

**STUDENTS' FEELINGS OF USING YOUTUBE VIDEOS TO
LEARN ENGLISH LISTENING SKILLS IN UNIVERSITY**

AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Hafidatul Ulya
SN. 2519084

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY
2023**

**STUDENTS' FEELINGS OF USING YOUTUBE VIDEOS TO
LEARN ENGLISH LISTENING SKILLS IN UNIVERSITY**

AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Hafidatul Ulya
SN. 2519084

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY
2023**

SURAT PERNYATAAN

KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Hafidatul Ulya

NIM : 2519084

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Students Feelings of Using Youtube Video to Learn English Listening Skills in University”** adalah benar-benar hasil penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 20 Juni 2023



HAFIDATUL ULYA
NIM. 2519084

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdr. Hafidatul Ulya

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Prodi TBIG

di

PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

:

Nama : Hafidatul Ulya

NIM : 2519084

Prodi : FTIK/Tadris Bahasa Inggris

Judul : Students' Feelings of Using Youtube Videos to Learn English
Listening Skills in University

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 20 Juni 2023
Pembimbing



Dewi Puspitasari, M.Pd.
NIP. 197902212008012008



APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

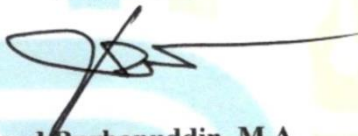
Nama : HAFIDATUL ULYA
NIM : 2519084
Judul : STUDENTS' FEELINGS OF USING YOUTUBE VIDEOS TO LEARN ENGLISH LISTENING SKILLS IN UNIVERSITY


Has been examined and approved by the panel of examiners on Monday, 10th July 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Examiner II


Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

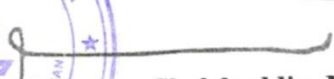

Muhammad Jauhari Sofi, M.A.
NIP. 19861226 201801 1 001

Pekalongan, 12th July 2023

Assigned by

The Dean of FTIK UIN Pekalongan




Dr. H. M. Sugeng Sholehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality. Following that, Shalawat and Salam be upon our Prophet Muhammad SAW, and we expect to get His syafaat later at The Last Day. Second, I'd like to offer my heartfelt gratitude of support from many individuals. Therefore, I would like to extend my sincere gratitude to:

1. My beloved parents, Ibu Alfiyah and Bapak Abdul Aziz (alm), who always give their blessings and full support from all aspects to me so that the completion of this thesis can be undertaken with full happiness. May Allah SWT always give health, happiness and reward all his kindness in this world and the hereafter.
2. Eros Meilina Sofa, M.Pd as the study guardian lecturer who has always been a good listener and advisor during my study journey at UIN K.H. Abdurrahman Wahid Pekalongan.
3. Dewi Puspitasari, M.Pd as the thesis supervisor who has been willing to patiently and carefully direct me in the process of completing the thesis. May all his kindness be rewarded with goodness as well by Allah SWT.
4. All Lecturers and Staff of UIN K.H. Abdurrahman Wahid Pekalongan who have provided knowledge and all forms of affection during my studies. May all kindness be beneficial for life in this world and the hereafter and Allah SWT repays with His kindness and mercy.

5. My participants who have helped me in completing my thesis and do not mind and want to spend time with me. May what you hope for be facilitated by Allah SWT.
6. My dearest roommate and editor Imroatus Solehah who always gives her time to help editing, and sharing discussion. May everything always be facilitated by Allah SWT.
7. My dearest friends who always support and moodbooster, namely, Azizah Nurinnisa, Farhiyah, and Awwaliyatul Mufidah, Shilna Mukhlisoh, Sintia Fuji Lestari, and Fadia Aninda Rizqi. Thank you for providing color during the journey of thesis completion. May you always be a good, strong, and lucky human being.
8. Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook. Thank you for always providing fun and being a moodbooster when I am tired, as well as being one of my happiness when working on my thesis.
9. Everyone whose name cannot be listed individually for all of their contributions to this study, thank you for all the prayers and support given. May you always be protected by Allah SWT.

MOTTO

“Those who don’t have a dream, it’s okay, it’s okay if you don’t have a dream.

You just have to be happy.”

-Min Yoongi of BTS

“Be what you want, not what others want you to see”

-Park Jimin of BTS

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi perasaan siswa dalam menggunakan video YouTube untuk mempelajari keterampilan mendengarkan bahasa Inggris. Sebuah penyelidikan naratif digunakan untuk mencapai tujuan penelitian. Dalam penelitian ini, empat mahasiswa menggambarkan pengalaman mereka dalam mempelajari keterampilan menyimak bahasa Inggris dengan menggunakan video YouTube. Dengan menggunakan perekam suara WhatsApp, wawancara online semi-terstruktur dilakukan dengan para siswa untuk mengumpulkan informasi. Analisis tematik oleh Braun dan Clark digunakan untuk menganalisis data. Temuan dari penelitian ini menunjukkan bahwa ada beberapa perasaan yang dialami oleh siswa ketika mereka belajar mendengarkan menggunakan video YouTube dan ada beberapa alasan mengapa siswa mengalami perasaan tersebut ketika menggunakan video YouTube dalam belajar keterampilan mendengarkan. Ditemukan bahwa siswa yang belajar mendengarkan menggunakan video YouTube mengalami beberapa perasaan seperti perasaan bahagia, marah, dan bad mood. Ada alasan mengapa siswa mengalami perasaan tersebut ketika menggunakan video YouTube dalam pembelajaran keterampilan mendengarkan. Mereka merasa senang karena antusiasme rasa ingin tahu sehingga tertarik dengan video yang ditonton, video yang menarik, sementara itu mereka merasa marah karena gangguan yang terjadi dan menimbulkan perasaan tidak senang, dan mereka merasa bad mood karena video yang membosankan (durasi yang lama).

Kata kunci: *Perasaan siswa; Video YouTube; belajar Bahasa Inggris; keterampilan mendengarkan*

ABSTRACT

The purpose of this study is to explore students feelings of using YouTube videos to learn English listening skills. A narrative inquiry is used to achieve the study's goals. In this study, four university students described their experiences learning English listening skills using YouTube videos. By using WhatsApp's voice recorder, a semi-structured online interview was conducted with the students to collect information. Thematic analysis by Braun and Clark was used to analyze the data. The findings of this study are indicate that there were some feelings who experienced by students when they learn listening using YouTube videos and there are reasons why students experience these feelings when using YouTube videos in learning listening skills. It was found that students who learn listening using YouTube videos experienced some feelings such as feelings of happy, angry, and bad mood. There are reasons why students experience these feelings when using YouTube videos in learning listening skills. They felt happy because enthusiasm of curiosity so that they were interested in the video they were watching, an interesting video, meanwhile they felt angry because distractions that occurred and caused bad feelings, and they felt bad mood because videos were boring (long duration).

Keywords: *Students feelings; YouTube Video; learn English; listening skills*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Student’s Feelings of Using Youtube Videos to Learn English Listening Skills in University”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag, as the head of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Dr. M. Sugeng Sholehuddin, M.Ag, as the dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of the English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Dewi Puspitasari, M.Pd., my supervisor who has given me suggestions, guidance, and time in writing this research proposal.
5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.

6. My beloved parents who have given me endless support, prayer, advice, and encouragement in writing this thesis.
7. My dearest friends who have fought through the journey together since the very beginning.
8. Everyone who has met and created any moment with me, you have given me a lot of lessons.

Pekalongan, June 20th 2023

A handwritten signature in black ink, appearing to be a stylized 'A' or similar character, enclosed in a light gray rectangular box.

The Author

TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vii
ABSTRAK	viii
ABSTRACT	ix
PREFACE	x
TABLE OF CONTENT	xii
TABLE LIST	xiv
ENCLOSURE LIST	xv
CHAPTER I	
INTRODUCTION	1
1.1 Research Background	1
1.2 Formulation of The Problems	4
1.3 Definition of References	4
1.4 Aim of the Study	5
1.5 Significance of The Study	5
CHAPTER II	
THEORETICAL BACKGROUND	7
2.1 Theoretical Review	7
2.2 Previous studies	15
2.3 Conceptual Framework	18
CHAPTER III	
RESEARCH PROCEDURE	19
3.1 Research design	19
3.2 Research Context	19

3.3 Participants	20
3.4 Data Collection.....	20
3.5 Data Analysis	21
3.6 Research Steps.....	22
3.7 Research Schedule.....	23
CHAPTER IV	
RESULT AND DISCUSSION.....	24
4.1 Results	24
4.2 Discussion	38
CHAPTER V	
CONCLUSION.....	45
5.1 Summary of the Findings	45
5.2 Recommendation.....	45
REFERENCES.....	47
ENCLOSURE.....	50

TABLE LIST

Table 2.1 Conceptual Framework.....	18
Table 3.1 List of Participants.....	20
Table 3.2 Research Schedule.....	23

ENCLOSURE LIST

Enclosure 1: Transcript Interview

Enclosure 2: Curriculum Vitae

CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, the aim of the study, operational definitions, and the significance of the study.

1.1 Research Background

One of the most important basic abilities to develop in English is listening skills. Nation & Jonathan (2009) stated that speaking comes naturally after hearing, so listening is essential for developing a person's first language as well as for the naturalistic learning of other languages. To communicate effectively and in a way that is simple to understand, listening requires that we pay attention to the grammar, spoken language, and meaning of the language. Tomlison (1984), Hien (2005), and Rost (2009) stated that listening skill is a very important ability to be mastered in language, with good listening skills we can understand the communication around us. grammatical, speech, and also the meaning of language because with listening, our language skills are also getting better (Anisa, 2021).

Not a few students at school have listening skills that can be said to be low or not yet qualified below average. This is because they do not understand what they are listening to, and lack interesting and supportive media to learn listening skills. The enthusiasm or motivation felt by students in learning listening skills can be something that is needed for the process of learning.

English listening skills, learning listening with boring methods, learning monotonous listening only with audio, etc. Lately, the invention of technology makes listening not only through audio media but also through audio-visual media like video. When using videos to practice listening skills, some students still have difficulties. Students lack the enthusiasm to learn since they find the used video to be uninteresting. Hruby (2010) states that audiovisual media such as video can motivate a student and bring joy and enjoyment during the listening section. Many YouTube channels can be used to learn listening skills, such as TED Talks, English speeches, and Movies. The YouTube platform is one of the audiovisual tools that help learners learn their skills in auditory (speech) and word synchronization (visual) (Fanoni, 2018).

Currently, YouTube is being used a lot in classrooms. They learn differently from past generations as a result of the rise in technical literacy. This led to an integrated strategy and a paradigm shift in learning, which resulted in the adoption of a new technique for learning English as a foreign language using YouTube. Each student can learn English in their way, whether it be by taking English classes, viewing English movies, listening to English-language music, or something else entirely. Online content from YouTube is thought to be a valuable resource for teaching and learning. People have started to like it more, especially grownups. Students can learn from real-world videos and situations on this website, which could enhance their comprehension and performance in English language classes. According to Karkera & Chamundeshwari (2018) videos,

especially youtube videos as the largest video provider on the internet, can increase students' listening skills, and also can develop a variety of the newest topic or new issues. Besides that, the video also allows students to recognize mimics and gestures/movements from every speaker in conversation (Harmer, 2007).

When students learn listening skills using Youtube videos, they experience a variety of feelings. Feelings states can have significant impacts on education and learning, and when it comes to education, investigating the entire diverse range of emotions experienced in academic settings seems to be of high importance because learning and achievement are "major sources of human emotions today" (Pekrun et al., 2002a, p. 92). Feelings are so significant that they can affect a person's decision to continue working on a task in a language classroom or not, as well as whether they want to study a foreign language (Mendez Lopez & Pea Aguilar, 2013).

The researcher believes that this research is necessary to be conducted reflecting from previous research. Several sources have shown that video can be used as a medium for English learning, but several sources have strengths and weaknesses. In this study, readers, especially teachers, will gain knowledge and understanding of how to learn students' listening skills in the English learning process by using media such as youtube videos. Several previous studies have examined the use of YouTube videos in English language learning (Tahmina, 2023), and students' perceptions of the use of YouTube videos in learning English (Islamiah & Aprizani, 2021). Meanwhile, after seeing some of the previous

studies above, it can be concluded that many students use youtube videos for learning English. But here the researcher focuses more on how students feel about the use of youtube videos to learn English listening skills.

1.2 Formulation of the Problems

According to the study's context described above, the problem study will be revealed:

- 1.2.1 What are the students' feelings about using youtube videos to learn English listening skills?
- 1.2.2 Why do students experience these feelings when using YouTube videos in learning listening skills?

1.3 Definition of References

To avoid misunderstandings regarding the terminologies used in this study, the researcher offers some definitions related to the study as follows:

- 1.3.1 Listening skill is a very important ability to be mastered in language, with good listening skills we can understand the communication around us. Grammatical, speech, and also the meaning of language (Tomlison, 1984).
- 1.3.2 Video is a type of multimedia content that combines spoken and unspoken presentations and displays photos, annotations, and on-screen text simultaneously (Meyer, 2002).

- 1.3.3 Youtube is a website where users may upload, share, comment on, search for, and post videos that are relevant to them (Biel, et.al, 2011).
- 1.3.4 The feeling is conscious experiences that are triggered by both external stimuli and a variety of physical conditions. Emotions, on the other hand, are unconscious experiences (Chaplin, 1989).

1.4 Aim of the Study

Based on the problems that have been described, the aims of this research are:

- 1.4.1 To describe the students' feelings about using youtube videos to learn English listening skills.
- 1.4.2 To describe the reasons students experience their feelings while using youtube videos in learning listening skills.

1.5 Significance of The Study

The researcher hopes the result of this study can contribute to Atkinson's (1995) theory and support theories related to the student's feelings using youtube videos and the reasons students experience their feelings while using youtube videos in learning listening skills. Hopefully, this study can give empirical insights into the student's experience using youtube videos in learning listening skills. And this research can help students know the types of feelings experienced

when learning listening skills using YouTube videos, and to develop the students' motivation in their listening skills.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the explanation in the previous chapter, the researcher found 3 different feelings when they learn listening using YouTube videos. It was found that students who learn listening using YouTube videos experienced some feelings such as feelings of happy, angry, and bad mood.

However, behind them experiencing that feelings, there are reasons why students experience these feelings when using YouTube videos in learning listening skills. They felt happy because enthusiasm of curiosity so that they were interested in the video they were watching, an interesting video, meanwhile they felt angry because distractions that occurred and caused bad feelings, and they felt bad mood because videos were boring (long duration). Students have different physical reactions when they experience these feelings such as smiling, laughing, and excited with sparkling eyes when they felt happy. Meanwhile the students experienced grumbling and speaking harshly when they felt angry. In addition, students experienced frowning and sleepy when they felt bored.

5.2 Recommendation

The researcher has many weaknesses in various aspects. In this part, the researcher would like to offer some suggestions for further research that will

conduct knowing the types of feelings does not only discuss the 3 types of feelings from Atkinson's theory.

Further research can explore more about the students' feelings using youtube videos to learn English listening skills, not only using the theory of Atkinson and the reason for students' feelings because there are probably still much more.

REFERENCES

- Anisa, U. N. (2021). *Students' Difficulties in Dealing With English Listening Skills in General EFL Class: A Narrative Inquiry*.
- Ardianti, R. (2020). *Pengaruh Kecerdasan Emosional Terhadap Pola Asuh Orang Tua Di Rt.04 Rw.08 Kelurahan Muara Lembu Kecamatan Singingi Kabupaten Kuantan Singingi*. 5(3), 248–253.
- Arslan, C. (n.d.). An Investigation of Anger and Anger Expression in Terms of Coping with Stress and Interpersonal. *Stress: The International Journal on the Biology of Stress*, 10(1), 25–43.
- Aytan, T. (2016). *The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers*. Sciedu Press : Department of Turkish Education, College of Education, Yildiz Technical University.
- Bite, V. (2013). An Important Skill and Its Various Aspects (The Criterion. *An International Journal in English*, 1.
- Budiardjo, A. (1991). *Kamus Psikologi*. Dahara Prize.
- Fanoni, M. (2018). *The Effect of Using Video on Junior High School Students' Listening Comprehension Achievement*.
- Goleman, D. (2004). *Working With Emotional Intelligence*. Gramedia Pustaka Utama.
- H. Douglas Brown. (2004). *Language Assessment Principle and Classroom Practices*. San Francisco: Longman. 120.
- Hude, M. D. (2006). *Emosi, Penjelajahan Religio-Psikologis tentang Emosi Manusia di dalam al-Qur'an*. Erlangga.
- I. S. P. Nation and J. Newton. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge: New York.

- Islamiah, N., & Aprizani, Y. (2021). Perception Of Students In Using Youtube On Learning English. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 4(2), 181. <https://doi.org/10.20527/jetall.v4i2.8814>
- Izzah, L., Hadi, M. S., & Rosa, M. S. (2020). Student's Perception of TED TALK Video to Improve Listening Skills. *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 518–523. <https://doi.org/10.30605/jsjgp.3.3.2020.498>
- Junaidi, W. (2017). Faktor-Faktor yang Mempengaruhi Emosi Peserta Didik. *Pengembangan Diri*, 31–123.
- Lane, A. M., Terry, P. C., Beedie, C. J., Curry, D. A., & Clark, N. (2001). Mood and performance: Test of a conceptual model with a focus on depressed mood. *Psychology of Sport and Exercise*, 2(3), 157–172. [https://doi.org/10.1016/S1469-0292\(01\)00007-3](https://doi.org/10.1016/S1469-0292(01)00007-3)
- Mutahar, Ahmed Ali, & Rajpalsingh, Chikhalikar. (2019). The Influence of Using Media on Improving English Listening Skills. *An International Peer-Reviewed Open Access Journal Vol.5 (3)*.
- Méndez Lopez, M. G., & Pea Aguilar, A. P. (2013). Emotions as learning enhancers of foreign language learning motivation. *Profile*, 15(1), 109–124.
- Pekrun, R., Goetz, G., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91–105.
- Rahayu, C. (2018). *Students ' Perception of Using Animation Video Faculty of Educational Sciences.* 118. http://repository.uinjkt.ac.id/dspace/bitstream/123456789/39211/1/chyntia_rahayu-FITK
- Rohman, A. A., & Karimah, S. (2018). Faktor-Faktor Yang Mempengaruhi Rendahnya Motivasi Belajar Siswa Kelas XI. *Faktor-Faktor Yang*

Mempengaruhi Rendahnya Motivasi Belajar Siswa Kelas Xi, 10, 95–108.

Rozi, F., Baharun, H., Tohet, M., Aini, Q., & Imamah, N. N. (2022). Anger Management in Improving Teacher Performance in School. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 243–253. <https://doi.org/10.33650/al-tanzim.v6i1.3299>

Shafawati, D., Sholihah, L., Prakoso, G., & Riyantika, F. (2021). *The Use of YouTube Video Toward Students' Listening Ability.* <https://doi.org/10.4108/eai.16-10-2020.2305198>

Simanungkalit, M. (2014). *Emosi Positif Keluarga. 2, 312.*

Slameto. (2003). *Belajar dan Faktor-Faktor yang Mempengaruhinya.* Rineka Cipta.

Subroto, S. (1988). *Dasar-Dasar Psikologi Untuk Pendidikan di Sekolah.*

Supriyono, F. A. L. (2020). Studi Kasus Mood (Suasana Hati) Dan Pola Interaksi Sosial Anak Down Syndrome. *Thesis.*

Sutami, H. (2018). *Causal Relationship as an Expression of Happiness and Joyfulness. 280.*

Tahmina, T. (2023). Students' Perception of the Use of Youtube in English Language Learning. *Journal of Languages and Language Teaching*, 11(1), 151. <https://doi.org/10.33394/jollt.v11i1.6883>

Tri Lestyaningsih. (2017). The Influence of Listening English Song to Improve Listening Skill in Listening Class. *Journal, 1.1.*

Tugiwati, D. (2014). *The Use Of Videos to Improve The Listening Skills Of Class VII B Students Of SMPN! Mlati in The Academic Year Of 2012/2013.*