

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Description

1. Perception

According to Gracella and Dedi, perception is generally defined as a person's view of something that will lead to a response to how a person will act.¹ Therefore, perception is an opinion, point of view, or perspective of someone about something. Meanwhile, according to Toivanen as cited by Komara and Tiarsiwi, perception is the most appropriate way to connect human cognitive abilities with real-world experiences.² From different experiences, everyone has different perceptions. For example, at school, the first student says that English is fun, and the second student says the opposite according to his view. In this study, researchers wanted to know the perceptions of EFL learners.

Eggen and Kauchak as cited by Resmini said that perception is a person's process of giving meaning to an experience that has been passed.³ Based on this theory, this study will ask EFL learners to provide their perceptions regarding the use of the Islamic YouTube channel "MercifulServant" based on their experience. Perceptions obtained from students regarding the use of these channels will be analyzed by researchers. If the perception obtained is positive, then the use of these channels can be applied as a reference for learning media for other students. Apart from that, it can also be used by teachers as a media reference for learning listening skills in class.

According to Hromova, students' perceptions of foreign language learning are students' attitudes toward

¹ Gracella and Rahman Nur, "Students' Perception of English Learning through YouTube Application."

² Cahya Komara and Fidaniar Tiarsiwi, "Exploring Indonesian EFL Learners' Perception of English Learning Grammar," *Journal of English Language Teaching and Linguistics* 6, no. 2 (August 15, 2021): 459, <https://doi.org/10.21462/jeltl.v6i2.564>.

³ Resmini, "Efl Students' Perception Towards The Use Of Bahasa Indonesia In An English Classroom."

learning based on experiences that have been experienced by students.⁴ Thus, students can give their perceptions of language learning when they have experienced it for themselves. For example, students learn listening skills using the MercifulServant channel, they will be able to express their opinions and give their perceptions when they have used the channel as a medium for learning listening skills. With the experience they have, they can provide their point of view regarding the influence of the YouTube channel in improving listening skills.

Based on some of the theories that have been described, the researcher interprets perception in this study, namely as an EFL learner's view of the experience of learning to listen using the media YouTube channel "MercifulServant". In this study, EFL learners explain the results of learning experiences using the media according to their respective views. Basically, every individual has a different view, that's why researchers conducted this research to find out the perceptions of each learner. From some of the perceptions obtained by the researcher, it can be concluded whether the perceptions of the students about this research are positive or vice versa.

2. Learning Media

a. Definition of Learning Media

Learning media is one tool to support the learning process. Musfiqon cited by Puspitarini and Hanif defines learning media as tools of various types, which are used by teachers in the learning process.⁵ In addition, as a tool to convey learning material to students to be more effective and efficient. Munadi, as quoted by Sari and Margana's research, defines learning media as anything that can convey messages from planned sources, in order to create a conducive

⁴ Natalia Hromova, "Students' Perceptions And Motivation For Learning Foreign Languages," *Advanced Education* 6, no. 11 (May 9, 2019): 76–83, <https://doi.org/10.20535/2410-8286.159810>.

⁵ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (September 1, 2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

learning environment.⁶ So, learning media is needed in order to achieve the aims and objectives of the learning process. In addition, the use of appropriate media can make it easier to digest material so that learning seems varied. For example, when learning vocabulary, the teacher gives a piece of paper containing several words whose letters are scrambled and then students search for some of the vocabulary in it, the game is also called word search. Thus, choosing suitable media will create a conducive atmosphere and facilitate the achievement of learning objectives.

The selection of learning media at that time will be more exciting and impressive for students. ICT-based media nowadays is widely used to facilitate teachers' and students' learning, especially in English lessons. Recently we can take advantage of the internet network and various kinds of applications, and websites about learning that have been created for learning English. As stated by Zatulifa, learning using Android and the internet network will give a different impression which can change students' perceptions of learning English.⁷ English is considered a subject that is difficult to understand, that's why if we use appropriate media it can attract students' interest. in learning English. With various kinds of learning media, teachers or students can choose what is appropriate and comfortable for them.

b. Types of Learning Media

According to Smaldino quoted in Marpanaji et al. research, there are several types of learning media. This includes text, audio, visuals, motion, real

⁶ Yuli Nurmala Sari and Margana Margana, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century," *Journal of English Language Teaching and Linguistics* 4, no. 2 (August 19, 2019): 263, <https://doi.org/10.21462/jeltl.v4i2.296>.

⁷ Muzayyanna Zatulifa, "Application Based Android as a Development of English Learning Media," *IOSR Journal of Mobile Computing & Application (IOSR-JMCA)* 5, no. 4 (August 2018): 10–16, <https://www.semanticscholar.org/paper/Application-Based-Android-As-A-Development-Of-Media-Zatulifa-Riswandi/393093b3c3df6185b210697d150e93a90b18d74>.

objects and models, and humans.⁸ These media can be chosen which one is suitable for learning. Then it can be directly applied as a medium to practice listening skills. These types of learning media will be explained in the following paragraphs along with examples.

The type of media commonly used in education is text. The definition of text according to dictionary.com is original words that are part of the material in books, manuscripts, newspapers, and others written by an author.⁹ In learning media, this type of text can be in the form of reference books (articles, journals, learning books), newspapers, posters, and several other media either in the form of print or files. Recently, there has been widespread use of digital or electronic text media such as e-books or several reading applications that can be used as study references. Based on Susanti et al. flipbook is an example of an electronic module that teachers can use as ICT-based learning media.¹⁰ The use of flipbooks or other electronic media will further enhance students' enthusiasm for learning rather than just using printed book guides.

There are also real objects and models of media, namely learning that uses media in the form of three-dimensional works that can be touched and seen. For example, in learning natural sciences, the teacher uses the human skeletal torso to make it easier to explain the parts of the human body. Relia or real models provide students with experience in real situations which are usually only explained in the

⁸ Eko Marpanaji, Muhammad Mahali, and R Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants," *Journal of Physics: Conference Series* 1140 (December 2018): 012014, <https://doi.org/10.1088/1742-6596/1140/1/012014>.

⁹ "Definition of Text | Dictionary.Com," www.dictionary.com, accessed December 20, 2022, <https://www.dictionary.com/browse/text>.

¹⁰ Neneng Susanti, Yennita Yennita, and Azhar Azhar, "Development of Contextual Based Electronic Global Warming Modules Using Flipbook Applications as Physics Learning Media in High Schools," *Journal of Educational Sciences* 4, no. 3 (July 24, 2020): 541, <https://doi.org/10.31258/jes.4.3.p.541-559>.

abstract.¹¹ The use of these media makes it easier for students to recognize and see in more detail the material being explained, for pictures using a globe to show an area and show the shape of the earth when learning geography. The use of this media also increases enthusiasm for learning the material.

Learning media is not only in the form of objects as previously explained. Humans or people are also included in the type of learning media, for example, teachers, experts, fellow students, and others.¹² When learning in class, the teacher must explain the material, this includes what is meant in this type. Even when fellow students share their knowledge with other students, it also includes this type of media. This learning media is also good for increasing knowledge and making it easier for students to understand the material through an explanation from the teacher/expert in their field.

The next type of learning media is Audio. The definition of audio according to Loren et al. audio media is something that can be heard, for example, radio, human voices, music, and so on. Apart from that, there are also audio recordings, in the form of recording tapes, and digital versatile discs (DVDs). However, along with the development of technology, the use of media examples is rarely used now, many use flash drives connected to computers or laptops.¹³ The use of this media is often used to train students' listening skills, for example, when the announcement material is in learning English, the teacher plays an audio recording of the announcement from the

¹¹ Nurcholish Arifin Handoyo et al., "Project-Based Learning Model with Real Object in Vocational School Learning," *Journal of Physics: Conference Series* 1700, no. 1 (December 1, 2020): 012045, <https://doi.org/10.1088/1742-6596/1700/1/012045>.

¹² Marpanaji, Mahali, and Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants."

¹³ Fabio Testy Ariance Loren, "The Use Of Learning Media On Listening Skill In Teaching Indonesian To Speakers Of Other Language (Tisol)," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 11, no. 1 (August 4, 2017): 1, <https://doi.org/10.24036/ld.v11i1.7625>.

teacher's laptop for students to listen to, and the purpose of the announcement being analyzed. Thus students can improve the quality of their listening. The same as Hardiah's statement that the use of audio media is expected to develop listening skills and enable students to understand the information they hear.¹⁴

Visual according to the Britannica Dictionary is something that can be seen (such as pictures, charts, diagrams) whose purpose is to make something look more attractive or easy to understand.¹⁵ This media includes media that invites student creativity. Especially in the era of the rise of social media and applications that are useful for exploring student creativity in learning. the same as Yeh et al's research which states that this visual media triggers students' creativity.¹⁶ The use of smartphones can be used in the application of digital-based visual media, for example making material summaries using Canva and PowerPoint. Teachers can also give creative assignments in the form of pictures that can be posted on student social media such as Instagram.

The last type of learning media is Motion. According to Wiana, motion graphics are a combination of animated elements using film language with a design that combines two dimensions or three dimensions.¹⁷ Motion graphics can be found on video provider platforms such as YouTube.

¹⁴ Mei Hardiah, "Improving Students Listening Skill by Using Audio Visual Media," *Al-Lughah: Jurnal Bahasa* 7, no. 2 (September 26, 2019): 39, <https://doi.org/10.29300/lughah.v7i2.1673>.

¹⁵ "Visual Definition & Meaning | Britannica Dictionary," accessed December 20, 2022, <https://www.britannica.com/dictionary/visual>.

¹⁶ Yu-chu Yeh et al., "Effects of Mindful Learning Using a Smartphone Lens in Everyday Life and Beliefs toward Mobile-Based Learning on Creativity Enhancement," *Educational Technology & Society* 23, no. 4 (Oktober 2020): 45–58, : <https://www.researchgate.net/publication/348336426>.

¹⁷ Winwin Wiana, "Application Design Of Interactive Multimedia Development Based Motion Graphic On Making Fashion Design Learning In Digital Format," *International Journal of Scientific & Technology Research* 6, no. 05 (May 2017): 102–6, <https://www.researchgate.net/publication/318041230>.

Examples of this media are cartoons that have moral values or other similar animations. This media can increase students' interest in learning material because this media is very interesting and does not make students bored.

Besides that, the media in learning can also be in the form of realia (taken from real objects), pictures, printed textbooks, blackboards, overhead projectors, flipcharts (containing several important points from written discussions on large paper), and computer-based presentation technology (including visual/ audio-visual aids).¹⁸ As technology develops, the use of ICT-based media attracts more students' interest in learning English such as the YouTube App.

3. YouTube as a Learning Media

YouTube is a platform in which there are various videos from several users around the world. This is in line with Eisenlauer's opinion that YouTube is a platform in which there are more choices of interesting and famous content that can be watched.¹⁹ In addition, YouTube is a social media as well as an alternative choice of learning media for students who are lazy to learn using textbooks.²⁰ There are various kinds of learning videos on the YouTube platform that we can use as a medium to train English skills, especially listening skills. Examples include viewing and listening to English podcasts, English music, and various English-language content to get used to listening to

¹⁸ Luh Gede Eka Wahyuni and Ade Asih Susiari Tantri, "English Learning Media for EFL Elementary Learners: A Development of Camtasia-Based Digital Video," in *Proceedings of the 3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019)* (Proceedings of the 3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019), Denpasar, Indonesia: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200115.034>.

¹⁹ Volker Eisenlauer, "The EFL-YouTube Remix: Empowering Multimodal and Computational Literacies for EFL Purposes," *Journal of Visual Literacy* 39, no. 3-4 (October 1, 2020): 149-66, <https://doi.org/10.1080/1051144X.2020.1826220>.

²⁰ Gracella and Rahman Nur, "Students' Perception of English Learning through YouTube Application."

English vocabulary. These learning contents can be found on several YouTube channels.

YouTube provides various videos with different themes that are useful for use in classroom learning or independent learning outside of school hours.²¹ The use of the platform YouTube in classroom learning gives an interesting impression to students. However, the teacher must sort and choose from several channels that are suitable for learning according to their students. For example, when teaching junior high school students, the teacher should be able to choose a YouTube channel that provides video content according to their age and the abilities of the students. Choosing the right YouTube channel will trigger student enthusiasm for learning science and can overcome decreased enthusiasm for learning and decreased student interest when learning to use books.

Several studies have discussed the application of YouTube as a medium for language learning. One of the studies from Saputra and Fatimah states that learning listening skills using YouTube can change the learning atmosphere and change students' perspectives on listening learning which is considered boring.²² Meanwhile, research from Albahlal describes the use of the YouTube application from the point of view of a teacher in teaching speaking. In addition, it also explains the best way to implement YouTube media utilization. That way, by showing the video and then asking students to discuss or asking them to retell the essence of the video that students saw.²³ From some of these studies, the application of

²¹ Rachmat Ari Wibowo and Dwi Sulistyorini, "The Effectiveness Of Using 'Nas Daily' Youtube Channel In Improving Speaking Skill," *Marine Science and Technology Journal* 1, no. 2 (2021): 91–95, <https://doi.org/10.31331/maristec.v1i2>.

²² Yuyus Saputra and Asri Siti Fatimah, "The Use of TED and YouTube in Extensive Listening Course: Exploring Possibilities of Autonomy Learning," *Indonesian JELT: Indonesian Journal of English Language Teaching* 13, no. 1 (May 31, 2018): 73–84, <https://doi.org/10.25170/ijelt.v13i1.1451>.

²³ Fahad Saud Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers'

YouTube in learning is considered very helpful for a teacher as well as for a student's independent learning.

Based on the several theories that have been mentioned, the researcher concludes that the use of the YouTube application as an ICT-based learning medium is recommended for learning English. From several previous studies regarding the use of YouTube, many have received positive feedback from students. In this study, researchers wanted to examine the effect of using the YouTube channel "MercifulServant" in improving listening learning. If you get positive reviews from EFL learners, it means that the YouTube channel can be suggested for EFL learners' English learning.

4. Listening Skills

a. Definition of Listening Skills

Listening is part of the four elements of language which includes listening, speaking, reading, and writing. Among the four skills, listening is the first skill humans have since they were still in the womb. This is as stated in the following sura:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَا تَعْلَمُونَ تَشْكُرُونَ

"It is He who brought you forth from the wombs of your mothers when you knew nothing, and He gave you hearing and sight and intelligence and affections that you may give thanks (to Allah)." (An Nahl : 78)²⁴

In this verse, Allah gives hearing, sight, and heart as a provision for acquiring knowledge. Listening is the initial activity in acquiring knowledge. By listening, humans can get information and various knowledge from anywhere. In the linguistic aspect, listening is

Perspectives," *Journal of Applied Linguistics and Language Research* 06, no. 02 (2019): 1–17, <http://www.jallr.com/index.php/JALLR/article/view/971>.

²⁴ "Surah 16. An-Nahl Translation by Yusuf Ali | Islamic Reference | Alim," accessed June 26, 2023, <https://www.alim.org/quran/translation/yusuf-ali/surah/16/>.

also one of the important aspects. By having listening skills, humans are able to communicate well.

Listening ability is the foundation without which communication is complicated. Even so, listening skill is one of the most problematic areas for second language learners. Listening comprehension is a complex continuous process that includes the interaction of various factors. Many students need help understanding L2 verbal input and need more awareness of why the complications occur.²⁵ Problems reported by students included fast delivery rates, new terms and concepts, difficulty concentrating, and issues related to the physical environment. In addition, the lack of vocabulary causes them difficulty digesting the words that are conveyed. The importance of guiding and assisting students in practicing listening more efficiently and effectively to overcome obstacles that occur during the listening-learning process. Second language learners should also practice listening to familiarize their ears with words that may be unfamiliar.

According to Dunkel's opinion, there are eight challenges that make this ability difficult, which is cited by Iskandar et al. The first is clustering, which requires listeners to be able to understand every word spoken or even in the form of a series of sentences. The second is redundancy, repetition, which makes the listener recognize the types of repetition, rearrange, clarify, and add oral content that has not been trained before. The third concerns the reduced form, namely abbreviated words or combinations of words that may not be familiar in teaching in the classroom. Then the fourth is the performance variable, which requires the listener to be able to distinguish between doubts, difficulties at the beginning of the speech, pauses, and corrections made by the speaker during the speech. Fifth, everyday

²⁵ Namaziandost et al., "The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners."

language makes listeners understand idioms, slang terms, abbreviations, and cultural elements of the language used.

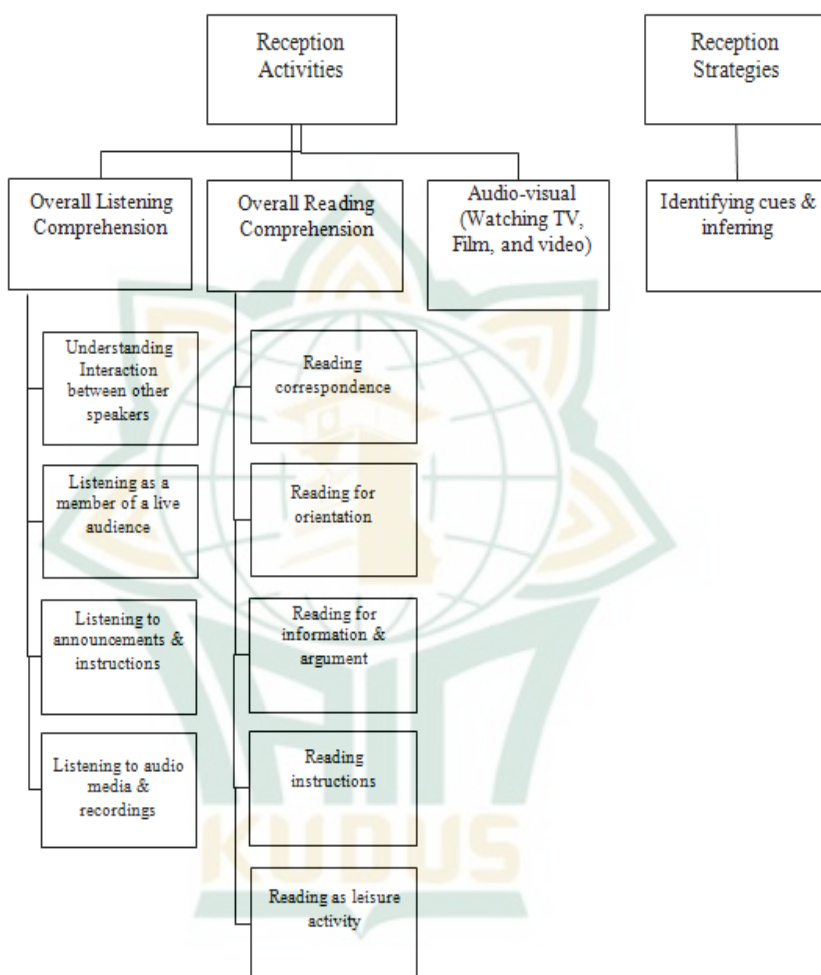
Next, sixth is the speed of delivery or use of language in communication. Seventh, suprasegmental aspects such as emphasis, rhythm, and intonation, which require listeners to correctly understand the prosodic elements of spoken language, which are generally much more difficult than understanding other minor phonological elements. The latter is an interaction that positions the listener to balance the flow of linguistic communication from listening to speaking to listening. From the several challenges that have been mentioned, students, and English testers should pay attention.²⁶ All of these challenges make students think that listening is difficult. Apart from these challenges, listening skills are divided into several types as described in the CEFR book.

b. Types of Listening Skills Based on CEFR

To find out how the ability level of EFL learners in listening skills can be seen from the CEFR (Common European Framework of Reference for Languages). The CEFR is a framework used to describe language learners' skills in the four language skills, namely speaking, reading, listening, and writing. In CEFR, Communicative language activities and strategies are divided into four, namely reception, production, interaction, and meditation. Reception consists of Listening comprehension, Reading comprehension, and Audio-visual reception. This discussion will focus on Listening comprehension which includes Understanding conversations between other speakers, Listening as a member of a live audience, Listening to announcements and instructions, and Listening to audio media and recordings.

²⁶ Ifan Iskandar, A Efendi, and I Santosa, "The Model Of Listening Cefr-Based Test Specification For Higher Education," *Journal Of Linguistics and Language Teaching* 7, no. 2 (December 2021): 95–106, <http://dx.doi.org/10.29300/ling.v7i2.5661>.

Figure 2.1 Listening Type in CEFR Guidebook



Listening comprehension is an interactive process in which the listener participates in constructing meaning, such as Rost and Hamouda's statements quoted by Gilakjani and Sabouri.²⁷ Meanwhile, The listening comprehension referred to in the CEFR refers to various types of one-way listening or not interacting with the other person and only listening.²⁸ Listening comprehension requires careful understanding to know the meaning of what is heard. Listening comprehension is also often encountered in several language tests such as the TOEFL test. The TOEFL listening test consists of three parts. In the book, Sudarmono and the English Power team explain the three parts. First, part A contains a short dialogue between two speakers, usually a conversation between a man and a woman. Usually, the discussion revolves around campus life. Second, part B contains two long conversations each followed by several questions. Furthermore, the last part or part C is in the form of a lecture or lecture, not in the form of a conversation followed by several questions.²⁹ The TOEFL Listening test consists of 50 questions which are divided into 3 parts and done in 40 minutes. The following is a table of scores and levels in the TOEFL Test assessment:³⁰

²⁷ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning."

²⁸ Piccardo, Goodier, and 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.

²⁹ Mr Edhie Sudarmono and Tim English Power, *TOEFL Best Preparation* (BintangWahyu, 2018), https://books.google.com/books/about/TOEFL_Best_Preparation.html?id=csx1DwAAQBAJr.

³⁰ "TOEFL CEFR | TOEIC Malaysia," accessed March 22, 2023, <https://www.toeicmalaysia.com/toefl-cefr/>.

**Table 2.1 TOEFL ITP Score Descriptor
of Listening Comprehension**

TOEFL ITP Section Score	CEFR Level	Proficiency Descriptors
64-68	C1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> ● understand the main idea or purpose of a short academic lecture or extended conversation that requires integrating or synthesizing information. ● recall important details presented in a discussion of academic material. ● understand complex time references and temporal relationships in a short dialogue, short academic lecture, or extended conversation. ● understand some difficult and abstract vocabulary ● follow the essential ideas in an extended conversation or academic lecture, even if some information is not fully understood
54-63	B2	<p>Test takers at this level are usually able, when listening to a short dialogue, to:</p> <ul style="list-style-type: none"> ● integrate information across two utterances in order to understand an implied meaning ● understand the meaning of a variety of idioms and colloquial expressions (e.g., "It's probably for the best", "All I can say is..") <p>and, when listening to a short academic lecture or extended conversion, to:</p> <ul style="list-style-type: none"> ● understand a main idea or purpose that is explicitly stated or reinforced

		<ul style="list-style-type: none"> ● understand explicitly stated details that are reinforced or marked as important
47-53	B1	<p>Test takers at this level are usually able, when listening to a short dialogue, to:</p> <ul style="list-style-type: none"> ● understand high-frequency vocabulary and deduce the meaning of some lower-frequency vocabulary ● understand some commonly occurring idioms, and colloquial expressions (e.g., "I don't feel up to it", " maybe some other time") ● understand implications (e.g., implied questions in the form of statements, indirect suggestions) that are clearly reinforced ● understand common language function (e.g., invitations, apologies, suggestions) ● recognize the referents for a variety of types of pronouns (e.g., "their", "these", " one")
38-46	A2	<p>Test takers at this level are sometimes able, when listening to a short dialogue about an everyday situation, to:</p> <ul style="list-style-type: none"> ● understand the main idea of the conversation ● understand basic vocabulary ● understand explicitly stated points that are reinforced or repeated ● understand the antecedents for basic pronouns (e.g., "it", "they", "yours")

In addition, listening comprehension can be measured using the scale described in the Common European Framework of Reference for Languages. There are four listening comprehension scales as described in the CEFR book. First, Understanding The

Conversation Between Other Speakers. In this understanding, there are two main situations, namely when other speakers in group interactions speak between users/students and students do not interact directly. Another situation is when the user/student acts as a listener, for example, a student listening to conversations between other people around him. Both become more difficult than when the user/student interacts directly. In this understanding scale, there are several key concepts that are used, namely connecting words, phrases, or others, which can be to identify topics, identify chronological developments such as in a story, identify statements of agreement, and identify sociocultural implications.³¹ So in this understanding the learner acts as a listener and understands conversations from other speakers without interacting directly.

Second, Listening as a member of a live audience. This type of listening comprehension is easier than the first type of listening comprehension. In this understanding, the learner acts as a member of the audience who listens to a speaker, for example in a seminar, during class in lectures, on guided tours, and so on. The key concepts used in this understanding scale are following the conversation, the speed at which the material is delivered, familiarity with the material, and knowing the flow of arguments.³² Besides that, this understanding is an understanding that is often encountered as a student, for example in the teaching and learning process where the teacher is the speaker and the learner is the audience.

Third, Listening to Announcements and Instructions. This type of understanding is focused on listening to capture certain information. The key concepts used in this scale are understanding detailed

³¹ Piccardo, Goodier, and 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.*

³² Piccardo, Goodier, and North.

directions and instructions, capturing the main points, and the level of clarity and speed with audio distortion.³³ This understanding requires the learner to be able to determine important points and other understandings regarding an announcement or instruction given.

Lastly, Listening to audio and recording media. This research will examine this type of listening comprehension. This type uses broadcast media and recorded material, for example, messages, weather forecasts, the narration of a story, news bulletins, interviews, and documentaries. The key concepts used in this scale are choosing concrete information: understanding the main points; capturing important information; identify the mood, attitude, and point of view of the speaker.³⁴ In this comprehension, the learner listens to and understands the material conveyed through audio and recording media, for example, listening to the news on the radio. The following is a table of listening comprehension scales for audio and recording media:

Table 2.2 Scales of Listening To Audio-Media And Recordings

LISTENING TO AUDIO-MEDIA AND RECORDINGS	
C2	No descriptors available: see C1
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in the standard form of the language likely to be encountered in social, professional,

³³ Piccardo, Goodier, and North.

³⁴ Piccardo, Goodier, and North.

<div data-bbox="377 204 533 244" style="border: 1px solid black; width: 133px; height: 23px; margin: 0 auto;"></div>	<p>or academic life and identify speaker viewpoints and attitudes as well as the information content.</p>
	<p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone, etc.</p>
<p>B1</p>	<p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>
	<p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.</p>
<p>A2</p>	<p>Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.)</p> <p>Can understand in a radio interview what people say they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly.</p>

	<p>Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements, or sports results, provided that people talk clearly.</p> <p>Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.</p>
A1	<p>Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.</p>
Pre-A1	<p>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly</p>

Based on the types of listening comprehension described above, this research focuses on the fourth type of listening comprehension. Understanding of listening to audio and recording media fits in this type of research media. This research will use ICT-based media to further attract students' interest in learning listening skills. This is like Puspita and Sintia's opinion regarding the use of audio media can improve listening skills.³⁵

³⁵ Hesty Puspita Sari and Ayunda Dini Sintia, "Developing Audio Media For Teaching Listening," *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran*

From the several types of listening described in the CEFR, the researcher chose to use the fourth type which is suitable for this study. In learning listening with media such as YouTube, the fourth type, namely "Understanding of listening to audio and recording media" is in accordance with this study. Scales of this type can be a benchmark for determining the level of listening ability of EFL learners who will become participants. So that researchers can find out whether there is an increase in listening skills after the use of the YouTube channel has been determined.

B. Theoretical Framework

Some students have the perception that learning English or even learning listening skills, is difficult. As explained in the theories previously mentioned that students can view it that way because of the student experience. It is possible that in learning English, especially listening, they experience difficulties due to factors from themselves, for example, lack of mastery of vocabulary. It could even be because, during learning, the teacher uses inappropriate media so that the class seems monotonous which makes students have no interest in learning. These things can affect students' perceptions of listening and learning.

Learners as one component of learning, their perceptions are needed to achieve learning objectives. By knowing the perceptions of EFL learners, they will know what needs to be improved in the learning process. Therefore, this research requires the perceptions of EFL learners to find out their views on listening skills and the media used in this study. Through interviews, researchers will ask about the perceptions of EFL learners and strengthen them using preliminary research.

The use of appropriate learning media will increase student motivation. According to the theory of Chien et al which was previously mentioned, in their research, he said

that YouTube is a learning media that makes students feel interested and is effectively used in listening learning for EFL learners. In addition, they say that YouTube can be considered a means to see the world from a different perspective and broaden one's knowledge.³⁶ With the suitability of using media, it will make the learning atmosphere more fun and it is possible that the perception that listening is difficult can be eliminated by using media that is suitable for efficient learners.

YouTube media is widely used as a learning medium in previous studies. Not a few researchers have proven the effectiveness of this media as a medium for teaching listening. This can be seen from the very positive perceptions of English learners. In this study, participants used the YouTube channel "MercifulServant" for about one month as a medium for learning listening skills. After one month they will gain experience using the media and be able to express their perceptions after using the channel. After that, the researcher will find out from the perceptions of EFL learners about the influence of this media in improving their listening skills.

C. Review of Previous Studies

In this sub-chapter, the researcher will present several studies that have similarities with this research. Several researchers have previously conducted research discussing the use of YouTube as a medium for learning English. The researcher describes previous research as a comparison between this research and previous research. Then the researcher can find which gaps have not been investigated by previous research. The following are some previous studies that are almost the same as this study

First, research from a journal entitled Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms written by Albahiri and Alhaj in 2020. This study aims to provide guidance on utilizing the YouTube application as a medium for teaching English. The quantitative method with the quasi-experimental

³⁶ Chien, Huang, and Huang, "YouTube Videos on EFL College Students' Listening Comprehension."

approach was used to collect data. The research subjects were 48 students who were divided into 2 groups. The findings from this study are that the group that uses YouTube feels positive benefits in their English proficiency.³⁷ The similarity between Alhaj and Alhaj's research and this research is the use of YouTube. While the difference is that this research focuses on one YouTube channel, whereas previous research only discussed YouTube usage in general. In addition, the difference lies in the research focus and research methods. In previous studies, the focus was on speaking skills and using quantitative methods. Meanwhile, this study focuses on listening skills and uses qualitative research methods.

Second, a research journal entitled *Students' Perception Of English Learning Through YouTube Application* was written by Gracella and Nur in 2020. This research discusses perceptions about learning English using audio-visual media, namely the YouTube application. This study used a qualitative method by conducting interviews with 5 students of SMK Negeri 17. The results of the study explained that students responded well to using the YouTube application in learning English. They get many benefits from using YouTube which motivates them to learn English.³⁸ The similarities between Gracella and Nur's research with this research are examining perceptions, using YouTube, and using qualitative methods. While the difference is that the participants in the previous study were vocational students, while in this study the participants were university students. In addition, previous research didn't focus on one particular channel and also did not focus on just one language skill, while this research uses one particular channel and examines only one skill.

Third, research by Wibowo and Sulistyorini, entitled *The Effectiveness Of Using "Nas Daily" Youtube Channel In Improving Speaking Skills* in 2021. The purpose of this research is to find out the effectiveness of using YouTube videos in developing students' speaking skills, especially

³⁷ Albahiri and Alhaj, "Role of Visual Element in Spoken English Discourse."

³⁸ Gracella and Rahman Nur, "Students' Perception of English Learning through YouTube Application."

videos from the channel "Nas Daily". The method used in this research is the descriptive qualitative method. This research was conducted on 25 first-semester students of the Ivet University Ship Engineering Department for 1 month consisting of 2 meetings per week. The results of the study were that the participants showed that YouTube increased their interest in learning rather than just reading reference books.³⁹ The similarities between Wibowo and Sulistyorini's research and this research are the use of a YouTube channel, the research method (descriptive qualitative), and the participants who are students. In addition, the difference is that previous research examined speaking skills and using a YouTube channel to learn English, namely "Nas Daily". While this research examines the improvement of listening skills using the Islamic theme channel "MercifulServant"

Fourth, research by Chien et al, entitled YouTube Videos on EFL College Students' Listening Comprehension in 2020. This study aims to determine the impact of using YouTube on EFL students in improving listening comprehension. This study used a quantitative method by providing the same treatment to students aged 18-20 years for 5 weeks. Then students are required to take the pre-test and post-test in addition to filling out a questionnaire. The results of this study, Chien et al, verified that YouTube was shown to improve listening comprehension after receiving a combination treatment of YouTube and traditional pedagogy.⁴⁰ The similarities between Chien et al's research and this research are the use of YouTube media, language skills, and the participants. While the difference is that Chien et al's research used quantitative methods and their research used random videos on YouTube without focusing on a particular channel. At the same time, this study uses qualitative methods and focuses on one English-language Islamic channel on YouTube.

Fifth, from a journal entitled Learning English from YouTubers: English L2 Learner's self-regulated language

³⁹ Wibowo and Sulistyorini, "The Effectiveness Of Using 'Nas Daily' Youtube Channel In Improving Speaking Skill."

⁴⁰ Chien, Huang, and Huang, "YouTube Videos on EFL College Students' Listening Comprehension."

Learning on YouTube written by Wang & Chen in 2019. This research was created to explore the independent language learning of EFL learners with YouTuber English teaching videos through qualitative investigations. This research involved around 20 experienced students watching English learning videos on YouTube. The results show that the purpose of learning English on YouTube is to explore more learning resources, find the attractiveness of learning English, and explore cultural knowledge.⁴¹ The similarity in this study is in the learning media used in research, namely using YouTube. In addition, there are also differences between previous researchers and this study. The previous researchers did not use specific channels, while the researchers used the Islamic Youtube channel "MercifulServant". In addition, there are other different things where the researcher chose listening skills, whereas previous researchers did not refer to just one skill but rather to learning English in general.

Some of the previous studies mentioned above became a reference for researchers to conduct this research. From the five previous studies, there are similarities in the use of YouTube media. The difference between this study and the five previous studies is the focus of the research. In this study, the focus was on EFL learner perceptions of using the "MercifulServant" YouTube channel. Meanwhile, previous research examined the effect of using YouTube media in general. This research focuses on listening skills, while many previous studies mentioned focused on speaking skills or language skills in general. Several previous studies have proven that the use of YouTube has an effect on improving language skills. Thus the researcher will further examine the use of the YouTube channel as a learning medium. More precisely, the use of the Islamic YouTube channel "MercifulServant" in enhancing the listening skills of EFL learners. The type of listening skills referred to in this study is one of the types of listening described in the CEFR (Common European Framework of Reference for Languages) book, namely Listening to audio and recording media. This research was conducted because most EFL learners consider listening

⁴¹ Wang and Chen, "Learning English from YouTubers."

comprehension to be difficult. This can also be due to the use of inappropriate learning methods or media. Therefore, researchers are trying to examine the perceptions of EFL learners if they use the Islamic YouTube channel "MercifulServant" media as an improvement in listening skills. Researchers used scales from listening to audio and recording media types based on the CEFR book. That is to measure the participant's comprehension ability in listening.

