A Teacher's Implementation and Perception of Using YouTube Videos for Teaching Listening in EFL Context

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ABSTRACT
This study aims to describe the implementation of YouTube as an instructional medium for teaching listening and to explore teachers' perceptions of its use in an EFL senior high school context. Employing a qualitative case study design, the research was conducted with an English teacher at a public senior high school in Surabaya who consistently integrates YouTube into listening activities. The data were collected through classroom observations and semi-structured interviews, and the data were analyzed through categorization and thematic organization. The findings reveal instruction: pre-listening, while-listening, and post-listening, supported by YouTube features such as subtitles, playback speed, pause, replay, and relevant authentic content selection. The teacher believes that YouTube is a medium that can enhance comprehension and interest, and can also increase student participation, though there are some obstacles, such as the internet, classroom discipline, and different teachers' and students' accents, that can hinder the use of this medium. Overall, YouTube features provide flexibility and greater learner control, contributing to improved listening experiences. This research shows that there is a demand for teacher training that focuses on the use of digital media in the EFL classroom.

Keywords **:** *YouTube Videos; EFL Listening Instruction; Teaching Listening; Teacher's Perceptions; Qualitative Case Study.*

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan implementasi YouTube sebagai media pembelajaran listening serta menggambarkan persepsi guru terhadap penggunaannya di kelas EFL tingkat sekolah menengah atas. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus pada satu guru Bahasa Inggris di SMA negeri di Surabaya yang secara konsisten menggunakan YouTube dalam aktivitas listening. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur, kemudian dianalisis menggunakan teknik kategorisasi data dan organisasi tematik. Hasil penelitian menunjukkan bahwa guru mengimplementasikan YouTube melalui tiga tahapan utama pembelajaran listening yaitu; pre-listening, while-listening, post-listening dengan memanfaatkan fitur seperti subtitles, playback speed, pause, replay, serta pemilihan konten yang relevan dan autentik. Guru memandang YouTube sebagai media yang efektif untuk meningkatkan pemahaman, motivasi, dan keterlibatan siswa, meskipun tetap menghadapi kendala seperti akses internet, manajemen kelas, dan variasi aksen. Penelitian ini menegaskan bahwa fitur YouTube memberikan fleksibelitas dan kontrol yang lebih besar dalam aktivitas listening sehingga dapat meningkatkan pembelajaran berbasis media digital dalam konteks EFL serta pentingnya pelatihan guru untuk mengoptimalkan pemanfaatan fitur YouTube dalam pembelajaran bahasa inggris.

Kata kunci **:** *Video YouTube; Pembelajaran Menyimak EFL; Pengajaran Pemahaman Menyimak; Persepsi Guru; Studi Kasus Kualitatif*

INTRODUCTION
Listening is the foundation of effective communication. Without effective listening skills, learners will never learn to communicate effectively. Listening is a fundamental ability, along with speaking, reading, and writing, that is used in daily communication. It's crucial because it's the first skill people learn, and the most widely used communication skill (Movva et al., 2022).

Listening is a complex, active process that involves not only hearing sounds but also understanding, interpreting, and responding to spoken messages. Listening comprehension is regarded as an active process

through which humans interpret meaning from passages and connect the information they hear with existing knowledge (Tran, 2022).

Listening is an essential skill that integrates cognitive, linguistic, and social processes, making it fundamental for successful communication and learning. For students learning English as a Foreign Language (EFL), listening is an essential skill, as it helps them comprehend spoken English, engage in discussions, and react suitably in various communication situations.

A challenge faced by EFL students is that, during listening activities in the EFL listening classroom, they must follow the English-only policy. Significantly, this will have consequences on their ability to understand the concepts of the subject matter, meaning that the topics may either be misunderstood or not comprehended at all (Robillos, 2023). Proficient listening enables students to decipher meanings, identify pronunciation and intonation patterns, and gain confidence in practical communication scenarios. By enhancing their listening skills, individuals can grasp what their conversational partner conveys, reducing the likelihood of misunderstanding and allowing for appropriate responses in exchanges (Khasanah et al., 2023). In general, listening skills have five indicators: listening for Gist, listening for Main Ideas, listening for Details, listening for Inferring Meaning, and listening for determining the listener's attention (Brunfaut, 2016).

Teaching listening can be effective when using learning media. Learning media are a component of the teaching delivery system's approach to support the learning process. Media can have a positive impact since it encourages various parties to adapt to innovation and the global era, such as educators, teachers, educational organization managers, and students (Sugara et al., 2023). The media offers students a wide range of opportunities to improve their English skills through engaging activities. In listening, the media options include videos, podcasts, and interactive listening platforms. Those learning media are increasingly employed to enhance listening comprehension and learner engagement (Daulay, 2025).

In using learning media, there should be a clear and measurable goal, namely, practical, interactive, and fun teaching and learning activities supported by engaging learning media and facilitating student understanding (Nabung, 2023). Various media, such as podcasts, songs and online news, are increasingly used by students. There are many podcasts, English songs, and online news that can enhance their listening comprehension by watching YouTube videos or listening to them. YouTube can be used as a resource and media to cover the students' and teachers' needs while also increasing interest and supporting student learning style (Widiantari & Dewi, 2023). YouTube is a popular video-sharing service where users can load, watch and share video clips for free. YouTube is one of the social media platforms that is practical and easy to access (Yusuf & Agung, 2021). YouTube platforms for uploading, searching for, and viewing videos, discussing various topics through videos, and sharing song clips. As a learning medium, YouTube has been popular and widely used by the internet community worldwide because it facilitates EFL learners in listening instruction. YouTube has become a rich and relevant platform for social media users because it hosts diverse views and activities. YouTube videos can enhance the English teaching and learning process (Saed et al., 2021). The platform allows learners to access various audiovisual content flexibly and independently. YouTube's role in facilitating interactive and engaging learning experiences. YouTube videos motivate students to learn languages, found that using YouTube videos can improve students' listening comprehension by providing a variety of real-life contexts and contemporary topics (Nerta et al., 2024).

A YouTube video is one of the audiovisual media we can view, showing images and playing sounds. Using media in the teaching-learning process is not new; one such medium is YouTube (Misela et al., 2023). YouTube made the learning process more enjoyable. YouTube is an alternative, timely learning resource related to health videos for educators and students. The purpose of using YouTube as a learning medium is to foster a teaching and learning environment (Manihuruk & Nababan, 2024). It may stimulate students to gain knowledge and experience in their learning process. Moreover, they can use YouTube videos as learning resources, e.g., English movies, songs, and talks to improve their listening skills (Karim et al., 2023). According to Ratna et al.,(2025), YouTube is an effective addition to regular classroom training because it offers a flexible, real, and current learning environment outside of the classroom. This significant wave of change in educational technology, teachers, curriculum, and teaching for EFL students. YouTube

stands out as a highly popular and engaging media platform that can capture learners' attention as they learn English. It offers students the opportunity to hear authentic native English speakers.

According to previous research, integrating YouTube into language learning has been widely recognized as a valuable tool for enhancing students' listening competence and overall engagement. For instance, Research findings indicate that using YouTube media, such as Shorts and Music, leads to significant gains in students' listening performance. Experimental groups consistently outscored control groups, with scores rising from 72.67 to 88.39 for YouTube Shorts users and from 71.50 to 79.85 for YouTube Music users. Beyond test results, students also reported that YouTube was engaging and helped improve vocabulary, comprehension, and motivation, although most studies emphasized quantitative outcomes (Manihuruk & Nababan, 2024; Rahman & Jamila, 2024; Setyawan et al., 2024; Yaacob et al., 2021). In addition, the study explored Indonesian university students' perceptions of using YouTube outside the classroom, highlighting aspects of motivation, relevance, and effectiveness, yet did not examine in depth the learning interaction process or the strategies students use while listening (Ratna Meldayana & Nasrullah, 2025). Consistently, other studies also revealed that YouTube supports listening by providing authentic materials, boosting motivation, and improving vocabulary, grammar, and pronunciation. Both students and teachers showed positive perceptions, though content selection and curriculum integration remain challenges (Hendar & Amalia, 2024; Hidayah, 2022; Ilyas et al., 2024).

Teachers have also integrated various digital resources such as YouTube, Google images, online news, and podcasts to support listening instruction. While these media were perceived as beneficial for student engagement, teachers still faced challenges with internet access, classroom management, and language difficulties. In line with these findings, studies further revealed that YouTube not only enhances vocabulary, pronunciation, and listening comprehension but also increases students' motivation and participation in learning. Moreover, the majority of students and teachers expressed positive perceptions of YouTube as an effective tool for supporting comprehension and language skills, although issues of content selection and curriculum integration remain (Hendar & Amalia, 2024; Mandarsari, 2023; Yuyun & Simamora, 2021).

This study examines teachers' classroom implementation of using YouTube as a learning medium. In the field of education, YouTube has emerged as a new alternative media alongside other media recognized and embraced by education stakeholders. The case is limited to one English teacher and their classroom practices in using YouTube during listening activities, because he frequently uses YouTube for teaching English, and the teacher is also actively involved in school activities, including serving as the coordinator of the English Club extracurricular program and frequently coaching students who participate in English competitions, as well as accompanying them during these events. Therefore, there remains a research gap in conducting an in-depth qualitative exploration of how YouTube is used as the primary medium for teaching listening in a formal EFL classroom context, including the strategies employed and the challenges encountered. Previous research has tended to emphasize final outcomes or general perceptions, while the implementation of YouTube features (such as subtitles and playback speed) has received less attention. The study emphasizes how the teacher uses specific YouTube features, such as subtitles and playback speed, to support students' listening comprehension and the challenges encountered in this process. By concentrating on this particular case, the research provides an in-depth exploration of teaching strategies, classroom interaction, and the integration of media into listening instruction.

This study aims to explore the use of YouTube videos as a learning medium for teaching listening in the EFL classroom. Specifically, this study seeks to investigate how an English teacher implements YouTube videos in listening instruction, including the stages involved in the teaching and learning process. Furthermore, this study aims to explore the teacher's perceptions of using YouTube videos for teaching listening, particularly in terms of their effectiveness, benefits, and suitability for English as a Foreign Language (EFL) learning.

RESEARCH METHOD

This study employed a qualitative case study design at one of the public senior high schools in Surabaya, Indonesia, to investigate how an English teacher implemented YouTube videos as a learning medium for teaching listening in an English as a Foreign Language (EFL) classroom. A qualitative approach was considered appropriate because it enabled the researcher to examine the teaching process in depth and

provide detailed descriptions of classroom practices (Cohen et al., 2007). Qualitative research involves collecting data in natural settings where participants experience the phenomenon being investigated. Data can be obtained through observations, interviews, documents, and audiovisual materials, which are subsequently interpreted by the researcher to develop an understanding of the phenomenon (Cresswell, 2014). In this study, classroom observations and teacher interviews were used as the primary data collection methods to explore the implementation of YouTube videos, particularly the use of subtitles, playback speed, pause, and replay features to support listening comprehension, student engagement, and classroom interaction. The collected data were analyzed descriptively to identify patterns, instructional strategies, and the process of implementing YouTube in listening instruction.

The subject of this study was one English teacher at a public senior high school in Surabaya. The teacher was selected based on preliminary observations conducted at the research site, where five English teachers were identified. Among them, only one teacher consistently used YouTube videos as a medium for teaching listening, while the other teachers primarily relied on textbooks or audio materials provided through textbook links. In addition to regularly integrating YouTube into English instruction, the selected teacher was actively involved in school activities, including coordinating the English Club extracurricular program and coaching students participating in competitions. These characteristics made the teacher particularly relevant to the research objectives. Focusing on one teacher enabled the researcher to investigate instructional practices in greater depth, including the selection and use of YouTube features, classroom interactions, and students' learning experiences. This selection was consistent with the qualitative case study approach, which prioritizes detailed, contextually rich descriptions of a particular case rather than broad generalizations. Consequently, the study sought to develop a comprehensive understanding of YouTube-based listening instruction within the specific EFL classroom context.

Two research instruments were used: field notes as the primary instrument and interview guidelines as a supporting instrument. Both instruments were designed to address the two research questions concerning the teacher's implementation of YouTube as a medium for teaching listening and the teacher's perceptions of its use. Field notes were employed to document classroom conditions, instructional procedures, and the teacher's strategies for integrating YouTube videos into listening activities. Particular attention was given to the stages of listening instruction, the use of subtitles and playback speed, the application of pause and replay functions, and interactions between the teacher and students. The observations were systematically recorded to document classroom activities and identify recurring patterns in the implementation of YouTube as a learning medium. Meanwhile, the interview guidelines consisted of twelve questions administered through a semi-structured interview. The questions explored the teacher's reasons for using YouTube, the criteria for selecting videos based on topic relevance, duration, accent, language difficulty, and learning objectives, and the use of YouTube features to facilitate listening comprehension. They also addressed the perceived benefits and challenges of YouTube compared with traditional audio materials, student engagement and motivation, and the suitability of YouTube for learners with different proficiency levels. Before data collection, an expert in English language education reviewed and validated the interview guidelines to ensure their clarity, relevance, and alignment with the research questions. Revisions were subsequently made based on the expert's feedback to improve the quality and validity of the instrument.

Classroom observation served as the primary data collection technique and was conducted over three sessions in which YouTube videos were used as the main learning medium for English listening lessons. During these sessions, the researcher observed the teacher's instructional practices across the pre-listening, while-listening, and post-listening stages. The observations focused on how the teacher integrated YouTube videos into each stage, utilized subtitles, playback speed, pause, and replay functions, and interacted with students throughout the learning process. Students' responses and participation were also observed to understand how YouTube was incorporated into classroom activities. All relevant classroom activities and teacher actions were documented in field notes to capture the teaching and learning process in its natural setting. Following the observations, a semi-structured interview was conducted with the teacher to obtain further information about the reasons for selecting YouTube, the considerations involved in choosing appropriate videos, and the perceived benefits and challenges of using the platform for listening instruction. The interview was audio-recorded and transcribed to maintain accuracy. The interview data complemented

the observation findings by clarifying the teacher's instructional decisions and perceptions, thereby strengthening the credibility of the research findings.

Data analysis followed qualitative procedures adapted from Parratt (2002), encompassing data reduction, data display, and conclusion drawing and verification. The analysis began with data familiarization, during which the researcher carefully reviewed the observation field notes and transcribed the interview recording verbatim. This initial process provided an overall understanding of classroom activities, instructional strategies, and the teacher's explanations concerning the use of YouTube videos. As Creswell, (2014) explains, qualitative data analysis begins with organizing and preparing the data for examination. The researcher then reduced the data by selecting, focusing on, and simplifying information relevant to the research questions. Information concerning the implementation of YouTube, the use of its features, and the teacher's perceptions was retained, while irrelevant or repetitive information was excluded. This process followed Parratt's (2000) explanation of data reduction as the selection and concentration of meaningful information to maintain alignment with research objectives. Subsequently, the reduced data were categorized according to similarities and recurring patterns into three themes: the implementation of YouTube videos in listening instruction, the use of YouTube features to support listening comprehension, and the teacher's perceptions of the benefits and challenges of YouTube as a learning medium. This thematic organization was guided by the research questions and theoretical framework presented in Chapter II, consistent with Creswell (2012) view that themes in qualitative research can emerge from research questions and conceptual frameworks. Finally, the researcher interpreted the categorized data in relation to relevant theories and previous studies and drew conclusions from consistent patterns identified across the observation and interview findings. Conclusion drawing and verification were conducted to ensure that interpretations were supported by the collected evidence and remained credible, following Parratt (2000).

FINDINGS AND DISCUSSION

Findings

The findings of the study, gathered through classroom observation and semi-structured interviews with an English teacher, are presented in this chapter. The data were analyzed using data categorization and thematic organization, in which recurring patterns from the interview and observation data were grouped into categories and organized into major themes. This approach was used to provide a systematic and coherent presentation of the findings in line with the research questions. The findings reflect actual classroom practices and the teacher's experiences in implementing YouTube videos in teaching listening in the EFL classroom.

Teacher's implementation of using YouTube as a media in teaching listening

This theme describes how the teacher implemented YouTube videos in teaching listening. The findings indicate that YouTube use was systematically planned and integrated into instructional activities rather than used spontaneously. The theme is organized into several categories, including recurring instructional patterns.

Category 1: Planning and Selection of YouTube Videos

The findings indicate that the teacher encourages students to use YouTube videos with caution by explaining the video's purpose and learning objectives

"The use of YouTube videos is not conducted randomly; rather, it is carefully aligned with the lesson plan and the learning objectives."

Is the exact statement made by the teacher throughout the lesson. Based on the interview data, video selection is not random; instead, it aligns with educational materials and the curriculum. When choosing a video for an activity, the instructor considers factors such as topic relevance, video duration, language proficiency, and accessibility.

Short videos, which typically last from one to seven minutes, are used to ensure effective use of class time and enhance students' attention. Additionally, the teacher encourages students to use a variety of English language skills to learn many forms of the language. The purpose of this planning process is to provide students with authentic materials that are easy to access and understand.

These findings were supported by classroom observation, which indicates that teacher's always emphasize learning objectives before using videos. In this way, students are informed about the purpose of the activities and are encouraged to concentrate on the learning task instead of using videos as mere entertainment.

Category 2: Use of YouTube Features as Instructional Support

Another relevant category is the use of YouTube strategies by instructors to enhance students' comprehension. The teacher explains that replay and subtitles are used selectively to enhance understanding rather than overwhelming it by saying,

"The first time, I never used a subtitle. I give them a little difficulty because there isn't anything in real life that will help or add subtitles for us."

Observation data indicate that teacher frequently use pauses, replays, and subtitles as teaching aids. The videos are typically shown two to three times, with different pedagogical goals for each viewing.

In the first viewing, subtitles were intentionally turned off to encourage students to concentrate on making generalizations. Subtitles were introduced in subsequent viewing to help students confirm their understanding and identify missed information. Instead of slowing down the playback speed, the teacher preferred replaying difficult sections to emphasize exposure to natural speech rates.

This approach supports the teacher's belief that the ability to develop through repeated exposure to authentic language rather than simplified language. The classroom observation indicates that this strategy encourages active learning, as students are required to focus on identifying meaning and unfamiliar expressions rather than simply discussing the text.

Category 3: Integration of Pre-Listening, While-Listening, and Post-Listening activities

This also indicates that YouTube videos are integrated into learning activities through pre-listening, while-listening, and post-listening. As stated by the teacher,

"Usually, I show the title first and give a short introduction so students can imagine what we are going to learn."

In the pre-listening stage, the teacher activates students' background knowledge by introducing the topic, presenting the video title, and asking guiding questions. These activities helped students anticipate the content and reduce potential confusion during listening.

During the while-listening activity, students are required to identify unfamiliar words or unclear gestures when watching a video. To encourage clarification and discussion, the teacher occasionally emphasizes or modifies the relevant section. This process enables students to be very engaged and focused on creating meaning.

During the post-listening activity, students are required to analyze the video, respond to comprehension questions, or repeat the video's narrative. In subsequent lessons, students use videos as examples to create and deliver their own narrative texts. These activities strengthen comprehension, encourage integrated language learning and connect listening skills with other skills.

Overall, this theme suggests that the teacher uses YouTube videos in a structured, straightforward manner. The observed pedagogical practices indicate that YouTube is an effective learning medium when carefully planned and guided.

Teacher's perceptions of using YouTube videos as a medium for teaching listening

This theme explores the teacher's perceptions of using YouTube in listening instruction. The findings reveal that the teacher held generally positive views of YouTube as a learning medium, particularly compared to traditional audio materials.

Category 1: Perceive Benefits of YouTube for Listening Comprehension

The interview data indicate that teachers use YouTube more effectively than traditional audio materials because it provides a visual environment that helps students understand concepts more clearly. In contrast to traditional audio materials, YouTube provides better visualization for students, the teacher explains. Their understanding can be somewhat abstract when using only sound. Visual elements such as face expression. Gesture. And situational context can reduce abstract comparisons and enhance comprehension, especially for EFL learners who have limited access to authentic English.

Additionally, the teacher emphasizes YouTube as a medium that can boost students' motivation and self-esteem. Due to their familiarity with the aforementioned platform and its engaging content, students are more likely to participate in activities that involve video use. Short, relevant videos are highly effective for capturing students' attention and creating engaging activities.

Category 2: YouTube for Learners with Different Proficiency Levels

This also indicates that the teacher uses YouTube content suitable for students with varying listening levels.

"Students usually choose or respond better to content that matches their own level and interest."

According to the interview, students are more likely to be exposed to content that aligns with their own abilities and interests. Students with lower skill levels are more familiar with and find simpler topics, while students with higher skill levels are challenged by more complex, quicker topics.

These flexibilities enable the teacher to implement lessons that align with the overall teaching approach without altering it. As a result, YouTube is seen as a medium that can accommodate a variety of learning needs in a similar educational setting.

In general, the teacher's perspective indicates that YouTube not only promotes understanding but also student motivation. self-confidence, and classroom interaction. According to the teacher, YouTube strengthens the connection between classroom instruction and language use in daily life.

Despite the positive perceptions, the findings also reveal several challenges in implementing YouTube for listening instruction. However, these challenges were addressed through adaptive teaching strategies.

Category 3: Technical and Infrastructural Challenges

One of the main challenges identified is technical and infrastructure-related, such as unstable internet connectivity and issues with school operations. As stated by the teacher,

"Internet issues are common. Sometimes it takes time to connect, and that affects the lesson's momentum."

These issues can hinder learning and disrupt classroom flow. Observation in the classroom indicates that technical proficiency might cause students to lose focus, making it extra hard to increase their attention span.

Category 4: Student-Related Challenges

Another challenge encountered is students' focus during video-based activities.

"If subtitles appear too early, students will just read and ignore the listening."

The teacher explains that students can be influenced by visual elements or by the translated text. Aside from that, some students have anxiety and little self-confidence when doing listening tasks, especially when they are struggling to understand the English language.

Category 5: Teacher's Strategies to Overcome Challenges

To address these challenges, the teacher uses structured viewing strategies, such as subtitles and post-viewing discussions. In addition, the teacher encourages students who are experiencing difficulties by saying,

"Students who say they can't do English usually need more attention, so I approach them and guide them slowly."

Additionally, the teacher provides individualized instruction to students who exhibit weaknesses or a lack of confidence. To help students develop self-confidence in listening, the teacher provides encouragement and personal guidance as they gradually build confidence.

These strategies indicate that teachers should actively encourage students to use YouTube to maximize its educational benefits. The challenges did not discourage the teacher from using YouTube; instead, they shaped more reflective and adaptive instructional practices.

Discussion

Teacher's implementation of using YouTube as a media in teaching listening

The findings show that the teacher implemented YouTube videos in teaching listening though structure instructional stages, namely pre-listening, while-listening, and post-listening (Movva et al., 2022).

This structured implementation indicates that YouTube use was not incidental but was intentionally integrated into the lesson to support students' listening comprehension.

In the pre-listening stage, the teacher activated prior knowledge, such as introducing the topic and asking students to reflect on their background knowledge, which helped students build initial expectations and reduce confusion during the listening process. This supports Tran, (2022), who argues that pre-listening activities play a crucial role in preparing learners cognitively and emotionally for listening tasks.

During the while-listening stage, the teacher's decision to play the video multiple times reflects an understanding of listening as a gradual meaning-making process rather than a one-time activity. Playing the video without subtitles during the first viewing encouraged students to focus on listening for general meaning, while subtitles in later viewings served as scaffolding. This approach aligns with the idea that listening comprehension develops through repeated exposure to natural speech rates (Thi & Dung, 2021).

The teacher's preference for replaying difficult parts rather than slowing down the video also suggests an effort to maintain authenticity in the listening input. By exposing students to natural speech speed, the teacher helped students become more familiar with real-life listening conditions. At the same time, the pause and replay features allowed the teacher to control the difficulty level and address students' comprehension problems without oversimplifying the material. This balance between authenticity and support is essential in developing learners' listening competence.

In the post-listening stage, the teacher emphasized summarizing and retelling activities to ensure students understood the video content. These activities required students to process the information more deeply and express their understanding using their own words. By connecting listening with speaking and writing tasks, the teacher promoted integrated language skills rather than treating listening as an isolated activity. This practice supports (Manihuruk & Nababan, 2024) the view that post-listening activity. This practice supports the view that post-listening activities play a crucial role in reinforcing comprehension and encouraging meaningful language use.

Overall, the discussion suggests that the teacher's implementation of YouTube in teaching listening was pedagogically sound and responsive to students' needs. The careful sequencing of activities, strategic use of subtitles, and integration of productive tasks demonstrate that YouTube can be an effective instructional medium when supported by thoughtful teaching practices. Rather than relying solely on technology, the teacher's role in managing learning stages and providing appropriate scaffolding is centered on the success of the listening instruction.

Teacher's perceptions of using YouTube videos as a medium for teaching listening

The findings indicate that the teacher's positive perception of YouTube plays a significant role in its effective implementation in teaching listening. The teacher's belief that YouTube provides richer contextual support than traditional audio materials support the idea that audiovisual input can facilitate deeper comprehension. The presence of visual cues, such as gestures, facial expressions, and situational cues, in an EFL setting where exposure to authentic spoken English is limited (Nerta et al., 2024; Widiantari et al., 2023). The finding is consistent with theories of multimodal learning, which emphasize that combining auditory and visual input enhances comprehension and retention.

Moreover, the teacher's view that YouTube increased student motivation aligns with findings from (Manihuruk et al., 2024; Misela et al., 2023) who reported that YouTube-based materials enhanced learners' engagement and interest in listening activities. The familiarity of the platform and the availability of diverse content made listening practice more relevant to students' daily experiences.

In terms of students' engagement, the teacher's perspectives highlight YouTube's motivational value, particularly its familiarity and variety of content. The use of short, relevant videos aligns with students' attention spans and learning preferences, making listening activities feel less demanding and more accessible (Dzihnie & Gozali, 2023). This supports previous studies suggesting that learner motivation increases when instructional media are aligned with students' digital habits and interests. Furthermore, the teacher's view that YouTube accommodates learners of different proficiency levels aligns with the concept of differentiated instruction, in which learners benefit from materials that match their linguistic readiness.

However, the challenges identified (such as technical issues, student distraction, and low learner confidence) demonstrate that using YouTube is not without limitations (Hendar et al., 2024; Mandarsari,

2023). These challenges confirm that technology alone does not guarantee effective learning. Instead, successful implementation depends on how teachers manage classroom dynamics and adapt instructional strategies. The teacher's decision to delay subtitles, replay difficult sections, and provide personal support to struggling students shows an awareness of pedagogical control and learner needs. This finding reinforces the idea that teacher competence and classroom management are crucial factors in media-assisted listening instruction.

Overall, the discussion suggests that YouTube can be an effective medium for teaching listening when supported by positive teacher beliefs, careful planning, and adaptive teaching strategies. While challenges remain, the teacher's reflective approach and responsiveness to classroom conditions help maximize the benefits of YouTube in the EFL listening classroom.

CONCLUSION

This study was conducted to explore how English teachers use YouTube videos as a media resource for listening instruction in an EFL classroom and to investigate teachers' perceptions of YouTube for listening instruction. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn. First, the findings reveal that the English teacher used YouTube videos to teach listening in a structured and purposeful manner. The integration of YouTube was not incidental, but carefully planned and aligned with the learning objectives and lesson materials. The teacher consistently applied the stages of teaching listening, namely pre-listening, while-listening, and post-listening activities. In the pre-listening stage, the teacher prepared students cognitively by introducing the topic, explaining the learning objectives, and activating students' prior knowledge. This preparation helped students anticipate the video's content and reduce difficulties during listening. Second, the findings regarding the teacher's perception indicate that the teacher held a positive view of using YouTube videos as a teaching medium for listening. The teacher perceived YouTube as more effective than traditional audio materials because it provides visual context that helps students construct meaning more clearly. The presence of visual cues, such as gestures, facial expressions, and situational context, was believed to enhance abstract understanding and support comprehension, particularly for EFL learners with exposure to authentic English. The teacher also viewed YouTube as an engaging and flexible medium that could accommodate different student proficiency levels and learning needs.

It is suggested that English teachers integrate YouTube videos into listening lessons using clear instructional stages. Teachers should carefully select videos that match learning objectives and students' proficiency levels. Features such as subtitles, pause, and replay should be used strategically to support comprehension without reducing students' listening effort. Schools and educational institutions are encouraged to provide adequate technical support, such as stable internet access and proper audiovisual equipment, to support digital-based learning. In addition, professional development programs focusing on pedagogical use of digital media are recommended to help teachers effectively integrate YouTube into listening instruction. Future researcher is encouraging to explore the use of YouTube in teaching listening from different perspectives and contexts. Further studies may involve students' perceptions, large samples, or long-term impacts on listening achievement. Comparing YouTube with other digital platforms may also provide broader insights into media-assisted listening instruction in the EFL classroom.

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