

**THE USE OF YOUTUBE IN LEARNING LISTENING SKILL AMONG
JUNIOR HIGH SCHOOL STUDENTS**

AN UNDERGRADUATE THESIS

**Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* Degree
in English Education Department**



By

Putri Aulia Rahmah

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UIN K.H. ABDURRAHMAN WAHID PEKALONGAN

2026

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AMONG JUNIOR HIGH SCHOOL STUDENTS

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Wassalamu'alaikum Wr.Wb.

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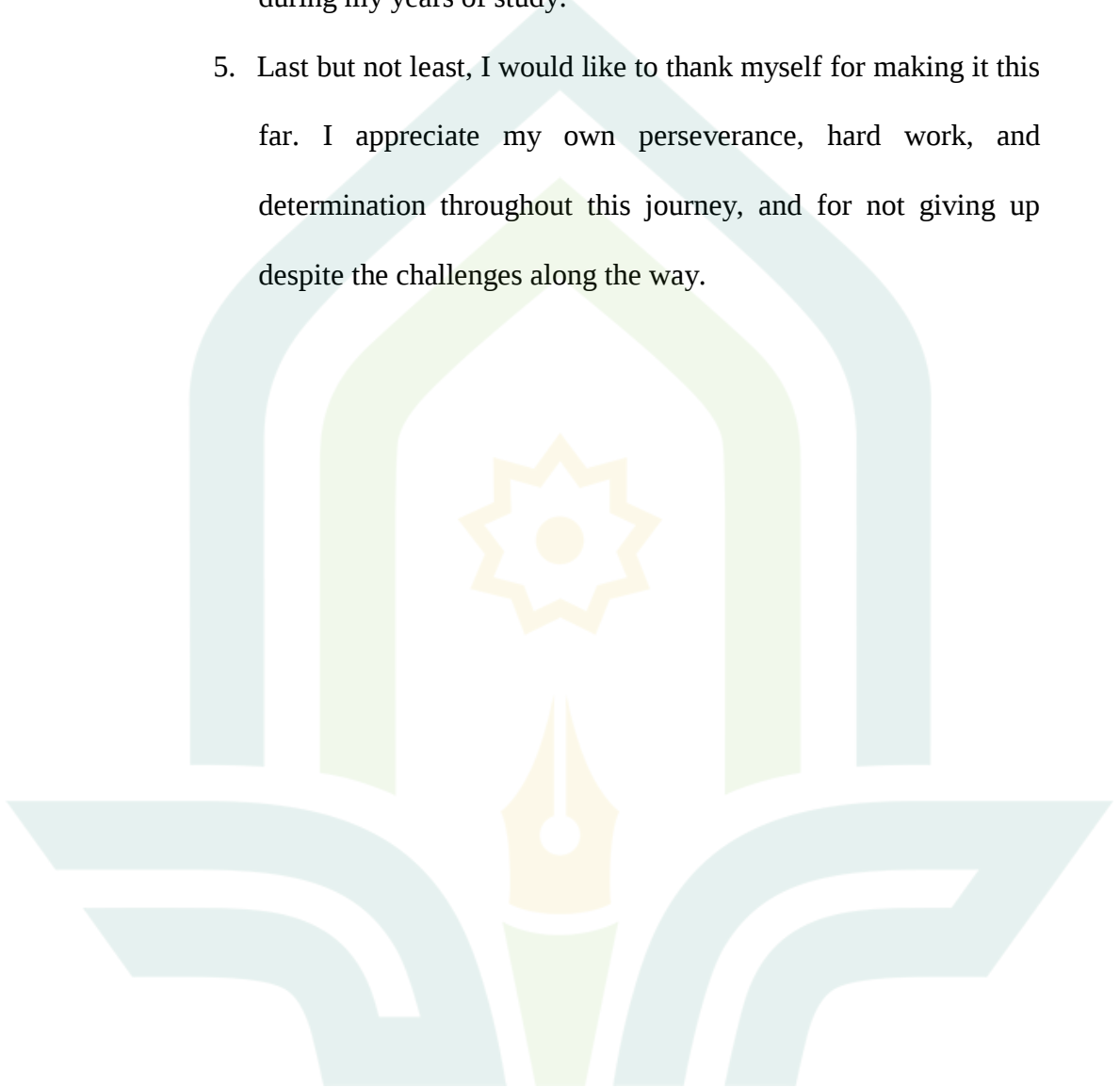
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MOTTO

*"The beautiful thing about learning is that no one can take it
away from you"*

- B.B King



ABSTRAK

Keterampilan menyimak (listening) dianggap aspek sulit dalam bahasa Inggris sebagai bahasa asing (EFL) pada pelajar usia muda. Namun, sebagian besar penelitian masih meneliti hasil belajar atau persepsi siswa, sementara penelitian mengenai penggunaan media pembelajaran digital dalam pembelajaran listening di kelas, dan kesulitan yang dialami siswa dalam proses sendiri masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengkaji implementasi YouTube dalam pembelajaran *listening* pada siswa SMP di Pemalang, Jawa Tengah, dengan mengidentifikasi kesulitan menyimak yang dialami siswa, dan meneliti strategi yang digunakan untuk mengatasi kesulitan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif, melibatkan satu guru bahasa Inggris dan tiga siswa kelas VII dengan teknik *purposive sampling*. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik berdasarkan enam tahap yang dikemukakan oleh Braun dan Clarke. Hasil penelitian menunjukkan bahwa YouTube efektif dalam mendukung pembelajaran *listening* melalui materi autentik, konteks visual, dan kegiatan pembelajaran berbasis tugas. Hasil penelitian juga mendapati siswa masih mengalami beberapa kesulitan, seperti kesulitan memahami tuturan yang cepat, keterbatasan kosakata, dan kesulitan konsentrasi selama kegiatan menyimak. Untuk mengatasi hal tersebut, siswa menerapkan berbagai strategi, seperti memutar ulang video, menggunakan subtitle, mencari arti kosakata, dan berlatih menyimak secara mandiri menggunakan lagu dan film berbahasa Inggris. Hasil penelitian ini menunjukkan bahwa YouTube mendukung pembelajaran *listening* secara efektif apabila penggunaannya dikombinasikan dengan bimbingan pembelajaran yang tepat dan juga strategi belajar yang aktif. Selain itu, YouTube juga mendorong kemandirian belajar siswa di luar kelas dan memberikan kontribusi nyata bagi guru-guru dalam merancang kegiatan pembelajaran listening berbasis YouTube yang lebih rapih.

Kata kunci: YouTube, keterampilan menyimak, media pembelajaran audiovisual, kesulitan menyimak, strategi belajar, siswa EFL.

ABSTRACT

Listening skills are considered challenging in English as a Foreign Language among young learners. However, research generally centers the study on learning outcomes or student perceptions rather than the way digital learning medium is implemented in classroom listening practices, and how students experience difficulties during the process. Therefore, this study aimed to explore the use of YouTube in learning listening skills among junior high school students in Pemalang, Central Java, by examining the implementation, describing students' listening difficulties and the strategies used to overcome those difficulties. This research employed a qualitative approach with a descriptive design, involving one English teacher and three seventh-grade junior high school students selected through purposive sampling. The data was collected through semi-structured interviews and analyzed using thematic analysis following Braun and Clarke's six phases. The findings revealed that YouTube was an effective audiovisual learning medium that supported listening instruction through real and visual context, and task-based learning activities. However, the students still experienced several difficulties, including understanding fast speech, limited vocabulary knowledge, and maintaining concentration during listening activities. To overcome these challenges, the students applied various strategies such as replaying the videos, using subtitles, searching for the vocabulary meanings, and engaging in independent listening practices through English songs and movies. These findings indicate that YouTube can effectively support listening learning when combined with appropriate instructional guidance and active learning strategies. Moreover, it also promotes the students' autonomous learning beyond the classroom and provides practical knowledge for teachers in general in designing structured YouTube-based listening activities.

Keywords: YouTube, listening skills, audiovisual learning media, listening difficulties, learning strategies, EFL students

PREFACE

Praise and gratitude are conveyed to Allah SWT, who has given His mercy and gifts and bestowed guidance, health, and patience on me so that the process of writing my thesis entitled "The Use of Youtube in Learning Listening Skill Among Junior High School Students" can be finished. This thesis is submitted to the Department of English Education, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for a Bachelor of Education degree in the Department of English Education, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. This study was achievable due to a lot of support from many parties. Therefore, on this occasion, I would like to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Among the many advantages of listening are the enhancement of speaking abilities and the comprehension of English vocabulary. Listening skills can help develop students' communicative competence when learning a foreign language (Pavlovskaya et al., 2022). In EFL in Indonesia, listening is often one of the most challenging skills for junior high school students. Many students experience difficulties in understanding spoken English due to limited vocabulary, difficulty following the speaker's speed, lack of focus, and low motivation during the listening activities. These problems are commonly found in early secondary levels, including seventh-grade students.

In many junior high school classrooms, including those in regional areas such as Pemalang, Central Java, listening instruction is still dominated by conventional methods (Intan et al., 2022). Teachers often depend on textbook-based audio recordings or teacher-centered explanation. These approaches usually have limited exposure to authentic language use and do not always match the students' interests or real-life happenings. As a result, students tend to be passive listeners and show low enthusiasm during the listening lessons. This situation indicates the need for more engaging learning media to support the students' listening development. One learning medium that has strong potential to address these problems is YouTube. YouTube provides audio-visual content, and presents language in real life situations, such as daily conversations, stories, and situational

dialogues. The combination of sound, images, and context will give students understanding of spoken English more easily and maintain their attention. In addition, with YouTube teachers can select the materials that are suitable for their students' proficiency level and interests, which is particularly important for young learners at the junior high school level (Berutu and Margana, 2023)

Several studies in the Indonesian EFL have found positive findings regarding the use of YouTube for listening lessons. Fakhruddin et al. (2020) studied teacher training in junior high schools and found that YouTube-based listening materials was impactful to support students' learning outcomes when teachers were able to design appropriate video contents. Similarly, Yuyun and Simamora (2021) found that YouTube supported the EFL students' listening skills because YouTube increased their interest, their confidence, and the engagement during learning activities. These studies put YouTube as a potential effective learning medium in listening lessons.

However, other studies have approached the topic from different perspectives. For example, Sulaiman et al. (2022), examined the relationship between the frequency of watching YouTube and the students' listening comprehension. The results showed a positive relationship, but the study did not explain the way YouTube should be used instructionally in the classroom. In addition, Marbun et al. (2023) also studied the use of YouTube to improve listening skills among seventh-grade junior high school students, but the study

provided limited discussion on specific classroom procedures for lower-grade students, such as seventh graders.

Referring to some of these previous studies, it can be seen that most research emphasizes general benefits, teacher preparation, student perceptions, or learning results. There is still limited research that put the focus on the way YouTube is used effectively in actual classroom practice to address specific listening problems faced by seventh-grade students. Moreover, classroom observations at a junior high school in Pemalang, Central Java, such as in the study by Zahra (2024), indicate that students continue to struggle with understanding spoken English despite the availability of digital media. Therefore, this study would like to examine the way YouTube is implemented in real classroom listening practices and how the students experience listening difficulties and apply learning strategies.

1.2 Formulation of the Problems

This study addresses the following research questions:

1. How is YouTube used in learning listening skills to seventh-grade junior high school students in Pemalang, Central Java?
2. What difficulties do the students face, and what strategies do they use to overcome those difficulties when learning listening through YouTube?

1.3 Aims of the Study

Based on the problem formulation, this study aims to:

1. explore the use of YouTube in teaching listening skills to seventh-grade junior high school students; and
2. describe the difficulties faced by students and the strategies they use to overcome those difficulties when learning listening through YouTube.

1.4 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. YouTube: a web-based video-sharing platform that allows users to access, upload, comment on, and subscribe to video content, which can be utilized as a learning resource in educational contexts (Srinivasacharlu, 2020).
2. Learning media: tools or resources used by teachers to deliver instructional content and support students' learning processes more effectively (Arsyad, 2021).
3. Listening skills: the ability to understand spoken language by recognizing sounds, vocabulary, pronunciation, and meaning conveyed by the speaker in oral communication (Brown, 2007).

1.5 Significance of the Research

This study is expected to provide several benefits: theoretically, empirically, and practically.

1. Theoretical Benefit

Theoretically, this study contributes to the discussion of listening instruction in EFL by extending the existing theories of listening comprehension to the use of digital learning media. The researcher would like to examine how YouTube is used to support listening activities, and this study supports the view that listening development can be improved through authentic audio-visual input and learner engagement. The findings can be enrichment to the current perspectives on listening pedagogy, particularly for young learners in junior high school contexts.

2. Empirical Benefit

Empirically, this study would provide data on how seventh-grade junior high school students in Pemalang, Central Java, use YouTube to improve their listening skills, including the difficulties they face and the strategies they employ. The results will have real classroom-based evidence that can be used as a reference for future studies on YouTube-assisted listening lessons in similar EFL classrooms.

3. Practical Benefit

Practically, this study is expected to provide the English teachers with new findings and information about the use of YouTube in teaching listening skills to seventh-grade junior high school students. The findings can be a reference for teachers in selecting appropriate YouTube videos and designing listening activities that can address the students' common

listening difficulties that are often met. In addition, this study is expected to help teachers understand how students develop listening comprehension through exposure to spoken English, which is relevant to second language acquisition (SLA) and listening acquisition. For students, the researcher hopes this study can increase the students' awareness of effective learning strategies that can be used when learning listening skills through YouTube.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted with the aim to explore the use of YouTube in learning listening skills among junior high school students, as well as to describe the difficulties experienced by the students and the strategies they used to overcome those difficulties. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn here. First, YouTube was used as an audiovisual learning medium to support listening learning activities in the classroom. The teacher integrated YouTube videos into the teaching and learning process by providing procedure text materials related to classroom topics and engaging students in task-based learning activities. The use of audiovisual content was able to assist the students understand spoken English more easily, for the reason that the visual elements supported the meaning comprehension. In addition, YouTube was found to encourage the students to access English learning materials independently outside the classroom.

However, despite these benefits, the students reported that they still experienced several difficulties during listening activities, including understanding fast speech, their limited vocabulary knowledge, and hard time in maintaining concentration. These findings indicate that authentic or real listening materials available on YouTube still come with challenges for students whose listening proficiency is still developing. Second, the students applied various strategies to overcome the listening difficulties they experienced when learning

through YouTube. These strategies included replaying videos, making use of subtitles, searching for the vocabulary meanings, and utilizing visual cues to interpret spoken messages. Furthermore, the students reported that they engaged in independent learning activities such as watching English movies and listening to English songs to improve their listening skills. These findings show that students actively regulated their own learning processes when interacting with YouTube-based listening materials. This study suggests that YouTube can function as a supportive learning medium for listening instruction when it is combined with appropriate guidance and effective learning strategies. More importantly, it also promotes the students' autonomous learning beyond the classroom.

5.2 Suggestions

Based on the findings of this study, several suggestions can be proposed for teachers, students, and future researchers.

5.2.1 For English Teachers

English teachers are encouraged to integrate YouTube videos as supplementary listening media in classroom instructions. Teachers should carefully select videos that match their students' proficiency levels and provide careful and deliberate guidance such as vocabulary preparation, subtitle use, or repeated listening activities to fully assist students overcome listening difficulties. Structured activities can also be

considered, because they are beneficial for students to learn more effectively from authentic audiovisual materials.

5.2.2 For Students

Students are suggested to actively utilize YouTube as an independent learning resource to improve their listening skills. They are advised to have regular exposure to English videos, movies, and songs, as these can help students become familiar with pronunciation, vocabulary, and natural speech patterns. Students are also encouraged to apply effective listening strategies such as replaying videos and learning new vocabulary consistently.

5.2.3 For Future Researchers

Future researchers are recommended to explore the use of YouTube in different educational contexts or language skills, such as speaking or pronunciation development. Further studies can also consider to involve larger number of participants or combine qualitative and quantitative approaches to provide broader findings and contribution into the effectiveness of YouTube in English language learning.