CHAPTER 1

INTRODUCTION

1.1 Background of the Research

With the expansion and involvement of digital technology, particularly over the years, the educational landscape has changed dramatically in terms of the process of learning a foreign language. Among the different tools currently available to learners, one of the most essential is YouTube, which has a large library of instructional videos that may be used to improve English language learners' listening abilities Among the various digital tools available to learners, YouTube stands out as one of the most influential platforms, offering an extensive library of instructional videos that can effectively enhance English language learners' listening skills.

For instance, Trianawaty (2023) found that although both groups improved, the mean gain was higher in the video (YouTube) group. It demonstrates that YouTube outperforms traditional audio-only materials in developing listening comprehension. In a quasi-experimental study contrasting audio-only and YouTube video groups, the video group showed significantly higher gains in post-test listening comprehension, attributed to the synergistic effect of audio and visual cues

Study conducted by Lestari et al.(2023) among senior high school learners established that participants who were exposed to YouTube videos regarding the target language were able to perform better in improving their listening skills at a statistically significant difference. As a matter of fact, the data obtained through survey showed that there was consensus among the students concerning the

usefulness of the videos in developing their skills. In fact, survey data revealed a general consensus among students regarding the usefulness of these videos in developing their listening proficiency

More specifically, research by Chien et al. (2020) provides clear evidence that YouTube videos serve as an effective tool for enhancing the listening competence of English as a Foreign Language (EFL) learners. This effectiveness can be attributed to the wide range of materials available on the platform such as podcasts, interviews, and instructional clips which enable learners to improve their comprehension skills within authentic language contexts, making the process both engaging and efficient

According to Rizkan et al. (2019), the format utilized on YouTube is highly stimulating and serves as a significant motivator for students to participate more actively and intensively in the learning process. Compared to traditional audio materials, students demonstrated greater enthusiasm when engaging with YouTube-based videos. This increased motivation can be attributed to the combination of visual and auditory elements, which enhances attention retention and makes learning more enjoyable

Similarly, Bahtiar (2023) emphasized that while subtitles indeed facilitate better comprehension by providing supplementary context, video content alone if not accompanied by guided educational practice may lead to only superficial learning outcomes. Therefore, educators should carefully select video resources and implement strategies that promote deeper engagement with the learning material

1.2 Problem Foundation

The main question for this research is:

What are students perception on using YouTube Videos in Learning English ?

1.3 Research Objective

Do high school students who are exposed to well-chosen and engaging YouTube learning materials have better English listening comprehension skills than students who receive audio-only instruction?

1. To know students perceptios in using YouTube Videos for English Listening Comperhension.

1.4 Research Benefits

1.4.1 Benefits for Students

a. **Enhanced Self-Learning:** Your research can help students recognize *how to use YouTube more effectively* to improve their English listening skills outside the classroom

b. **Increased Engagement:** By validating the educational value of preferred video genres (like vlogs or entertainment), students may become *more motivated to engage with English content*

1.4.2 Benefits for Teachers and Educators

a. **Teaching Innovation:** Offers practical strategies for *integrating YouTube videos into classroom lessons* to boost listening comprehension

b. **Student-Centered Insights:** Helps educators understand *students' viewing preferences and learning behaviors*, allowing them to tailor instruction accordingly

1.4.3 Benefits for Schools and Curriculum Developers

a. **Curriculum Enhancement:** Your findings can support the *inclusion of authentic digital materials* in English language curricula.

b. **Policy Development:** Encourages decision-makers to *support the use of online platforms as valid tools* for language acquisition

1.4.4 Benefits for Future Researchers

a. **Foundation for Further Study:** Your study contributes empirical data that future researchers can build upon, especially in the fields of applied linguistics, digital education, and media studies.

b. **Model for New Research:** The design and insights from your study can inspire *methodological approaches for exploring other digital learning tools*

1.5 Operational Definitions

a. **YouTube Videos**

Researchers examining YouTube often treat "YouTube videos" not merely as digital files but as dynamic media artifacts whose impact is gauged through inherent engagement metrics. For example, van Es (2020) in her study *YouTube's Operational Logic: "The View" as Pervasive Category* explains that the platform's "view"—that is, the count of times a video has been watched—"serves as the operational logic of the platform as a whole." In this perspective, a YouTube video is operationally defined as a piece of audiovisual content uploaded by users whose performance (in terms of popularity, visibility, and influence) is measured primarily through view counts and related metrics. This definition reflects how researchers use

the "view" as a proxy for understanding the processes of content circulation and audience engagement on YouTube .

b. English Listening Comprehension

In the field of language education, English listening comprehension is often operationalized as the measurable ability of learners to decode and understand spoken English. For instance, studies such as Purwanto, Fadhly, and Rahmatunisa's (2021) work on listening comprehension among college students conceptualize the term through learners' performance on tasks designed to capture both literal and inferential understanding of spoken texts. They (and similar researchers) break down the process into components—typically involving both bottom-up skills (e.g., processing phonology, grammar, and vocabulary) and top-down strategies (using contextual cues and prior knowledge). In a systematic review of effective listening practices, Qasserrasi (2026) further underscores that effective listening comprehension is operationalized via structured pre-, while-, and post-listening activities that render the abstract construct "listening" into a form that can be reliably measured by classroom assessments and standardized tests.