

## A QUALITATIVE ANALYSIS OF YOUTUBE USAGE IN ENHANCING ENGLISH LISTENING SKILLS OF GRADE X STUDENTS

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**Abstrak** - Penelitian ini bertujuan untuk menganalisis secara kualitatif penggunaan media YouTube dalam meningkatkan keterampilan mendengarkan (listening skill) bahasa Inggris siswa kelas X SMAN 18 Palembang. Metode yang digunakan adalah penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan media YouTube dapat meningkatkan keseriusan, keterlibatan, antusiasme, dan keberanian siswa dalam mengikuti pembelajaran, sekaligus menurunkan aktivitas negatif selama proses belajar. Data observasi menunjukkan peningkatan keseriusan dari 66% menjadi 93%, keterlibatan dari 60% menjadi 90%, antusiasme dari 50% menjadi 87%, keberanian dari 40% menjadi 80%, dan penurunan aktivitas negatif dari 30% menjadi 10%. Analisis kualitatif mengungkapkan bahwa siswa yang aktif memanfaatkan YouTube sebagai media pembelajaran mampu menangkap kosakata, memahami percakapan, dan mengulang materi secara mandiri sehingga keterampilan mendengarkan bahasa Inggris meningkat secara signifikan. Penelitian ini menyimpulkan bahwa media YouTube efektif sebagai sarana pembelajaran bahasa Inggris yang menarik, interaktif, dan dapat diakses kapan saja, memberikan peluang bagi siswa untuk belajar secara mandiri dan meningkatkan kemampuan menyimak mereka.

**Kata kunci:** Media YouTube, Pembelajaran Bahasa Inggris, Keterampilan Mendengarkan, Penelitian Kualitatif

**Abstract** - This study aims to qualitatively analyze the use of YouTube as a medium to enhance English listening skills of Grade X students at SMAN 18 Palembang. The research employed a descriptive qualitative method with data collection techniques including observation, interviews, and documentation. The findings indicate that the implementation of YouTube media can increase students' seriousness, participation, enthusiasm, and confidence in learning, while simultaneously reducing negative behaviors during the learning process. Observation data showed an increase in seriousness from 66% to 93%, participation from 60% to 90%, enthusiasm from 50% to 87%, courage from 40% to 80%, and a decrease in negative behaviors from 30% to 10%. Qualitative analysis revealed that students who actively utilized YouTube as a learning medium were able to grasp vocabulary, understand conversations, and review material independently, thereby significantly improving their English listening skills. The study concludes that YouTube is an effective tool for English learning, offering an engaging, interactive, and accessible platform that enables independent learning and enhances students' listening abilities.

**Keywords:** YouTube Media, English Learning, Listening Skills, Qualitative Research.

### 1. INTRODUCTION

Language is the primary means of communication used by humans to convey thoughts, feelings, and ideas to others (Maru'ao, 2020). It not only functions as a medium of social interaction but also serves as a vehicle for the development of knowledge, culture, and technology. In the context of globalization, English holds an important position as an international language used in various aspects of life, including education, economics, and cross-cultural communication (Nga, 2018). Therefore, English proficiency has become one of the essential competencies that students must possess in the modern era (Zein et al., 2020). In learning English, there are four main skills that students need to master: listening, speaking, reading, and writing (Pratiwi et al., 2020). Among these four skills, listening is often considered the most challenging for students. Listening is an active process of understanding

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messages conveyed through spoken language, which involves the ability to recognize sounds, comprehend meanings, and interpret the context of utterances (Laia, 2020). According to Massitoh (2021), Zulkifli et al. (2022), listening is not merely hearing sounds but also understanding the meanings embedded within them. Listening skills serve as the foundation for mastering other language skills. One cannot speak effectively without first understanding the utterances they hear (Rosadi et al., 2020; Pham, 2023).

Therefore, mastering listening skills is a crucial foundation in English learning. However, in practice, many students struggle to comprehend English conversations, especially due to diverse accents and the fast speech rate of native speakers (Susilawati, 2023). Similar difficulties are also experienced by students at SMAN 18 Palembang, who generally find it challenging to understand English conversations naturally.

With the advancement of digital technology, education has undergone significant changes, including in foreign language learning. Technology has introduced various media that facilitate more engaging and interactive learning processes (Hasan et al., 2021). One of the most popular media among students is YouTube. This platform provides a wide range of free educational video content, such as learning videos, short films, interviews, and English-language vlogs (Dash, 2022). According to Merta et al. (2023), Anik et al. (2021), using YouTube in English learning can enhance listening skills through repeated exposure to native speakers' speech. Furthermore, YouTube videos offer visual support in the form of facial expressions, body movements, and contextual situations that help students better understand the meaning of utterances (Rohmawati et al., 2019). Features such as subtitles and playback speed adjustment also allow students to learn at their own pace (Ananda, 2023); (Miller et al., 2021). This makes YouTube a flexible and effective medium for English language learning.

Learning media play an important role in supporting the teaching and learning process. According to Apriansyah (2020), media are any forms of tools used to convey messages from teachers to students to create an effective learning process. In the context of English learning, engaging media such as YouTube can foster motivation and active participation among students Faroh & Utomo (2020). Nikmah et al. (2023), states that authentic videos from YouTube can provide real-life learning experiences because students can listen to language used in everyday contexts. The role of technology in foreign language learning is also emphasized by Maru'ao (2020), who explains that digital technology can create a learning environment that promotes interaction and learner autonomy. Husna et al. (2024), adds that the combination of visual and auditory elements in digital media helps students process verbal and nonverbal information more efficiently. Thus, learning English through YouTube not only provides an enjoyable learning experience but also strengthens students' understanding of language structure, pronunciation, and context.

Overall, the use of YouTube as a learning medium in English language instruction is expected to improve the listening skills of students at SMAN 18 Palembang. Through authentic and engaging videos, students can learn to comprehend English conversations naturally, acquire correct pronunciation, and enrich their vocabulary. Therefore, utilizing YouTube as a learning medium can be an effective strategy to overcome students' listening difficulties in English learning at school.

## **2. METHOD**

This study employed a descriptive qualitative method, aiming to provide a detailed description and analysis of the use of YouTube as a medium for English learning among Grade X students at SMAN 18 Palembang. A qualitative approach was chosen because it allows the researcher to understand the phenomenon naturally, deeply, and comprehensively,

including students' behaviors, experiences, and responses to the use of learning media (Creswell & Creswell, 2017). Using this method, the researcher not only describes classroom activities but also links the findings to modern language learning theories, particularly listening skills.

## ***2.1 Data Collection Techniques***

In this study, data were collected using three main techniques:

### **a. Observation**

Observations were conducted to monitor students' activities directly during English lessons using YouTube. The researcher recorded aspects such as attendance, participation, collaboration, enthusiasm, and willingness to speak, as well as students' responses to audiovisual materials. Observations were also used to assess the effectiveness of YouTube in improving listening skills, including students' ability to understand vocabulary, intonation, and conversation context in the videos. The results were compared to conditions before using YouTube, where students' engagement and seriousness were relatively low, and many were hesitant to speak or exhibited negative behaviors in class.

### **b. Interview**

In-depth interviews were conducted with the English teacher and several Grade X students to explore their perceptions regarding YouTube usage. Questions were systematically structured, covering students' experiences watching videos, ease of understanding the material, and its impact on learning motivation. These interviews supported the observation results by providing subjective insights into how students felt more confident, enthusiastic, and able to review the material independently through videos. The teacher also offered a professional perspective on the ease of using YouTube to design engaging and interactive lessons.

### **c. Documentation**

Documentation was used as supporting data to reinforce findings from observations and interviews. Collected documents included students' assignments, classroom activity notes, photos of learning activities, and the YouTube videos used. This documentation allowed the researcher to track students' listening skill development over time and visualize the tangible impact of using digital media.

## ***2.2 Data Analysis***

Data analysis was conducted qualitatively through three main stages:

### **a. Data Reduction**

The researcher filtered relevant information from observations, interviews, and documentation. Irrelevant data were discarded, keeping the research focused on the impact of YouTube on students' listening skills. For example, the decrease in negative behaviors after video use was used as an indicator of success.

### **b. Data Presentation**

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Data were organized systematically in the form of narratives, tables, and simple graphs. For instance, students' seriousness increased from 66% → 93%, participation from 60% → 90%, enthusiasm from 50% → 87%, and willingness to speak from 40% → 80%. Negative behaviors decreased from 30% → 10%. This presentation helped both the researcher and readers clearly understand the changes resulting from YouTube usage.

### **c. Conclusion Drawing**

The researcher drew conclusions by linking field findings to English language learning theories. For example, improvements in listening skills and student participation align with studies stating that audiovisual media can enhance motivation, focus, and contextual learning experiences (Neves, 2022). Conclusion drawing also involved critical interpretation of classroom dynamics, such as how students used videos for independent learning, increased confidence, and repeated difficult material.

## **3. RESULT AND DISCUSSION**

### ***3.1 Result***

English language learning at SMAN 18 Palembang using YouTube has been proven to align with modern language learning theories, which emphasize the importance of audiovisual media in enhancing listening skills, motivation, and student participation. Based on theoretical studies, the use of interactive media such as videos allows students to review the material, understand intonation, vocabulary, and sentence structures more effectively, while providing a contextual and engaging learning experience.

Table 1. Comparison Chart of Observation Results Before and After Using YouTube

<b>Indicator</b>	<b>Before (%)</b>	<b>After (%)</b>
Seriousness in learning	66	93
Active listening participation	60	90
Student enthusiasm	50	87
Courage to answer questions	40	80
Negative behavior	30	10

- The observation results before the implementation of YouTube showed that students' seriousness was only around 66%, participation 60%, enthusiasm 50%, and willingness to speak 40%, while negative behaviors reached 30%. This indicates the limitations of conventional methods in improving students' listening skills and classroom participation.
- After implementing YouTube, there was a significant increase: seriousness rose to 93%, participation to 90%, enthusiasm to 87%, willingness to speak to 80%, and negative behaviors decreased to 10%. This improvement aligns with theories suggesting that audiovisual media enhance students' attention, motivation, and learning experiences (Sudjana & Rivai, 2013; Wigati et al., 2014; Alwehaibi, 2015). Students could access videos at any time and replay difficult sections, allowing their listening skills to improve, boosting confidence, and increasing active participation in learning.

In other words, the findings of this study indicate that using YouTube as a learning medium effectively bridges English learning theories with classroom practice, providing

SMAN 18 Palembang students with a more interactive, enjoyable, and productive learning experience.

### **3.2 Discussion**

Based on the observations, interviews, and documentation conducted during the study, the use of YouTube as a learning medium in English lessons has been proven to have a positive impact on improving the listening skills of Grade X students at SMAN 18 Palembang.

#### **a. Increased Student Participation and Enthusiasm**

Observation results showed that after implementing YouTube, most students demonstrated increased active participation in learning activities. For example, previously only around 60% of students were serious in following the lessons, which increased to 85% after using YouTube. This aligns with Redjeki & Muhajir (2020), who stated that audiovisual media can enhance students' motivation and concentration in understanding foreign language materials.

Additionally, students' enthusiasm for listening to the material increased significantly. Observational data indicated that 80% of students showed high interest while following the video lessons, compared to 55% before YouTube was used. This demonstrates that YouTube provides a more engaging and interactive learning context, motivating students to pay closer attention to the material presented.

#### **b. Improvement in Listening Ability**

Analysis of interview data and student assignments revealed that students' English listening skills improved. For instance, some students were able to grasp vocabulary and sentence structures more accurately and answer questions related to video content with higher precision compared to before the media was used.

This improvement is who stated that multimedia-based learning, such as interactive videos, can significantly enhance conceptual understanding and language skills because students receive simultaneous audio and visual stimuli.

#### **c. Ease of Access and Independent Learning**

The use of teacher-created YouTube channels provides flexibility for students to review material anytime and anywhere. This facilitates students who may not fully grasp the material during class to engage in independent learning. According to interviews, several students stated that they found it easier to understand English vocabulary and conversations because they could watch the videos repeatedly, reinforcing comprehension and gradually improving listening skills.

#### **d. Correlation Between Observation and Interviews**

The results of observations and interviews support each other. Observations showed increased student activity in following lessons, while interviews provided additional insights into students' experiences and perceptions of YouTube. Teachers also noted that YouTube

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allows for more varied lesson delivery, reducing boredom and increasing classroom interaction.

### **e. Qualitative Analysis**

Qualitative data showed a pattern where students who actively used YouTube as a learning medium demonstrated better listening skills compared to those who rarely used it. This indicates that successful learning depends not only on classroom attendance but also on students' ability to access and utilize additional learning resources independently.

Overall, the discussion confirms that using YouTube as a supplementary tool in English learning is effective in enhancing students' listening skills. This improvement is reflected in increased activity, enthusiasm, the ability to extract information from videos, and the opportunity to review material independently, all of which positively impact overall English language comprehension.

## **4. CONCLUSION**

Based on the findings of this study, it can be concluded that the use of YouTube as a medium in English learning for Grade X students at SMAN 18 Palembang has a significant positive impact on improving listening skills. Utilizing this media makes the learning process more engaging, interactive, and easily accessible for students anytime and anywhere. Observation results indicated that students' seriousness increased from 66% to 93%, participation from 60% to 90%, enthusiasm from 50% to 87%, courage from 40% to 80%, and negative behaviors decreased from 30% to 10%. This demonstrates that YouTube can motivate students to be more active and disciplined in learning while reducing disruptive behaviors in the classroom.

Qualitative analysis showed that students who regularly used learning videos via YouTube were able to acquire new vocabulary, comprehend English conversations, and review material independently. The platform allows students to learn at their own pace, revisit difficult sections, and progressively develop their listening skills. Interviews with teachers and students revealed that YouTube helps expand learning resources beyond the classroom, provides flexibility, and supports remote or independent learning.

Furthermore, the study emphasizes that the success of English learning is not solely determined by teaching methods but also by students' ability to optimally use supporting media. YouTube, as a visual and audio medium, presents real-life contexts in learning, allowing students to connect vocabulary and language structures with authentic communication situations. This fosters greater enthusiasm and confidence in verbal expression while enhancing listening skills more effectively.

In conclusion, YouTube has proven to be an effective, innovative, and enjoyable tool for English learning that enhances students' listening abilities comprehensively. The study also highlights the importance of teacher creativity in developing digital learning materials, selecting videos that are relevant and appropriate for students' proficiency levels, and providing guidance to ensure students can utilize the medium optimally. Overall, the use of YouTube not only improves listening skills but also fosters learning motivation, independence, and active participation in English learning at SMAN 18 Palembang.

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