

VOCATIONAL STUDENTS' PERCEPTIONS OF USING YOUTUBE AS A DIGITAL PLATFORM FOR IMPROVING LISTENING COMPREHENSION SKILLS

Sefrina Anandita Apriliani

English Education Study Program, Faculty of Languages and Arts, State
University of Surabaya
ananditadita665@gmail.com

ABSTRACT

This study investigates vocational high school students' perceptions of using YouTube as a digital platform to improve listening comprehension skills in an EFL context. Listening is considered one of the most challenging skills due to limited exposure to authentic English, accent variation, and a lack of engaging learning media. This research employed a descriptive qualitative design involving tenth-grade students at SMK Negeri 5 Surabaya. Data were collected through questionnaires and interviews, and analyzed using thematic analysis. The findings reveal that students generally perceive YouTube positively, as it provides audio-visual support, authentic language exposure, flexibility, and increased motivation. Students reported benefits such as vocabulary acquisition, improved pronunciation, and better contextual understanding. Additionally, YouTube enables personalized learning through features such as replay, subtitles, and adjustable playback speed. However, several challenges were identified, including fast speech, unfamiliar vocabulary, inaccurate or unavailable subtitles, and technical issues such as poor internet connection. Overall, YouTube is considered an effective and engaging platform for improving listening comprehension, although teachers need to guide students in selecting appropriate content and overcoming learning barriers.

Keywords: student perception, YouTube, listening comprehension, EFL, vocational students

A. INTRODUCTION

English is crucial as a global language in education, communication, and the workplace. Listening skills are considered one of the most challenging skills for EFL students, particularly in vocational high schools. Students often face challenges such as limited exposure to authentic English, a variety of accents, and unengaging learning materials.

With the advancement of digital technology, platforms like YouTube have become popular tools for language learning. These platforms allow students to experience real-life communication through authentic audio-visual content, and also offer various learning features that help students improve their listening comprehension.

Previous research has primarily focused on how effective YouTube is

in improving listening skills. However, studies examining students' perspectives, particularly those related to vocational schools, remain limited. Students' perceptions influence their engagement, motivation, and learning outcomes.

Consequently, this study examines how vocational school students view YouTube as a digital that helps them improve their listening comprehension and identifies the challenges they face.

B. RESEARCH METHOD

Using a descriptive qualitative research design, this study was conducted at SMK Negeri 5 Surabaya and involved 10th-grade students.

Data were collected through questionnaires (closed-ended and open-ended questions) and interviews, and 86 students out of 123 respondents were selected based on the completeness of their responses.

Thematic analysis was used to analyze the data, which included data familiarization, coding, categorization, theme development, and interpretation. The purpose of using this technique was to identify patterns related to students' perceptions and

difficulties when using YouTube for listening comprehension.

C. RESULTS AND DISCUSSION

The results show that students view using YouTube as a way to improve their listening comprehension.

First and foremost, YouTube offers a variety of benefits, including vocabulary enrichment, audiovisual support, and exposure to a range of English accents. Students reported that visual elements such as body language and context made it easier for them to understand spoken English.

Second, YouTube supports personalized learning. Students can learn anytime and anywhere with features such as replay, subtitles, and playback speed adjustment. They feel more motivated and engaged in learning because of this flexibility.

Third, YouTube boosts student participation and increases their motivation because the content is engaging and aligns with their interests, such as movies, music videos, and vlogs.

However, several obstacles have been identified. Fast speech is

the most common obstacle, making it difficult for students to understand spoken English. Other obstacles include unfamiliar vocabulary, a lack of translated text, inaccurate translations, and technical issues such as poor internet connections.

These results indicate that YouTube is effective, but teachers need proper guidance to maximize its benefits and minimize these obstacles.

D. CONCLUSION

Thus, vocational school students view YouTube favorably as a digital platform for improving their listening comprehension skills. This is due to its many advantages, such as original content, flexibility, and an engaging learning experience.

However, fast speaking pace, limited vocabulary, subtitle issues, and technical difficulties are some of the challenges students face. Therefore, teachers should help students select appropriate content and offer ways to overcome these challenges.

Further research is needed to assess how effective YouTube is for language acquisition or to compare it with other digital platforms.

REFERENCES

Book:

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*.
Robbins, S. P., & Judge, T. A. (2002). *Essentials of organizational behavior*.

Journal:

- Aji, M. (2023). YouTube as a teaching medium for learning speaking. *PJEE*, 2(1), 11–18.
Alawadh, H. M., Alabrah, A., & Meraj, T. (2023). English language learning via YouTube: An NLP-based analysis of users' comments.
Amalia, Purmasari, Asri, Ramadhanti, Ningrum, & Syahid. (2025). Exploring the use of YouTube videos with texts and without. 5(4), 1127–1134.
Audina, I. P., Artini, L. P., Dewi, S., & Arie, N. K. (2022). YouTube videos for listening skills during COVID-19 pandemic: EFL students' views. 6(3), 327–334.
Binarkaheni, S., Ismailia, T., & Rahmanita, M. (2022). Students' perspectives on extensive listening through YouTube. *JEAPCO*, 8(2).
Cholik, M., Umaroh, S. T., Rijanto, T., & Soeryanto, S. (2023). YouTube as an alternative to learning media: A case study. *Jurnal Pendidikan Teknologi dan Kejuruan*, 29(1), 86–97.
Dara, C., Rahila, I., & Batubara, M. H. (2023). The influence of YouTube

- on listening skills. 3(1), 1–7.
- David, A. (2023). Understanding students' perceptions toward YouTube as a learning tool: An empirical approach.
- Dilnoza Rakhimjonovna, S. (2024). The importance of the English language in today's world. *European Journal of Emerging Technology and Discoveries*.
- Dizon, G. (2022). YouTube for second language learning: What does the research tell us? *Australian Journal of Applied Linguistics*.
- Dzihnie, Z. N., & Gozali, A. (2023). Vocational school students' perceptions of learning extensive listening through YouTube videos. *English Franca*, 7(1), 191.
- Fachrurrazy, D., Muhassin, M., & Nawawi, M. (2025). Students' perception of using YouTube application in English language learning.
- Feliciano Ignacio, J., Bersabe, L. C. A., Serrano, A. J. D., Carpio, N. G., & Delos Santos, E. G. (2022). Technology-based media used in teaching listening skills. *Exposure*, 11(1), 85–99.
- Firdaus, R., Amanah, A., Yuliasri, I., & Semarang, U. N. (2025). EFL students' perceptions toward the use of YouTube subtitled videos to enhance comprehension, 385–406.
- Fitria, T. N. (2021). Investigating the emergence of digital platforms for listening learning proficiency. *Al-Lisan*, 6(2), 209–224.
- Garrison, A., & Archer, W. (2022). Learning presence within the community of inquiry framework. *The Internet and Higher Education*, 52, 100832.
- Gracella, J., & Rahman Nur, D. (2020). Students' perception of English learning through YouTube application. *Borneo Educational Journal*, 2(1), 20–35.
- Hidayah, & Gunawan. (2025). Exploring EFL students' difficulties in listening comprehension. 7(2), 88–105.
- Humairoh, I., Islam, M. H., Fatmawati, R., & Hasan, Z. (2024). Students' perceptions toward podcast media in learning English speaking skills.
- Jailani, A. Q., Wahab, A. A., & Ferdiyanto, F. (2024). Students' perceptions in using YouTube as a tool. 6(1), 11–21.
- Juita, E. (2024). The use of YouTube to improve listening skills in EFL classroom. 7(1), 8403–8414.
- Karim, S. A., et al. (2023). Exploring EFL students' views on using YouTube videos. *English Review*, 11(3), 757–766.
- Kartika, Siahaan, Herman, Rumapea, & Silalahi. (2023). Implementation of audio-visual media in improving listening comprehension. 8(2), 86–96.
- Kholil, M. U., & Malang, U. A. (2025). Students' preferences on multimedia resources in listening activities.
- Loura, Mansyur, S., & Fitriyana, W. (2025). Maximizing YouTube for EFL listening education. 630–640.
- Ly, N. M. C., Chu, T. D., Tran, T. H. A.,

- & Pham, Q. A. (2024). Students' perception of using YouTube to learn English. *International Journal of TESOL & Education*, 4(3), 20–45.
- Marbun, N. B. E., et al. (2023). Use of YouTube in improving listening skill. *Journal of Education, Linguistics, and Literature*, 2(4), 311–317.
- Marthafany, I. D. (2023). Using video-captioning to develop vocabulary. 3, 12–19.
- Marzona, Y. (2023). Students' difficulties in listening comprehension. 2(2), 28–33.
- Mauliska, N., & D'angelo, J. F. (2024). The importance of language learning at school. *INTERLING*, 2(2).
- Meluwu, D. F. E., & Neman, M. I. E. (2025). Students' perception toward the use of ChatGPT. *Global Education Journal*, 3(2), 206–216.
- Nurdiawati, D. (2019). YouTube animated movies as an alternative media. *English Focus*, 2(2).
- Oktapiani, U., et al. (2024). The effectiveness of English-subtitled videos. 12(1), 56–71.
- Putri, F. H. (2019). YouTube for self-regulated English learning. 12(2), 42–57.
- Rahman, I. A., Mustofa, M., & Nisa', I. (2022). YouTube music as teaching media. *Jurnal Paedagogy*, 9(1), 8.
- Ramadhianti, & Somba. (2021). Listening comprehension difficulties in Indonesian EFL students. 1(3).
- Ramiza, I. W., & Hendriani, S. (2025). Students' problems of listening: A meta-analysis, 24–30.
- Rmelah, P. A., & Pornwiriyaakit, P. (2023). Developing listening skills through repetition technique. *Journal of English Linguistics*, 12(6), 73–81.
- Salainti, E., & Pratiwi, W. R. (2021). Digital technology in supporting listening skills. *Klasikal Journal*, 3.
- Salsabila, D. A., Salam, U., & Rezeki, Y. S. (2025). YouTube as a tool for English learning. 10(1), 12–29.
- Soali, M. (2007). Enhancing listening comprehension through YouTube. 52–74.
- Sofyan, R. R., et al. (2025). EFL students' perceptions in using YouTube videos. 4(3), 474–488.
- Widiyanto, S., et al. (2021). YouTube as a media for listening ability. *Jurnal Pajar*, 5(6), 1699.
- Widyaningrum, S. (2025). EFL students' self-regulated learning using YouTube. 8, 17–29.
- Yuanisa. (2022). Students' improvement in listening comprehension.
- Yulinar, K., et al. (2025). Correlation between subtitles and listening perception, 264–278.
- Yuyun, I., & Simamora, F. Y. (2021). Use of YouTube to support listening skills. *ELLTER Journal*, 2(2), 1–12.
- Ziya, K., Syahid, A., & Qamariah, Z. (2021). The correlation between YouTube and students' motivation, 769–781.