

Students' Perception of YouTube Music as a Learning Media for Listening Mastery in Senior High School

Rheinata Aprilliana^{1*}, Pipit Novita²,

^{1,2}Universitas Muhammadiyah Jakarta, Ciputat, Indonesia

*Correspondence Author Email: rheinataaprilliana30@gmail.com

Abstrak: Penelitian terhadap persepsi siswa terhadap musik YouTube sebagai media pembelajaran sangat penting untuk dilakukan mengingat media pembelajaran saat ini menjadi instrumen penting dalam dunia pendidikan. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap YouTube Music sebagai media pembelajaran penguasaan listening di tingkat SMA, baik terkait motivasi siswa maupun dampak dari YouTube Music. Metodologi penelitian yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dan pengumpulan data dilakukan dengan menggunakan kuesioner dengan 18 item pernyataan terkait YouTube Music. Temuan penelitian menunjukkan bahwa terdapat persepsi positif siswa terhadap penggunaan YouTube Music dalam meningkatkan keterampilan mendengarkan. Pertama, YouTube Music memotivasi siswa dalam menguasai listening karena YouTube dapat menarik perhatian, meningkatkan motivasi, meningkatkan minat belajar. Kedua, sebagian besar siswa memiliki persepsi positif terhadap YouTube Music, hal ini terlihat dari siswa yang menyatakan bahwa YouTube Music memiliki banyak manfaat sebagai media pembelajaran untuk meningkatkan pendengaran. Ketiga, berdasarkan persepsi mereka, YouTube Music meningkatkan kemampuan mendengarkan siswa dengan meningkatkan pengetahuan kosakata siswa. Para siswa juga setuju jika musik YouTube digunakan sebagai media mendengarkan di kelas. Meskipun demikian, berdasarkan penelitian ini, ada beberapa keterbatasan yang dapat menjadi bahan pertimbangan bagi peneliti selanjutnya untuk menyempurnakan penelitiannya karena penelitian ini mempunyai kekurangan yang perlu diperbaiki.

Kata kunci: Media, Musik, Mendengarkan, Pembelajaran.

Abstract: Research on students' perceptions of YouTube music as a learning medium is very important to carry out considering that learning media is currently an important instrument in education. This research aims to explore students' perceptions of YouTube Music as a learning medium for listening mastery at the high school level, both related to student motivation and the impact of YouTube Music. The research methodology used in this research is descriptive quantitative and data was collected using a questionnaire with 18 statement items related to YouTube Music. Research findings show that there are positive student perceptions of the use of YouTube Music in improving listening skills. Firstly, YouTube Music motivates students to master listening because YouTube can attract their attention, increase their motivation, and increase their interest in learning. Secondly, most students have a perception positive of YouTube Music, it can be seen that students stated that YouTube Music has many benefits as a learning media to improve listening. Thirdly, based on their perceptions, YouTube Music improves students' listening abilities by increasing students' vocabulary knowledge. The students also agree that YouTube music is used as a listening medium in class. Nevertheless, based on this research, several limitations can be considered for future researchers to perfect research because this research has shortcomings that need to be corrected.

Keywords: Media, Music, Listening, Learning

Submission History:

Submitted: 26 Februari 2024

Revised: 28 Februari 2024

Accepted: 29 Februari 2024

INTRODUCTION

English is an important aspect that must be mastered. Pawar, (2022) stated that English could increase thinking, creativity, and knowledge because English has been widely used by students, teachers, and researchers worldwide. English is the medium used in all fields of education. Most of the books and journals available are in English in print and electronic form.

Students must master four basic skills in learning English, one of them is listening. Hwaider, (2017) stated that Listening is a complex ability to master because it requires high concentration and attention to understand sound or meaning. Someone who listens must distinguish between pronunciation, and accent, understand vocabulary, interpret meaning, and remember and interpret all at the same time.

Listening is one of the main skills that have to be mastered by language learners. It tightly relates to understanding what other people say in the communication process, avoiding miscommunication, and responding to what is listened. Listeners not only process what they hear, but they also relate it to other information, their own ideas, experiences, and the communication context (Dang et al., 2021). Listening is vital component of learning another language in communication because learner must understand what they hear to begin learning. Language learning depends on listening (Wah, 2019).

English proficiency in listening in Indonesia need to be improved. Based on research that has been carried out by Amir et al., (2019) stated that students' test scores on listening are poor because they are not used to listening native speakers' accents like in the tests. A comparable study discovered that learners could not grasp language spoken by a native speaker and that the amount of classroom practice hours was insufficient to develop students' high-level listening skills (Megawati et al., 2016). As a result, students require a lot of practice and more time outside of the classroom to develop their listening skills. In addition, there are problems faced by students in mastering listening, such as lack of knowledge about vocabulary, lack of practice in listening, and teachers consistently use the same method of teaching listening skills so that students feel bored or lose interest.

One of the alternative of teaching listening which is very popular in the world of education to overcome this problem and improve students' listening mastery by English songs. Using songs as a teaching tool to improve English as a foreign language learners' listening skills will be effective (Kumar et al., 2022). English song is a listening method and media suitable for all ages or groups because songs are something that is liked by all age. Learning through things that students like will have a positive impact on learning, such as students don't feel bored quickly and in use songs, students don't only listen and identify the meaning conveyed, but also student can learn the pronunciation of words, can create fun and enjoy learning for them (Teppa et al., 2022). Through English songs, students can practice in improving their listening skills in their homes. Basically, songs always accompany us at home, school, office, car, and anywhere (Kuśnierek, 2016).

Nowadays, many platforms make it easier to listen to music, one of them is YouTube Music. Rahman et al., (2022) stated that YouTube Music is not the same as regular YouTube. YouTube Music is a part of the YouTube platform. YouTube Music is a

music streaming service that allows users to search for music videos and tracks on YouTube by genre, playlist, or recommendation. YouTube Music offers over 70 million official songs and music content, such as live performances, song covers, and song remixes, as well as hundreds of playlists from various genres.

Based on description above, the researcher is interested to explore Students' perception of YouTube Music as a learning media for listening mastery in senior high school level. The researcher considers this research important because, through this research, it is expected that teachers and students can utilize or explore existing learning tools or technology to master listening and learning through things they like, such as listening to songs on YouTube music.

METHODS

This research used descriptive quantitative research methods. Creswell, (2012) In quantitative research, there are three classifications, namely descriptive, experimental, and comparative causal. A descriptive research technique is a fundamental research strategy that explores the situation as it currently exists. Descriptive research includes identifying the characteristics of a specific phenomenon based on observation or exploring the connection between two or more phenomena (Williams, 2007).

The participants of the research consisted of 104 students of 10th-grade students at Budi Mulia Senior High School in the academic year 2023/2024 with criteria that YouTube Music users. The researcher utilized purposive sampling. Pandey, (2021) stated that purposive sampling is sampling based on criteria specified by the researcher. The criteria are considered important for a particular study.

The data collection technique used is a questionnaire to explore students' perceptions of YouTube Music as a medium for learning listening skills. The questionnaire was adopted and modified from Sakkir et al., (2020), and Nurkholida, (2016). A questionnaire contained 3 indicators: 1. Student's perception of student's interest and motivation in listening mastery by using YouTube Music. 2. Students' perceptions of benefit and lack of YouTube Music as learning media in listening mastery. 3. Students' perception of the impact of using YouTube Music on listening mastery.

Questionnaire designed as a Likert Scale (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)), which will be filled in by 10th-grade students who use YouTube Music and also ask respondents to write the reasons for stating their level of agreement. It was conducted to strengthen the result of the questionnaire. Creswell, (2018) stated that survey or questionnaires design is a procedure in descriptive quantitative research that involves conducting a survey or questionnaire to a sample to identify trends, attitudes, opinions, behaviors, or characteristics of a group of people.

After the data is collected through a questionnaire, the researcher will analyze it using descriptive statistical analysis into percentages. Mishra et al., (2019) stated that descriptive statistics summarize a set of observations to communicate information as simply as possible. Descriptive statistic aims to explore and clarify a phenomenon by describing several variables related to the problem and unit under study.

RESULTS AND DISCUSSION

Student's Perception of Student's Interest and Motivation in Listening Mastery by Using Youtube Music

Table 1. First Indicator

No	Statements	SD	D	N	A	SA
1	YouTube Music is my preference for mastering listening skills	0 %	6.7 %	6.7 %	60.6 %	26.0 %
2	YouTube Music is more attractive than other learning media	0 %	0 %	8.7 %	54.8 %	36.5 %
3	YouTube Music is better than conventional learning media	4.8 %	1.9 %	3.8 %	53.8 %	35.6 %
4	YouTube Music motivates me to master listening.	0 %	5.8 %	4.8 %	55.8 %	33.7 %
5	YouTube Music provides me learning material for listening	0 %	4.8 %	2.9 %	72.1 %	20.2%
6	YouTube Music is not a motivating me to learn listening	20.2 %	62.5 %	3.8 %	10.6 %	2.9 %

The table indicates that 60.6 percent of respondents agreed with first statement, it's making it the most favored option. Students predominantly favor YouTube Music is their preference for mastering listening skills, citing its effectiveness and user-friendly nature.

The table shows that 54.8 percent of respondents agreed with second statement. Most students stated that YouTube Music is the most exciting media to improve their listening skills, citing that it attracts their attention to English songs that they like or English songs that are trending, it makes them not bored or sleepy. In addition, YouTube Music has complete features, making it easier to use.

The table shows that 53.8 percent of the respondents agreed with the third statement, making it the most chosen option. Most students stated that YouTube Music is a better media than conventional learning media to improve their listening skills, citing that YouTube Music can attract their attention, make it easier to improve listening skills and create a different learning atmosphere from conventional media, such as a fun, and relaxed learning atmosphere.

As the table shows, 55.8 percent of the respondents agreed with the fourth statement, making it the most chosen option. Students predominantly stated that YouTube Music motivates them to master listening, citing that there are liked singers or idols who are used as role models in English, and there are exciting songs and interesting pronunciation methods by singers. Hence, students feel inspired, excited, and motivated to practice their listening skills.

The table indicates that 72.1 percent of students agreed with the fifth statement, making it the most chosen option. Students predominantly stated that YouTube Music provides their learning material for listening, citing that there are various old to trending song, genres of English songs with varying tempos or rhythms so that learners can adjusted to their listening skills.

The table shows that 62.5 percent of the students disagreed with the sixth statement, making it the most chosen option. Most students stated that YouTube Music motivates them to improve their listening skills due to there are English songs and foreign or native singers that they like, so they can motivate and inspire students to improve their listening skills. It makes them enthusiastic in learning listening, creating a comfortable learning atmosphere and a fun learning system.

Students’ Perceptions of Benefit and Lack of Youtube Music as a Learning Media in Listening Mastery

Table 2. Second indicator

No	Statements	SD	D	N	A	SA
1	YouTube Music is cheap alternative media for improving listening skills	0 %	4.8 %	3.8 %	61.5 %	29.8 %
2	Youtube Music is practical and flexible media for mastering listening	0 %	1.9 %	1.9 %	60.6 %	35.6 %
3	conventional methods such as textbooks and delivered through lecture methods are better than Youtube Music in mastering listening skill	20.2 %	69.2 %	5.8 %	3.8 %	1 %
4	YouTube Music is expensive media and ineffective in helping mastering listening skill	25 %	61.5 %	5.8 %	6.7 %	1 %
5	YouTube Music is user-friendly features such re-play, downloaded, and pausing can help master listening easily	1 %	1.9 %	1 %	71.2 %	25 %
6	YouTube Music makes me unfocussed in listening mastery	15.4 %	68.3 %	3.8 %	0 %	12.5 %

From the table, it can be seen that 61.5 percent of the students agreed with the seventh statement, making it the most chosen option. Most students stated that YouTube Music is a cheap alternative media to improve listening skills because they consider that YouTube Music can be accessed for free and does not require high costs, students can access it only with internet networks such as internet quota or wifi.

The table shows that 60.6 percent of students agreed with the eighth statement, making it the most chosen option. Most students stated that YouTube Music is a practical and flexible medium for mastering listening, citing that it can be downloaded on cellphones or gadgets, making it easier for students to learn listening, and can be used anywhere without being bound by time and place. In addition, students can also study outside of school, such as when traveling or studying independently at home.

The table shows that 69.2 percent of students chose the disagreed option with the ninth statement, making it the most chosen option. Most students stated that YouTube Music is better than conventional methods, such as textbooks, and delivered through the lecture method in mastering listening skills, citing it can attract students' attention through things they like so that students do not get bored quickly and provide a different learning atmosphere. Meanwhile, the delivery or pronunciation of textbooks delivered through the lecture method is sometimes less clear and makes them bored, making them less interested in learning and listening.

The table indicates that 61.5 percent of students disagreed with the tenth statement, making it the most chosen option. Most students stated that YouTube Music is an inexpensive and influential media in helping to master listening skills, citing that it can be used for free, without time and limits, making it easier for students to master listening at any time, and learning becomes effective. In addition, YouTube Music can be accessed only by using an internet network or Wi-Fi, so there are no other additional costs and reduced educational costs. However, some students also stated that YouTube Music is expensive media and ineffective in helping mastering listening skill, citing that there are advertisements that can interfere with student concentration and make learning ineffective. Meanwhile, students must pay or subscribe to a premium if they want to eliminate these advertisements. In addition, students stated that YouTube music is only partially free because accessing it requires an internet network, so they must buy an internet package.

Looking at the table, it is apparent that 71.2 percent of students chose to agreed with the eleventh statement, making it the most chosen option. Most students stated that YouTube Music has easy-to-use features such as replay, download, and pause that can help master listening quickly because students find these features valuable and adaptive for users in listening lessons. These students can download or replay English songs they want to practice and pause if parts are missed in listening. Another helpful feature is that YouTube Music has a lyrics feature that can make it easier for students to increase their English vocabulary. In addition, YouTube Music has an intelligent search feature that helps users find songs by typing in lyrics or phrases, which is very helpful in finding new songs in listening mastery.

The table shows that 68.3 percent of students disagreed with the twelfth statement, making it the most chosen option. Most students stated that YouTube Music made them focus on mastering listening due to according to them YouTube Music trains students to focus on sound stimuli in listening activities, and also YouTube Music trains concentration because YouTube music can drown out other sounds so that students become focused, so concentration increases in listening activities.

Students' Perception of the Impact of Using YouTube Music on Listening Mastery

Table 3. Third indicator

No	Statements	SD	D	N	A	SA
1	YouTube Music is helpful to become familiar with many English accents in listening mastery	0 %	7.7 %	3.8 %	55.8 %	32.7 %
2	YouTube Music is helpful to learn correct English pronunciation in listening mastery	0 %	6.7 %	9.6 %	57.7 %	26 %
3	YouTube Music has a negative influence such as making me lazy to listening mastery	26.9 %	60.6 %	0 %	12.5 %	0 %
4	YouTube Music is helpful to memorize vocabulary in listening mastery	0 %	4.8 %	1.9 %	76 %	17.3 %
5	YouTube Music has improved my listening skill significantly	0 %	5.8 %	4.8 %	65.4 %	24 %
6	YouTube Music should be used by teachers for teaching listening in classroom	0 %	6.7 %	3.8 %	55.8 %	33.7 %

From the table, it can be seen that 55.8 percent of students agreed with the thirteenth statement, making it the most chosen option. Most students stated that YouTube Music helps to familiarize themselves with many English accents in listening master, citing that English songs in YouTube Music are sung by native people, and also many singers from various countries with different English accents so that students feel YouTube music can help in getting used to and making it easier to adapt to various accents.

The table shows that 57.7 percent of students chose to agree with the fourteenth statement, making it the most chosen option. Most students stated that YouTube Music helps to learn correct English pronunciation in listening mastery, citing that students feel they can distinguish correct pronunciation from the songs they hear, and the presence of foreign songs or singers provided by YouTube Music makes students indirectly learn English through native speakers and feel motivated to learn. It helps students in mastering listening. In addition, YouTube Music is equipped with lyrics so that students can learn to imitate pronunciation through the English songs they hear with the lyrics provided, and there are many repetitions of words in English songs so that students can learn correct pronunciation.

From the table, it can be seen that 60.6 percent of students disagreed option with the fifteenth statement, making it the most chosen option. Most students stated that YouTube Music does not have a negative influence, such as making them lazy in learning to listen, because YouTube Music has a positive influence on students, such as attracting student attention, making and increasing focus and concentration, motivating, creating a pleasant atmosphere, making students not sleepy, not bored, reducing tension in learning. It makes listening activities effective.

The table shows that 76 percent of students agreed with the sixteenth statement, making it the most chosen option. Most students stated that YouTube Music could help memorize vocabulary in listening mastery, citing that English songs on YouTube Music have repetitions of words so that without realizing the vocabulary will be remembered in the head. Not only that, the correct pronunciation will also be remembered. Also, English songs consist of lyrics, and YouTube music has a lyrics feature where they will be curious about the meaning of the song lyrics so they can learn song lyrics consisting of new words. That way, students can add new vocabulary that facilitates listening activities.

The table shows that 65.4 percent agreed with the seventeenth statement, making it the most chosen option. Most students stated that YouTube Music had significantly improved their listening skills, citing that they felt that YouTube Music improved their listening skills by making them more responsive when hearing words in English, knowing and learning new vocabulary, learning correct English pronunciation, and becoming familiar with various kinds of English accents.

The table indicates that 55.8 percent of students agreed with the eighteenth statement, making it the most chosen option. Most students stated that YouTube Music should be used by teachers for teaching listening in class, citing that YouTube Music can help teachers and make it easier for teachers to teach listening. In addition, it makes

teaching and learning English, especially in listening skills, fun, engaging, and practical because learning uses things they like. YouTube music eliminates boredom in listening and learning, making the class relaxed.

CONCLUSIONS

Firstly, YouTube Music motivates students in mastering listening because YouTube can attract their attention, increase their motivation, increase their interest in learning because in YouTube Music there are English songs that they like, there are foreign singers that they like and inspire them in English. Learning through things that are liked will increase motivation and attract students' interest or enthusiasm for learning. Secondly, most students have a perception positive on YouTube Music, it can be seen that students stated that YouTube Music has many benefits as a learning media to improve listening such as listening mastery becomes more effective because students can access it for free, anywhere, anytime, and without being tied to time so they can study outside the classroom, at home, or anywhere. YouTube Music can train focus, concentration, and make students more responsive to sound stimuli. And also, learning listening through YouTube Music can save students' education costs because it can be accessed for free and only requires internet quota. However, other students' perceptions show that YouTube Music's shortcomings such as YouTube being an expensive learning medium without Wi-Fi access, making students busy with their own world, thus wasting time and forgetting assignments, there are advertisements for free users and unstable network interruptions that cause loading or buffering. Thirdly, based on their perceptions, YouTube Music improves students' listening abilities by increasing students' vocabulary knowledge, helping them to remember vocabulary, getting used to various English accents and helping to learn correct pronunciation, increasing focus and concentration, creating a pleasant atmosphere, making students not sleepy, not bored, and reducing tension in learning.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to all parties who have helped during the implementation of this research.

REFERENCES

- Amir, R. M., Salija, K., & Weda, S. (2019). English listening problems faced by students at an Indonesian senior high school. 2, 7.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.
- Creswell, J. W., & Creswell, J. D. (2018). *In Research Defign: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Dang, H. T., Van Au, B., & Chau, H. T. (2021). A study of English listening strategies applied by English non-majored students at Tay Do University, Vietnam. *European Journal of English Language Teaching*, 6(3).
- Hwaider, S. M. (2017). Problems of teaching the listening skill to yemeni EFL learners. *International Journal of Scientific and Research Publications*, 7(6), 140. www.ijsrp.org

- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of music and songs as pedagogical tools in teaching english as foreign language contexts. *Education Research International*, 2022.
- Kuśnierek, A. (2016). The role of music and songs in teaching English vocabulary to students. *World Scientific News*, 43(1), 1-55. www.worldscientificnews.com
- Megawati, M., Mustafa, F., & Ys, S. B. (2016). Listening to real English: how much do EFL students in Indonesia understand a native speaker's spoken language? *EEIC*, 5, 358-361.
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67.
- Nurkholida, E. (2016). Enhancing listening skill based on authentic materials in higher education. *Deiksis*, 8(03), 256-266. <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/809>
- Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- Pawar, M. S. (2022). Importance of English language learning. *International The News*, May. <https://www.thenews.com.pk/print/936489-importance-of-english-language-learning>
- Rahman, I. A., Mustofa, M., & Nisa', I. (2022). YouTube Music as an innovative teaching media to improve students' listening mastery. *Jurnal Paedagogy*, 9(1), 8. <https://doi.org/10.33394/jp.v9i1.4402>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' perceptions toward using YouTube in EFL classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10. <https://doi.org/10.35877/454ri.asci2125>
- Teppa, R., Rorimpandey, R., & Posumah, J. (2022). Improving students' listening skill by using songs' lyrics a study conducted at SMAN 1 Melonguane. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(2 SE-), 244-260. <https://ejurnal.unima.ac.id/index.php/jotell/article/view/3428>
- Wah, N. N. (2019). Teaching listening skills to English as a foreign language students through effective strategies. *International Journal of Trend in Scientific Research and Development*, 3(6), 883-887.
- Williams, C. (2007). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3).