



Students' perceptions of the use of YouTube videos to practice listening skills

Elfrida Deliva ^{1,*}, Santri E.P. Djahimo. ², Muhammad Arif. ³

¹ University of Nusa Cendana, Student, Penfui, Kupang, Indonesia

² University of Nusa Cendana, Lecturer, Penfui, Kupang, Indonesia

³ University of Nusa Cendana, Lecturer, Penfui, Kupang, Indonesia

Email First Author : elfridadeliva42@gmail.com

ARTICLE INFO	ABSTRACT
Article history Received : March, 20th 2026 Revised : April, 26th 2026 Accepted : May, 30th 2026 OPEN ACCESS	This research aims to explore students' perceptions of using YouTube videos as a medium to practice listening skills in English language learning. This study employed a descriptive qualitative design involving students as the participants. The data were collected through questionnaire and interviews to obtain a deeper understanding of students' experiences, perceived benefits, and challenges when using YouTube for listening practice. The findings reveal that most students hold positive perceptions toward the use of YouTube videos. They reported that YouTube helps students practice their listening skills by providing authentic, engaging, and easily accessible content. The variety of accents, speaking speeds, and real life context available in YouTube videos were also considered beneficial for enriching students' listening skills. However, several challenges were identified, including unstable connections and the difficulty level of certain videos. Overall, YouTube is perceived as an effective and supportive medium for listening practice, particularly in enhancing students' motivation and engagement. The study suggests that teachers incorporate YouTube into listening activities as an innovative and relevant instructional tool that aligns with students' needs.
Keywords:	<i>Students' perceptions, YouTube Videos, Listening Skills, English Language Learning</i>

1. Introduction

English is widely recognized as one of the most important international languages used for global communication in various fields, including education, business, and technology. In Indonesia, English is taught as a compulsory subject from elementary school to university level. Students are expected to master four fundamental language skills: listening, speaking, reading, and writing. Among these skills, listening is often considered the foundation for language acquisition, as it provides essential input for developing other language competencies. Listening plays a crucial role in communication. Rizkan et al. (2018) state that listening accounts for approximately 40–50% of total communication time. Similarly, Afriyuninda and Oktaviani (2021) emphasize that listening is a key

component of effective communication because it enables individuals to comprehend and respond appropriately to spoken messages. However, listening is often perceived as one of the most challenging skills for EFL learners due to factors such as limited vocabulary, unfamiliar pronunciation, different accents, and fast speech rate. From a theoretical perspective, listening comprehension can be explained through cognitive processing theories, particularly bottom-up and top-down processing (Vandergrift, 2007). Bottom-up processing involves decoding linguistic elements such as sounds, words, and grammatical structures, while top-down processing requires learners to activate background knowledge and contextual understanding to interpret meaning. Effective listening instruction should therefore support both processes. With the rapid development of technology, digital media have become increasingly integrated into English language teaching. One widely used platform is YouTube, which provides authentic audio-visual materials such as conversations, interviews, speeches, and educational content.

According to Mayer's (2009) Cognitive Theory of Multimedia Learning, learners understand information more effectively when verbal and visual inputs are presented simultaneously. This theory supports the use of video-based media in listening instruction, as the combination of sound and visual context can enhance comprehension and engagement. Several studies have reported the benefits of YouTube in English language learning. Jaelani and Habibatulaela (2022) suggest that YouTube serves as an accessible learning resource for both teachers and students. Chhabra (2012) notes that YouTube videos can enhance vocabulary, pronunciation, and overall language skills. Furthermore, Yuyun and Sinamora (2021) found that YouTube increases students' motivation, confidence, and interest in learning English.

However, although previous studies have examined the effectiveness of YouTube in improving various English language skills, most of them primarily focus on learning outcomes rather than learners' perceptions. In addition, limited research has specifically investigated students' perceptions of using YouTube videos as a medium for practicing listening skills in the Indonesian senior high school EFL context. This indicates a need for further exploration of how students experience and perceive the integration of YouTube in listening instruction.

Therefore, this study is positioned within the field of EFL digital pedagogy and aims to investigate students' perceptions of the use of YouTube videos to practice listening

skills. By exploring students' experiences, this study seeks to contribute to the development of more effective and engaging listening instruction in EFL classrooms.

2. Research Method

This study employed a descriptive qualitative research design to explore students' perceptions of using YouTube videos to practice listening skills.

This research was categorized as a descriptive mixed-method study. Quantitative data were collected through a questionnaire to identify general patterns of students' perceptions, while qualitative data were obtained through interviews to gain deeper insights into their experiences and opinions. The study aimed to understand students' attitudes and perceptions toward the use of YouTube in listening activities. This study was conducted at SMA Negeri 9 Kota Kupang. The participants of this study were students who had learned listening skills using YouTube videos. A total of 45 students completed the questionnaire. From these participants, five students were selected for interviews to gain deeper insights into their perceptions.

The primary instrument of this study was a questionnaire consisting of 12 close-ended items using a Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The questionnaire was designed to measure students' perceptions of using YouTube videos in practicing listening skills. An interview guide was used as a supporting instrument to explore students' opinions, experiences, and challenges in more detail.

Data Analysis

The quantitative data obtained from the questionnaire were analyzed using descriptive statistics in the form of frequencies to determine the number of students selecting each response category. The results were presented in tables to clearly illustrate the distribution of responses for each statement.

The qualitative data from interviews were analyzed using the interactive model proposed by Miles and Huberman (1992), which includes data reduction, data display, and conclusion drawing. In the data reduction stage, relevant data were selected and categorized based on research themes. In the data display stage, the data were organized in descriptive form to identify patterns. Finally, conclusions were drawn by interpreting the findings and supporting them with both questionnaire and interview results.

3. Research Findings and Discussion

Research Findings

The research presents the data obtained from the questionnaires and interview sessions as follows:

Results of Questionnaires: Students' perceptions toward the use of YouTube videos to practice listening skills

Table 1. Student's Questionnaires

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I believe YouTube videos are effective for practicing listening.	4	1	24	11
2	YouTube videos help me improve my understanding of different accents and dialects.	2	1	26	11
3	I prefer using YouTube videos over traditional listening exercises in class	3	0	35	2
4	YouTube videos provide authentic language context that help me in listening comprehension.	2	2	33	3
5	I find it easy to find YouTube videos that match my language learning needs	3	0	32	5
6	YouTube videos are a convenient way to practice listening skills outside of class	2	0	28	10
7	YouTube videos allow me to control the pace of my listening practice	2	2	34	2

8	I am confident in my ability to find appropriate YouTube videos for practicing my listening skills.	2	0	34	4
9	YouTube videos offer a variety of content that keeps me motivated to practice listening.	1	1	35	3
10	I would recommend using YouTube videos for listening practice for other language learners.	3	0	35	2
11	YouTube is less useful for learning	6	29	5	0
12	YouTube is difficult to use if there is no internet connection.	6	4	23	7

Note: This questionnaire has used a four indicator Likert scale to measure students' perceptions regarding the use of YouTube videos for listening skill practices. The explanation of each category is as follows:

- Strongly Agree (SA): Indicates that the students fully support the given statement and holds a very positive perception.
- Agree (A): Indicates that the students support the statement, although not as strongly as strongly agree.
- Disagree (D): Indicates that the students do not agree with the statement, reflecting a less supportive or somewhat negative perception.
- Strongly Disagree (SD): Indicates that the students completely disagree with the statements and hold a very negative perception.

Students' perceptions toward the use of YouTube videos to practice listening skills

Based on the research findings, the majority of students believe that YouTube videos are effective for practicing listening skills. Out of 40 students surveyed, 24 agree and 11

strongly agree with the statement No.1, indicating a positive perception overall. Conversely, a small minority, comprising 4 students who strongly disagree and 1 who disagrees, do not share with this view. This suggests that YouTube videos are generally seen as a beneficial tool for practice by the majority by the surveyed students. For statement No. 2, the students' responses showed that 2 students chose strongly disagree, 1 student chose disagree, 26 students chose agree, and 11 students chose strongly agree, indicating a predominantly positive perception of the statement. For statement No. 3 garnered responses of 3 students choosing strongly disagree, 35 students choosing agree, and 2 students choosing strongly agree. These responses indicate a significant preference among students for using YouTube videos over traditional listening exercises in class. Regarding statement No. 4, the majority of students (36 out of 40) agreed that YouTube videos provide authentic language context that helps with listening comprehension, with 33 students strongly agreeing. Only a small minority of 4 students disagreed with this statement. This underscores strong agreement among students regarding the benefits of YouTube videos for improving listening comprehension skills due to their authentic language contexts.

Statement No. 5 results indicated that 3 students strongly disagreed, 32 students agreed, and 5 students strongly agreed. This majority suggest that most Based on the responses to statement No. 5 it is evident that a majority of students find it relatively easy to find YouTube videos that meet their language learning requirements, though a small minority of 3 students expressed strong disagreement. Overall, the data suggest a generally positive perception among students regarding the suitability of YouTube videos for their language learning needs. Statement No. 6 posited that YouTube videos are a convenient way to practice listening skills outside of class. From the responses, it is evident that a majority of the students (28 agree and 10 strongly agree) find YouTube videos beneficial for enhancing their listening skills outside of classroom setting. Specifically, out of the 40 students surveyed, 28 agree and 10 strongly agree with statement. This strong consensus supports the effectiveness and popularity of using YouTube videos for this purpose. Based on the responses to statement No.7, the majority of students (34 out of 40) agreed that YouTube videos allow them to control the pace of their listening practice. Only a small number of students (4 out of 40) disagree with this statement. In statement No. 8, I am confident in my ability to find appropriate YouTube videos for practicing my listening skills, 2 students chose strongly disagree, while the remaining 34 students chose agree, and

4 students chose strongly agree. In statement No. 8, which assessed students' confidence in finding appropriate YouTube videos for improving listening skills, 2 students strongly disagreed, 34 students agreed, and 4 students strongly agreed. This overwhelming consensus suggest a high level of confidence among the students surveyed in their ability to utilize YouTube effectively for this purpose. The minority who selected strongly disagree may represent a small but notable group whose views could provide insight into potential challenges or differing perspectives regarding the use of YouTube for listening skills practices. Regarding statement No. 9, which evaluated whether YouTube videos offer a variety of contents that keeps students motivated to practice listening, the result showed that 35 agreed, and 3 students strongly agreed, while only 1 student strongly disagreed and 1 student disagreed. This indicates that YouTube videos are generally perceived as motivating for listening practice among students. Besides that, (Jawad & Mansour, 2021) also stated that watching videos can motivate learners to engage in different task. For statement No.10, asked if students would recommend using YouTube videos for listening practice to other language learners. The data indicate strong support with 35 students agreeing and 2 students strongly agreeing while only 3 students strongly disagreed. This suggest a strong overall positive perceptions towards using YouTube for language learning among the respondents. Regarding statement No. 11 which suggested YouTube is less useful for learning, the majority of students disagreed (29 students) or strongly disagreed (6 students), with only 5 students agreeing. This suggests a prevailing sentiment among the students that YouTube retains usefulness as a learning tool, albeit with varying degrees of agreement. Finally, statement No.12 addressed the difficulty of using YouTube without an internet connection. The results of this statement were follows, 6 students chose strongly disagree, 4 students chose disagree, 23 students chose agree, and 7 students chose strongly agree. This version clarifies that the difficulty arises specifically when trying to use YouTube without an internet connection.

Overall, the data indicate a generally positive perception among students regarding the effectiveness, convenience, and motivational aspects of using YouTube videos for language learning, particularly for listening practice. YouTube has advantages to practice students' listening skills. There are many advantages that students can gain from watching YouTube videos. YouTube is a valuable platform for enhancing English listening skills due to several key advantages. Firstly, it provides a wide array of content, allowing learners to choose topic that interest them, thereby maintaining motivation throughout their

practice sessions. YouTube offers authentic language contexts, helping learners grasp nuances in pronunciation, accents, and dialects crucial for real world communication. Moreover, the platform allows learners to control the pace of their listening practice, enabling them to adjust according to their proficiency level. This flexibility extends to the convenience of practicing outside formal learning environments like classrooms, making it accessible anytime and anywhere. YouTube videos are highly recommended for language learners aiming to refine their listening skills in practical and engaging manner. Even though the internet connection was sometimes down, but it did not reduce their interest in watching and gaining knowledge from YouTube videos.

Results of Interview: Students' Description of Their Experiences Using YouTube Videos to Practice Listening Skills

Based on the interview with five students regarding the use of YouTube as a learning tool, here are the summarized conclusions: Student 1 expressed that YouTube tutorials are valued for comprehending complex topics beyond traditional lectures, as discussed with both teachers and classmates. Student 2 acknowledged the potential usefulness as YouTube for visual learners but noted a lack of formal discussion on its educational benefits among peers and teachers. Student 3 mentioned raising the topic of YouTube for learning but encountered the teacher reluctance, despite some classmates supporting its use. Student 4 confirmed frequent utilization of YouTube for accessing explanations and demonstrations not covered in textbooks, emphasizing its practicality in their learning process. Student 5 indicated indirect awareness of classmates utilizing YouTube for studying, highlighting its role as a tacitly acknowledged resource among students. Overall, the interviews reveal varied perspectives on YouTube as a supplementary educational tool, with some students actively endorsing its benefits while others perceive mixed reception from educators and peers.

The findings of this study have several important pedagogical implications. First, given the strong positive perceptions among students, language educators should consider more systematically incorporating YouTube videos into their listening instruction. Hafner and Miller (2011) suggested that teacher-guided selection of appropriate YouTube content can maximize the platform's educational benefits while minimizing potential drawbacks.

Second, the study highlights the need for developing students' digital literacy skills to enable them to critically evaluate and select YouTube videos that best serve their language learning needs. This recommendation is supported by Benson and Chik (2010), who

emphasized the importance of training learners to become autonomous and discerning consumers of online educational content.

Finally, the findings suggest that teachers should provide more structured guidance on how to effectively use YouTube for listening practice. This might include creating curated playlists of videos appropriate for different proficiency levels, designing pre- and post-viewing activities to enhance comprehension, and teaching strategies for dealing with challenging content. Sherer and Shea (2011) similarly advocated for a more structured approach to integrating YouTube into educational contexts to maximize its benefits.

Discussion

This study aimed to explore students' perceptions of using YouTube videos to practice listening skills. Based on the findings from both questionnaires and interviews, this research demonstrates a predominantly positive perception among students regarding the use of YouTube videos for practicing listening skills. The majority of respondents (35 out of 40 students) either agreed or strongly agreed that YouTube videos are effective for practicing listening skills. This aligns with Almurashi's (2016) research, who found that YouTube provides authentic materials that help learners improve their comprehension of spoken English in real-life contexts. Furthermore, Jalaluddin (2016) asserted that YouTube offers multimodal learning experiences that cater to different learning styles, thus enhancing the overall listening comprehension process.

The interview data revealed that students particularly valued YouTube for its variety of accents and speakers, which helps them understand different English dialects better. This corroborates with Watkins and Wilkins (2011), who suggested that exposure to diverse accents and speech patterns through YouTube videos significantly contributes to developing more robust listening skills. As one student noted, "YouTube offers a variety of accents and speakers, which helps me understand different English dialects better," highlighting the platform's capacity to provide authentic linguistic input that traditional classroom resources might not offer.

However, Terantino (2011) cautioned that the effectiveness of YouTube for language learning depends largely on how selectively videos are chosen and how they are integrated into overall language instruction. This reservation was echoed by one student who preferred "podcasts or online courses designed for language learners" over YouTube, suggesting that YouTube may not be universally preferred as a listening practice tool.

A significant finding from the study is the perceived convenience of using YouTube for listening practice outside the classroom setting. A total of 38 out of 40 students agreed or strongly agreed that YouTube videos are a convenient way to practice listening skills outside of class. This finding is supported by Kabooaha and Elyas (2018), who emphasized that YouTube's ubiquity and accessibility make it an ideal platform for extending language learning beyond traditional classroom boundaries.

The ability to control the pace of learning emerged as a particularly valuable feature, with 36 out of 40 students acknowledging this benefit. As expressed by one interview participant, "It's convenient because I can pause, rewind, and repeat as much as I need to catch everything." This control over the learning process enables students to tailor their listening practice to their individual proficiency levels and learning speeds. Berk (2009) similarly highlighted this aspect, noting that the ability to manipulate video content gives learners agency over their learning experience, which can enhance engagement and comprehension.

Nevertheless, Balbay and Kilis (2017) pointed out potential drawbacks related to accessibility, particularly concerning internet connectivity issues. This concern was reflected in the questionnaire responses to statement No. 12, where 30 out of 40 students agreed or strongly agreed that YouTube is difficult to use without an internet connection. This limitation can significantly hamper the platform's utility in areas with unreliable internet infrastructure, creating a digital divide in educational opportunities.

The research findings strongly suggest that students value YouTube videos for providing authentic language contexts that aid listening comprehension. A substantial majority (36 out of 40 students) agreed or strongly agreed with this view. This perception is consistent with Watkins and Wilkins' (2011) who argued that YouTube exposes learners to authentic language use in diverse contexts, thereby bridging the gap between classroom learning and real-world communication. Moreover, students appreciated the variety of content available on YouTube, with 38 out of 40 respondents indicating that this variety keeps them motivated to practice listening. One student noted during the interview, "I can choose videos based on my interest, so learning feels more enjoyable and relevant compared to traditional exercises." This finding resonates with Alwehaibi's (2015) research, who emphasized that the rich, diverse content on YouTube can significantly enhance student motivation and engagement in language learning activities.

However, Kelsen (2009) raised concerns about the quality and educational value of some YouTube content, suggesting that not all videos are equally beneficial for language learning. This concern was mirrored by a student who mentioned, "One major issue is the varying quality of the content. Not all educational videos are accurate, so it takes time to find reliable sources." This highlights the importance of critical selection and evaluation of YouTube videos for educational purposes.

4. Conclusion

This study explored students' perceptions of the use of YouTube videos as a medium for practicing listening skills in an Indonesian EFL context. The findings indicate that most students hold positive perceptions toward the integration of YouTube in listening activities. Both questionnaire and interview data revealed that students value YouTube for its easy accessibility, diverse and authentic content, and adjustable playback features, which support comprehension and enhance learning motivation. Students also described their learning experiences as engaging, flexible, and personalized. The ability to select videos based on their interests and learn at their own pace promotes autonomous learning and increases enjoyment in listening practice. These findings are consistent with multimedia learning theory, which suggests that the integration of audio and visual input can enhance comprehension and engagement in language learning.

However, this study also identified several challenges. Some students reported that distracting visuals, background noise, unstable internet connections, limited data access, and advertisements sometimes interfered with their concentration. Additionally, without clear teacher guidance, students tended to select entertaining rather than educational content. These findings highlight the importance of structured instructional design and teacher scaffolding when integrating digital media into listening instruction. Pedagogically, the results suggest that teachers should integrate YouTube strategically by carefully selecting appropriate materials, providing clear instructions, and guiding students in choosing relevant and educational content. Proper scaffolding is essential to maximize the benefits of digital media in listening activities.

Despite its contributions, this study has several limitations. It was conducted in a single school with a limited number of participants, which may restrict the generalizability of the findings. Furthermore, the data relied primarily on students' self-reported perceptions rather than direct measurement of listening achievement. Future research is recommended

to employ experimental or quasi-experimental designs to measure students' listening improvement before and after the use of YouTube. Comparative studies involving different digital platforms and longitudinal research examining long-term effects would also provide deeper insights into the effectiveness of YouTube in listening instruction across diverse educational contexts.

References

- Hendrayasa, I. P. B. P. (2021). YouTube for teaching listening in English language: The benefits in experts' views. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(3), 442-428. <http://dx.doi.org/10.23887/jippg.v4i3>
- AI Jawad, A. S. H., & Mansour, A. A. (2021). The significance of using YouTube as an academic tool to improve students' listening skill in Libyan Universities. *Internasional Journal of Linguistic Studies*, 1 (1). <https://doi.org/10.32996/ijls.2021.1.1.5>
- Cohen, L., Manion, L., & Morisson, K (2011). *Research method in education*. 7th edition. Routledge