



<http://dx.doi.org/10.25157/jwp.v%vi%i.15065>

## BBC Learning English YouTube Channel as an Authentic Material to Improve Students' Listening Skill

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### Abstract

This research aims to investigate 1) how the teacher implements the BBC Learning English YouTube Channel as authentic material to improve student listening skills; and 2) what the students' perceptions of using BBC Learning English YouTube Channel as authentic material to improve students' listening skills. Case study was used as a research design in this study involving the participants of an English Teacher and six twelve-grade Vocational High School students. The data of this study were collected from observation and students' interviews. The results of class observation showed that BBC Learning English YouTube Channel as authentic material is effective and helps the teacher in improving students' listening skills. Meanwhile, the students' interview indicates the students' positive perceptions on the implementation of the BBC Learning English YouTube Channel as authentic material. They argued that learning listening by using BBC Learning English YouTube Channel can motivate them to learn. The video shown assisted them to identify the topic of the material in the listening class and can improve their listening skill. Both results of observation and interviews showed that BBC Learning English YouTube Channel became an effective assistance for the teacher and students in teaching and learning listening skills.

Keywords: Authentic Material, BBC Learning English, Listening Skill, YouTube Channel.

### Abstrak

Penelitian ini bertujuan untuk menginvestigasi bagaimana guru mengimplementasikan BBC Learning English YouTube Channel sebagai materi otentik untuk meningkatkan kemampuan mendengarkan sekaligus untuk menggali pengalaman siswa terhadap implementasi BBC Learning English YouTube Channel untuk meningkatkan kemampuan *Listening* mereka. Desain penelitian ini menggunakan studi kasus yang melibatkan seorang guru Bahasa Inggris dan 6 (enam) orang siswa kelas 12 SMK. Pengumpulan data dilakukan melalui observasi dan wawancara. Hasil observasi menunjukkan bahwa BBC Learning English YouTube Channel merupakan materi otentik yang efektif bagi guru dalam upaya peningkatan kemampuan *Listening* siswa. Sedangkan hasil wawancara menunjukkan bahwa siswa merespon positif terhadap implementasi BBC Learning English YouTube Channel sebagai materi otentik dalam peningkatan kemampuan *Listening*. Siswa menyadari bahwa BBC Learning English YouTube Channel memotivasi mereka dalam pembelajaran *Listening* karena keberadaan video yang ditampilkan membantu mereka dalam mengidentifikasi topik dan materi untuk meningkatkan kemampuan *Listening*. Dengan demikian, BBC Learning English YouTube Channel merupakan asistensi yang efektif bagi siswa dan guru dalam proses pembelajaran dan pengajaran *Listening*.

Kata Kunci: BBC Learning English, kanal YouTube, kemampuan menyimak, materi otentik



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**How to Citation:**

Herlisma, Intan, et.al. (2024). BBC Learning English YouTube Channel as an Authentic Material to Improve Students' Listening Skill. *Jurnal Wahana Pendidikan*, 11(2), 215-226

**Article History:**

Sent: 08-07-2024, revised: 15-07-2024, accepted: 31-07-2024.

## INTRODUCTION

Listening is one of the complex activities in the language acquisition process. Listening skills are also essential skills to be learned by students because these skills have an important role in communication as well as a prerequisite for creating an effective cross-cultural engagement (Simanjuntak, 2024). According to (Wallace et al., 2004), the listening ability is to identify and understand what others are saying. However, many students think that listening is difficult to learn; and many students do not participate in the learning process in class. As in previous research reported by Sari and Fithriyana (2019), the student cannot concentrate well in the listening process, and it is hard to get general information. Hadijah and Shalawati (2016) state that listening skill is a complex skill for students; and listening skills are also the most challenging skills. For this reason, the selection of authentic material must be immediately applied to improve students' listening skills. In learning listening skills, authentic texts are spoken texts which generally can be transferred through electronic media such as television, radio, video, and the internet ((Miller, 2012). It is a source of authentic material technology that can be applied when teaching in the classroom.

In this study, the researcher tries to use the BBC Learning English YouTube Channel as authentic material to improve student listening skills. The use of video in the learning process provides students a plentiful assistance because it can explain all areas of knowledge as well as students' interests and concerns. According to Hoque and Siddiqua (2020), YouTube is one of the most interesting and popular digital media resources for education and a vast resource in educational content. Video has a compelling power in language classes, especially in ELT classes. Meanwhile, Zaidi et al. (2018) claim that YouTube videos can be used to improve several aspects of language such as vocabulary, accent, pronunciation, listening, reading, writing, and speaking. The use of videos on YouTube media can make the atmosphere of the learning process more fun and meaningful so that students can easily remember the material (Almurashi, 2016).

Several previous research on related topics supports the present study. The results reported by Yuyun and Simamora (2021) who investigate the utilization of YouTube videos as a teaching tool to improve students' listening skills. Accordingly, Yuyun and Simamora (2021) state that using YouTube videos can improve students' listening skills because it brings many benefits to students, in particular, supporting students to focus more on listening. Secondly, Qomariyah et al. (2021) conducted a study on the effect of YouTube videos on students' listening comprehension performance. Qomariyah et al. (2021) show the effect of applying YouTube videos on the students' listening comprehension performance. The result shows that the students feel more interested in and motivated to learn to listen using YouTube videos as a learning medium during the learning process in the classroom activity. Thirdly, a study conducted by Fithriyah (2015) entitled The importance of authentic materials in developing appropriate and effective listening skills; and the study reported by (Al-Shammari, 2021) entitled Authentic materials in classroom: A case study on students of faculty of social Kuwait University. Both of them found the same research results that focus on engagement in the target activity materials. It can give the experience of a real context of the target language for the students.

A fourth previous study is Rachmiati (2021) which shows that the students find it difficult to catch or listen to what the native speaker is saying. Another previous study was conducted by Çoklar and Cihangir (2021) which reported that YouTube is the most preferred content type and is used for

information purposes. Also, Chien et al. (2020) confirmed that many students rely on YouTube to solve problems in their academic life and to find out potential questions. The similarity of the present research with previous research is in terms of using YouTube videos to improve students' listening skills. The difference is in the aspect of using the BBC Learning English YouTube Channel as authentic material to improve students' listening skills.

Among the previous studies aforementioned, none of them is conducted for vocational high school students. Mainly, the way the teacher implements the BBC Learning English YouTube Channel as authentic material to improve student listening skills. Moreover, the students' perceptions of using the BBC Learning English YouTube Channel as authentic material to improve students' listening skills becomes the concern of the present study. Therefore, this study investigates the use of the BBC Learning English YouTube Channel as authentic material to improve student listening skills, mainly, vocational school students.

## **METHODS**

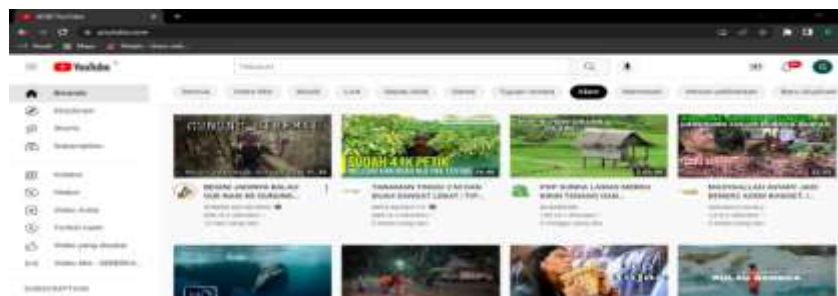
In this study, the researcher used a qualitative study research design. According to John W Creswell (2018), qualitative research is an approach to exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. This research applied a case study conducted on social relationships and interactions between teacher and student activities directly in real life. The main reason why using the case study because the present study employed the small number of cases (Yin, 2018). The participants in this study were an English teacher and six XII-grade students consisting of three student categories: two high achiever students, two middle achiever students, and two low achiever students. To collect the data the researcher used observation and interviews in this study. As stated by Creswell & Poth (2016), interviews and observation should receive special attention because they are often used in all research approaches. In addition, the data was gathered through two research instruments in this study: an observation checklist and a semi-structured interview. The non-participatory observation was conducted during the teaching and learning process to investigate the teacher's way in implementing BBC YouTube Channel in teaching listening. Meanwhile, the semi-structured interview was conducted after the teaching and learning process of listening by using BBC YouTube Channel. The semi-structured interview was administered to a teacher and students. In analyzing the data observation, the researcher was to follow Creswell and Poth (2016). The process of data analysis is an observation by typing up field notes as suggested by Creswell and Creswell (2017), it was followed by organizing and preparing data. The text data, which was in transcripts, including interview, or image data as photographs was reduced to a theme through the process of coding and compaction of codes. Lastly, the data is presented in a table, a discussion, and a figure.

## **RESULTS AND DISCUSSION**

The present study is aimed to investigate the teachers' implementation of the BBC Learning English YouTube Channel as an authentic material to improve students' listening skills, as well as find out students' perceptions of it. Based on observation and interview data, the researcher obtained evidence that the use of authentic video material from the BBC was very helpful and effectively used to help the teachers improve students' listening skills. In addition, students were also found to be positively influenced by learning the selection of authentic video material from YouTube. The following discussion delineates the organization of the present result and discussion:

**The implementation of the BBC Learning English YouTube Channel as an authentic material to improve students' listening skills.**

The first research question is how the teacher implements the BBC Learning English YouTube Channel as an authentic material to improve students' listening skills. The researcher conducted three times class observations of non-participants as suggested by Creswell and Poth (2016). Based on the result of the observation, the teacher implements several steps in implementing BBC Learning English YouTube Channel as authentic material. The first step is to introduce the BBC Learning English YouTube Channel in the first observation. Figure 1 illustrates the display of YouTube.



**Figure 1** The capture of the YouTube display

Based on Figure 1, firstly, the teacher opens YouTube on the website <https://www.youtube.com/>. The display is shown on the main menu and can be seen by teachers and all students. In the taskbar search, the teacher typed BBC Learning English. Then the BBC Channel appears and the teacher selects the BBC Channel profile. Figure 2 illustrates the profile of the BBC Learning English YouTube Channel.



**Figure 2** The capture of the profile of BBC Learning English YouTube Channel

Based on Figure 2, in the second step, the teacher chooses the BBC Channel. The BBC profile homepage appears. Within the profile are available sub-options such as homepage, videos, playlists, communities, and channels. In this section, the teacher chooses the sub-channel. After selecting the sub-channel, there are many choices of BBC channels such as BBC Strictly Come Dancing, BBC News, BBC Teach, Live, BBC, BBC Ideas, BBC Learning English Thai, BBC News Hindi, BBC World Service, and BBC Sport. Then, the teacher chose BBC News. Figure 3 illustrates the display of BBC News on the YouTube Channel.



**Figure 3** Capture of the profile of BBC News YouTube Channel

Based on Figure 3, the teacher chooses BBC News as an authentic material source. The teacher chose BBC News to select authentic sources as learning materials for the English Listening class. The teacher chose BBC News because it is one of the materials needed in the class XII grade, namely learning News Items. In the News Item subject, students are required to understand the structure of news, the linguistic elements, and the benefits of the news item itself. Therefore, the selection of BBC News is very appropriate for authentic materials in listening learning class XII grade. Figure 4 illustrates the news video.



**Figure 4** Capture of selected the news video on BBC News YouTube Channel

Based on Figure 4, in the last step, the teacher selects the news video as authentic material. After choosing the BBC News Channel, there are many choices of news videos in it. The teacher chooses the breaking news video. The selected video was made to be relevant with the syllabus. In addition, the selected news is a very current issue entitled “Blast at Kabul Airport”. Then, the teacher shows a video to the students. During the video show, students were very enthusiastic and listening carefully.

In the second observation, the result is based on the observation checklist. The teacher followed the first pre-activity session. The teacher opened the class by greeting and checking student attendance. After checking students' attendance, the teacher brainstormed the students with the basic knowledge of the theme of the lesson. The teacher showed a short video of the news. The teacher asked the student about a video and mentioned answering in English. Afterward, the teacher explained the material of that day and told about the worksheets that must be done by students as well as the learning objective. In the main-activity session, the teacher delivered the material, student tests, and discussions between students and the teacher.

From the data obtained from observation, teachers and students play an effective and active role in the listening learning process by providing authentic material from the BBC Learning English Channel YouTube in the classroom. The students were very respectful and enthusiastic to watch the video, they also created an exciting atmosphere for learning by using video YouTube. The teacher provided material based on the video available on the BBC channel. The teacher chose the title "Kabul Airport Bombing Attack Causes Many Victims", as authentic material for the listening class. In this meeting, the teacher explained the structure of the News Item section such as the main events/newsworthy events (core events), background events/elaboration (background events), and sources of information sources in the videos shown.

The teacher also provides opportunities for students to ask questions about the video presented. The teacher gave some quizzes to the students based on the videos has been shown. After all, students understand the material presented, the teacher gives worksheets to students to work on individually. The questions are in the form of 20 multiple-choice questions. It is aimed to determine the extent to which students' abilities in listening aspects.

The last session is the post-activity session. The teacher and students discuss the topic of the video and explore deeper information contained in the video. The teacher makes sure the student understands the material has been delivered. The teacher makes sure the student understands the material has been delivered. In this session, the student must mention some new words that have been listened to from the video.

In the last observation, the teacher gave a news video from the BBC Learning English YouTube Channel. The teacher repeated several video shows for students to listen to the video carefully. The video was different from the previous video. The teacher showed the video to the students to understand the meaning of the information contained in the video. After the video finished showing, the teacher instructed the students to work on worksheets individually. The teacher gives students a worksheet to work on individually in the form of 20 multiple-choice questions. This is aimed at determining whether there is an improvement in students' listening skills or not.

Based on the observation result, the researcher found many activities of listening using the BBC Learning English YouTube Channel as authentic material in the classroom. In this activity, the teacher performs several activities such as pre-activity, main-activity, and post-activity. This is in line with (Richards, 2016) in that, there are three-step processes in listening learning. First, the teacher's pre-activity activates student knowledge by showing a short video that is related to the material. Second, while listening, the teacher provides material to students with one-way listening to transfer information from the video. This is in line with Newton and Nation (2020) who claim that one-way listening is related to the transfer of information.

In the third observation, the researcher found that the teacher chose authentic material from BBC News as an assessment of listening. It aims to find out how well the students' abilities are in the listening aspect. This links to Rost (2013) who says that assessment is an integral and instructional design starting point for feedback on learner performance. In this activity, the teacher chooses an authentic type of listening-viewing material where this material focuses on news clips. This is following Gebhard (2006) in that listening-viewing focus is on authentic listening materials which can be obtained from TV, movies, news clips, quiz shows, and documentaries.

### **Students' perception of BBC Learning English YouTube Channel as an authentic material to improve students' listening skills.**

As previously mentioned, the second research question deals with the student's perception of the implementation of the BBC Learning English YouTube Channel as an authentic material for teaching listening skills. To answer this research question, the researcher took primary data from interviews administered to six students. It is used to find out in-depth information about students' perceptions of the BBC Learning English YouTube Channel as authentic material. The researcher appointed six students who were the targets of in-depth interviews. They were reviewed based on the indicators of student categories (low, medium, and high) in which each category is represented by two students. The results of interviews are classified into several central themes. The first central theme is students' knowledge of the BBC Learning English YouTube Channel, the second is students' opinions, and the third is the effectiveness of the BBC Learning English YouTube Channel to improve their listening skills. The findings from the interview data can be seen in Excerpt 1, 2, and 3:

Excerpt 1 presents the transcript of student knowledge of the BBC Learning English YouTube Channel:

- Lower student* : *No, I don't know, but I like to learn.*  
*Medium student* : *I know it from my friends.*  
*High student* : *Yes, Miss, I know it is from a video on YouTube.*

Based on Excerpt 1, the lower students said that they did not know about the BBC Learning English YouTube Channel, but they like to learn English in the listening class using the BBC Learning English YouTube Channel as authentic material. The answers of medium-high students obtained the information on the BBC Learning English YouTube Channel from their friends, and one of them is from the video on YouTube. Overall the student knows about the BBC Learning English YouTube Channel.

Excerpt 2 presents the transcript of student opinion of BBC Learning English YouTube Channel as authentic material:

- Lower student* : *The picture and video situation on BBC is very helpful for me in identifying the topic or title of the material. Using the BBC is fun and interesting, but I feel it is difficult to understand the vocabulary spoken by natives because it is too fast to speak.*
- Medium student* : *Yes, Miss, I understand the speaker but a little bit difficult to understand all the meaning of the video. BBC is a specific material and a clear voice using a British accent and there are many available choices of material.*
- High student* : *There are images from videos and the sound is also clear from the native speaker. BBC also has many selections of*

*authentic material that can be chosen based on our criteria. BBC also can be accessed by anyone, anytime, and anywhere as a listening resource.*

Based on Excerpt 2, the lower students describe that the BBC Learning English YouTube Channel can help them to identify the topics or titles of the material because there are pictures and situations from the video. The student also found the BBC Learning English YouTube Channel as authentic material fun and interesting. However, the lower student said that the speaker was too fast so it was difficult to understand the content of the conversation. Based on responses of medium students' categories, they can understand the meaning of the speaker even though they cannot capture the all meaning of the video. The high student finds it easier to identify the video topic material because there are images and sounds in the video shown clearly by a native speaker. Meanwhile, the medium and high student argues that the BBC Learning English YouTube Channel provides many selections of authentic material that can be access by anyone, anytime, and anywhere.

Excerpt 3 presents the transcript of the student the effectiveness of BBC Learning English YouTube Channel as authentic material:

*Lower student : BBC is effective in improving our listening skills. The sound is quite clear, but I don't understand many meanings of the video.*

*Medium student : The BBC is interesting authentic material and effective and could improve our listening skills.*

*High student : I found it an interesting channel and a clear voice because it uses a British accent*

Based on Excerpt 3, the lower students felt that there was a slight increase because the pronunciation of the BBC video was quite clear even though there were many words they did not understand. Meanwhile, the medium and high students feel it is interesting and motivating to learn listening activities. BBC Channel can help them to have good pronunciation BBC Learning English YouTube Channel is an authentic material to improve students' listening skills and correct vocabulary directly from the natives and choose a lot of material to practice their listening skills.

Based on the data collected through interviews, the researcher found that the BBC Learning English YouTube Channel as authentic material can help facilitate students in choosing various videos of authentic material to improve students' listening skills. This is in line with (Rohayati & Rachmawati, 2021) who report that YouTube videos can facilitate students in educational, information, communication, and technology aspects. Not only that, the video BBC Learning English YouTube Channel can improve student learning, motivate students, and increase student interest in learning listening class so that students understanding of the material also increases. The student feels that the learning atmosphere in the listening class is more interesting and fun. It is in line with Çoklar and Cihangir (2021) in that, the video material on YouTube can act as a motivating factor for



students. In addition, the researcher found students' perceptions among lower and medium students, that had difficulty in capturing the overall meaning of the content of the BBC Learning English YouTube Channel as authentic material because the speaker was too fast in speaking and used a British accent. This is in line with Rachmiati (2021) who claims that the student is difficult to catch or listen to what the native speaker is saying.

The evidence of the interview results shows that the students feel the BBC Learning English YouTube Channel is helpful to improve their listening skills. The result of these recent studies is in line with (Yuyun & Simamora, 2021) who report that YouTube videos have a positive effect on learning listening and listening skills; it is to improve students' listening skills.

The present study indicates that students feel motivated and interested in learning by using the BBC Learning English YouTube Channel in the classroom activity. This links to Chien et al. (2020) who report an increase in students who have been given treatment by YouTube to become better at listening skills and activate student motivation. Also, the finding is relevant to Qomariyah et al. (2021) who report the effect of YouTube videos on students' listening comprehension performance. She found the students more interested in and motivated to learn videos provided by YouTube. Another reason is that it presents illustrative images in which the students can learn the materials through visual and audio aids.

The result of this study confirms that students can be helped to identify the topic and title of the material from the BBC Learning English YouTube Channel video in listening class. The findings of the present study support Fithriyah (2015) who reports that authentic material is important and effective in listening classes. This has a positive effect on students in understanding the target language, as stated by students in the medium category that the material presented is clear and uses a British accent from the BBC Learning English YouTube Channel video and is effective as authentic material in listening classes. This is also in line with Al-Shammari (2021) who says that the authentic material has a positive impact on the student and is effective in providing authentic material in the listening aspect.

In the present study, the student also agrees that the BBC Learning English YouTube Channel is as authentic material that can improve their listening skills, and provide many authentic materials to facilitate learning listening aspect. This students' voices agree the study conducted by Zaidi et al. (2018) and material Almurashi (2016) who claim that YouTube videos can be used to 1) improve several aspects of language such as vocabulary, accent, pronunciation, listening, reading, writing, and speaking; and 2) as media can make the atmosphere of the learning process more fun and meaningful so that students can easily remember the material.

## **CONCLUSION**

The researchers have discussed the implementation of the BBC Learning English YouTube Channel as authentic material to improve students' listening skills. The BBC Learning English YouTube Channel is a helpful assistance for both teacher and student in teaching and learning listening. Moreover, students have a positive attitude toward the implementation of BBC Learning English YouTube Channel as an authentic material to improve students' listening skills. This research becomes evidence of BBC Learning English YouTube Channel that both students and teacher get more improvement in teaching and learning listening process. It is realized that the

results of this study are less significant because of the lack of participants in this study. Therefore, the researcher suggests further research to conduct a more in-depth study to explore students' abilities in the listening aspect with more participants and different instruments in this study, using another method such as the mixed method research design.

## ACKNOWLEDGEMENT

With the grace and blessing of Allah SWT, finally, the writers have managed to complete this study. The writers would like to express gratitude to English Education Program and one of Vocational High School in Pangandaran which has been willing to be a place of research. The writers would like to sincerely thank their parents, brother, husband, and friends, who always pray and give full support as the journey progressed.

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