos as the learning media during the learning process takes place in the classroom. The differences between Siti Syafi'atul Qomariyah and others (2021) research and this research are the number and the level of participants. In their research, there are 90 university students while in this research there are 29 of junior high school students.

The fourth research is *the use of YouTube in developing the speaking skills of Jordanian EFL university students* by Hadeel A. Saed, Ahmad S. Haider, Saleh Al-Salman, and Riyad F. Hussein (2021), Applied Science Private University, Department of English Language and Translation, Amman, 11192, Jordan.<sup>32</sup> The purpose of this research is to assess the impact of using

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<sup>31</sup> Siti Syafi'atul Qomariyah, Dira Permana, and Heri Hidayatullah, 'The Effect of YouTube Video on Students' Listening Comprehension Performance', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8.1 (2021), 67–73 <<https://doi.org/10.33394/jo-elt.v8i1.3837>>.

<sup>32</sup> Hadeel A Saed and others, 'The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students', *Heliyon*, 7.7 (2021), e07543 <<https://doi.org/10.1016/j.heliyon.2021.e07543>>.

YouTube videos on improving students' speaking skills, which are regarded as key elements in determining proficiency in the language. The participants of the research consist of 80 Jordanian EFL university students. The result of the research is the use of YouTube showed significant progress in the speaking performance of the students, of all the four constructs under investigation, pronunciation and fluency & coherence were the most noticeably advanced. The present study recommends that YouTube videos be embedded into the EFL classroom to improve students' speaking skills. The differences between Hadeel A. Saed and others (2021) research and this research are the number and the level of participants. In their research, there are 80 university students at Jordanian while in this research there are 29 junior high school students.

The fifth research is *EFL Students' Voices: The Role of YouTube in Developing English Competences* by Inda Nofrika (2019), English teacher at Madrasah Tsanawiyah Negeri 3 Kutai Kartanegara, Indonesia.<sup>33</sup> The purpose of this research is to explore the types of videos often watched by English as A Foreign Language (EFL) students in a private university in Yogyakarta. The participants of the research consist of 4 seniors of an English Language Education Department (ELED) in one

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<sup>33</sup> Inda Nofrika, 'EFL Students' Voices: The Role of YouTube in Developing English Competences', *Journal of Foreign Language Teaching and Learning*, 4.1 (2019) <<https://doi.org/10.18196/ftl.4138>>.

private Islamic university in Yogyakarta. The result of the research shows that the aspects of English improved through watching YouTube videos. They are speaking skills, listening skills, pronunciation, vocabulary, and grammar. The differences between Inda Nofrika (2019) research and this research are the number and the level of participants. In her research, there are 4 seniors of an English Language Education Department (ELED) while in this research there are 29 junior high school students.

The sixth research is *the Use of YouTube to Support EFL Student's Listening Skills* by Ignasia Yuyun and Fitri Yanti Simamora (2021), Universitas Kristen Krida Wacana (UKRIDA), Indonesia.<sup>34</sup> The purpose of this research is to investigate how YouTube Video is a teaching tool to improve students' listening skills. The participants of the research consist of 8 participants from the English Department in a private university in Jakarta. The result of the research shows that YouTube video benefits EFL learners, such as improving students' confidence, enjoying the learning process, making the learning process more fun, and increasing students' interest in learning. The differences between Ignasia Yuyun and Fitri Yanti Simamora (2021) research and this research are the number and the level of participants. In their research, there are 8 participants from the English Department in

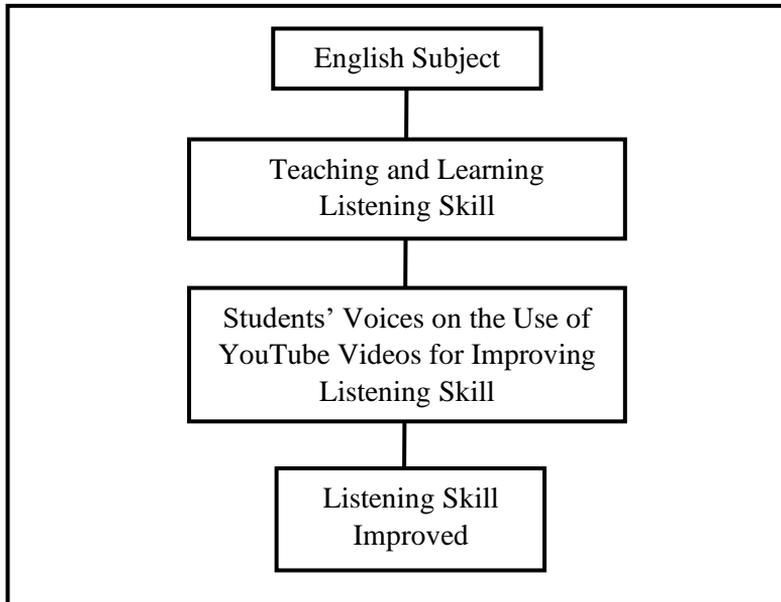
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<sup>34</sup> Ignasia Yuyun and Fitri Yanti Simamora, 'The Use of YouTube to Support EFL Student's Listening Skills', *ELLTER Journal*, 2.2 (2021), 1–12 <<https://doi.org/10.22236/ellter.v2i2.7512>>.s

a private university in Jakarta while in this research there are 29 junior high school students.

### C. Conceptual Framework

**Figure 2.1 Conceptual Framework**



The conceptual framework above described the research that was conducted by the researcher. The research was descriptive qualitative research that explain students' voices on the use of YouTube videos for improving their listening skills.

In the process of teaching and learning listening skill, the teacher used YouTube videos as learning media for improving students listening skills. Then students provided their voices

about the use of YouTube videos for improving their listening skills.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the research design, research setting, research participant, source of data, research focus, data collection technique, and data analysis technique.

#### **A. Research Design**

This research is a qualitative method with a descriptive research design because it intends to explain the students' voices on the use of YouTube videos for improving listening skill. A qualitative method is an interpretative approach that attempts to obtain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants.<sup>35</sup> The researcher took descriptive research design as the research design because it is the most appropriate design to explain students' voices on the use of YouTube videos for improving listening skill.

#### **B. Research Setting**

This research was conducted at SMP H. Isriati Semarang which is located on Jl. Abdul Rahman Saleh no. 285 Semarang. The research had been conducted on 23<sup>rd</sup> – 29<sup>th</sup> March 2022 at the

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<sup>35</sup> Cathryne Palmer and Amanda Bolderston, 'A Brief Introduction to Qualitative Research', *Canadian Journal of Medical Radiation Technology*, 37.1 (2006), 16–19 <[https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)>.

ninth graders in the 2<sup>nd</sup> semester of the academic year of 2021/2022.

### **C. Research Participants**

The participants of this research were 29 students in the ninth graders of SMP H. Isriati Semarang where 29 students were taken in one class from 145 of all populations in the ninth graders of this school.

### **D. Source of Data**

The primary data sources in this research were all information obtained from the subject. Field notes from the class observation, interview transcripts, audio recordings, and documentation relating to the topic can all be used to collect data. All this data collections were used to explain students' voices on the use of YouTube videos for improving their listening skill.

### **E. Research Focus**

The focus of this research was the students' voices on the use of YouTube videos for improving their listening skill.

### **F. Data Collection Technique**

Data collection is one of the essential stages in scientific research. Meanwhile, the data collection techniques commonly

used in qualitative research are observation, interview, documentation, and combination. In this study, the researcher used observation, interview, and documentation to collect the data.

#### 1. Observation

Observation is one of the most frequently used methods in various fields of scientific research. Observation can be the main or complementary method to several other research methods. Based on the technique, there are various types of observation, namely direct participant observation in which the researcher took part or is involved in the participant or group being studied. Second, direct non-participant observation is an observation method in which the researcher did not join as a participant but only becomes an observer. Third, indirect observation, namely observations that allow researchers to obtain information about past or present situations in which researchers do not participate directly. Observations were made through sources such as written materials.

In this study, the researcher used direct non-participant with the aim of finding out how the teacher implemented the use of YouTube videos to improve students' listening skills in class.

## 2. Interview

An interview is one of the data collection techniques in qualitative research. An interview offers the possibility to gain insight into the interviewee's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences.<sup>36</sup> Interview data is also known as verbal data, namely data obtained through conversation or question and answer.<sup>37</sup> There are three types of interview, namely structured interview, semi-structured interview, and unstructured interview.<sup>38</sup> Here the researcher used semi-structured interview where the researcher is more flexible in conducting interview than using structured interview and researcher can ask new questions that are not in the interview list.

An interview was conducted to determine the students' voices on the use of YouTube videos for improving their listening skill. The list of interview guidelines is as follows:<sup>39</sup>

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<sup>36</sup> Palmer and Bolderston.

<sup>37</sup> Tohirin, *Metode Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2012) hal. 63.

<sup>38</sup> Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2017) hal. 135.

<sup>39</sup> Dia Kaddour and Lina Laloui, 'Perceptions about the Effectiveness of YouTube Videos in Enhancing EFL Students' Listening Skill', 2020, 100 <<http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/7600>>.

**Table 3.1 Interview Guideline for Students**

<b>No.</b>	<b>Question</b>
1.	How often do you have internet access?
2.	Do you use technological tools to learn English?
3.	Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?
4.	Which type of websites do you mostly use?
5.	How often do you visit the YouTube website for educational purposes?
6.	What kind of YouTube videos contribute to improve your English?
7.	Do you listen to English outside the classroom? If yes, how often do you listen to authentic programs presented by native speakers?
8.	When you listen to native speakers, how would you evaluate your understanding of the language used?
9.	What difficulties do you meet when listening to native speakers?
10.	In the classroom, do you think that listening to your teacher is enough to enhance listening?
11.	How do you feel about the listening skill in comparison with other skills?

12.	Do you find it important to learn listening skill?
13.	Can the use of YouTube videos improve your listening skills?
14.	Do you agree that the incorporation of YouTube videos facilitates the learning process and makes it more enjoyable and less stressful?

### 3. Documentation

In addition to the method mentioned above, the researcher also used documentation as a method of data collection. Documents are non-human sources of information because they are records of past events, either in the form of pictures, writings, or works.<sup>40</sup> In this research, the researcher took some pictures during the student interview process to support the research data so that it is more credible and valid.

## G. Data Analysis Technique

To analyze the data, the researcher used Miles and Huberman's data analysis model in Sugiyono. There are three stages in data analysis, namely data reduction, data display, and conclusion drawing. The following are the details of the stages in analyzing the data:

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<sup>40</sup> Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Aalfabeta, 2017) hal. 146 & 148.

### 1. Data Reduction

Data reduction means summarizing, selecting, and focusing on important data. When data has been obtained from observations and interviews, the data was identified and classified. After that, the data was analyzed to get important information from the students' voices on the use of YouTube videos for improving their listening skill.

### 2. Data Display

After the required data was collected and identified, then the data was displayed in the form of a description of the students' voices on the use of YouTube videos for improving their listening skill.

### 3. Conclusion Drawing

The results of the analysis process produced a conclusion as research findings. In this study, the conclusion was a description of students' voices on the use of YouTube videos for improving their listening skill.

## **H. Data Validation**

The validity of qualitative research is different from quantitative research. Validity does not have the same connotation as qualitative research, nor is it parallel to reliability (which means testing of stability and consistency of responses) or generalization (which means external validity or research results

that can be applied to new settings, people, or samples).<sup>41</sup> Validity in qualitative research is based on the certainty of whether the research results are accurate from the point of view of researchers, participants, or readers in general. The term validity in qualitative research can also be referred to as trustworthiness, authenticity, and credibility.<sup>42</sup>

According to Sugiyono, there are two kinds of research validity, namely, internal validity and external validity. Internal validity relates to the degree of accuracy of the study with the results achieved. Meanwhile, external validity is concerned with the degree of accuracy of whether the results of the study can be generalized or applied to the population from which the sample is taken.<sup>43</sup>

In this study to obtain a high level of trust or credibility in accordance with the facts in the field, the internal validation of the research data was carried out through a member check technique by respondents after the researcher wrote the interview results into a data tabulation. According to Sugiyono, member check is the process of checking data by researcher against data providers.<sup>44</sup> The purpose of member check is to find out how far

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<sup>41</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth Edi (London: Sage, 2014).

<sup>42</sup> Creswell.

<sup>43</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2016).

<sup>44</sup> Prof. Dr. Sugiyono.

the data obtained corresponds to what is provided by the data giver. The member check technique is also used to test external validity and the transferability rate. If the reader gets a clear picture and understanding of the context of the research, then the research is said to have a high standard of transferability. External validity indicates the degree of accuracy or application of the results of the study to the population from which the sample was taken.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion which include the explanation of students' voices on the use of YouTube videos for improving listening skill.

#### A. Research Findings

##### 1. Students' Voices on the Use of YouTube Videos for Improving Listening Skill

This research was conducted at SMP H. Isriati Semarang, the subjects in this research were students in the ninth graders. The data of this research were obtained from observations, interviews, and documentation regarding the students' voices on the use of YouTube videos for improving their listening skill. In data collection, there are 7 aspects that are used as references to determine students' voices on the use of YouTube videos for improving their listening skills. For reporting purposes, students' identities were not written with detailed names but using coding as shown in the table below:

**Table 4.1 List of Student Participants**

No.	Name	Code
1.	Adrian Vega Wicaksono	S1
2.	Alfiyatur Rohmaniyah	S2
3.	Alvin Syafiq Rajendra	S3

4.	Andriansyah Satria Gumay	S4
5.	Anindita Nur Karimah	S5
6.	Aretha Rafa Maritza Wicaksono	S6
7.	Argyneura Deffy	S7
8.	Auliya Salsa Bilqis	S8
9.	Azriel Ilham Pasha Alfarrel	S9
10.	Chalwa Hidayatul Umah	S10
11.	Denny Febrian Amirul Zaki	S11
12.	Dirly Damar Arzak	S12
13.	Fatin Bedaruddin Widi Yulian	S13
14.	Fika Putri Aulia	S14
15.	Hanindya Amadeo Aska Hideki	S15
16.	Helvinovania Khairunissa Setiawan	S16
17.	M. Dhaffa Rachmanda Putra	S17
18.	Muhammad Faiq Dhiya' Ulhaq	S18
19.	Muhammad Faizal Rohman	S19
20.	Muhammad Farrel Anggaraksa Awlie	S20
21.	Muhammad Fikri Kamal Al Fathiy	S21
22.	Muhammad Yaseer Ardhana	S22
23.	Mutiara Syahidna Anwar	S23
24.	Nareswara Adi Anindita	S24
25.	Nazeefa Caelyn Nindya Ayu	S25
26.	Rafa Girindro Bawono	S26

27.	Rasya Armia Pramudya	S27
28.	Ratnادهita Dewi Arimbi	S28
29.	Widya Fistabiquil 'Ulum	S29

To find out the complete research results, data analysis was presented as follows:

**a. YouTube Videos as Students' Self-Regulated English Learning in Improving Listening Skill**

The researcher found that most of the students did self-regulated English learning to improve their listening skills using YouTube videos. YouTube provides a variety of videos that can help students' self-regulated English learning. With the help of various types of YouTube videos, students' self-regulated English learning can improve their English skills. The evidence can be strengthened in the students' voices below:

*“Yes, I practice self-taught by watching foreign YouTube channels such as 123 Go, etc.” (S10, March 23<sup>rd</sup>, 2022)*

*“I practice English through YouTube videos about English” (S13, March 23<sup>rd</sup>, 2022)*

*“Yes, watch English video” (S22, March 29<sup>th</sup>, 2022)*

*“Yes, right. I often chat with my friends in English and I often watch English videos” (S24, March 29<sup>th</sup>, 2022)*

*“Yes! I watch a lot of English videos on YouTube and read a lot of English online books” (S25, March 29<sup>th</sup>, 2022)*

*“Yes, even I often speak by myself using English and often make dialogues like in English movies” (S28, March 29<sup>th</sup>, 2022)*

This is different from the explanation of one of the students, namely S9 that he does not self-regulated English learning very often through YouTube videos.

*“Not too often, usually when I’m in the mood to read an English book, I read it, sometimes I also practice my vocabulary that is lacking on YouTube” (S9, March 23<sup>rd</sup>, 2022)*

Based on the explanations of all participants or students above, it shows that YouTube videos as students’ self-regulated English learning can help students in improving their listening skill.

## **b. YouTube Videos Help Students Improve Their Listening Skill**

Students' statements tend to be positive because all students said that their listening skills improved when they used YouTube videos. With the ease of YouTube videos that can be played repeatedly and also the loud volume of YouTube videos, it helps students to improve their listening skills. It can be referred from the students' voices below:

*“Yes, because with YouTube my listening skills have improved more”* (S12, March 23<sup>rd</sup>, 2022)

*“Yes, because learning from YouTube is fun so I can easily improve my listening skills”* (S28, March 29<sup>th</sup>, 2022)

*“Yes, because the YouTube video volume is louder or easier to listen to”* (S29, March 29<sup>th</sup>, 2022)

Furthermore, students S10 and S25 said that YouTube videos can improve their listening skill by watching a video with subtitles:

*“Yes, it really improves my listening skills, because there are subtitles that can help us to translate the words they say one by one. From there, I can improve my listening skills”* (S10, March 23<sup>rd</sup>, 2022)

*“Yes, subtitle helps me a lot to improve my listening skills”* (S25, March 29<sup>th</sup>, 2022)

Based on the students' statements above, shows that YouTube videos can help students improve their listening skills.

**c. Various Channels to Improve Students' Listening Skill through YouTube Videos**

Students give different answers about the YouTube video channel they watched in improving their listening skill. Various YouTube video channels have their own genres, so students can choose YouTube video channels with the genres they like to improve their listening skills. Based on the students' voices, there are various YouTube video channels that can be used as sources of learning English in improving listening skills. Those results can be obtained and identified by seeing this interview with the students:

*"Interviews (Jimmy Fallon Show, GQ, Wired, etc.)"* (S1, March 23<sup>rd</sup>, 2022)

*"I watch a lot of videos from JCC (Johnny's Communication Center). There's a lot of various contents, like a vlog, challenge, and sometimes they teach English too"* (S5, March 23<sup>rd</sup>, 2022)

*"English speaking video, material video, story video"* (S7, March 23<sup>rd</sup>, 2022)

*“Types of videos like daily life hacks and pranks”*  
(S8, March 23<sup>rd</sup>, 2022)

*“Well, it’s a lot like watching YouTuber games abroad and automatically I know what they’re talking about and also watching foreign films aimed at improving English listening”* (S9, March 23<sup>rd</sup>, 2022)

*“English video songs & films”* (S10, March 23<sup>rd</sup>, 2022)

*“Automotive review car, motorcycle”* (S12, March 23<sup>rd</sup>, 2022)

*“Entertainment, example: Mr. Beast”* (S13, March 23<sup>rd</sup>, 2022)

*“English educational video”* (S15, March 23<sup>rd</sup>, 2022)

*“English cartoon”* (S17, March 29<sup>th</sup>, 2022)

*“Actually, I watched Peppa Pig and other YouTubers”* (S21, March 29<sup>th</sup>, 2022)

*“Barbie”* (S25, March 29<sup>th</sup>, 2022)

*“Vlog”* (S28, March 29<sup>th</sup>, 2022)

Furthermore, S27 is watching a specific channel that contains English material.

*“BBC Learn English*  
*(<https://www.youtube.com/watch?v=hxNGM7vPJ9> 8)”*  
(S27, March 29<sup>th</sup>, 2022)

Based on students' responses, there are various video channels on YouTube that can be used as a source of learning English in improving students' listening skills.

**d. The Intensity of Using YouTube Videos to Improve Students' Listening Skill**

The results of the interview showed that students have different intensities in learning English to improve their listening skills using YouTube videos. But 5 out of 29 students use YouTube videos to improve their listening skills, it takes about 2-4 years differently. In addition, 3 out of 29 students use YouTube videos with a duration depending on the duration of the video, there are also 6 out of 29 students use YouTube videos which can take around 1-3 hours and 7 out of 29 students take about 15-45 minutes. The evidence can be strengthened in the students' voices below.

*"About 3 years ago"* (S1, March 23<sup>rd</sup>, 2022)

*"±20 minutes"* (S2, March 23<sup>rd</sup>, 2022)

*"It depends on the video's duration"* (S5, March 23<sup>rd</sup>, 2022)

*"Depending on the duration, maybe almost 30 minutes there"* (S7, March 23<sup>rd</sup>, 2022)

*“I usually use YouTube for 1-2 hours”* (S8, March 23<sup>rd</sup>, 2022)

*“15-20 minutes”* (S9, March 23<sup>rd</sup>, 2022)

*“Maximum 20 minutes - 30 minutes”* (S10, March 23<sup>rd</sup>, 2022)

*“About 2 hours”* (S11, March 23<sup>rd</sup>, 2022)

*“3 years”* (S12, March 23<sup>rd</sup>, 2022)

*“2 years”* (S13, March 23<sup>rd</sup>, 2022)

*“One hour”* (S14, March 23<sup>rd</sup>, 2022)

*“30 minutes”* (S15, March 23<sup>rd</sup>, 2022)

*“2 years”* (S16, March 29<sup>th</sup>, 2022)

*“15/20 minutes”* (S17, March 29<sup>th</sup>, 2022)

*“1 hour”* (S19, March 29<sup>th</sup>, 2022)

*“20 minutes”* (S20, March 29<sup>th</sup>, 2022)

*“4 years”* (S22, March 29<sup>th</sup>, 2022)

*“45 minutes”* (S24, March 29<sup>th</sup>, 2022)

*“2 hours to 3 hours”* (S27, March 29<sup>th</sup>, 2022)

*“About 1-2 hours”* (S28, March 29<sup>th</sup>, 2022)

*“Sometimes it can be 1/2 hour, depending on the video”* (S29, March 29<sup>th</sup>, 2022)

The students’ statements above showed that most of their learning intensity by using YouTube videos to improve their listening skills is 15-45 minutes.

**e. YouTube Videos as An Evaluation Tool for Students' Listening Comprehension**

Students' answers are their voices about what they do, how they learn English to improve their listening skills, and how they evaluate their listening comprehension.

Some students when watching YouTube videos to evaluate their listening comprehension are by listening to YouTube videos slowly first, if they still don't understand, some students also look for or translate words that they don't know the meaning of. In addition, students find it difficult to listen to YouTube videos without using subtitles. So, with the YouTube feature that brings up subtitles in the video, it is very easy for students to evaluate their listening comprehension. Besides that, another way to evaluate students' listening comprehension is to repeat the video over and over again if they still don't understand in order to re-understand it. Those results can be obtained and identified by seeing this interview with the students:

*"I will evaluate about my grammar, and some pronunciation, and start trying alternative words"* (S1, March 23<sup>rd</sup>, 2022)

*“Very bad. I’m bad at listening without subtitles”*  
(S5, March 23<sup>rd</sup>, 2022)

*“Understand, imitate the spelling of the words,  
and the meaning of the words”* (S7, March 23<sup>rd</sup>, 2022)

*“I usually evaluate my understanding by searching  
or translating a word that I don’t know the meaning of”*  
(S8, March 23<sup>rd</sup>, 2022)

*“If I don’t understand I translate it”* (S11, March  
23<sup>rd</sup>, 2022)

*“By repeating the video”* (S12, March 23<sup>rd</sup>, 2022)

*“I just listen to the dialogue, if I don’t understand,  
I search it on google translate”* (S13, March 23<sup>rd</sup>, 2022)

*“By repeating it again if I still don’t understand”*  
(S22, March 29<sup>th</sup>, 2022)

*“I try to understand the language used by native  
speakers carefully and thoroughly”* (S26, March 29<sup>th</sup>,  
2022)

*“I translated English to Indonesian and to English  
again”* (S27, March 29<sup>th</sup>, 2022)

*“Understand slowly”* (S28, March 29<sup>th</sup>, 2022)

*“Slowly, while improving my English, paying  
attention to their grammar and accent”* (S29, March 29<sup>th</sup>,  
2022)

Based on the explanations of all participants or students above, it shows that YouTube videos can be used as an evaluation tool for students' listening comprehension.

**f. The Difficulty of Students Listening to YouTube Videos by Native Speakers in Improving Their Listening Skill**

Most of the students said that they had difficulty listening to YouTube videos by native English speakers. Native speakers are speakers of foreign languages, especially English because since they were born a foreign language has become their first language.

Some of the difficulties that most students experience are difficulties in the rate of speech and unclear pronunciation. Not only that, some students have difficulty understanding what the native speakers are talking about, they speak so fast that it makes it difficult for students to understand it, don't know the meaning and sometimes hear it wrong. Besides that, most students don't know the language they use, because some native speakers use slang and accents that make students confused. Those results can be obtained and identified by seeing this interview from the students:

*“They have some slang that I don’t really know and the way they talk is really fast”* (S1, March 23<sup>rd</sup>, 2022)

*“Don’t know the meaning”* (S2, March 23<sup>rd</sup>, 2022)

*“The accent”* (S5, March 23<sup>rd</sup>, 2022)

*“The difficulty that I often encounter is when I try to understand what they are saying, but they speak so fast that there are some words/sentences that are not clearly pronounced, so I don’t know what they mean”* (S8, March 23<sup>rd</sup>, 2022)

*“There are certain languages that I can’t speak and also a lot of lag”* (S9, March 23<sup>rd</sup>, 2022)

*“I don’t know the language”* (S11, March 23<sup>rd</sup>, 2022)

*“The pronounce”* (S13, March 23<sup>rd</sup>, 2022)

*“They talk fast”* (S16, March 29<sup>th</sup>, 2022)

*“Difficult to understand”* (S19, March 29<sup>th</sup>, 2022)

*“Unclear words”* (S21, March 29<sup>th</sup>, 2022)

*“Language used”* (S25, March 29<sup>th</sup>, 2022)

*“The difficulty I have when listening to native speakers is that I don’t understand the meaning”* (S26, March 29<sup>th</sup>, 2022)

*“Difficulty in Pronunciation”* (S27, March 29<sup>th</sup>, 2022)

*“Sometimes misheard”* (S28, March 29<sup>th</sup>, 2022)

From the information above, the researcher perceived that the most difficulties students encounter in listening to YouTube videos by native speakers in improving their listening skills are due to rate of speech, accent, pronunciation, slang or unfamiliar words used, not knowing the meaning, and unclear statements of the speakers.

**g. Other Applications that Students Use to Improve Listening Skill**

The researcher also found that there were other applications used by students besides YouTube videos. Some students use similar apps like TikTok, Netflix, Duolingo, and Instagram. Apart from using YouTube videos sometimes they also use TikTok to improve their listening skills. Not only using TikTok but they also use Netflix to watch movies of various genres to improve their English skills, not only improving their listening skills but also their speaking skills. Duolingo and Instagram also have an important role for students in improving their listening skills. This can be shown by research data from interviews that students said:

*“YouTube and Instagram”* (S1, March 23<sup>rd</sup>, 2022)

*“Yes, YouTube & TikTok contain English content”*  
(S10, March 23<sup>rd</sup>, 2022)

*“Instagram”* (S12, March 23<sup>rd</sup>, 2022)

*“Duolingo”* (S13, March 23<sup>rd</sup>, 2022)

*“I often use YouTube and Instagram”* (S18, March 29<sup>th</sup>, 2022)

*“YouTube, Instagram, and TikTok”* (S22, March 29<sup>th</sup>, 2022)

*“Yes, YouTube and Netflix”* (S25, March 29<sup>th</sup>, 2022)

*“Duolingo”* (S26, March 29<sup>th</sup>, 2022)

*“From YouTube and Instagram”* (S29, March 29<sup>th</sup>, 2022)

Based on the students’ responses above, it shows that other applications that students use to improve their listening skills besides YouTube are TikTok, Netflix, Duolingo, and Instagram.

## **B. Discussion**

This section presents the discussion of the findings after getting the result of the research. The result is found by analyzing the data. After conducting the analysis, the researcher knows the students’ voices on the use of YouTube videos for improving their listening skill. After that, it relates to the theory.

## **1. Students' Voices on the Use of YouTube Videos for Improving Listening Skill**

Based on the results of data analysis, the researcher found that participants had strong beliefs about the use of YouTube videos for improving their listening skill. Their views were classified in several aspects as follows:

### **a. YouTube Videos as Students' Self-Regulated English Learning for Improving Listening Skill**

Based on the results of the data analysis on the first aspect, in improving listening skills, there are many ways that can be selected, one of which is self-regulated learning. Self-regulated learning is a progressive and effective process in which learners can manage their learning by setting their goals, monitoring their development, and controlling their cognitive, motivational, and behavioral processes.<sup>45</sup> In the field of language learning, self-regulated learning skill is considered very important to be mastered by the language learners. Students need to have good self-regulated learning skills to

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<sup>45</sup> Lin Sophie Teng and Lawrence Jun Zhang, 'Empowering Learners in the Second/Foreign Language Classroom: Can Self-Regulated Learning Strategies-Based Writing Instruction Make a Difference?', *Journal of Second Language Writing*, 48 (2019), 1–16  
<<https://doi.org/10.1016/j.jslw.2019.100701>>.

achieve their goals in learning foreign languages.<sup>46</sup> In this first aspect, students agree that students' self-regulated English learning in improving listening skills can be done through YouTube videos.

YouTube with its official address [www.youtube.com](http://www.youtube.com), is a popular site that allows people to upload videos, watch them, and comment on them. YouTube provides various kinds of videos such as educational, entertainment, personal, commercial, news, etc. that can be enjoyed by anyone and anytime. Based on the statistical report on its official website (<http://www.youtube.com/yt/press/en/statistics.html>), it has more than one billion visitors every month. Furthermore, it is available in 61 countries in 61 languages, and also available on smartphones. Therefore, thousands of videos with thousands of topics in many languages are available on YouTube.<sup>47</sup> By using YouTube videos as self-regulated English learning for students in improving their listening skills, students find it easier to improve their listening

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<sup>46</sup> Hung chun Wang and Cheryl Wei yu Chen, 'Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube', *Innovation in Language Learning and Teaching*, 2019AD, 1–14 <<https://doi.org/10.1080/17501229.2019.1607356>>.

<sup>47</sup> Tengku Maya Silviyanti, 'Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube', *Studies in English Language and Education*, 1.1 (2014), 42 <<https://doi.org/10.24815/siele.v1i1.1119>>.

skills, students can choose videos on YouTube according to their needs so that they can learn with fun because it suits their learning style and can also be studied anytime and anywhere.

This is evidenced by the research of Lisna Wati, Ratna, and Raudhatul Haura (2021), that in using YouTube's videos, the students are looking for the videos based on their interests; they use YouTube's videos that have subtitle so when they get difficult words they can turn on the subtitle to know the meaning of it. For the advantages, they said that YouTube video is a fun strategy to enhance listening skill, it can be learnt anytime and anywhere, easier to listen carefully, and viewers can replay, download, re-watched the video based on their needs. Meanwhile, the disadvantages is just related to the personal problem like bad connection or get distracted because many videos are available.<sup>48</sup> This is also evidenced by the research of Fadhilah Harahab Putri, Agus Wijayanto, and Slamet Supriyadi (2020), that the use of YouTube could facilitate EFL students in regulating their English learning, bringing joy, pleasure, and excitement during the learning process. In addition, their research

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<sup>48</sup> Lisna Wati, Ratna, and Raudatul Haura, 'English Learners' Self-Regulated Learning for Enhancing Listening Skill from YouTube', *Proceeding Studium Generale*, 2021, 94-97.

found out that the strengths of self-regulated learning using YouTube; YouTube provides a lot of learning materials, ease to use YouTube, flexibility of time and place when using YouTube in regulating their learning. Meanwhile, the weaknesses are financial constraints and problem of Internet connectivity.<sup>49</sup>

#### **b. YouTube Videos Help Students Improve Their Listening Skill**

Data analysis based on the second aspect shows that YouTube can help students in improving their listening skills. YouTube videos can be played over and over again until the student is sure of what he or she is listening to. The service provided by YouTube makes it easier for students to learn the material so that students understand well the material presented. Students enjoy the learning process by using YouTube videos in improving their listening skills because the learning process is fun.

Through video, especially YouTube video as the largest video provider on the internet, can increase students' listening understanding, and it also can develop a

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<sup>49</sup> Fadhilah Harahab Putri, Agus Wijayanto, and Slamet Supriyadi, 'Strengths and Weaknesses of Self-Regulated Learning through YouTube: Indonesian EFL Students' Perceptions', *ELS Journal on Interdisciplinary Studies in Humanities*, 3.4 (2020), 531–42 <<https://doi.org/10.34050/elsjish.v3i4.11749>>.

variety of the newest topic or new issues.<sup>50</sup> This finding is in line with the results of the study by Ignasia Yuyun and Fitri Yanti Simamora (2021). It was explained that YouTube video can improve students' listening skills as it brings many benefits to learners, such as improving students' confidence, enjoying the learning process, making the learning process more fun, and increasing students' interest in learning.<sup>51</sup> This is also evidenced by the research of Zuhijah, that the use of YouTube media can improve English skills such as writing, reading, listening and speaking.<sup>52</sup>

### **c. Various Channels to Improve Students' Listening Skill through YouTube Videos**

The results of the data that have been analyzed by the researcher show that there are differences in student opinions on the third aspect. YouTube has many channels that can help students to find videos about English

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<sup>50</sup> Suzan Karkera and C Chamundeshawari, 'YouTube: A Teaching Tool to Improve Listening Skills', *International Journal of Creative Research Thoughts (IJCRT)*, 6.2 (2018), 1311–16 <[www.ijcr.org](http://www.ijcr.org)>.

<sup>51</sup> Ignasia Yuyun and Fitri Yanti Simamora, 'The Use of YouTube to Support EFL Students' Listening Skills', *ELLTER Journal*, 2.2 (2021), 1–12 <<https://doi.org/10.22236/ellter.v2i2.7512>>.

<sup>52</sup> Zuhijah, 'The Use of YouTube Media in Improving the English Ability of Students in Class XI IPA SMA Negeri 9 Rejang Lebong', *Elite: Journal of Education, Linguistics, Literature and Language Teaching*, 3.1 (2020), 1–10.

learning. Various YouTube channels that students use to improve their listening skills such as Jimmy Fallon Show, GQ, Wired, JCC (Johnny's Communication Center), Mr. Beasts, Peppa Pig, and BBC Learn English. Students will choose a YouTube channel that suits their learning style so that students feel comfortable in learning.

There are students who use English songs as a medium in learning English that can improve their listening skills. According to Eicha Afriyuninda and Lulud Oktaviani, song is a medium that can improve listening skills because we can find songs everywhere and train our ears to listen.<sup>53</sup> When someone listens to an English song, their ears will unconsciously get used to hearing it so that when in listening class, someone who is used to listening to songs will more easily understand the meaning of what the narrator says. This is evidenced by research by Tri Listiyaningsih (2017), that listening to English songs can improve listening skills. Listening to English songs can

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<sup>53</sup> E Afriyuninda and L Oktaviani, 'The Use of English Songs to Improve English Students' Listening Skills', *Journal of English Language Teaching and Learning (JELTL)*, 2.2 (2021), 80–85 <<http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>>.

increase vocabulary, improve pronunciation, and can make understanding in listening skills.<sup>54</sup>

Besides that, there are also students who watch English movies as a medium to improve their listening skills. According to Humiras Betty Marlina Sihombing (2018), watching English movies is one of the best media used to improve students' listening comprehension. This can help sensitivity to students' sense of hearing.<sup>55</sup> Not only that, by watching movies, students can understand the material more easily than just listening to the audio, it can entertain students and prevent them from getting bored easily.<sup>56</sup> This is evidenced of research by Irvan Bagus Aji Pamungkas and Sugeng Susilo Adi (2020), showed that students have positive responses on using English movie that they believe that using English movie can increase

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<sup>54</sup> Tri Listiyaningsih, 'The Influence of Listening English Song to Improve Listening Skill in Listening Class', *Academica: Journal of Multidisciplinary Studies*, 1.1 (2017).

<sup>55</sup> Humiras Betty Marlina Sihombing, 'Improving Students' Listening Ability Watching English Films', *Jurnal Littera: Fakultas Sastra Darma Agung*, 1.2 (2018), 47–56.

<sup>56</sup> Ginarti Eka Hamidah and Muhamad Sofian Hadi, 'Enhancing Listening Comprehension Through Frozen 2 Movie', *Journal of Languages and Language Teaching*, 9.2 (2021), 139–49  
<<https://doi.org/10.33394/jollt.v9i2.3530>>.

their listening skill and agreed that English movie is a profitable tool as a listening media.<sup>57</sup>

#### **d. The Intensity of Using YouTube Videos to Improve Students' Listening Skill**

Based on the results of the interview data analysis that has been carried out by the researcher, it shows differences in the intensity of students in using YouTube as a learning medium to improve their listening skills. Some students use YouTube for 15-45 minutes and some for 1-3 hours. This depends on the students themselves because each student has a different level of response to the length of their learning duration.

Not a few students are starting to like YouTube as a medium of learning in improving their listening skills. This was evidenced by the results of interviews which showed that 5 out of 29 students liked YouTube from 2-4 years ago. In addition, the duration of the YouTube video also determines the intensity of students in learning which affects their listening skills. This is evidenced by the research of Wahyu Anggun Ningtiyas, Nunung Suryati,

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<sup>57</sup> Irvan Bagus Aji Pamungkas and Sugeng Susilo Adi, 'Students' Perception about Improving English Listening Skills Using Movies Among the Vocational High School Students', *Journal of Educational Innovation*, 7.2 (2020), 128-38 <<https://doi.org/https://doi.org/10.18551/erudio.7-2.5>>.

and Nova Arini (2020), that students' intensity in watching videos on YouTube and their listening skill have a fair and positive correlation. It means the higher students' intensity in watching videos on YouTube, the better listening skill that they have. Conversely, the lower students' intensity in watching videos on YouTube, the lower listening skill that they have.<sup>58</sup>

**e. YouTube Videos as An Evaluation Tool for Students' Listening Comprehension**

The results of the interviews conducted by the researcher shows that students use YouTube as an evaluation tool for their listening comprehension when they feel that what is known and what is on YouTube is different or less precise. As discussed earlier, YouTube provides features such as subtitles, quality, and playback speed. Students are greatly helped by this feature to evaluate their listening comprehension.

An understanding requires evaluation to validate the truth of the understanding itself. Grammar and correct pronunciation are things that need to be evaluated because

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<sup>58</sup> Wahyu Anggun Ningtiyas, Nunung Suryati, and Nova Ariani, 'Students ' Intensity in Watching English Videos on Youtube and Their Listening Skill : A Correlational Study', *Journal of English Language, Literature, and Teaching*, 2020, 52-57 <<http://journal2.um.ac.id/index.php/jellit>>.

students tend to make mistakes in this section. Students need evaluation so as not to make mistakes in listening that affect their pronunciation.

The translation feature is very helpful for students in evaluating their listening comprehension. Students can find out the meaning of each conversation quickly and easily. In addition, students can repeat each video until students feel they understand enough about the material. In this study, a new theory has been found, namely YouTube videos can be used as an evaluation tool for students' listening comprehension.

**f. The Difficulty of Students Listening to YouTube Videos by Native Speakers in Improving Their Listening Skill**

The researcher concluded that most of the students said that they had difficulty listening to the native speakers speak. Students are often left behind when the speaker or native speaker starts the conversation so students have to repeat the part which takes more time. A speaker or native speaker will speak according to the accent that he or she has and students will follow how the pronunciation is done by the speaker or native speaker.

A speaker or native speaker also uses slang which makes it difficult for students to understand it. In today's

era, slang is often used because it follows the times in the field of language or daily conversation. From there, students acquire new vocabulary which is very helpful in improving their skills in English.

The rate of speech and unclear pronunciation which is often an obstacle for students is also a factor of perceived difficulty, especially when a speaker or native speaker pronounces it so quickly. The wrong pronunciation will cause misunderstanding in meaning. Students must often practice to improve their listening skills by understanding the word and pronunciation to the meaning of the word itself. Not only that, not knowing the meaning, unclear speaker statements, and unfamiliar words also make it difficult for students to listen to YouTube videos by native speakers in improving their listening skills.

This finding is in line with the results of the study by Syifa Nadhira and Silih Warni (2021). It was explained that the difficulties in listening skills faced by students include unfamiliar words, rate of speech, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facility.<sup>59</sup> In addition, this finding is also in line with the

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<sup>59</sup> Syifa Nadhira and Silih Warni, 'Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context', *Proceedings of the 1st Annual International Conference on Natural*

results of research by Dede Purwanto, Faurus Zaman Fadhly, and Wulan Rahmatunisa (2021) that difficulties in listening skills faced by intermediate and upper intermediate level, it can be concluded that the intermediate difficulties are: accent, lack of concentration, speed, lack of vocabulary, and unclear speaker's statements. While the difficulties from the upper intermediate level are accents and lack of vocabulary. To solve this problem, the students used several strategies, mostly for intermediate and upper intermediate level using strategies such as reading, focusing, predicting, and finding the keywords.<sup>60</sup>

#### **g. Other Applications that Students Use to Improve Listening Skill**

In the process of improving listening skills based on the results of research conducted, students use applications other than YouTube videos. Students use other additional applications as media for learning English to improve their

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*and Social Science Education (ICNSSE 2020)*, 547.Icnsse 2020 (2021), 186–93 <<https://doi.org/10.2991/assehr.k.210430.029>>.

<sup>60</sup> Dede Purwanto, Faurus Zaman Fadly, and Wulan Rahmatunisa, 'Listening Comprehension Study: Difficulties and Strategies Used By College Students', *Indonesian Journal of Learning and Instruction*, 4.1 (2021), 55–62 <<https://doi.org/https://doi.org/10.25134/ijli.v4i1.4345>>.

listening skills such as TikTok, Netflix, Duolingo, and Instagram.

TikTok is an application or social media that is used as a learning medium because it has many users, complete features, and a variety of content in it.<sup>61</sup> Currently, this application is in great demand by most people, from children to adults. TikTok allows its users to be able to express themselves through video content. Some make funny content, some use it as a medium of existence, and some have this application only for entertainment, that is, only as a video viewer that appears on the timeline.<sup>62</sup> Over time, many content creators upload educational videos, scientific videos, and various other creative videos, therefore TikTok is an application that can be used as a learning medium as long as it is used properly.<sup>63</sup> TikTok can facilitate learning, especially in listening skills, it is

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<sup>61</sup> Anggi E Pratiwi, Naura N Ufairah, and Riska S Sopiah, 'Utilizing TikTok Application as Media for Learning English Pronunciation', *Proceedings International Conference on Education of Suryakencana*, 2021, 372–82 <<https://doi.org/10.35194/cp.v0i0.1374>>.

<sup>62</sup> Nurul Afidah, Novi Kumala Sari, and Hanifah, 'Investigating Students' Perspectives on the Use of TikTok As an Instructional Media in Distance Learning During Pandemic Era', *DINAMIKA: Jurnal Kajian Pendidikan Dan Keislaman*, 6.2 (2021), 47–68 <<https://doi.org/10.32764/dinamika.v6i2.1872>>.

<sup>63</sup> Destia Herlisya and Purna Wiratno, 'Having Good Speaking English through Tik Tok Application', *Journal Corner of Education, Linguistics, and Literature*, 1.3 (2022), 191–98 <<https://doi.org/10.54012/jcell.v1i3.35>>.

undeniable that TikTok can be an effective educational tool. This is evidenced by the research of Emsi Feni SP Br. Perangin-angin, Mey Clara Anrefika Silaban, and Resperdiana Purba (2021), that TikTok media can improve students' English listening skills.<sup>64</sup>

On the other hand, Netflix is a digital streaming service provider that allows its streamers to watch a wide variety of TV documentaries, shows, anime, movies, etc. without any single commercial. According to Ryzky Dwy Putry Ananda, Saiful Saifu, and Muh. Arief Muhsin (2021), Netflix is believed to be a more effective medium for listening than other types of teaching media.<sup>65</sup> Netflix provides facilities that can be used to improve students' listening skills such as English movies with subtitles, social circles, offline playback, and timers. From there, students will find new vocabulary that can increase their knowledge. This finding is in line with the results of research by Dizon (2018), which states that video films help students to acquire knowledge of the language as a

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<sup>64</sup> Emsi Feni SP Br. Perangin-angin, Mey Clara Anrefika Silaban, and Resperdiana Purba, 'Improving Student's Listening Skills Using Tiktok at SMP Swasta Amalyatul Huda Medan', *Jurnal Ilmiah Profesi Pendidikan*, 6.4 (2021), 650–56.

<sup>65</sup> Ryzky Dwy Putry Ananda, Saiful Saifu, and Muh. Arief Muhsin, 'A Comparison Study Using Netflix and JOOX in Listening Comprehension for Senior High Students', *Ethical Lingua: Journal of Language Teaching and Literature*, 8.2 (2021), 526–35 <<https://doi.org/10.30605/25409190.308>>.

new vocabulary and also improve their listening, pronunciation, and intonation.<sup>66</sup> Besides that, this finding is also in line with the research results of Ryzky Dwy Putry Ananda, Saiful Saifu, and Muh. Arief Muhsin (2021) stated that using Netflix and JOOX can improve the student' listening achievement. It has happened because using Netflix as a media in listening comprehension can attract students' interest and make them enthusiastic in learning listening.<sup>67</sup>

Meanwhile, another application used by students to improve their listening skills is Duolingo. According to Siti Niah and Pahmi (2019), Duolingo is one of the applications used to learn languages. It can be used as a learning media because it includes four components of language skills, namely reading, writing, listening, and speaking.<sup>68</sup> By using the Duolingo application, students can experience learning while playing because the Duolingo application is designed like a game, supported by

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<sup>66</sup> Gilbert Dizon, 'Netflix and L2 Learning: A Case Study', *The EuroCALL Review*, 26.2 (2018), 30–10  
<<https://doi.org/10.4995/eurocall.2018.9080>>.

<sup>67</sup> Ananda, Saifu, and Muhsin.

<sup>68</sup> Siti Niah and Pahmi, 'The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru', *Proceedings of the International Conference of CELSciTech 2019 - Social Sciences and Humanities Track (ICCELST-SS 2019)*, 373 (2019), 54–59  
<<https://doi.org/10.2991/iccelst-ss-19.2019.12>>.

an audio-visual display that is very attractive and easy to absorb. This is evidenced by the research of Lidya Maldini Putri and Aulia Islamiati (2018), that using Duolingo applications can improve students' listening skills and also able to make the teaching listening motivate students in learning English.<sup>69</sup>

In addition to the applications mentioned above, there is also an application that is quite often used to improve students' listening skills, namely Instagram. According to Retno Widia Agustin and Mutiara Ayu (2021), Instagram (also called IG or Insta) is a photo and video-sharing application that allows users to take photos, take videos, apply digital filters, and share them to various social networking services, including Instagram's own. Currently, there are many Instagram accounts that not only share photos and videos but also share specific information about English material to increase vocabulary and improve our listening skills, such as #kampunginggrislc, #kampunginggrism, #gurukumrd, #arons.english, #Fluent\_hauseofenglish, #mysimpleremiders, etc. They provide a lot of statements, captions, and videos about

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<sup>69</sup> Lidya Maldini Putri and Aulia Islamiati, 'Teaching Listening Using Duolingo Application', *PROJECT (Professional Journal of English Education)*, 1.4 (2018), 460–65 <<https://doi.org/10.22460/project.v1i4.p486-491>>.

English that are made very interesting so that the viewers are entertained and hope that readers don't get bored.<sup>70</sup> This is evidenced by the research of Nurianti Sitorus and Ince Dian Aprilyani Azir (2021), that social media language learning by using Instagram verified account enhances students' ability in reading and listening and adequately supports creative and efficient learning.<sup>71</sup>

## 2. Data Validation

In research that used qualitative methods, the main criteria for research data are valid, reliable, and objective. According to Sugiyono, validity is a degree of accuracy between the data that occurs on the research object and the data reported by the researcher. Thus, valid data is data that does not differ between the data reported by the researcher and the actual data that occurs on the research object.<sup>72</sup>

In this study, researcher used two types of validation, namely internal validation and external validation. Internal validation of the research data was carried out through the

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<sup>70</sup> R W Agustin and M Ayu, 'The Impact of Using Instagram for Increasing Vocabulary and Listening Skill', *Journal of English Language Teaching and Learning (JELTL)*, 2.1 (2021), 1–7 <<http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>>.

<sup>71</sup> Nurianti Sitorus and Ince Dian Aprilyani Azir, 'Enhancing Students' Reading and Listening Skills by Using Social Media Language Learning (SMLL) Approach through Features on Instagram Verified Accounts', *Ethical Lingua: Journal of Language Teaching and Literature*, 8.2 (2021), 346–57 <<https://doi.org/10.30605/25409190.310>>.

<sup>72</sup> Prof. Dr. Sugiyono.

memberchek technique by respondents after the researcher wrote the interview results into a data tabulation. Then the tabulation of data containing the results of the interview is categorized by the researcher into several categories and finally interpreted by the researcher according to the researcher's understanding of the results of the interview with the respondent. Furthermore, the results of the tabulation of the data are shown back to the respondents so that they know the results of the researcher's interpretation. If there are results of the researcher's interpretation that do not match the intentions conveyed by the respondent at the interview, then the respondent has the right to ask the researcher to be corrected. However, if the respondent agrees with the results of the researcher's interpretation, then the respondent can give a check on the results of the researcher's data tabulation, then signed by the respondent as proof of the validity of the data.

To test external validity, researcher also used data tabulation means that are used to check both at the same time. This external validation test is used to measure the degree of transferability, where it serves to show the degree of accuracy or application of the research results to the population from which the sample was taken. If the reader gets a clear picture and understanding of the context of the research, then the research is said to have a high standard of transferability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

#### **A. Conclusion**

Based on the findings and discussion that explain students' voices on the use of YouTube videos for improving their listening skills, the researcher could draw the conclusion that students have positive voices or perceptions of using YouTube videos to improve their listening skills, namely YouTube videos can be used as students' self-regulated English learning because it helps students improve listening skills, several channels that can improve students' listening skills such as Jimmy Fallon Show, GQ, Wired , JCC (Johnny's Communication Center), Mr. Beasts, Peppa Pig, BBC Learn English, listening to English songs, watching English films, etc. Besides that, YouTube videos can also be used as an evaluation tool for students' listening comprehension, where students are greatly helped by the features provided by YouTube such as subtitles, quality, and playback speed to evaluate their listening comprehension. Some of the difficulties experienced by students when listening to YouTube videos by native speakers were rate of speech, accent, pronunciation, slang or unfamiliar words used, not knowing the

meaning, and unclear statements of the speakers. Apart from using YouTube videos, students also use other additional applications such as TikTok, Netflix, Duolingo, and Instagram to improve their listening skills.

## **B. Suggestion**

Although this research was held on a small number of participants and in a short period of time, the researcher tried to provide useful information about the students' voices on the use of YouTube videos for improving their listening skill. In case, here are some suggestions for this research:

### 1. For English teachers

With this research, English teachers can use YouTube videos as learning media for students so that the learning environment becomes more enjoyable, comfortable, easy to understand, not stressed, and not bored because the visuals are very good. Teachers can also motivate students to learn by providing positive activities with YouTube videos.

### 2. For the students

Students should often listen to YouTube videos to learn English in order to enjoy, increase enthusiasm, and not be stressed in learning. Because that way, students will get used to listening to English and can improve aspects of English, namely listening skills. Not only listening skills, but speaking

skills, pronunciation, vocabulary, and grammar are also improved.

3. For the next researcher

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to conduct the study relating to the student's point of view to gain more objective and comprehensive results.

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# APPENDICES

## Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : 3866/Un.10.3/J.4/PP.00.9/12/2021

Semarang, 10 Desember 2021

Lamp. : -

Hal : Penunjukan Pembimbing

Kepada Yth.  
Dr. Hj. Siti Mariam, M.Pd.

*Assalamu'alaikum Wr. Wb.*

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Siti Afifa Ekawati

NIM : 1803046045

Judul : **STUDENTS' VOICES ON THE USE OF YOUTUBE VIDEOS IN IMPROVING LISTENING SKILL**

Dan menunjuk saudara,  
Pembimbing: Dr. Hj. Siti Mariam, M.Pd.

Demikian penunjukan dosbing skripsi ini, dan atas kerjasamanya diucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan



Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip

## Appendix 2. Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: 393/Un.10.3/D1/PA.04/01/2022 Semarang, 24 Januari 2022

Lamp : -

Hal : Mohon Izin Riset  
a.n. : Siti Afifa Ekawati  
NIM : 1803046045

Yth,  
Kepala Sekolah SMP H. Isriati Semarang  
di tempat

Assalamu'alaikum Wr.Wb.,  
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Siti Afifa Ekawati  
NIM : 1803046045  
Alamat : Desa Ganggang RT 02 RW 01 Kec. Balongpanggung Kab. Gresik

Judul skripsi : STUDENTS' VOICES ON THE USE OF YOUTUBE VIDEOS IN IMPROVING LISTENING SKILL

Pembimbing : Dr. Hj. Siti Mariam, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 21 Februari 2022 sampai dengan tanggal 23 Februari 2022

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 3. Letter of Research



### SMP H. ISRIATI SEMARANG STATUS : TERAKREDITASI "A"

Jl. Abdul Rahman Saleh No. 285 Semarang Telp. (024) 7618268 - 7618269

#### SURAT KETERANGAN

No. 130/103.33/SMP-Is/KUR-LL/2022

*Assalaamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini :

Nama : **Eka Putranto Hadi, M.Pd.**  
NIY : 05 004  
Jabatan : Kepala SMP H. Isriati Semarang

menerangkan bahwa :

Nama : **Siti Afifa Ekawati**  
NIM : 1803046045  
Fakultas/Prodi : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris  
Universitas Islam Negeri Walisongo Semarang

Benar telah melakukan penelitian skripsi di SMP H. Isriati untuk topik *Student's Voice On The Use Of Youtube Videos Improving Listening Skill*.

Penelitian dilaksanakan pada Rabu, 23 Maret 2022 s.d. Selasa, 29 Maret 2022 dengan pembimbing Ibu Sri Harjati, S.Pd.

Demikian, Surat Keterangan ini dibuat dengan sebenar-benarnya dan dapat digunakan sebagaimana mestinya

*Wassalaamu'alaikum Wr. Wb.*

Semarang, 29 Maret 2022



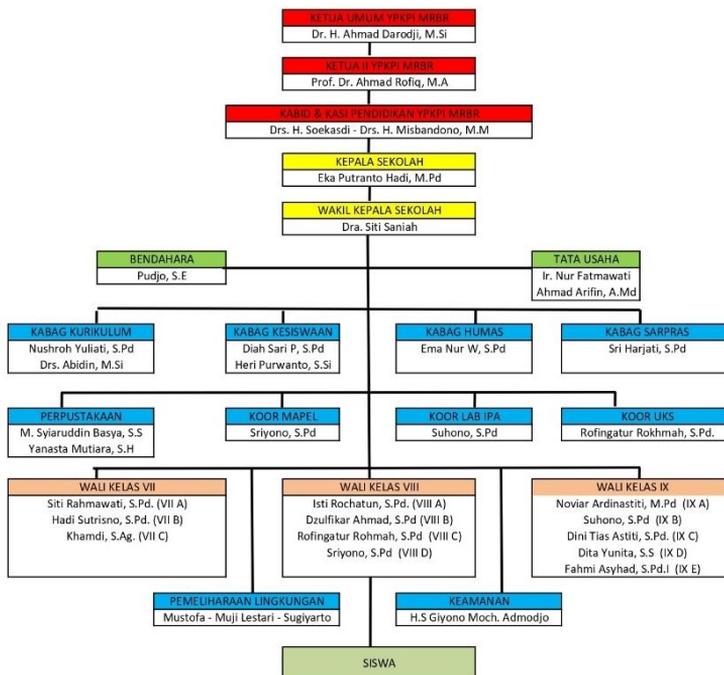
**Eka Putranto Hadi, M.Pd.**

05 004

## Appendix 4. Structure Chart of SMP H. Isriati Semarang

Lampiran 1.3 : SK Kepala SMP H. Isriati Semarang  
: 002/103.33/SKEP SMP-Is/SDM/2021  
: 9 Juli 2021

### YPKPI MASJID RAYA BAITURRAHMAN STRUKTUR ORGANISASI SMP H. ISRIATI SEMARANG TAHUN PELAJARAN 2020 - 2021



## Appendix 5. Interview Guideline for Students

No.	Question
1.	How often do you have internet access?
2.	Do you use technological tools to learn English?
3.	Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?
4.	Which type of websites do you mostly use?
5.	How often do you visit the YouTube website for educational purposes?
6.	What kind of YouTube videos contribute to improve your English?
7.	Do you listen to English outside the classroom? If yes, how often do you listen to authentic programs presented by native speakers?
8.	When you listen to native speakers, how would you evaluate your understanding of the language used?
9.	What the difficulties do you meet when listening to native speakers?

10.	In the classroom, do you think that listening to your teacher is enough to enhance listening?
11.	How do you feel about the listening skill in comparison with other skills?
12.	Do you find it important to learn the listening skill?
13.	Can the use of YouTube videos improve your listening skills?
14.	Do you agree that the incorporation of YouTube videos facilitate the learning process and makes it more enjoyable and less stressful?

## Appendix 6. Transcript of Interview with the Students

Interviewer : Siti Afifa Ekawati

Learner 1 : Adrian Vega Wicaksono

Date and Time : Wednesday / 23 March 2022

R : How often do you have internet access?

S : *Setiap hari, 5 jam/hari*

R : Do you use technological tools to learn English?

S : *Iya, karena masih ada banyak referensi didalam internet khususnya YouTube*

R : Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?

S : *Iya*

R : Which type of websites do you mostly use?

S : *YouTube and Instagram*

R : How often do you visit the YouTube website for educational purposes?

S : *Sering, 6 jam/hari*

R : What kind of YouTube videos contribute to improve your English?

S : *Variety (Wawancara dalam Bahasa Inggris)*

- R : Do you listen to English outside the classroom?  
If yes, how often do you listen to authentic programs presented by native speakers?
- S : *Iya, 3 jam/hari*
- R : When you listen to native speakers, how would you evaluate your understanding of the language used?
- S : *Intonasinya terlalu sulit untuk ditirukan dan pengucapannya terlalu cepat*
- R : What the difficulties do you meet when listening to native speakers?
- S : *Vocabulary asing yang tidak pernah didengar dan juga accent nya terkadang kurang jelas*
- R : In the classroom, do you think that listening to your teacher is enough to enhance listening?
- S : *Tidak, karena kalau cuma mendengarkan saja mungkin dalam penulisan ada beberapa kata-kata/vocabulary yang salah*
- R : How do you feel about the listening skill in comparison with other skills?
- S : *Keterampilan mendengarkan lebih penting dibandingkan keterampilan yang lain karena intonasi dan pronunciation harus baik dengan cara mendengarkan*
- R : Do you find it important to learn the listening skill?
- S : *Iya, karena agar dapat meniru pronunciation bahasa Inggris*

*dengan lebih jelas*

R : Can the use of YouTube videos improve your listening skills?

S : *Iya, karena dapat mendengarkan kata-kata Bahasa Inggris atau pronunciation bahasa Inggris dari native speakernya sendiri*

R : Do you agree that the incorporation of YouTube videos facilitate the learning process and makes it more enjoyable and less stressful?

S : *Iya, karena di dalam video YouTube ada orang yang lebih berketerampilan tentang Bahasa Inggris dan juga memiliki editing video yang lebih menarik supaya tidak bosan saat dipresentasikan disekolah*

Interviewer : Siti Afifa Ekawati

Learner 2 : Auliya Salsa Bilqis

Date and Time : Wednesday / 23 March 2022

R : How often do you have internet access?

S : *Sangat sering karena digunakan untuk sekolah yang masih Hybrid Learning/online, bisa lebih dari 3 jam/hari untuk belajar, refreshing pikiran sebentar untuk sekedar bermain atau menonton YouTube dan sebagainya*

R : Do you use technological tools to learn English?

- S : *Iya, saya menggunakan untuk tambahan dirumah karena tidak mengikuti les juga jadi menggunakan dan memanfaatkan teknologi untuk menambah ilmu dan kosakata-kosakata baru*
- R : Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?
- S : *Iya, supaya menambah kosakata baru, lebih mudah berinteraksi, dan menelaah arti dari kata-kata yang diucapkan atau mencari sendiri ini sebenarnya artinya apa*
- R : Which type of websites do you mostly use?
- S : *YouTube paling sering*
- R : How often do you visit the YouTube website for educational purposes?
- S : *Biasanya saya hari sabtu dan minggu untuk search akun channel YouTube untuk belajar dan hiburan juga*
- R : What kind of YouTube videos contribute to improve your English?
- S : *Seperti daily life hacks dan semacam prank*
- R : Do you listen to English outside the classroom?  
If yes, how often do you listen to authentic programs presented by native speakers?
- S : *Iya, selama 9 menit paling lama atau sebatas yang ingin di dengarkan saja jika durasinya terlalu lama*

- R : When you listen to native speakers, how would you evaluate your understanding of the language used?
- S : *Biasanya menggunakan translate di Google dan beberapa buku/kamus Bahasa Inggris, seperti diingat dulu kata yang kurang paham itu apa kemudian dicari artinya*
- R : What the difficulties do you meet when listening to native speakers?
- S : *Kurang jelas dalam pelafalan katanya dan logatnya terlalu cepat*
- R : In the classroom, do you think that listening to your teacher is enough to enhance listening?
- S : *Tidak, karena kalau guru menjelaskan kebanyakan menggunakan Bahasa Indonesia tidak Bahasa Inggris*
- R : How do you feel about the listening skill in comparison with other skills?
- S : *Keterampilan mendengarkan lebih cepat tanggap karena kalau mendengarkan jadi lebih paham yang dimaksud si pembicara mengarah pada apa atau membicarakan tentang apa*
- R : Do you find it important to learn the listening skill?
- S : *Iya, penting. Karena kita jadi paham si pembicara sedang membicarakan tentang apa dan mengarah kemana, serta kita jadi paham apa yang diucapkan*
- R : Can the use of YouTube videos improve your listening

skills?

S : *Iya, karena setiap hari saya mendengarkan di YouTube dan kata-kata yang digunakan dalam channel YouTube itu kata-kata sehari-hari/dalam percakapan sehari-hari*

R : Do you agree that the incorporation of YouTube videos facilitate the learning process and makes it more enjoyable and less stressful?

S : *Iya, setuju. Karena didalam pembuatan video tidak harus selalu mengarah pada pelajaran, jadi bisa membahas apapun lebih luas, sehingga tidak boring di kelas*

Interviewer : Siti Afifa Ekawati

Learner 3 : Denny Febrian Amirul Zaki

Date and Time : Monday / 28 March 2022

R : How often do you have internet access?

S : *Setiap hari, 14 jam/hari*

R : Do you use technological tools to learn English?

S : *Iya, karena kalau dipelajari dengan menggunakan buku atau dengan guru susah dipahami. Bisa lebih paham kalau melihat dari internet, main game, menonton film berbahasa Inggris dan lain-lain.*

R : Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading

books online, etc.)?

S : *Iya pasti karena saya butuh*

R : Which type of websites do you mostly use?

S : *Semua media social, seperti tiktok, twitter, facebook, YouTube, game dan lainnya*

R : How often do you visit the YouTube website for educational purposes?

S : *Setiap saat kalau tidak mengerti ke YouTube dan Google untuk mencari informasi*

R : What kind of YouTube videos contribute to improve your English?

S : *Video tentang gaming, sains, pelajaran yang saya ingin tahu dalam Bahasa Inggris dan lainnya. Salah satu channel YouTube yang sering saya tonton dalam meningkatkan kemampuan Bahasa Inggris saya adalah PewDiePie*

R : Do you listen to English outside the classroom?

If yes, how often do you listen to authentic programs presented by native speakers?

S : *Iya, setiap saat/2 jam*

R : When you listen to native speakers, how would you evaluate your understanding of the language used?

S : *Saya terkadang butuh melihat kata-kata/subtitle kalau tidak mengerti, karena kalau mendengar saja terkadang kurang mengerti*

- R : What the difficulties do you meet when listening to native speakers?
- S : *Ketidakkemengertian arti katanya, sehingga mencari arti katanya di google*
- R : In the classroom, do you think that listening to your teacher is enough to enhance listening?
- S : *Tidak, saya butuh yang lainnya juga diluar kelas. Karena saya butuh mengerti Bahasa Inggris karena cita-cita saya bisa Bahasa Inggris untuk bisa bermain game dan lainnya*
- R : How do you feel about the listening skill in comparison with other skills?
- S : *Keterampilan mendengarkan menurut saya cukup sulit, karena ketika kita berbicara dengan orang yang bukan orang Indonesia/berbeda aksen dengan kita itu sulit menurut saya, tetapi kalau sesama aksen contohnya ketika saya berbicara Bahasa Inggris dengan orang Indonesia yang sama mungkin saya akan lebih mengerti artinya apa*
- R : Do you find it important to learn the listening skill?
- S : *Iya, menurut saya penting. Karena misalnya saya bermain game dan suara lawan/teman saya menggunakan Bahasa Inggris, saya harus mengerti itu artinya apa agar bisa bermain*
- R : Can the use of YouTube videos improve your listening skills?

- S : *Iya, karena terkadang kita mengerti subtitle nya tetapi tidak bisa mengucapkannya. Maka dari itu saya sering mendengarkan native speaker berbicara dengan subtitle*
- R : Do you agree that the incorporation of YouTube videos facilitate the learning process and makes it more enjoyable and less stressful?
- S : *Iya, pastinya. Karena Bahasa Inggris susah dimengerti kalau hanya berupa kata-kata, suara, tulisan, itu tidak akan menarik, kita tidak akan tertarik. Tetapi kalau itu berupa animasi/visualnya yang bagus, kita akan tertarik*

Interviewer : Siti Afifa Ekawati

Learner 4 : Fatin Bedaruddin Widi Yulian

Date and Time : Monday / 28 March 2022

- R : How often do you have internet access?
- S : *Setiap hari, 4 jam/hari*
- R : Do you use technological tools to learn English?
- S : *Iya, karena lebih mudah*
- R : Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?
- S : *Iya, karena lebih seru dalam belajar*
- R : Which type of websites do you mostly use?

- S : *YouTube dan Duolingo*
- R : How often do you visit the YouTube website for educational purposes?
- S : *Kadang-kadang*
- R : What kind of YouTube videos contribute to improve your English?
- S : *Film Bahasa Inggris, vlog, dan lainnya*
- R : Do you listen to English outside the classroom?  
If yes, how often do you listen to authentic programs presented by native speakers?
- S : *Iya, kadang-kadang*
- R : When you listen to native speakers, how would you evaluate your understanding of the language used?
- S : *Cukup mudah*
- R : What the difficulties do you meet when listening to native speakers?
- S : *Pengucapannya berbeda atau sulit*
- R : In the classroom, do you think that listening to your teacher is enough to enhance listening?
- S : *Tidak cukup, karena terkadang dari gurunya masih kurang jelas*
- R : How do you feel about the listening skill in comparison with other skills?

S : *Keterampilan mendengarkan lebih sulit karena pengucapannya yang berbeda sehingga sulit*

R : Do you find it important to learn the listening skill?

S : *Iya, karena supaya bisa memahami ucapan dari orang lain*

R : Can the use of YouTube videos improve your listening skills?

S : *Iya, karena dengan menonton video YouTube bisa mendengarkan kata-katanya dan juga terhibur*

R : Do you agree that the incorporation of YouTube videos facilitate the learning process and makes it more enjoyable and less stressful?

S : *Iya, karena lebih mudah untuk dipahami dan melalui video YouTube bisa terhibur juga*

## **Appendix 7. Documentation of the Interview Session**

### **a. Picture of the researcher interviewed the first student**



### **b. Picture of the researcher interviewed the second student**



### **c. Picture of the researcher interviewed the third student**



**d. Picture of the researcher interviewed the fourth student**



**e. Picture of the researcher interviewed the fifth student**



**f. Picture of the researcher interviewed the sixth student**

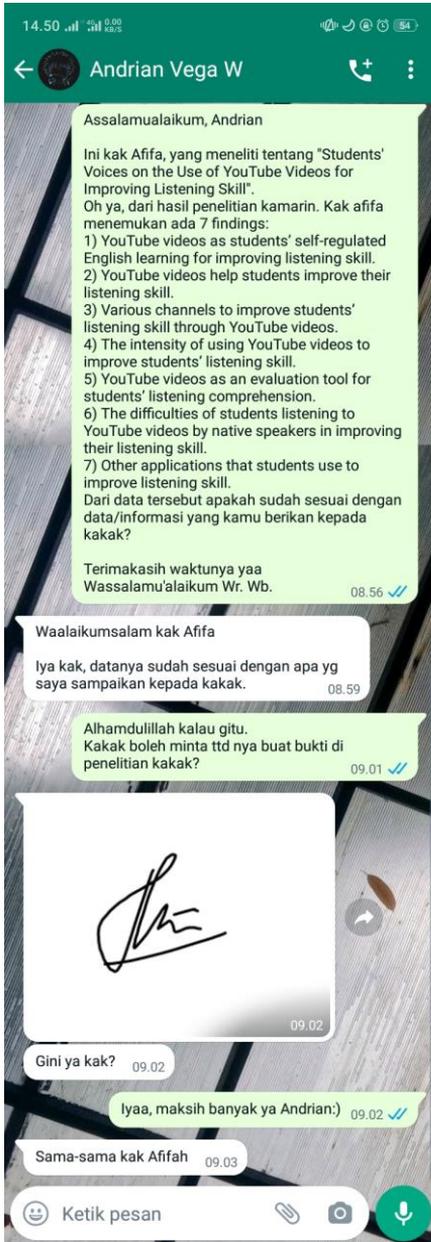


## Appendix 8. Member Check Sheet

The sheet attached after this page contains the results of tabulating the data from interviews from respondents, which are then interpreted by the researcher. The respondents interviewed were as follows:

<b>Code</b>	<b>Respondent Name</b>	<b>Class</b>
S1	Adrian Vega Wicaksono	IX-A
S2	Alfiyatur Rohmaniyah	IX-A
S3	Alvin Syafiq Rajendra	IX-A
S4	Andriansyah Satria Gumay	IX-A
S5	Anindita Nur Karimah	IX-A
S6	Aretha Rafa Maritza Wicaksono	IX-A
S7	Argyneura Deffy	IX-A
S8	Auliya Salsa Bilqis	IX-A
S9	Azriel Ilham Pasha Alfarrel	IX-A
S10	Chalwa Hidayatul Umah	IX-A
S11	Denny Febrian Amirul Zaki	IX-A
S12	Dirly Damar Arzak	IX-A
S13	Fatin Bedaruddin Widi Yulian	IX-A
S14	Fika Putri Aulia	IX-A
S15	Hanindya Amadeo Aska Hideki	IX-A
S16	Helvinovania Khairunissa Setiawan	IX-A
S17	M. Dhaffa Rachmanda Putra	IX-A
S18	Muhammad Faiq Dhiya' Ulhaq	IX-A

S19	Muhammad Faizal Rohman	IX-A
S20	Muhammad Farrel Anggaraksa Awlie	IX-A
S21	Muhammad Fikri Kamal Al Fathiy	IX-A
S22	Muhammad Yaseer Ardhana	IX-A
S23	Mutiara Syahidna Anwar	IX-A
S24	Nareswara Adi Anindita	IX-A
S25	Nazeefa Caelyn Nindya Ayu	IX-A
S26	Rafa Girindro Bawono	IX-A
S27	Rasya Armia Pramudya	IX-A
S28	Ratnادهita Dewi Arimbi	IX-A
S29	Widya Fistabiqul 'Ulum	IX-A





## **Appendix 9. School's Information**

### **A. School Profile**

SMP H. Isriati Baiturrahman is an Islamic school under the auspices of the Foundation for the Center for Islamic Studies and Development (YPKPI) of the Baiturrahman Grand Mosque. The educational institution is located on Jl. Abdul Rahman Saleh no. 285 Semarang, is committed to realizing students who are khoiru ummah, excelling in science, technology, art and faith in piety to Allah SWT.

On November 9, 2011, this school received an “A” accreditation rating with a score of 93. It is equipped with supporting facilities, enabling students to maximize their teaching and learning activities. There are also many and varied extracurricular activities, so that students are able to develop their potential and hobbies.

### **B. Vision and Mission**

#### **1. Vision**

“Intelligent, Skilled, Based on Faith and Taqwa”

#### **2. Mission**

- a. Studying science which is always based on Faith and devotion to Allah and obedience to His Messenger.
- b. Carry out effective and efficient learning and guidance.

- c. Carry out learning that is full of balance between moral and intellectual aspects.
- d. Carry out learning based on the mastery of modern science and technology.
- e. Develop religious attitudes and behavior in the environment inside and outside the school.
- f. Develop a culture of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creative and independent.
- g. Creating a safe, neat, clean, and comfortable school environment.
- h. Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong, and democratic.

### **C. Teachers and Students in SMP H. Isriati Semarang**

The number of teachers at SMP H. Isriati Semarang is 30 teachers consisting of 17 male and 13 female teachers. Qualifications teachers who teach at SMP H. Isriati Semarang are the majority of professional educators and all of them hold S1 – S2 degrees. While the number of students is around 323 students in the academic year of 2021/2022. It is divided into 13 classes and three grades. The number of male students is 182 and the number of female students is 141.

#### **D. School Facilities**

SMP H Isriati Semarang stood on a land with area 6456 m<sup>2</sup> that has several rooms. Those are:

<b>No.</b>	<b>Types</b>	<b>Quantity</b>
1.	Classroom	13
2.	Principal's Room	1
3.	Administration Room	1
4.	Students Association Room	1
5.	BK Room	1
6.	UKS Room	1
7.	Music Room	1
8.	Library	1
9.	Kitchen	1
10.	Language Laboratory	1
11.	Computer Laboratory	1
12.	Canteen	1
13.	Cooperative	1

## CURRICULUM VITAE

### A. Personal Identity

1. Name : Siti Afifa Ekawati
2. Place and Date of Birth : Gresik, October 18<sup>th</sup> 2000
3. Address : Dusun Tanggulangin RT 002 RW 001  
Desa Ganggang Kecamatan  
Balongpanggang Kabupaten Gresik
4. Phone : 082232890966
5. E-mail : [sitiafifaekaw@gmail.com](mailto:sitiafifaekaw@gmail.com)

### B. Educational Background

1. Formal Education :
  - a. RA Mar'atus Sholihah (2005 - 2006)
  - b. MI Islamiyah Ganggang (2006 - 2012)
  - c. MTs Negeri Gresik (2012 - 2015)
  - d. MA Negeri 2 Gresik (2015 - 2018)
  - e. UIN Walisongo Semarang (2018 - 2022)
2. Non-Formal Education
  - a. Mahesa Institute, Pare, Kediri
  - b. Kresna English Language Institute, Pare, Kediri

Semarang, 13 June 2022



**Siti Afifa Ekawati**

SN. 1803046045