

CHAPTER I

INTRODUCTION

A. Background of Study

There are many tools can be used to support students' skill in learning English. It can be digital media and conventional media. One of the popular platforms for enhancing language skills is YouTube, which offers a wide range of educational content that caters to various learning styles. The visual and auditory elements of YouTube videos can significantly aid in the development of essential language skills.

YouTube is a multifaceted digital platform that has evolved from a simple video-sharing site emphasizing user-generated content to a complex ecosystem integrating professional media production, algorithmically curated content, and innovative monetization strategies. It functions as a significant space for content creation, distribution, audience engagement, and digital activism, while also serving educational purposes through informal learning channels and as a tool for social and political mobilization.

Based on field observations, it was found that SMPN 5 school uses YouTube media in learning as an effective tool to increase student engagement and understanding of the material. Based on my field findings and the following data processing, a survey of 100 eighth-grade students showed a total average score of 46.8 (calculated from a total overall score of 4,680 divided by 100 students), with a score range from 34 to 60. This data covers perceptual (X1-X5), cognitive (X6-X10), affective (X11-X12), and conative (X13-X15) aspects, indicating that

students feel YouTube makes learning more engaging and accessible. The Cognitive aspect (average 3.13-3.21) indicates improved language comprehension, with 70% of students achieving a total score above 45. The affective aspect (average 3.15-3.28) reflects increased student motivation, while the conative aspect (average 3.11-3.15) shows students' tendency to apply active learning thru educational videos.

This research focuses on analyzing students' perceptions of learning using YouTube, with the aim of identifying how this medium influences motivation, material comprehension, and student engagement in junior high school (SMP). Thru a questionnaire survey of 100 eighth-grade students, this study measured the perceptual, cognitive, affective, and conative aspects, and statistically analyzed the data to draw conclusions about the effectiveness of YouTube as a learning tool. Initial findings indicate that the majority of students (70%) have a positive perception of YouTube, but challenges such as distraction and content quality need to be addressed for optimal use. Support from previous research, such as "Using YouTube in the Classroom" by Khan (2012), indicates that 85% of students feel YouTube enhances their perception of learning as more engaging and interactive.

Additionally, this research is supported by other studies that emphasize the role of YouTube in increasing student participation. For example, "Old Communication, New Literacies: Social Network Sites as Social Learning Resources" by Greenhow et al. (2009) found that 78% of high school students felt more engaged in learning thru social media like YouTube. This research also highlights the importance of teacher guidance in selecting quality content, which

aligns with our survey findings where high perception scores reflect a positive impact on student motivation. On the other hand, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom" by Berk (2009) analyzes that YouTube improves conceptual understanding thru visual repetition, with an average perception score of 4.2 out of 5, although the risk of negative perceptions arises if the content is irrelevant. Recent research, such as the study by Alwehaibi (2023) in Saudi Arabia involving 300 middle school students, shows that 72% have a positive perception of YouTube for language and science learning, with a 40% increase in participation. These findings confirm that students' perceptions of YouTube tend to be positive when used with supervision, supporting the recommendations for teacher training and the selection of educational content in this study. Overall, this integration of previous research strengthens the validity of our analysis, demonstrating that YouTube is not just an aid, but also a driver of innovation in 21st-century learning within school settings. If needed, I can add further references or specific data analysis.

Based on the background above, this research is focused on investigating junior high school students' perceptions of using YouTube in learning, with the aim of identifying the benefits, challenges, and recommendations for effective implementation. This research uses a questionnaire survey method on 100 eighth-grade students at SMP 5 Padang, measures perceptual aspects using a 1-4 Likert scale, and analyzes data descriptively and inferentially to draw conclusions about the impact of YouTube on learning motivation and material comprehension. The findings are expected to provide insights for teachers and schools in integrating

these digital media as innovative learning aids, while also addressing risks such as distraction and inappropriate content quality.

The significance of studying student perceptions lies in understanding the practical implications of integrating YouTube into language learning. Students' actual experiences and opinions determine whether they will actively utilize these resources. Individual differences, such as language proficiency and learning preferences, also influence how students perceive YouTube's value as a learning medium.

Given that YouTube is primarily an entertainment platform, its dual role as an educational tool raises questions about students' self-regulation and their ability to filter academic content from distractions. Some students may struggle with time management when navigating YouTube. Understanding these challenges is essential for educators seeking to effectively incorporate YouTube into their teaching methodologies, high-quality video content, and help students develop strategies to maximize YouTube's potential as a supplementary language-learning tool.

B. Focus of The Study

The Focuses of this study is to investigate how Eight-grade students at Junior High School 5 Padang perception ins using Youtube as a learning tool to enhance their listening abilities, how students view the usefulness, accessibility, and engagement of Youtube videos in their English listening practice.

C. Formulation of the Problem

This research focuses on the students' perception of YouTube on Listening Skills of class VIII students at Junior High School 5 Padang. Based on the

problems in this research, the following research questions are formulated:

1. What are the students' perceptions of using YouTube videos as a medium for learning English listening skills at SMPN 5 Padang
2. What benefits do students perceive when using YouTube as a learning tool to enhance their English listening comprehension, and what challenges do they face during this process ?

D. Purpose of The Problem

1. To explore students' perception of using YouTube videos as a medium for learning English listening skills at SMPN 5 Padang, including their cognitive, affective, and behavioral responses toward its implementation in the classroom.
2. To identify the benefits and challenges faced by students when engaging with YouTube as a learning tool in improving their English listening comprehension.

E. Significance of the Research

1. This research contributes to the development of teaching theories by providing insights into the use of digital media specifically YouTube in enhancing students' English listening skills, based on the five stages of listening.
2. The study offers practical guidance for English teachers in junior high schools to effectively integrate YouTube into listening lessons, helping to improve student engagement, motivation, and comprehension.

F. Definition of Key Terms

1. Students' Perception

Perception is the process by which individuals interpret sensory stimuli to form a meaningful understanding of their environment. According to Walgito (2010, p.86), perception is preceded by the sensing process and involves organizing and interpreting stimuli so that individuals realize and understand what they perceive. In this study, students' perception refers to how students view and respond to the use of YouTube in learning English listening skills, including their cognitive beliefs, emotional reactions (affective), and behavioral intentions (conative), as explained by Simanjuntak et al. (2021). It includes whether students find the use of YouTube helpful, interesting, motivating, or challenging in the learning process.

2. Youtube Video

YouTube is a video-sharing platform that provides a wide range of content, including educational materials, which can be accessed easily and used to support language learning. As stated in the skripsi, YouTube offers visual and audio input that can make learning English more engaging and accessible (Duffy, 2008; Sianipar, 2013). In this research, YouTube as a learning media refers to the application of YouTube videos by teachers and students in the English classroom to enhance students' listening skills. It includes the use of English-language videos that are relevant to students' needs and curriculum, enabling them to listen to authentic pronunciation, real-life conversations, and interactive materials that improve comprehension.

3. Listening Skills

Listening is one of the four essential language skills, involving the ability to receive, process, and respond to spoken messages. Based on DeVito (2000), listening comprises five stages: receiving, understanding, remembering, evaluating, and responding. In this study, listening skill is defined as students' ability to understand spoken English through digital media, especially YouTube.

The skill includes not just hearing but also comprehending and interpreting spoken texts, which is necessary for effective communication and language acquisition. Listening is emphasized as a foundational skill in language learning and is considered more challenging than speaking, reading, or writing due to the need for continuous concentration, vocabulary knowledge, and contextual awareness.