CHAPTER I
INTRODUCTION

A. Research Background

In the modern era, learning English is more advanced by using technology-based media or ICT. ICT-based learning media is learning media that uses technology and is packaged in an attractive way so that students can easily understand the material and learning objectives presented. Using learning media other than the manuals provided in schools will have a wider range of material and make it easier for EFL learners to master English, Kolog et al., as cited in Hashemi et al., view technology as a tool that can support the English learning process.[1] In addition, Kew and Tasir argue that ICT is very important because it was able to increase student activity in learning.[2] The existence of ICT-based media will attract EFL students more because of its practical benefits that can be used anytime and anywhere, both in class and at home. Learning media that can be used are visual, audio, or audio-visual media. Examples of visual media are PowerPoint (PPT), then audio is radio, cell phones, etc. But in the context of this discussion using audio-visual media such as YouTube.

Audio-visual media is one type of learning media that is able to increase the interest and enthusiasm of students to learn. YouTube is one of the audio-visual platforms that students can use as a medium of learning at school and outside of school hours. Moghavvemi et al. revealed in his research that the YouTube application is a learning media that can make students more motivated to learn and can also increase learning achievement.[3] In addition, students use the

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[1] Aminuddin Hashemi et al., "Gender Differences on the Acceptance and Barriers of ICT Use in English Language Learning: Students' Perspectives," ed. Jeroen van de Weijer, *Cogent Arts & Humanities* 9, no. 1 (December 31, 2022): 2085381, https://doi.org/10.1080/23311983.2022.2085381.

[2] Si Na Kew and Zaidatun Tasir, "Learning Analytics in Online Learning Environment: A Systematic Review on the Focuses and the Types of Student-Related Analytics Data," *Technology, Knowledge and Learning* 27, no. 2 (June 2022): 405–27, https://doi.org/10.1007/s10758-021-09541-2.

[3] Sedigheh Moghavvemi et al., "Social Media as a Complementary Learning Tool for Teaching and Learning: The Case of Youtube," *The*

application to find educational content that provides information as well as entertainment, such as watching learning videos that are packaged in an attractive way, listening to funny English podcasts, etc. So EFL students are more interested and easy to understand the explanation of the material presented in the application.

Audio-visual platforms can also be an alternative learning media in the classroom to make it easier for teachers to deliver material to students. For example, in learning English, the teacher shows a video from YouTube and asks students to understand the contents of the video. That way students are more enthusiastic about learning English by using contemporary media. Mwalimu et al. in his research revealed that the use of social media is a medium that is very popular with lecturers and students for learning, such as Facebook and YouTube.[4] At the same time, Tantarangsee et al. in his research revealed the use of social media in the teaching process at the university level. In their research, both of them stated that YouTube is the most frequently used social media to support learning English.[5] It can be one of the right media for EFL students to gain broader new knowledge by utilizing existing technology. YouTube can be an EFL learner's choice to find interesting, useful, and educational English-language content.

The existence of learning applications such as YouTube can help EFL learners easily access learning that students do not understand in class, especially in practicing listening skills. Through this application, students can learn various English materials such as listening to English music, English films, podcasts, and miscellaneous material explanations. Only by typing keywords, we will know what

International Journal of Management Education 16, no. 1 (March 2018): 37–42, https://doi.org/10.1016/j.ijme.2017.12.001.

[4] Edward C Mwalimu, Felesia Mulauzi, and Thabiso Mayaba Mwiinga, "Use Of Social Media Among University Of Zambia Lecturers In Teaching And Learning.," The International Journal of Multi-Disciplinary Research, 2017, 1–10, https://www.researchgate.net/publication/323126524.

[5] Chaiwat Tantarangsee, "The Use of Social Media in Teaching and Learning: A Case of SSRU's Faculty Members," International Journal of Innovation, Management and Technology, 2017, 471–76, https://doi.org/10.18178/ijimt.2017.8.6.773.

material we are looking for. As a platform, YouTube has become the most enjoyable source of entertainment for many people of all ages in the world. YouTube also can improve listening skills and vocabulary mastery, as well as other aspects of second language learning.[6] Jalaluddin as cited in Albahiri and Alhaj argues that YouTube videos can be used to get to know grammar and functional structures in addition to practicing listening and speaking skills including pronunciation.[7] Practicing listening skills can be several channels in the YouTube application that provide educational videos that can also practice English skills and broaden general knowledge. For example, a channel that contains motivational videos, language learning tips & tricks, and even Islamic content videos.

The use of YouTube in improving listening skills is like watching informative and educational content from native speakers, such as watching Islamic videos in English. Several listening skills that can be mastered by using YouTube media include descriptive listening, comprehensive listening, and informative listening. Based on Raju's research journal, describes the definition of descriptive listening, namely listening skills that are possessed from birth. For example when listening to a foreign language will automatically use this skill to analyze sounds, tones, or voices to understand the words of what is heard. Comprehensive listening is beginning to understand the word and then informational listening is to obtain information and the primary purpose of this type is to learn, instructions, etc.[8] These three listening skills can be

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[6] Dukhayel Aldukhayel, "Vlogs in L2 Listening: EFL Learners' and Teachers' Perceptions," *Computer Assisted Language Learning* 34, no. 8 (November 2, 2021): 1085–1104, https://doi.org/10.1080/09588221.2019.1658608.

[7] Mohammed H. Albahiri and Ali Albashir Mohammed Alhaj, "Role of Visual Element in Spoken English Discourse: Implications for YouTube Technology in EFL Classrooms," *The Electronic Library* 38, no. 3 (June 29, 2020): 531–44, https://doi.org/10.1108/EL-07-2019-0172.

[8] Ch P Raju, "Types Of Listening Skills: Barriers And Tips To Overcome Them," *International Journal of Advanced Multidisciplinary Scientific Research* 1, no. 2 (April 2018): 41–45, https://www.ijamsr.com/issues/6_Volume%201_Issue%202/20180505_045545_7.pdf.

practiced and mastered in learning English using YouTube or other supporting media. While in this study will focus on comprehensive listening. Listening comprehension in the CEFR book is divided into four including understanding interaction between other speakers, listening as a member of a live audience, listening to announcements & instructions, and listening to audio media & recordings.[9] This research will focus on Listening to audio media and recording.

Listening skills are one of the most difficult skills to learn for EFL Learners.[10] The use of more upgraded media can add new experiences and knowledge to EFL learners. Apart from that, it is also interesting and adds enthusiasm to learning listening skills for EFL students. In this study, the researchers focused on the perception of using ICT-based media such as YouTube in improving listening skills. This research is important to research because along with technological developments, learning media will always be updated. This will make it easier for EFL learners to develop their listening skills and their interest in learning listening skills will increase. In addition, EFL learners' perceptions of YouTube learning media will be taken into consideration and can even become a reference for new learning media for learning listening skills.

Perceptions of the use of ICT-based learning media have been studied in several existing studies. Existing studies describe the perceptions or views of EFL learners regarding the use of ICT media such as YouTube in learning English. In a study entitled "Students' Perception Of English Learning Through Youtube Application," the result is that students' perceptions in a vocational high school in Indonesia provided good feedback for students. Students also feel more open

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[9] Enrica Piccardo, Tom Goodier, and Brian North, *Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing. Authors: B. North, E. Piccardo, T. Goodier.*, 2018, https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4.

[10] Agustina Yusuf Rahmat, "The Effect of Using Educational Multimedia in Dictation on Students' Listening Comprehension at MA Darul Hikmah Pekanbaru," *J-SHMIC : Journal of English for Academic* 5, no. 1 (February 27, 2018): 1–19, https://doi.org/10.25299/jshmic.2018.vol5(1).1096.

about their thoughts, opinions, and questions, making them more comfortable and motivated to learn English through the YouTube application.[11] Perceptions or views of EFL learners regarding YouTube learning media are also presented in other research, especially on listening skills. The research entitled "YouTube Videos on EFL College Students' Listening Comprehension". This study verifies that YouTube is proven to improve EFL learners' listening comprehension and most students feel that YouTube is an excellent learning tool that makes them comfortable learning English.[12] Based on the presentation of existing studies, it is stated that the effectiveness of using YouTube media in improving Listening skills for EFL learners.

Several previous studies have discussed the use of YouTube as media to improve English skills. The research includes a study written by Albahiri and Alhaj which researched the implications of YouTube technology used in EFL classrooms at King Khalid University/Kingdom of Saudi Arabia.[13] There is also a study written by Wang & Chen who researched the perception of English learners about EFL students' independent language learning on Youtube outside the classroom. Considering the popularity of YouTube as a language learning site among many Taiwanese students, this study was created to explore the independent language learning of EFL learners with YouTubers' English teaching videos.[14] These previous studies have similarities with this study, namely from the media. Several things distinguish this research from previous research such as the English language

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[11] Jessy Gracella and Dedi Rahman Nur, "Students' Perception of English Learning through YouTube Application," *Borneo Educational Journal (Borju)* 2, no. 1 (February 29, 2020): 20–35, https://doi.org/10.24903/bej.v2i1.623.

[12] Chia-chi Chien, Yenling Huang, and Peiwen Huang, "YouTube Videos on EFL College Students' Listening Comprehension," *English Language Teaching* 13, no. 6 (May 20, 2020): 96, https://doi.org/10.5539/elt.v13n6p96.

[13] Albahiri and Alhaj, "Role of Visual Element in Spoken English Discourse."

[14] 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* 14, no. 4 (August 7, 2020): 333–46, https://doi.org/10.1080/17501229.2019.1607356.

skills, the research method, and this research's uses of a specific YouTube channel.

Therefore, from the several studies described above, in this study, the researcher will open up existing research gaps by examining the perceptions of EFL learners in practicing listening skills using one of the channels that provide English Islamic content. In the context of this study, researchers used the Islamic YouTube channel "MercifulServant" as a medium to develop listening skills and add insight into students' religious knowledge. This study discusses how students use the YouTube channel as a listening skill trainer, and how video content from this YouTube channel can help influence their listening skills. The object of this research is several students from a university in Kudus who use the media. In addition, this research was conducted to determine the perceptions of YouTube channel users and the impact of learning English using the YouTube channel on the listening skills of EFL learners.

B. Research Focus

This study seeks to determine the perceptions of EFL learners in improving listening skills by using a very popular technology-based media, namely YouTube. The YouTube channel used is the Islamic YouTube channel "MercifulServant" as a medium for learning listening skills. The EFL learner referred to in this study focuses on English students at an Islamic university as well as users of the YouTube channel. Researchers will examine the perceptions of English learners about this YouTube channel. In addition, it also discusses the impact felt by EFL on their listening skills while using this channel as a medium for learning listening.

C. Research Problems

Based on the research background and research focus mentioned above, the formulation of the research problem can be determined as follows:
1. What is the perception of EFL learners in using the "MercifulServant" YouTube channel as a medium to improve listening skills.?

2. How can they perceive that a YouTube channel significantly improves their listening skills?

D. Research Objectives

Based on these research questions, the objectives of this study are as follows:

1. To find out the perception of EFL learners' using the "MercifulServant" YouTube channel to improve their listening skills.
2. To find out the reasons for expressing these perceptions and the impact they feel after using the YouTube channel in learning listening skills.

E. Research Significances

1. Theoretically

The results of this study are expected to be a reference for improving EFL students' understanding of listening skills by using the Islamic YouTube channel "MercifulServant".

2. Practically

The results of this research are expected to be useful, and provide benefits and input for,

a. Researchers

Researchers can gain knowledge and insight about using technology-based media already popular among learners such as the YouTube platform. In particular, the channel is "MercifulServant" in its role in improving the listening skills of EFL Learners.

b. Teachers

These findings can be used as a source of information and add insight into the use of YouTube media, especially in teaching listening. The results of this study can also be implemented by teachers in learning English, especially in listening skills to secondary EFL Learners. This study is expected to be useful for teachers and can be practiced in the teaching and learning process. It is hoped that the media studied will become creative and effective media to be applied in improving the listening skills of EFL learners.

c. EFL Learners

These findings can be used as new insights that can be applied to learning English, especially in listening skills for EFL learners who have some kind of difficulty in learning English skills. Using ICT-based media is expected to make EFL learners more enthusiastic about practicing listening skills and interested in the content provided by the YouTube application.

F. Definition Key of Terms

In this section, the researcher wants to provide a definition of topics to understand the research topic, namely:

1. Perception

Perception is a way of assessing someone's view of something/someone. According to Cambridge Dictionary, the definition of perception is a belief or opinion, often held by many people and based on how things seem.[15] The other meaning of perception is to give sense to an experience. Meanwhile, in the teaching and learning process context, students obtain information through experience and become part of one's storage of facts. That is, students can have a perception of something if they have experienced the process.[16] Thus, students must try something first to give a perception of something.

2. "MercifulServant" Islamic YouTube Channel

MercifulServant is a Muslim channel on YouTube that uses English as a medium of communication, spreading the beautiful message of Islam. This channel was built in 2010. This Islamic YouTube Channel has 4.22 million subscribers and 1.2

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[15] "Perception | English Meaning - Cambridge Dictionary," accessed November 22, 2022, https://dictionary.cambridge.org/dictionary/english/perception.pe

[16] Setya Resmini, "Efl Students' Perception Towards The Use Of Bahasa Indonesia In An English Classroom," *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia* 7, no. 1 (April 17, 2019): 12, https://doi.org/10.22460/eltin.v7i1.p12-22.

thousand videos.[17] This channel provides interesting Islamic learning videos. MercifulServant is a YouTube channel that can be used to rehearse EFL learners' listening skills.

3. Listening Skills

      Mastery of listening comprehension is the first step for EFL learners in obtaining full mastery of a foreign language. Listening comprehension is considered the process of absorbing meaning and connecting all the information heard.[18] Listening skill is one of the most important language skills. From the four language skills, listening is an essential skill in obtaining input and communication. While listening comprehension is the ability to identify something by using the senses and hearing organs and allocating meaning to the message to be understood. Some EFL learners find listening comprehension more difficult than other language skills.[19]

4. EFL Learners

      The definition of EFL according to Cambridge is teaching English to students whose first language is not English.[20] Meanwhile, EFL learners are students who learn English as a foreign language or not as their first language. For example, in Indonesia, students who learn Indonesian are called EFL learners because they learn English as a foreign language. So every student who learns English as their foreign language is called an EFL learner.

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[17] "MercifulServant - YouTube," accessed November 22, 2022, https://www.youtube.com/channel/UCHGAqdQBKTVON_FUCIYCh3Q.

[18] Ehsan Namaziandost et al., "The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners," ed. Lucia Monacis, *Cogent Psychology* 6, no. 1 (January 1, 2019): 1691338, https://doi.org/10.1080/23311908.2019.1691338.n

[19] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* 9, no. 6 (May 5, 2016): 123, https://doi.org/10.5539/elt.v9n6p123.

[20] "EFL," accessed November 16, 2022, https://dictionary.cambridge.org/dictionary/learner-english/efl.

G. The Organization of Thesis

This research paper examines the perception of EFL Learners in the use of YouTube media for listening skills. In this research paper, there are five chapters, as follows:

1. CHAPTER I: The first part of this thesis is an introduction. This section includes a research background that explains the problem and the reasons why these problems need to be studied. There is also research focus, questions, objectives, significance, definitions of key terms, and thesis organization.
2. CHAPTER II: The second part is a review of related literature. This section includes a theoretical description that explains the theories used in the research. Then, a theoretical framework contains the connections of several variables. There is also a review of previous studies which contains several studies that have been conducted by previous researchers.
3. CHAPTER III: The third part is the research method explaining the steps/methods to be used in this research. Furthermore, there are also research settings, research participants, instruments and data collection techniques, the validity of research data, and data analysis techniques. In addition, there are also research ethical considerations which contain the ethics that researchers must adhere to in conducting research.
4. CHAPTER IV: The fourth part is the results of the research and discussion. This section describes and discusses the research data.
5. CHAPTER V: The fifth part is conclusions and recommendations. It includes conclusions obtained from the discussion of research results and also suggestions regarding this research.