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## UIN SATU Students' Perception of the Use of Social Media: YouTube as a Means of Improving Speaking and Listening Skills

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### Abstract

This study aims to determine the perceptions of UIN SATU students towards the use of social media, especially YouTube, as a means of improving speaking and listening skills. This study uses a quantitative approach with survey method to measure the perceptions of UIN SATU students towards the use of YouTube as a learning tool. A 5-point Likert scale was used to assess respondents' perceptions of how much they consider YouTube to be helpful in improving their speaking and listening skills. To ensure that this research instrument is reliable, a Cronbach's Alpha reliability test was conducted, where the expected value is  $\geq 0.70$ , indicating good internal consistency. The Cronbach's Alpha values for the various aspects measured, such as perceptions of speaking ability (0.82), listening ability (0.85), frequency of YouTube use (0.78), and challenges of the use of YouTube faced (0.73), the results are all above the 0.70, meaning that this instrument is reliable for measuring students' perceptions. Most UIN SATU students have a positive perception of the use of YouTube as a means of improving speaking and listening skills, providing content that helps them improve pronunciation, intonation, and comprehension. YouTube is considered an effective medium for independent language learning, as students can access a wide variety of content any time. The flexibility in choosing the time and topic of learning makes YouTube an ideal resource for students who want to improve their language skills in a practical way. However, it was also found that they face challenges in filtering irrelevant content and maintaining consistency in using YouTube for learning.

**Keywords:** *Perceptions, Speaking and Listening Skills, YouTube, UINSATU Students*

### INTRODUCTION

In today's digital age, social media has become an integral part of everyday life, especially among the younger generation. One of the most popular platforms among university students is YouTube. YouTube, as a video-sharing platform, provides a variety of content that is not only entertaining, but also educational. In the context of education, particularly language learning, YouTube has been used by many college students as a tool to improve speaking and listening skills. This is especially relevant in foreign language learning, where listening and speaking skills are important aspects that language learners must master. Language learning requires extensive exposure to authentic materials and real-life examples of language use. YouTube offers a variety of resources, ranging from videos of native speakers to tutorials that address specific aspects of language, such as pronunciation, intonation and grammar. Through constant exposure to content like this, students can increase their understanding of the target language as well as improve their speaking and listening skills. This is in line with multimedia-based learning theory which states that exposure to audio-visual input can help improve language skills (Mayer, 2009).

However, despite the immense potential of YouTube as a learning medium, there is still a lack of research that specifically explores students' perceptions of the platform's effectiveness as a tool to improve speaking and listening skills. Most previous studies have focused more on the general use of social media in learning contexts, without taking an in-depth look at how students utilize specific platforms such as YouTube. Therefore, this study aims to bridge the gap by exploring UIN

SATU students' perceptions towards using YouTube as a means to improve speaking and listening skills.

In addition, in the context of higher education, speaking and listening skills are important elements that must be mastered by students, especially those learning a foreign language. Good speaking skills allow students to communicate effectively, while good listening skills help them understand information that is conveyed orally. In this case, YouTube can be an effective tool, given the vast amount of content provided in various languages and topics. Using YouTube as a language learning resource can help students improve their communication skills in a foreign language in a more interactive and engaging way than conventional methods.

Numerous studies have shown that social media, including YouTube, can play an important role in the language learning process. According to Zhou and Wei (2018), the use of YouTube in foreign language teaching assists students in listening to different accents and speaking rates, which enriches their understanding of the spoken language. In addition, Maharani (2020) found that students are more motivated to learn English through YouTube content due to its interactive and engaging presentation, which is different from traditional learning methods.

Speaking and listening are two key skills in foreign language acquisition that often pose challenges for learners. Brown (2007) emphasizes that listening is a crucial receptive skill because it is the basis for productive skills such as speaking. In the context of language learning, good listening skills are necessary to support effective conversation. Through YouTube, students can access a variety of content that helps them practice authentic listening and speaking.

In recent years, social media has evolved into an alternative learning platform used in language skills development. One of the most popular platforms among learners is YouTube, which provides a variety of video-based content that can be accessed for educational purposes. This study focuses on UIN SATU students' perceptions towards the use of YouTube as a tool to improve speaking and listening skills, two core skills in foreign language learning.

#### 1. Using Social Media as a Language Learning Tool

Studies on the use of social media in education have shown a positive impact on language skills, especially listening and speaking. Kabilan, Ahmad and Abidin (2010) state that social media provides a learning environment rich in interaction, which helps students develop language skills through exposure to authentic content. YouTube in particular stands out as an effective platform in providing videos that approximate real-life situations, which is important for practicing second language listening and speaking skills.

Rahman et al. (2020) revealed that platforms such as YouTube give students the opportunity to listen to different types of accents and speaking styles from native speakers, which is very helpful in improving listening skills. This is because YouTube offers authentic content delivered at a natural pace and intonation, helping students to better understand the nuances of verbal communication in the language being learnt.

#### 2. The Effectiveness of YouTube in Improving Listening Skills

Listening is one of the foundational skills that is often challenging for foreign language learners, mainly because comprehension of spoken context and vocabulary requires constant exposure to language input. Zhou and Wei (2018) note that

YouTube allows learners to access a variety of videos relevant to their interests, thus providing more enjoyable and interactive learning opportunities than traditional learning methods. In addition, Hamid et al. (2021) highlighted how visual content on videos helps students understand the context of speech, which improves overall listening comprehension.

### 3. The Effect of YouTube on Speaking Skills

In addition to improving listening skills, YouTube can also play an important role in the development of speaking skills. Maharani (2020) in her research on the use of YouTube in English language learning found that students who regularly watch English videos on YouTube tend to be more confident in speaking, as they are inspired by the way native speakers convey messages. YouTube provides access to speech videos, vlogs, tutorials, and discussions that help learners replicate proper pronunciation, intonation, and language use in diverse contexts.

Snelson (2011) emphasizes that one of the main advantages of YouTube is its interactivity. Students can not only watch videos but also engage in comment sections or create their own response videos, which indirectly boosts their speaking skills. The use of videos as speaking resources also gives students the opportunity to practice independently, enriching their learning experience outside the classroom.

### 4. Student Perceptions of the Use of YouTube in Learning

Studies examining students' perceptions of the use of social media, particularly YouTube, in language learning show generally positive responses. Balbay and Kilis (2017) in their study found that the majority of students felt more motivated and engaged in learning when using YouTube as a tool. The students also felt that YouTube helped them understand difficult material in an easier way due to the combination of visuals and audio.

In the context of UIN SATU students, this research also indicates that YouTube allows students to access language resources flexibly, both inside and outside the classroom. Muslimin (2020) showed that students liked the flexibility offered by YouTube, where they could choose videos according to their learning needs, whether it was to listen to everyday conversational dialogues, speeches, or academic discussions. In addition, comments from students indicate that YouTube makes learning more interesting as they can learn from a variety of content creators with different styles.

### 5. Challenges in Using YouTube for Language Learning

While YouTube has many benefits, there are some challenges that need to be considered. Almurashi (2016) identified that too much and varied content on YouTube can be a distraction for students, who may turn to non-educative videos. Additionally, Jung (2018) highlights that not all content on YouTube is of good quality or appropriate for learning, so the role of lecturers in providing guidance on relevant content is crucial.

This study uses a quantitative approach with a survey method to measure the perceptions of UIN SATU students towards the use of YouTube as a learning tool. A 5-point Likert scale was used to assess respondents' perceptions regarding how much they felt YouTube helped in improving their speaking and listening skills. To ensure that this research instrument is reliable, a Cronbach's Alpha reliability test was conducted, where the expected value is  $\geq 0.70$ , indicating good internal consistency of the research instrument (Sugiyono, 2017).

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Based on the above background, this study focuses on the following questions:

1. How are UIN SATU students' perceptions of the effectiveness of YouTube as a means of improving speaking skills, 2. How are UIN SATU students' perceptions of the effectiveness of YouTube as a means of improving listening skills? 3. How much does the frequency of YouTube use contribute to helping students improve their speaking and listening skills?

This study aims to: 1. Knowing the perceptions of UIN SATU students towards the use of YouTube in improving speaking skills. 2. Knowing the perceptions of UIN SATU students towards the use of YouTube in improving listening skills. 3. Measure the contribution of the frequency of YouTube usage on improving students' speaking and listening skills.

This research is expected to contribute to the world of education, especially in the use of social media as a learning tool. The findings of this study can also be used as a reference for lecturers and educational practitioners to utilize YouTube as an effective learning medium in improving students' language skills.

### RESEARCH METHODS

The research entitled "Perception of UIN SATU Students on the Use of Social Media: YouTube as a Means of Improving Speaking and Listening Skills" uses a quantitative approach with a survey method. This method was chosen because it is suitable for numerically measuring the perceptions, attitudes, and views of a group of individuals towards a particular phenomenon or variable. The following is an explanation of the research method used:

#### 1. Quantitative Approach

The quantitative approach was used because this study aims to objectively measure students' perceptions of the use of YouTube in improving speaking and listening skills. The quantitative approach allows researchers to collect numerical data and analyze it statistically, resulting in conclusions that can be generalized from a larger population (Creswell, 2014).

In the quantitative approach, the variables under study, such as student perceptions, frequency of YouTube use, and influence on speaking and listening skills, are measured through a structured scale. This makes it easier for researchers to identify patterns, relationships between variables, and the level of influence clearly and measurably.

#### 2. Survey Research Design

This research uses the survey method as a data collection technique. Surveys are an effective method for collecting information from a large sample of the population in a relatively short time (Sugiyono, 2017). Surveys were used to understand UIN SATU students' perceptions of the use of YouTube as a learning tool. This technique allows researchers to collect data from a large number of respondents, which is then analysed using descriptive and inferential statistics.

#### 3. Research Population and Sample

The population in this study were all UIN SATU students who actively use YouTube as a learning medium. The sample was taken using purposive sampling technique, where only students who actively use YouTube to improve their speaking and listening skills were selected as respondents. The number of samples taken was

100 students, who were selected based on certain criteria, namely the frequency of using YouTube in the context of learning a foreign language.

This technique was chosen to ensure that the sample studied really had experience in using YouTube as a learning medium, so that the data generated was relevant and in accordance with the research objectives (Creswell, 2014).

#### 4. Search Instruments

The instrument used in this study is a questionnaire structure on a 5-point Likert scale, where respondents are asked to rate statements relating to the use of YouTube in improving speaking and listening skills. The Likert scale was chosen because it is simple and effective for measuring the level of agreement or disagreement with a given statement (Sugiyono, 2017).

The questionnaire consists of several sections, namely:

- Demographics** section: to collect basic information such as age, gender, and study programme.
- Perception of YouTube** section: consists of statements about students' perceptions of the benefits of YouTube in improving speaking and listening skills.
- YouTube Frequency of Use** section: to measure how often students use YouTube as a learning tool.
- Motivation and Challenges** section: to identify students' motivations for using YouTube as well as the challenges they face during use.

#### 5. Data Collection Procedure

Data was collected by distributing questionnaires online through the Google Forms platform for two weeks. The researcher chose this method for time effectiveness, as well as to reach more respondents efficiently. The questionnaire was sent via email and social media groups of UIN SATU students. Respondents were asked to answer the questionnaire honestly according to their experience.

Before distributing the questionnaires, 10 students were tested to ensure that the research instruments could be understood properly. The trial results were used to revise some of the questions that were unclear.

#### 6. Data Analysis Technique

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the profile of respondents as well as the distribution of answers to the statements in the questionnaire. This analysis includes the calculation of frequency, percentage, average, and standard deviation.

To determine the relationship between the frequency of YouTube use and the improvement of speaking and listening skills, Pearson correlation analysis was used. In addition, a simple linear regression test was used to measure how much influence the use of YouTube has on improving speaking and listening skills.

#### 7. Instrument Validity and Reliability

The validity of the instrument was tested using content validity, where the questionnaire was examined by experts in the field of language education to ensure that each question measured aspects relevant to the research objectives. In addition, a reliability test was conducted using Cronbach's Alpha technique to measure the internal

consistency of the questionnaire. The expected Cronbach's Alpha value is  $\geq 0.70$  to indicate that the instrument has a good level of reliability (Sugiyono, 2017).

#### 8. Research Ethics

In this study, ethical aspects were an important concern. All respondents were given an explanation of the purpose of the study and asked to give informed consent before completing the questionnaire. The researcher also guaranteed the confidentiality of respondents' personal data and that there would be no negative consequences to participation or survey results.

## **1 RESULTS AND DISCUSSION**

This study uses the Cronbach's Alpha technique to measure the reliability of the survey instrument in assessing the perceptions of UIN SATU students towards the use of YouTube as a means of improving speaking and listening skills. This analysis aims to evaluate the internal consistency of the instrument used, as well as to see whether the items in the questionnaire provide reliable results.

### **Research Results**

From a survey of 100 UIN SATU students, the results show that students' perceptions of the use of YouTube to improve speaking and listening skills are quite positive. The following is a summary of the survey results in terms of several key aspects:

1. **Perceptions on Improving Speaking Skills:**  
A total of 73% of students agreed that YouTube helped them improve their speaking skills. The average perception score of the statement "YouTube helps improve my pronunciation and intonation" is 3.76 on the Likert scale, which falls into the Agree category.
2. **Perceptions of Improved Listening Skills:**  
A total of 85% of students felt that YouTube was effective in practising their listening skills. The average score for the statement "YouTube provides content that enriches my listening skills" reached 4.05, which is in the Strongly Agree category.
3. **Frequency of YouTube Usage:**  
48% of students admitted to using YouTube regularly (several times a week) for language learning purposes, especially related to speaking and listening.
4. **Motivation in Using YouTube:**  
79% of students are more motivated to learn with YouTube than conventional methods, due to the flexible and engaging nature of the platform.

### **Research Findings**

Based on the survey results, the main findings of this study include:  
**YouTube as a Speaking and Listening Learning Resource:** Most students felt that their speaking and listening skills improved after using YouTube. Exposure to a wide variety of videos, whether tutorials, speeches or interviews, allows students to mimic the speaking style of native speakers and broaden their understanding of a foreign language.  
**Effectiveness of YouTube as an Independent Learning Media:** Students found the flexibility provided by YouTube in terms of study time and accessibility helpful.

They can rearrange or repeat videos whenever they want, which helps with self-study.  
**Challenges in YouTube Usage:** While the majority of students found YouTube useful, some were bothered by irrelevant content on the platform. Another challenge

found was that some students found it difficult to maintain consistent use of YouTube as a learning medium due to the lack of structured guidance.

#### **Analysis of Findings with Cronbach's Alpha**

To ensure the reliability of the instruments used in this study, the Cronbach's Alpha test was conducted on all items in the questionnaire measuring students' perceptions of YouTube as a learning tool. The Cronbach's Alpha value provides an overview of the internal consistency of the scale used, with values > 0.70 considered to indicate good reliability.

Table 1.

The following are the results of the reliability test using Cronbach's Alpha:

Aspects	Number of items	Conbach's Alpha
Perceptions of improved speaking skills	5	0.82
Perception of improved listening skills	5	0.85
Frequency and motivation for using YouTube	4	0.78
Challenges in YouTube Usage	3	0.73

From the table above, it can be seen that the Cronbach's Alpha value for all aspects exceeds the threshold of 0.70, which means that the instruments used in this study have good internal consistency and are reliable. In particular, the highest reliability is found in the aspect of "Perceptions of Improved Listening Skills" with a value of 0.85, which indicates that the items in this questionnaire are consistent in measuring student perceptions related to listening skills.

#### **Cronbach's Alpha Result Interpretation**

**Perception of Improved Speaking Ability:** The Cronbach's Alpha value of 0.82 indicates that the questionnaire used to measure students' perceptions of speaking improvement has high internal consistency. This means that the items in this section consistently measure the same aspect, which is students' perceptions of how YouTube helps them in the aspect of speaking.

**Perceptions of Improved Listening Ability:** With a score of 0.85, this questionnaire can be considered highly reliable for measuring perceptions related to listening ability. This shows that students' perceptions of their listening skills after using YouTube tend to be uniform and reliable.

**Frequency and Motivation of YouTube Use:** The value of 0.78 shows good reliability, although it is slightly lower than other aspects. It is still in the reliable category, indicating that the frequency and motivation of YouTube use measured by the questionnaire are reliable.

**Challenges in YouTube Use:** With a score of 0.73, this aspect is also reliable, but shows that there is higher variability in students' answers regarding the challenges they face when using YouTube. This could indicate that students' experiences regarding the challenges they encounter tend to be more diverse.



<sup>7</sup> Based on the results of the reliability test using the Cronbach's Alpha technique, the instruments used in this study have good internal consistency to measure student perceptions of the use of YouTube as a means of improving speaking and listening skills.

All aspects measured have a <sup>1</sup> Cronbach's Alpha value above 0.70, indicating that the instrument used is suitable for use in further research.

The instrument is reliable for measuring students' perceptions, both in terms of the benefits they perceive, their motivations for using YouTube, as well as the challenges they face. This data provides <sup>21</sup> a strong basis for drawing conclusions about the effectiveness of YouTube as a language learning medium.

## CONCLUSIONS

<sup>4</sup> Based on the results of research on "Perceptions of UIN SATU Students on the Use of Social Media: YouTube as a Means of Improving Speaking and Listening Skills", it can be concluded that:

1. <sup>10</sup> Positive Student Perceptions of YouTube Use: Most UIN SATU students have a positive perception of the use of YouTube as a means of improving their speaking and listening skills. Students feel that YouTube provides content that helps them improve pronunciation, intonation, and comprehension in the context of foreign language speaking and listening.
2. Effectiveness of YouTube as a Learning Media: YouTube is considered an effective medium for independent language learning, as students can access a wide variety of content at any time. The flexibility in choosing learning time and topics makes YouTube an ideal resource for students who want to improve their language skills in a practical way.
3. Reliability of Research Instruments: The reliability test using Cronbach's Alpha technique showed that the instruments used in this study had good internal consistency. The Cronbach's Alpha values for the various aspects measured, such as perceptions of speaking ability (0.82), listening ability (0.85), frequency of YouTube use (0.78), and challenges faced (0.73), are all above the 0.70 threshold, which means that this instrument is reliable for measuring student perceptions.
4. Challenges in Using YouTube: While most students perceive significant benefits from YouTube, some respondents stated that they face challenges in filtering irrelevant content and maintaining consistency in using YouTube for learning.

### *Expectations for Future Research:*

Future research is expected to explore additional factors that influence the effectiveness of YouTube as a learning medium, such as teaching strategies or direct interaction with learning content. It is also hoped that research involving other social media platforms as a comparison to see the effectiveness of other platforms in language learning, so that more alternatives can be explored. Qualitative deep dives through interviews or focus group discussions (FGDs) can be conducted to understand more about students' experiences in utilizing YouTube to learn speaking and listening, as well as solutions to the challenges they face.

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