

**STUDENTS' STRATEGIES IN ENHANCING LISTENING
SKILLS THROUGH YOUTUBE VIDEOS**

Thesis

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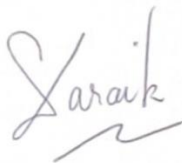
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DECLARATION

I declare that the thesis entitled "*Students' Strategies In Enhancing Listening Skills Through YouTube Videos*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risks/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

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ABSTRACT

Putra, R. M. (2023) *Students' Strategies In Enhancing Listening Skills Through YouTube Videos*.

This thesis investigates the strategies employed by language learners to enhance their listening skills through the use of YouTube videos, utilizing a quantitative descriptive design and a questionnaire as the primary research instrument. As technology continues to play an increasingly significant role in education, YouTube has emerged as a valuable platform for language learning due to its audio-visual nature and vast content variety. Understanding the strategies employed by language learners and their content preferences on YouTube is crucial for optimizing language learning experiences. Through a systematic selection of participants, data were collected via a structured questionnaire designed to gather quantitative data related to participants' listening practice strategies and content preferences on YouTube. The responses were analyzed using statistical methods to provide descriptive insights into the learners' behaviors and preferences. The findings revealed that language learners frequently employ strategies such as utilizing subtitles, mimicking pronunciation and intonation, and pausing videos for reflection during their listening practice. Music videos and songs were identified as the most preferred content type, followed by podcasts, interviews, and educational videos. These findings can aid language educators in selecting appropriate materials and activities to optimize their students' listening skill development using YouTube. The study's outcomes highlight the importance of integrating technology, particularly YouTube, as a powerful resource for language learning. The quantitative descriptive design and questionnaire-based research instrument provide a comprehensive understanding of learners' practices and preferences. Further research is recommended to explore the long-term impact of using YouTube for listening practice and its potential benefits for learners in diverse language learning contexts.

Keywords : Listening Skills, Students' Strategies, YouTube Videos

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CHAPTER I

INTRODUCTION

A. Background of The Study

In this age, learning English has become a necessity for everyone, especially for the students. Due to digitalization, everything has become globalized. Whether it be knowledge, opportunity, entertainment, connection and many more. So therefore, English -which has already become one of several universal languages- is a very important subject that needs to be mastered so that we can gain access to a wider opportunity in every aspect of life.

In order to master English, someone needs to learn 4 subjects, namely: writing, reading, speaking, and listening. Listening is the first language skill that a person needs to acquire and will be the one used most for their entire life. According to Howatt and Dakin, listening is an ability to understand what the speakers are saying that includes understanding their accent, grammar, vocabulary and grasping the meaning (Saputra, 2018). Listening comprehension is one of the key factors to measure a person's capability in mastering a particular language. By mastering listening comprehension, they can understand what the writer or the speaker is trying to convey in their message in a more accurate notion. In an effort to increase a person's listening ability, they will need to practice regularly. Based on that, conducting a listening practice in the class like the teachers usually do, will have less impact on the student's listening ability because many of them only have interaction with English content only while they are in the class because they can

easily lose their interest in practicing their listening ability. One of the best ways to encourage them to practice more is to try to exposed them to English based content that has already spread across the internet that can meet their interest on a daily basis, specifically through YouTube app. Because through YouTube they can personalize the types of content that matches with their interest.

For that reason, the writer conduct this research to know further on why did most of the students lose their interest in practicing listening easily and what is the general type of content that suits with them so that the teacher can prepare the practice material with a more accurate aim towards their interest to encourage them to practice regularly.

B. Research Questions

Based on the background of this research, the writer formulates the problem statement in question form bellow, which is:

1. What are the strategies that the students use in practicing their listening skill?
2. What types of content they watch in YouTube?
3. What type of content the teacher should use as the practice materials for the student?

C. Aim of the Research

Related to the problem statements, the objective of this research is to find out the student's strategies in practicing their listening skills through YouTube videos and to find out the better practice material for student in general in an attempt to increase their interest in practicing their listening skills regularly.

D. Significance of the Research

The result of this research is expected to be useful especially for the teacher. Ideally, this research would help the teacher by giving them more idea on which teaching materials are more relevant and interesting for the students while still being educational and also to keep the students exposed to English based contents on a daily basis.

E. Operational Definition

1. Listening Skill

Listening, according to the Highline College Writing Center, is receiving sound, comprehending the message conveyed by the sounds you hear, assessing the message, and responding to it. People who have high listening skills can understand what they hear and respond accordingly (Doyle 2022).

2. Strategy

A strategy is a set of actions that work together to achieve a specific goal. That destination is determined by a series of actions that distinguishes the organization from its competitors, originates from the firm's distinct qualities, and is difficult to replicate (Alonso, 2023).

3. YouTube Videos

YouTube videos are videos that have been uploaded and shared on the YouTube platform, which is primarily a video-sharing website. A YouTube video is a digital recording, often in video file format, that can cover a wide range of genres and themes. These videos can range from tiny clips to full-length movies, music videos, vlogs, tutorials, documentaries, gameplay footage, and much more. Individuals, independent creators, media

organizations, and companies are all able to create YouTube videos. They are uploaded to YouTube's servers and made available to the platform's massive user base. YouTube supports a wide number of video formats, resolutions, and playback settings to accommodate varied devices, internet connections, and user preferences.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Listening

1. Definition of Listening

Listening is the first language skills human acquired since they were born and one of the most important language skills. Through listening we can obtain new information and engaging in a conversation with other people. Listening is an action to pay a close attention to a sound or action. According to Oxford's (1993, cited by Hariyati, 2019: 8) definition, listening involves more than just perceiving sounds, it also involves complicated problem-solving abilities. Basic language understanding is a part of listening. Children, teenagers and adults can learn a significant amount of information, understanding of the world and human affairs, and develop their principles, sense of values, and appreciation through listening (Hariyati, 2019: 8).

2. Active Listening

Active Listening is essential for effective communication because it shows interest in and comprehension of a conversation. The listener concentrates on verbal and nonverbal indicators during this process while also posing relevant question and giving the speaker feedback. This engagement in the conversation not only improves relationship with others but also makes

sure, that everyone is on the same page, preventing misunderstandings and confrontations (Jenkins, 2023).

3. Emphatic Listening

Understanding the emotions and feelings that the speaker is expressing is the main goal of emphatic listening. Emphatic listeners try to understand the speaker's emotional state and the underlying meaning of their words rather than just hearing what they say. As a result, relationships are strengthened and trust and support are fostered between people on an emotional level (Jenkins, 2023).

4. The Importance of Listening Skill

Gilakjani as cited in (Sarair, 2022) says that it is necessary for students to enhance their listening skills since they are required for communication. Additionally, students should study languages so that they can comprehend the main ideas of what others are saying and interact with them. Quoted from Wilshire (2021), the ability to listen is a key component of effective communication. If you are able to effectively communicate, you can start to enhance social and professional relationships. Additionally, you will be able to decide more wisely and come to an agreement with others more quickly. The following are the reasons why listening skills are essential:

- a. Reduces misunderstandings.
- b. Builds empathy toward the speaker.

- c. Understands the other person or group of people and remove judgmental thoughts.
- d. Improves business relationships.
- e. Increases knowledges and productivity.
- f. Enhances leadership skills.
- g. Providing feedback to the speaker.

5. Element of Listening

Allmon (2015) stated that there are five key elements of listening, which receiving, understanding, remembering, evaluating and responding. Each one has a distinct meaning that explains why it is placed in that order. The five components of listening are a part of all forms of communication, including written, verbal and oral communication. You would understand how important each of the five elements of listening is to communication if we were to break down written communication into its component parts. Using a text messages as an example, the first element will be put into the process is receiving. For example, we receive a text from our friend through WhatsApp saying they will go to dinner at 8 pm. After hearing the message, we go on to the second element, understanding. In order to understand what the message is saying, we must read it first. In this instance, we are understanding that dinner will be at 8 pm. The third element is remembering what the message has conveyed after we understood it. Remembering the message is crucial because we need to understand what was said in order to respond. After remembering, we go on to the fourth element, evaluating. To figure out what we will respond

with, we must evaluate the message. Once we have read and remembered the message, we find that it just specifies the time and not the location. The fifth and final element is responding. We can respond to the message asking to where we will be having dinner. We respond to what we have received by providing feedback to the sender, which goes with the model of communication (Allmon, 2015).

6. Problems in listening

According to Underwood (1989), there are various obstacles that hinder effective listening comprehension. First, listeners have no control over the speed of speech. The most significant issue with listening comprehension is because listeners cannot control the pace at which speakers speak. Second, listeners cannot have words repeated, which might cause significant difficulties. Students are not permitted to replay a recorded part. Teachers decide what and when to repeat listening materials, and it is difficult for teachers to know whether or not their students understood what they had heard. Third, listeners have a limited vocabulary (Gilakjani & Sabouri, 2016: 127).

B. YouTube

According to Siobhan O'Neill (2021), YouTube is a video-sharing website. Millions of users around the world have made accounts on the site, allowing them to upload videos that anyone can watch. Over 35 hours of video are posted to YouTube every minute of every day. When YouTube was founded in

2005, it was meant for people to post and share original videos content. However, it has subsequently evolved into both an archive for collecting favorite clips, music, and jokes, as well as a marketing tools (O'Neill, 2021).

The term 'viral video' is often used nowadays. This refers to a video clip that people liked so much that they shared the URL with millions of others all over the world. Companies have realized that they can use this influence to reach out to potential customers and have created their own YouTube accounts to publish commercials and other marketing videos. Film and television corporations have tight control over their own content and prevent unlawful distribution of their shows. However, many now use YouTube to provide high-quality trailers or reruns of previously aired shows to fans (O'Neill, 2021).

1. YouTube Origins

YouTube is a video sharing website. According to William L. Hosch, YouTube was founded on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim, three former employees of the American e-commerce giant PayPal. They reasoned that the majority of people are going to enjoy sharing their homemade videos. The company's headquarters are in San Bruno, California (Hosch, 2023).

The site received 30,000 visitors per day shortly after it was launched in beta in May 2005. YouTube had over two million video views each day by the time it officially launched on December 15, 2005. By January 2006, the number had risen to more than 25 million views. In March 2006, the site's

video library surpassed 25 million, with more than 20,000 new videos uploaded every day. YouTube was serving more than 100 million videos per day by the summer of 2006, and the amount of videos being posted to the site showed no signs of slowing down (Hosch, 2023).

The massive increase in traffic on YouTube developed its own set of issues. The corporation was always required to purchase new computer equipment and broadband Internet connections. Furthermore, since many media businesses found that some of the videos uploaded to YouTube contained copyrighted content, YouTube was forced to allocate greater financial resources for future lawsuits. YouTube began looking for a buyer after failing to commercialize the website or containing its growing costs (Hosch, 2023).

Google Inc., an American search engine company, created a video service, Google Video, in 2005, but it failed to generate much traffic, prompting Google to purchase YouTube for \$1.65 billion in stock in November 2006. Rather than combining the websites, Google kept YouTube running as previously. Google negotiated deals with a number of entertainment companies to enable copyrighted video material to be posted on YouTube and to offer YouTube users the permission to use some copyrighted songs in their videos, in order to lessen the risk of copyright infringement lawsuits. It decided to take down tens of thousands of video files with copyright from YouTube. Google established an agreement with Metro-Goldwyn-Mayer, Inc. (MGM) in November 2008 to show some of the studio's

full-length movies and television shows, with the broadcasts being free to watch and included with commercials (Hosch, 2023).

2. Types of YouTube Videos

According to McCallister (2023), there are a lot of type of YouTube videos which can be categorized as following:

a. Film and Animation

One of YouTube's most popular categories is movies and animation. Film is a YouTube Video category that includes anything relating to movies. Movie trailers, movie reviews, and movie scenes, for example. The most popular YouTube channels almost usually feature trailers for films produced by major film and animation studios such as A24, Disney, and Sony. In the film industry, there are many creators who commit to franchises and niches. Other film-related videos, such as "The Film Theorists" and "ScreenRant," utilize the enthusiasm surrounding popular movies and TV shows to create content. Many YouTube channels are popular in the animation field, but on a smaller scale. This applies to huge studios like Pixar as well as independent creators that make various animation-related videos like "Jaiden Animations" (McCallister, 2023).

b. Autos and Vehicles

Autos and Vehicles is a very popular YouTube category. This includes everything from car displays to simple tire changing tutorials.

Mighty Car Mods' content revolves exclusively around cars and the addition of modifications to those cars (McCallister, 2023).

c. Music

In YouTube's early days, the music category was its main source of income, and it is still a significant cash cow. A music video posted to a YouTube channel such as VEVO or Sony can easily garner hundreds of millions of views. Many independent creators market their music on YouTube by releasing covers, remixes, and other independent content. Famous musicians such as Justin Bieber, Shawn Mendes, The Weekend, and even Ed Sheeran began their musical careers on YouTube (McCallister, 2023).

d. Pets and Animals

This category includes things related to animals and pets. People in the pet's category create content about their pets, such as pet vlogs, pet care advice, and more. Brave Wilderness is the most well-known independent creator in this sector, filming real-life analyses of various animals and insects (McCallister, 2023).

e. Sports

The sports category includes all content relating to sports. This could include sports commentary, chat shows, game highlights, and other programming (McCallister, 2023).

f. Travel and Events

Travel and Events is a YouTube category related to the topics of travel, attractions, and tourism. Travel Channels are typically travel vlogs that follow independent creators as they explore interesting areas across the world. Event Channels also include Vlogs that show the creators attending popular or new events such as Coachella, The Area 51 Raid, and others. Andrew Callaghan from Channel 5 With Andrew Callaghan for example, creates event videos by traveling across the country to events, rallies, and conferences to interview some of the oddest people you've ever encountered (McCallister, 2023).

g. Gaming

Gaming channels can include gameplay walkthroughs, reviews, and even hour-long livestream of individuals watching others play games. People want to know what their favorite creator think about the latest releases. A large amount of the new and trending content on YouTube comes from gaming channels, some of which are even faceless. Gaming Channels have produced some of the platform's most successful creators, like PewDiePie and Jacksepticeye (McCallister, 2023).

h. People and Blogs

This category includes content about people or their content. Individual success stories, drama channels, and informative topic videos about famous people are all part of this. Some YouTube channels focus on

the drama of other YouTubers and celebrities, as well as the drama that surrounds it. A good example would be a channel like Philip DeFranco, who compresses hours of pop culture events, celebrity drama, and feel-good stories into a daily show (McCallister, 2023).

i. Comedy

Comedy is a relatively big category on YouTube, as most YouTubers aim to make their content humorous in order to keep people engaged and make the content more enjoyable. There are plenty channels on the platform, such as Smosh and CollegeHumor, that focus on sketch comedy and improv. Stand-up comedy is another great source of comedy on YouTube, and plenty of comedians upload clips and portions of their show. Channels such as Netflix is a Joke and Comedy Central and are one of many places to find stand-up routines and even full specials (McCallister, 2023).

j. entertainment

The entertainment category deals with everything related to pop culture and celebrities. Companies like TMZ and Extra! make content and news on celebrities' lives as their entire business strategy (McCallister, 2023).

k. News and Politics

The News and Politics category encompasses all items pertaining to breaking news, political disputes, or developing stories. There are the

big companies such as CNN and Fox News. However, political commentary is also a niche that people search for on YouTube (McCallister, 2023).

l. How-To and Style

How-To Guides are among the most beneficial content available on YouTube. Whether you want to watch a YouTube video on how to parallel park or how to build a cabin from the ground up, etc. Crafting is another popular subcategory within the niche, and many people enjoy learning how to do crafts and minor projects. 5-Minute Crafts has a massive following based almost entirely on short-form content (McCallister, 2023).

m. Education

Education category includes videos related to learning contents. Channel such as Khan Academy and The Organic Chemistry Tutor provided extremely useful math and science lectures and educational videos. The Organic Chemistry Tutor creates YouTube videos covering every basic math and science class, from algebra to Calculus III and even Chemistry. Every educational YouTube Channel has an element of entertainment in it, which makes all of their YouTube videos both fun and engaging (McCallister, 2023).

n. Science and Technology

Any content that is related to or revolves around Science, Technology, Engineering, or Mathematics (STEM) is considered science

and technology. Many YouTubers create content using their education and expertise in STEM. Tech Channels like Marques Brownlee, Mark Rober and Michael Reeves use their engineering experience to create YouTube videos that appeal to everyone interested in STEM (McCallister, 2023).

o. Nonprofit and Activism

One of the best uses of YouTube is that it provides a forum for philanthropic organizations and essential social movements to share their videos. This YouTube category allows them to show what the organization has accomplished or to seek donations. They create videos in which the primary goal of the video is to raise awareness of what they are attempting to accomplish and how you can help (McCallister, 2023).

3. YouTube Popularity

According to Chiffey (2023), from all of the streaming sites available right now like Vimeo, Dailymotion, PeerTube, Metacafe etc., YouTube is the most popular site right now. Other than easy to use and free, there other reasons why it's so popular, such following:

a) Community.

The YouTube community is a vibrant place where people of many backgrounds and interests may find a place to belong. The video-making platform fosters a strong sense of community, which boosts brand loyalty (Chiffey, 2023).

b) High ranking.

Because of its low bounce rate and high average visit durations, YouTube is the second-highest-ranking website (Chiffey, 2023).

c) Support various languages.

People from all over the world may access YouTube, which means that its communities can span boundaries and language obstacles (Chiffey, 2023).

d) An easy-to-use UI.

It's simple to use YouTube, whether you're a viewer or a creator, and its videos can be shared widely across the web. The platform also includes a useful YouTube analytics tool that allows YouTube creators to track the popularity of their video content. It may also help them track their engagement, target audience, total YouTube subscribers, and other vital information for their YouTube channel (Chiffey, 2023).

4. YouTube Usage on Education

According to Brame (2016, cited by Reid, 2021), educational videos have developed into an important component of higher education, providing a content-delivery medium in many flipped, mixed, and online classes. YouTube have a category dedicated solely in education (Reid, 2021). There are several benefits in using YouTube, such as following:

a) YouTube as a supplement.

YouTube videos can be used in a learning environment to supplement significant points that a teacher is discussing. It could be used to provide extra information, demonstrate a real-world example, or guide students through a step-by-step solution for problem-based learning (Reid, 2021).

b) Extend the classroom into the home.

Not every student can complete their studies or tasks on their own, and others may be lacking in supplementary or peer help. An instructor can use YouTube to provide a variety of topical videos for reference, allowing students to thoroughly study and retain the content (Reid, 2021).

c) Students can watch YouTube videos as many times as they need.

In a classroom or lecture context, a student may not feel comfortable asking if a vital topic may be repeated. There are no restrictions on YouTube, and they can use this asynchronous resource whenever it is convenient for them and replay it as many times as they need. Students can also re-watch essential videos for review reasons in preparation for exams (Reid, 2021).

d) YouTube as a teacher resource library or network.

Not every teacher has the capacity or time to develop and publish videos, and there are instances when it is simply not worth 'reinventing the wheel.' YouTube may be used as a large resource library for multiple

fields by teachers who teach the same topic or curriculum, and it allows educators to connect with and assist one another in a unique way (Reid, 2021).

C. Previous Studies

In a research that was done by Sari, Anggreni and Nurhayati (2022), they find out that students preferred learning through *Audio-Visual media* more rather than listening to the teacher reciting a story from a book. They also pointed out to another study that was done by Alfian (2020, cited by Sari, Anggreni, & Nurhayati, 2022: 353), he stated that “using *YouTube* as medium for learning enable the students to improve their listening skills because while doing so, they are observing, listening and focusing on the subject they see.”

According to Rorimpandey (2019), teaching basic listening through YouTube videos is more effective rather than using the conventional media. Because learning basic listening requires a regular practice. In an attempt to improve student’s listening skills, it requires a process of listening, concentrating while collecting information, getting used to new pronunciation of words, foreign terms and comprehending which would create new information for the students. Through YouTube, students can practice and listen directly from a native speaker so that they can be more familiar with the native speaker’s pronunciation of words and terms.

In research that was done to the first-grade students in X A class at SMA Muhammadiyah 4 Makassar by Hariyati (2019), she came to the conclusion that

using YouTube videos to provide information to students could improve their listening skills and answer accuracy. Sherer (2011, cited by Hariyati, 2019: 35) stated that utilizing online videos to help student in learning and class engagement gives both the teachers and the students the opportunity to make a contribution to the course material and increases student's participation in discussions and activities in the classroom (Hariyati, 2019: 35).

Gupta (2019), in her article stated that 96% of teenagers uses YouTube regularly on an average of 11 hours in a week to watch videos from all of the genres they are interested in, whether it be music, vlog, review, gaming, tutorial or education. She also includes several testimonies from teenagers about their impression on YouTube, such as Aditi Choudhary, a 16 years old, said that she uses YouTube to watch vlogs, music videos, stand up comedies and for important information. She also said that it helps her pass her time while getting both information and entertainment. Manshi Rathi, a 19 years old, said that she uses YouTube to watch Vines, fun videos, study content, sports, stand up shows, news update, movie trailers and interviews. Although the teenager mostly uses YouTube for entertainment, they still sometime use it as a tool to find information and to study.

The previous research has shown result that using YouTube can be effective in teaching listening skill to the students and encouraging them to participates in the class discussion. In this research, the researcher focusses on finding out the best strategies in utilizing YouTube videos and selecting the listening practice material.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses quantitative design with descriptive research as the approach of this research. According to Croswell (2013), descriptive research aims to provide a detailed and accurate description of the phenomenon under evaluation. In line with what Croswell stated, this research seeks to evaluate and gain insights into the tactics utilized in improving listening skills through YouTube videos.

B. Population and Sample

The population of this research is the university students of English Department of Universitas Muhammadiyah Aceh and Universitas Syiah Kuala. Simple random sampling is used to select participant for this research. Simple random sampling is a randomly selected subset of a population. Each member of the population has an exactly equal probability of being chosen using this sampling procedure. This method uses a single random selection and requires little advance knowledge of the population (Thomas, 2023). The number of sample of this research is 26 participants in total, with 14 participants are from Universitas Muhammadiyah Aceh and 12 participants are from Universitas Syiah Kuala.

C. Data Collection Method

Data collection is the process of obtaining and evaluating reliable data from numerous sources in order to discover answers to research questions, trends and probability, etc., and to evaluate prospective results (Simplilearn.com, 2023). The methods of collecting data can range from simple self-reported surveys to a much broader group that includes observation, interviews, focus groups, experiments, and secondary data analysis. The data acquired using these methods can subsequently be analyzed and used to support or refute research hypotheses and draw conclusions about the topic matter under research. This research uses primary data collection method to collect the data. Primary data is derived from the researcher's first-hand experience rather than data collected from the past. The information acquired through primary data collection methods is also highly particular to the researcher's motivation and goals (Cleave, 2023).

The specific method used in this research is questionnaire method, which is a type of research instrument that consists of a sequence of questions and other prompts designed to collect information from respondents. Although they are usually constructed for statistical analysis of the responses, this is not always the case. Sir Francis Galton (1822 – 1911) was the one who invented this data collection method. Questionnaires have an advantage over other forms of surveys in that they are less expensive, do not involve as much effort from the researcher as verbal or telephone surveys, and usually include standardized answers that makes data collection more simple (Kabir, 2016).

This research methodology aims to collect thorough insights into the strategies used in increasing listening abilities through YouTube videos by using a

structured questionnaire and quantitative data analysis methodologies. The quantitative approaches will provide a comprehensive knowledge of participants' experiences, perspectives, and the effectiveness of using YouTube videos to improve listening abilities.

D. Research Instrument

In this research, the researcher uses an instrument for collecting data, the researcher used questionnaire as the research instrument. To collect data from the participants, a structured questionnaire is constructed, the questionnaire uses closed-ended questions with multiple-choices as the responds to the questions.

The questionnaire was created using the research objectives and the review of related studies. It covers topics such as the participants' language learning background, the frequency of how often they use YouTube videos for listening practice, the type of videos they preferred, the approaches they have used while watching YouTube videos, the strategies they used, and any problems encountered during the process. (see appendix)

E. Data Analysis Techniques

The data gathered via the questionnaire were assessed statistically. To summarize the responses of the participants, descriptive statistics such as frequencies, percentages, and means were calculated. Descriptive analysis method was used to investigate the links between factors such as the frequency with which YouTube videos are seen and the perceived success of methods.

Descriptive analysis is categorizing and presenting larger datasets in a way that permits emerging patterns to be studied to see if any clear patterns emerge. One method of undertaking descriptive analysis is using data aggregation techniques. This entails first gathering the data and then organizing it to make it easier to handle. This can also include statistical analysis of the data to establish, for example, the measures of frequency, dispersion, and central trends that offer a mathematical description for the data.

F. Ethical Consideration

Throughout the research process, ethical considerations were prioritized. In the realm of research ethics, a paramount consideration is the practice of obtaining informed consent from. This ethical principle stems from the foundational concept of respecting individuals' autonomy and safeguarding their rights in the research process. Informed consent ensures that potential participants are provided with comprehensive information about the study's purpose, objectives, procedures, potential risks, anticipated benefits, and any other pertinent details that might influence their decision to participate (World Medical Association, 2013).

The process of obtaining informed consent entails several key components. Researchers are responsible for presenting information in a clear, accessible language, allowing participants to comprehend the study's scope and implications fully. Moreover, researchers should provide ample opportunity for participants to ask questions and seek clarification before making a decision

(National Institutes of Health, 2018). Consent forms should be written in a way that avoids jargon and complex terminology, enabling participants to make an informed decision based on accurate comprehension.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter presents a detailed analysis of the data collected from language learners regarding their strategies for enhancing listening skills through YouTube videos. The study involved 26 participants from diverse demographic backgrounds, providing valuable insights into the effectiveness of using YouTube as a language learning resource. This chapter explores various aspects, including demographic characteristics, frequency of YouTube usage, preferred video types and categories, strategies employed for improving listening skills, perceived benefits, challenges faced, and noticeable improvements.

Table 4.1 Demographic Characteristics

Variable	Category	Frequency	Percentage
Gender	Male	9	31%
	Female	17	69%
Age	19	2	7.7%
	20	11	42.2%
	21	2	7.7%
	22	7	26.9%
	23	4	15.4%
University	UNMUHA	14	53.9%
	UNSYIAH	12	46.1%

Semester	4 th	2	7.6%
	5 th	11	42.3%
	6 th	3	11.5%
	8 th	10	38.5%

To begin with, the demographic characteristics of the participants were analyzed. The gender distribution revealed that 31% of the respondents identified as male, while 69% identified as female. This representation highlights the importance of considering gender differences when exploring listening practice preferences and strategies.

The age distribution indicated that the majority of participants (42.2%) were 20 years old, followed by 26.9% in the 22-year-old category. Smaller proportions were represented in other age groups, such as 19, 21, and 23 years old. This information provides valuable insights into the age range of participants and its potential impact on their listening practices.

In terms of academic progression, the respondents' semester distribution showed that the 5th semester had the highest representation (42.3%), followed closely by the 8th semester (38.5%). The 4th and 6th semesters had lower proportions. This data contextualizes the participants' academic journey and may influence their level of language proficiency and familiarity with YouTube as a learning tool.

Table 4.2 Frequency of YouTube Usage

No.	Frequency	Percentage
1	Daily	38.5%
2	2-3 times a week	42.3%
3	Once a week	15.4%
4	Less than once a week	3.8%

The data demonstrated that YouTube is a popular platform for enhancing listening skills among language learners. A significant percentage of respondents (38.5%) reported using YouTube for listening practice on a daily basis. An additional 42.3% of participants used YouTube 2-3 times a week. Only 15.4% used YouTube once a week, while a mere 3.8% used it less than once a week. This information indicates a high level of engagement with YouTube videos for language learning purposes, suggesting that learners recognize its value in developing their listening abilities.

Table 4.3 Preferred Video Types

No.	Video Types	Frequency	Percentage
1	Conversational videos	6	23.1%
2	Educational videos	11	42.3%
3	News or documentary videos	5	19.2%
4	Podcast or interviews	12	46.2%
5	Music videos or songs	20	76.9%
6	Anime, cartoon, entertainment videos	1	3.8%

The data revealed the most preferred video types for enhancing listening skills among participants. "Music videos or songs" were the clear winner, selected by 76.9% of respondents. This finding suggests that learners find music videos appealing for language learning, potentially due to the rhythmic and melodic elements that make the learning experience enjoyable and memorable.

"Podcasts or interviews" ranked second among preferred video types, chosen by 46.2% of participants. These choices demonstrate that learners value authentic spoken language content, such as interviews and natural conversations, which expose them to real-world language use and colloquial expressions.

Table 4.4 Preferred Video Categories

NO.	Categories	Frequency	Percentage
1	Film and animation	17	65.4%
2	Music	18	69.2%
3	Sports	7	26.9%
4	Travel and events	8	30.8%
5	Gaming	2	7.7%
6	Entertainment	15	57.7%
7	Education	12	46.2%
8	Science and technology	7	26.9%

Regarding video categories, "Music" and "Film and animation" were the most frequently watched, with 69.2% and 65.4% of respondents selecting these categories, respectively. These results indicate a preference for entertaining and

visually engaging content that can facilitate language learning and capture learners' attention effectively.

Table 4.5 Strategies for Enhancing Listening Skills

No.	Strategies	Frequency	Percentage
1	Using subtitles	21	80.8%
2	Repeating or replaying section of the video	15	57.7%
3	Taking note while watching	7	26.9%
4	Engaging in active listening by summarizing or paraphrasing what you hear	7	26.9%
5	Pausing the video to reflect on what you have heard	11	42.3%
6	Watching videos with visual aids or graphics	5	19.2%
7	Mimicking or imitating the speaker's pronunciation and intonation	13	50%
8	Discussing or sharing what you've learned from the video with others	3	11.5%

The data revealed several effective strategies used by language learners to enhance their listening skills through YouTube videos. The most common strategies included:

1. Using subtitles: A majority of respondents (80.8%) reported using subtitles as a helpful strategy to aid their comprehension and vocabulary acquisition

during listening practice. Subtitles provide visual support and context, especially when learners encounter unfamiliar words or phrases.

2. Mimicking or imitating pronunciation and intonation : Half of the participants (50%) engaged in mimicking native speakers' pronunciation and intonation as a strategy to improve their own speaking and listening abilities. This active practice of pronunciation helps learners refine their accent and rhythm.
3. Pausing the video to reflect on what was heard : 42.3% of learners utilized the pause function during video watching to reflect on the content and improve their understanding. This strategic pause allows learners to process information and clarify any uncertainties.

These strategies reflect active engagement with the content, indicating that learners actively employ techniques to optimize their listening practice and enhance their language learning experience.

Table 4.6 Perception of Benefits

No.	Benefits	Frequency	Percentage
1	It does not improves my listening skills at all	1	3.8%
2	It improves my listening skills just a little	7	26.9%
3	It improves my listening skills significantly	13	50%
4	It improve my listening skills greatly	10	38.5%

The data indicated positive perceptions among participants regarding the benefits of using YouTube videos for enhancing listening skills. Half of the respondents (50%) reported that YouTube videos significantly improve their listening skills, while 38.5% stated that it greatly improves their listening skills. Only 3.8% of participants felt that YouTube videos did not contribute to their listening skill improvement. This overwhelmingly positive response highlights the effectiveness of YouTube as a language learning resource for developing listening abilities.

Table 4.7 Challenges Faced

No.	Challenges	Frequency	Percentage
1	I can not keep up with what the speaker spoke about because they talk fast	14	53.8%
2	I can not understand the words they say because of the accent	15	57.7%
3	I can not understand the slang words they used	7	26.9%
4	My limited vocabulary hinder my comprehension of the conversation	12	46.2%

Despite the perceived benefits, participants also reported facing certain challenges while using YouTube videos for improving listening skills. The most common challenges encountered were:

1. Difficulty keeping up with fast-moving conversations : Over half of the respondents (53.8%) found it challenging to follow fast-paced speech in YouTube videos. Fast speech can be overwhelming for language learners, making it difficult to process information in real-time and follow the natural flow of conversation.
2. Difficulty understanding words due to accents : More than half of the participants (57.7%) faced challenges in understanding words or phrases due to various accents presented in the videos. Accents can present barriers to comprehension, especially for learners exposed to different pronunciation patterns.

These challenges underscore the need for additional support and resources to help learners gradually overcome difficulties related to fast speech and accents. Understanding these challenges can also inform educators in designing targeted interventions to address learners' needs effectively.

Table 4.8 Noticeable Improvements

No.	Improvements	Frequency	Percentage
1	No, my listening skills does not improve at all	1	3.8%
2	Yes, now I can keep up with a fast-moving conversations	17	65.4%
3	Yes, now I can understand the words even if they have an accent	6	23.1%
4	Yes, now I can understand the slang	1	3.8%

words they used

The data indicated that participants noticed significant improvements in their listening skills through YouTube practice. Specifically:

1. Improved ability to keep up with fast-moving conversations: 65.4% of respondents reported an improvement in their ability to follow fast-paced conversations. This suggests that regular exposure to YouTube videos helps learners adapt to the pace of natural spoken language, leading to enhanced listening comprehension and quicker processing of information.
2. Improved understanding of words with accents: 23.1% of participants mentioned an improvement in their understanding of words and phrases spoken with different accents. This finding indicates that YouTube videos provide valuable exposure to various accents, helping learners adapt to different pronunciation patterns and improve their comprehension of diverse linguistic variations.

These noticeable improvements highlight the effectiveness of YouTube as a resource for developing listening skills and indicate that learners' efforts and strategies yield tangible results.

Table 4.9 Factors Influencing Video Selection

No.	Factors	Frequency	Percentage
1	I usually select the videos in the	16	61.5%

	entertainment category because it is fun to watch while practicing my listening skills		
2	I usually watch the educational videos so that I can increase my knowledge while practicing my listening skills	9	34.6%
3	I usually watch tutorial videos to learn new skills while practicing my listening skills	10	38.5%
4	I usually watch news and politics videos to keep updated with the news while practicing my listening skills	3	11.5%
5	I usually do not have the category of what videos that I watch to practice my listening skills, I just watch what my YouTube homepage recommends me to watch	7	26.9%

When selecting YouTube videos for listening practice, respondents mentioned various factors that influence their choices:

1. Relevance to learning goals: 62% of participants choose videos that align with their language learning goals and target language proficiency level. This suggests that learners prioritize videos that are relevant to their language learning objectives and cater to their specific linguistic needs.
2. Engaging and interesting content: 54% of respondents prefer videos that are engaging, interesting, and relevant to their personal interests. This indicates that learners seek out content that captivates their attention and motivates them to continue practicing their listening skills. Engaging

content enhances the learning experience and fosters a positive attitude towards language learning.

Table 4.10 Specific YouTube Channel or Content Creator

No.	YouTube Channel	Frequency
1	Better Than Yesterday	2
2	MPL Indonesia	1
3	Freedom in Thought	1
4	Oxford Online English	1
5	TED Talk	1
6	Ace Family	1
7	English with Lucy	1
8	English Easy Practice	1
9	BBC	1
10	Tenzchannel	1
11	Kampung Inggris LC	3
12	Pewdiepie	1
13	Podcast Endgame by Gita Wirjawan	1
14	Mr.Beast	2
15	Keshya Valeri	1
16	Osmosis	1
17	MSA	1
18	Tuonto	1
19	Jojo Spotlight	1
20	Ninja Nerd	1
21	Dr. Priyanka	1
22	Nucleus Medical Media	1
23	Emma Chamberlain	1

Respondents mentioned a variety of YouTube channels or content creators that they find helpful for improving their listening skills. These channels cover a wide range of topics and content types, including educational, entertainment, and

personal development. Some of the channels mentioned by multiple respondents include:

1. Better Than Yesterday (2 mentions): A channel focused on personal development and self-improvement.
2. Kampung Inggris LC (3 mentions): Likely an educational channel related to English language learning.
3. Mr. Beast (2 mentions): Known for its entertaining and philanthropic content.
4. Other channels or creators mentioned include TED Talk, BBC, Pewdiepie, Podcast Endgame by Gita Wirjawan, and various educational channels like English with Lucy and Oxford Online English.

The diversity of mentioned channels indicates that learners prefer a broad spectrum of content when practicing listening skills. Channels like "Better Than Yesterday" suggest that learners may value motivational and self-improvement content for language learning. Educational channels like "Kampung Inggris LC" and "Oxford Online English" highlight the importance of structured learning materials. Entertainment-oriented channels like "Mr. Beast" can offer engaging content that aids in language comprehension.

These findings suggest that learners are resourceful in using YouTube for language learning, selecting content that aligns with their interests and goals. It's essential to continue exploring and utilizing a wide range of YouTube channels and creators to support effective language learning through listening practice.

The analysis of the data reveals that YouTube is a valuable and effective resource for enhancing listening skills among language learners. Participants demonstrate a high level of engagement with YouTube videos, utilizing strategies such as using subtitles, pronunciation mimicry, and reflective pauses to optimize their listening practice. Music videos and podcasts are preferred content types, indicating the value of authentic.

B. Discussion

1. Strategies Used in Practicing Listening Skill

The results of this study indicate that language learners employ various strategies to enhance their listening skills through YouTube videos. The most prevalent strategies reported by the participants include the use of subtitles, mimicking pronunciation and intonation, and pausing the video to reflect. These findings align with previous research by Alfian (2020, cited by Sari, Anggreni, & Nurhayati, 2022) and Rorimpandey (2019), which emphasized the significance of active engagement during listening practice. By using subtitles, learners can better comprehend spoken content, which aids in vocabulary acquisition and overall understanding. Moreover, the act of mimicking native speakers' pronunciation and intonation helps learners improve their own speaking abilities and sound more natural when conversing in the target language.

2. Types of Content Watched on YouTube

The study's data revealed that music videos or songs are the most preferred type of content for improving listening skills, followed by podcasts or interviews and educational videos. These findings resonate with the research by Sari, Anggreni, and Nurhayati (2022), which highlighted the popularity of audio-visual media in language learning. Music videos and songs offer an engaging and enjoyable way for learners to immerse themselves in the language's rhythm and intonation. Additionally, podcasts and interviews provide exposure to authentic conversational language, enabling learners to grasp colloquial expressions and nuances. The use of educational videos further complements classroom learning, as learners can explore various topics of interest while honing their listening abilities.

3. Content Selection Recommendations for Educators

The findings of this study have implications for language educators seeking to enhance their students' listening skills through YouTube videos. By incorporating diverse content types, such as music videos, podcasts, interviews, and educational videos, educators can create a dynamic and engaging learning environment. These content categories align with previous studies by Hariyati (2019) and Sherer (2011, cited by Hariyati, 2019), which emphasized the benefits of using YouTube videos to improve listening skills and overall class engagement. Moreover, the data suggest that educators should encourage students to employ active listening strategies, such as using subtitles and pausing for reflection, to optimize their language learning experience.

The findings of this research align with and complement several previous studies that have explored the use of YouTube in language learning. Alfian (2020, cited by Sari, Anggreni, & Nurhayati, 2022) and Rorimpandey (2019) emphasized the effectiveness of audio-visual media, like YouTube videos, in improving listening skills and pronunciation. The present study further supports these findings by highlighting the learners' preference for music videos and podcasts as engaging and effective listening practice materials. Moreover, the positive perception of YouTube as a valuable platform for language learning aligns with the observations made by Hariyati (2019), who reported improvements in students' listening skills and class engagement through the use of online videos.

The findings of this study demonstrate the significance of YouTube videos as a valuable resource for enhancing listening skills in language learning. Language learners actively engage with various strategies, such as using subtitles and mimicking pronunciation, to optimize their listening practice. Music videos, podcasts, interviews, and educational videos are the preferred content types, providing learners with exposure to authentic language use and fostering their comprehension abilities. Educators can leverage these findings to select suitable content and design engaging activities that facilitate effective listening skill development. The correlation of the current study's results with previous research emphasizes the robustness of YouTube as an audio-visual medium for language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion based on the findings and analysis of the study on enhancing listening skills through YouTube videos. The chapter offers practical guidance for language learners and educators to optimize the use of YouTube as a valuable resource for listening practice.

A. Conclusion

This study provides valuable insights into the effectiveness of using YouTube videos for enhancing listening skills among language learners. The findings emphasize the importance of diversifying video selection, engaging actively with content, and personalizing learning to optimize the language learning experience. Educators play a vital role in supporting learners by designing targeted exercises and providing feedback. The recommendations offered can empower language learners to make the most of YouTube as a powerful tool for developing listening proficiency and promoting language acquisition.

As YouTube continues to evolve as a platform for language learning, ongoing research and implementation of effective practices will contribute to optimizing its potential as a valuable resource in language education. By leveraging the benefits of YouTube and addressing the challenges, learners can

enhance their language proficiency and communication skills, enriching their language learning journey and expanding their intercultural horizons.

B. Suggestion

1. Suggestions for Language Learners

a. Diversify Video Selection

Language learners are encouraged to explore various video types and categories on YouTube to expose themselves to different accents, speech patterns, and language contexts. Watching a wide range of content, such as music videos, podcasts, interviews, and educational videos, can enrich their listening experience and enhance comprehension skills.

b. Active Engagement

Learners should actively engage with the content by employing effective strategies such as using subtitles, mimicking pronunciation, and pausing for reflection. Actively participating in the listening process improves language retention and comprehension.

c. Personalize Learning

Tailoring listening practice to align with personal interests and language learning goals can significantly boost motivation. Learners should select videos that resonate with their interests, ensuring an enjoyable and rewarding learning experience.

d. Consistent Practice

Regular and consistent practice with YouTube videos is essential for improving listening skills. Learners should incorporate short, focused listening sessions into their daily language learning routine to build a strong foundation in listening comprehension.

e. Collaborative Learning

Engaging in collaborative learning activities, such as discussing challenging accents or speech patterns with peers, can create a supportive environment for improvement. Sharing experiences and strategies with others can offer valuable insights and foster a sense of camaraderie in the language learning journey.

2. Suggestion for Educators

a. Design Targeted Exercises

Educators should design listening exercises that focus on fast-paced speech and various accents to help learners develop the ability to comprehend diverse linguistic variations. Gradual exposure to challenging speech patterns can improve learners' adaptability and confidence in understanding different accents.

b. Provide Feedback and Support

Educators should provide constructive feedback to learners, addressing their challenges and guiding them in selecting appropriate

materials and strategies. Offering personalized support can empower learners to overcome obstacles and continue making progress.

c. Curate Authentic Content

Educators can curate a collection of authentic YouTube videos that align with language learning objectives and cater to the proficiency levels of their learners. Ensuring the relevance and authenticity of the content enhances the learning experience.

d. Promote Cultural Awareness

Encouraging learners to approach YouTube content with an open mind and respect for cultural diversity enhances comprehension and appreciation of different accents and speech patterns. Integrating cultural discussions into the learning process fosters a deeper understanding of language in context.

e. Encourage Active Listening Strategies

Educators should encourage learners to employ active listening strategies, such as using subtitles, mimicking pronunciation, and reflective pauses, during YouTube listening practice. Providing guidance on effective strategies can enhance learners' listening skills and confidence.

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APPENDICES

Appendix 1. Appointment Letter of Thesis Supervision

**UNIVERSITAS MUHAMMADIYAH ACEH**
FAKULTAS AGAMA ISLAM
(STATUS TERAKREDITASI)
Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fai.tarbiyah@unmuha.ac.id
BANDA ACEH 23245

SURAT KEPUTUSAN
Nomor : 054/UM.M5/Q/FAI/2023

Dekan Agama Islam Universitas Muhammadiyah Aceh,

Menimbang:

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

Mengingat:

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT/Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal **10 Januari 2023**

MEMUTUSKAN :

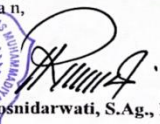
Menetapkan : 1. Menunjuk saudara :

- Sarair, S.Pd., M.TESOL.**
Sebagai Pembimbing I.
- Ika Kana Trisnawati, S.Pd.I., MA., M.Ed.**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : Rizki Maulana Putra
N P M : 1905180016
J U R U S A N : Tadris Bahasa Inggris
J U D U L : Students' Strategies in Enhancing Listening Skills through Youtube Videos

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobohkan dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.
Pada Tanggal : **14 Januari 2023**
Dekan,

Dr. Rosnidarwati, S.Ag., MA.

Tembusan :

- Rektor Universitas Muhammadiyah Aceh.
- Koordinator Kopertais Wilayah V Aceh.
- Mahasiswa Yang bersangkutan.
- Arsip.-

Appendix 2. Questionnaire

Questionnaire on Students' Strategies in Enhancing Listening Skills through YouTube Videos

Hi, my name is Rizki Maulana Putra from English Departement of Muhammadiyah University Aceh. The purpose of this questionnaire is to gather information about your experiences and strategies in using YouTube videos to enhance your listening skills. Your responses will contribute to a better understanding of the effectiveness of YouTube videos for language learning. Please answer the following questions to the best of your ability. Your participation is voluntary, and all responses will remain confidential.

If you wish to contribute in this study, please participate by selecting the "Yes" option. You are giving your consent to provide the data needed for this study and it will bring you to the first section of this questionnaire. If you do not wish to participate, you can select the "No" option. It will bring you to the last section of this questionnaire.

- a. Yes
- b. No

Section 1: Demographic Information

1. Name :

2. Gender :

- a. Male
- b. Female

3. Age :

4. University :

5. Semester :

6. Current Language(s) you are learning :

Section 2: YouTube Usage

7. How frequently do you use YouTube videos for improving your listening skills?

- a. Daily
- b. 2-3 times a week
- c. Once a week
- d. Less than once a week

8. Approximately, how long do you spend watching YouTube videos for language learning purposes per session?

- a. Less than 15 minutes
- b. 15-30 minutes
- c. 30 minutes to 1 hour
- d. More than 1 hour

9. What types of YouTube videos do you prefer for improving your listening skills? (You can select multiple items)

- a. Conversational videos
- b. Educational videos
- c. News or documentary videos
- d. Podcasts or interviews
- e. Music videos or songs
- f. Other (please specify): ____

10. What are the categories of Youtube videos you usually watch? (you can select multiple items)

- a. Film and Animation
- b. Music
- c. Sports
- d. Travel and Events
- e. Gaming
- f. entertainment
- g. Education
- h. Science and Technology
- i. Other (please specify): ____

Section 3: Strategies Employed

11. Please choose the following strategies that you use in enhancing your listening skills while watching YouTube videos (you can select multiple items)

- a. Using subtitles or captions
- b. Repeating or replaying sections of the video
- c. Taking notes while watching
- d. Engaging in active listening by summarizing or paraphrasing what you hear
- e. Pausing the video to reflect on what you have heard
- f. Watching videos with visual aids or graphics
- g. Mimicking or imitating the speaker's pronunciation and intonation

- h. Discussing or sharing what you've learned from the video with others
- i. Other (please specify): ____

Section 4: Perceived Benefits and Challenges

12. How do you perceive the benefits of using YouTube videos for enhancing your listening skills? (you can select multiple items)

- a. It does not improve my listening skills at all
- b. It improves my listening skills just a little
- c. Neutral
- d. It improves my listening skills significantly
- e. It improves my listening skills greatly

13. What challenges do you encounter while using YouTube videos to improve your listening skills? (you can select multiple items)

- a. I can not keep up with what the speaker spoke about because they talk fast
- b. I can not understand the words they say because of the accent
- c. I can not understand the slang words they used
- d. My limited vocabulary hinders my comprehension of the conversation
- e. Other (please specify): ____

14. Did you notice any improvements in your listening skills as a result of using YouTube videos and what aspect of it that has improved?

- a. No, my listening skills do not improve at all
- b. Yes, now I can keep up with fast-moving conversations
- c. Yes, now I can understand the words even if they have an accent
- d. Yes, now I can understand the slang words they used
- e. Other (please specify): ____

Section 5: Preferences and Recommendations

15. How do you select YouTube videos for your listening practice? What factors influence your choice? (you can select multiple items)

- a. I usually select the videos in the entertainment category because it is fun to watch while practicing my listening skills
- b. I usually watch the educational videos so that I can increase my knowledge while practicing my listening skills
- c. I usually watch tutorial videos to learn new skills while practicing my listening skills
- d. I usually watch news and politics videos to keep updated with the news while practicing my listening skills
- e. I usually do not have the category of what videos that I watch to practice my listening skills, I just watch what my Youtube homepage recommends me to watch
- f. Other (please specify):____

16. Are there any specific YouTube channels or content creators you find particularly helpful for improving your listening skills? If yes, please provide the names or links.

Thank you for your participation in this study. Your input is highly valuable and will contribute to a better understanding of the strategies employed in enhancing listening skills through YouTube videos.

Appendix 3. Autobiography

Name : RIZKI MAULANA PUTRA
Place/date of birth : Meulaboh, 8th June 2000
Sex : Male
Religion : Islam
Nationality/Ethnicity : Indonesia/Aceh
Email : mgrmp04@gmail.com
Marital Status : Single
Address : JL. CUT MEUTIA LR. KANA GP. UJONG BAROH,
KEC JOHAN PAHLAWAN, ACEH BARAT
Occupation/Reg. No : English Department Student / 1905180016
Motto : Rasa tidak perlu, harga nomor satu

Parents

- a) Father's name : T.Rafli Nur
Occupation : Businessman
- b) Mother's name : Nurmiati
Occupation : PNS

Writer's Education Background

- a. TK Ananda PGRI Meulaboh, graduated in 2006
- b. SDN 14 Meulaboh, graduated in 2012
- c. MTsN Model 1 Meulaboh, graduated in 2016
- d. SMAN 4 Wira Bangsa, graduated in 2018