

THE UTILIZATION OF YOUTUBE FOR EXTENSIVE LISTENING: VOICES FROM THE LECTURERS AND STUDENTS

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Abstract

The English language continues to be the most used language in the world. Learning it involves four crucial skills, with listening being one of the most vital. In the past, listening was commonly taught with conventional media such as CDs or audio cassettes. While valuable, these materials lacked interactivity, diversity, and adaptability to students' needs. With the rise of online platforms, YouTube has emerged as a widely accessible and engaging medium for enhancing listening skills through extensive listening (EL) practices. Despite its growing use, existing studies mostly explored students' perceptions, with few including lecturer perspectives. Therefore, this study aims to explore the views of students and a lecturer regarding the use of YouTube in EL to gain a deeper understanding of its implementation. A qualitative design with a case study approach was employed at a public university in Bandung, Indonesia. Participants included twenty-eight final-semester English Education students and a listening course lecturer. An open-ended questionnaire was used to obtain data on participants' experiences using YouTube in EL. The data were analysed using NVivo, which helped organize and find recurring themes related to their perceptions. The results showed that both students and the lecturer had positive views of YouTube in EL. Participants praised its accessibility, content diversity, flexibility, and features that supported their learning needs. However, students also faced challenges such as internet issues, advertisements, and difficulty understanding unfamiliar accents. Despite this, they devised strategies to overcome these obstacles. The lecturer meanwhile, reported having minimal difficulty in recommending YouTube content for EL practice. These findings offer insights into YouTube's role as a tool in extensive listening.

Keywords: English Language Teaching, Extensive Listening, YouTube

INTRODUCTION

In the current era, English remains the most widely spoken language in the world. As a crucial language in this interconnected society, proficiency in English contributes to broader

opportunities, expanded worldviews, and the ability to engage on a global scale (Ferdianto & Kholili, 2022). According to Jailani et al. (2024), fluency in English is a requirement for effective communication and participation in the international community. Thus, its importance for the language to be learned cannot be overlooked. In order to achieve fluency and meet the demands of global communication, learners must develop a strong foundation in the core language skills. Achieving English proficiency requires the mastery of four crucial skills, with each playing a vital role in acquiring overall fluency (Aydoğan & Akbarov, 2014). However, there is one skill that is of utmost importance for learners to master: the listening skill. This is because the skill accounts for around half of our communication (Feyten, 1991).

Listening is often taught within classroom settings. Unfortunately, many learners often face limited opportunities to engage in listening activities beyond the classroom (Tsai, 2019). In many cases, the vital role of listening in language teaching and learning is sometimes overlooked by English teachers, highlighting the need for increased awareness of its importance in educational settings (Nisa et al., 2022). Many listening instructions tends to center around answering comprehension questions rather than encouraging interaction with the students or reflection (Rintaningrum, 2018). In addition, teachers or educators often select listening materials without properly considering their individual needs. Given the significance of listening in carrying out effective communication, it is becoming clear that both learners and educators need to prioritize listening as a core competency. To address these instructional gaps, extensive listening becomes a viable activity that can be implemented in order to further enhance learners' listening skills.

Extensive listening provides learners with adequate exposure to comprehensible and enjoyable authentic listening input (Gonulal, 2022). By enabling students to access such engaging listening materials, it captures the essence of extensive listening (Renandya & Farrell, 2011). Extensive listening is particularly suitable for learners as it can be practiced anywhere and anytime, making it a flexible and enjoyable activity. Unlike other listening types, which emphasize specific details, words, or phrases, EL leverages authentic materials that reflect real-world contexts and daily life (Takaesu, 2013; Vo, 2013). By engaging with authentic materials, learners can immerse themselves in natural language use, enhancing their ability to comprehend and interact in real-life situations. These authentic materials can be found in many places, with one example of such a place being the internet.

With the internet, learners can find and listen to a plethora of materials such as talks, music, news, and videos (Takaesu, 2013; Yeh, 2014). With the advancements of technology over the years, learners can gain access to diverse listening media that are available on many platforms online and free to use. One such media platform is called YouTube. Roodt et al. (2017) describe YouTube as a free platform that allows users to view and upload videos through an internet connection. YouTube is a popular platform among both students and educators, which serves as a place to view, interact, or publish videos (Brünner, 2013). Furthermore, it serves as a platform for internet-based learning resources, making it a useful tool for integration into learning activities (Gracella & Rahman, 2020).

YouTube has been frequently used as an English learning medium where students often search for information (Sirait et al., 2021). Alqahtani (2014) highlighted YouTube as a

vast source of authentic cultural content that can motivate students to engage with emerging cultures through videos in English. He then added that YouTube's value in the classroom lies in its authentic videos, which allow students to study and practice English as it is spoken by native speakers. In line with this, Ayu (2016) stated that YouTube videos offer distinct advantages for language learning, such as authentic videos presented by native speakers. In the context of Indonesian higher education, students and educators are increasingly using YouTube as a learning tool, notably for English language learning. Its free access, diverse content, and useful features have made it an intriguing option for listening practice outside of the classroom. Since formal listening classes often face time and resource constraints, YouTube offers a flexible option that can be tailored to the students' needs.

Previous research has demonstrated that using YouTube for learning listening is beneficial for learners. Rozak (2014) investigated the use of YouTube videos in extensive listening combined with metacognitive strategy. The results showed that it can increase students' extensive listening comprehension. Conducted at a university with third-semester students as the participants, the study employed a qualitative design with narrative inquiry. Findings revealed that students improved in areas such as determining general ideas, specific information, comprehending entire texts, and sequencing events. Classroom dynamics also improved, with increased motivation, attention, participation, and positive behaviour during class. Metacognitive methods also helped students recall prior knowledge, manage their listening processes, and evaluate learning outcomes effectively. Overall, YouTube has potential to be an entertaining and useful tool for improving listening skills and providing a positive learning environment.

Supporting previous findings, Ni'amah & Kristanti (2022) also explored students' perceptions toward the use of YouTube in EL settings and found similarly positive responses. The study was conducted at a university with students from an extensive class as its participants. The study employed a qualitative method with interviews as the research instrument. Here, students' perception is divided into three categories. The first of which is that the listening material, namely YouTube, motivates and engages students in listening activities. The second is that enthusiasm levels are quite high in terms of discussing materials of their own choice. And the final one is that the extensive listening material, according to the students, is appropriate for learning practices. Overall, the students had a positive perception toward the use of YouTube in their extensive listening class.

While earlier studies emphasized YouTube's motivational and pedagogical value, Fadhilah et al. (2021) focused more on content in which talk show was used as materials to improve students' listening skills. The study was carried out at a university level involving forty-six students of two classes, the Intermediate Listening Class and the Advanced Listening Class. Students there utilized talk show videos to enhance their listening skills since it can enrich their vocabulary, identify topics, and distinguish various accents while also providing authentic materials to listen to. They perceive it as a fun way to practice their listening skills, although some see it as boring. In the end, students perceive the use of videos to enhance their listening skills positively.

In essence, these studies reveal a consistent pattern of positive student perceptions toward YouTube in EL, often emphasizing its motivational, practical, and authentic learning value. However, these studies focused on student perceptions without including the perspectives of the teachers or lecturers. As a result, there is limited insight into how these platforms are integrated into structured practices. Therefore, the present study seeks to investigate both students' and a lecturer's perceptions of utilizing YouTube in extensive listening activities, as well as the challenges that both students and lecturer faced. The researcher believed that the role of the lecturer is important since they were the ones who designed, implemented, and evaluated the listening activities. By including the voices of students and lecturers, it could provide a deeper knowledge of how YouTube is used, the benefits it offers, and the problems experienced in EL instruction and practices.

METHOD

The current study utilized a qualitative study design with a case study approach. It is an approach that is designed to provide a thorough understanding of a contemporary issues or phenomenon in a constrained system that involves a detailed investigation of an individual, group, or event to gain insights into a real-world situation (Yin, 2018; Coombs, 2022). This design is suitable since the study aimed to explore in-depth perceptions and experiences of fourth-year English Education students and a listening course lecturer regarding the use of YouTube in EL. By employing this design, it could provide a comprehensive view of their voices while offering valuable insights for future practices. This methodology also supports multiple perspectives, which is important for this study as it involves both students and lecturer views.

The participants of this study were drafted from the English Language Education Department at a public university in Bandung, Indonesia. They consisted of twenty-eight final-semester students and one listening course lecturer. A summary of participant demographics is presented in Table 1.

Table 1. Students and lecturer demography

Participant Group	Number	Gender	Age Range
Students (Final Semester)	28	6 Male, 22 Female	20–23 years old
Lecturer	1	1 Male	45 – 50 years old

Final semester students were chosen is because they have completed all the listening courses in prior semesters, starting from Listening for General Communication I all the way to Listening for Academic Purposes II. Since the participants have completed all the listening classes and have been exposed to extensive listening throughout those classes, they may have more details to provide regarding their experience of utilizing YouTube in extensive listening as well as the challenges that may have occurred. The addition of the lecturer's perception is also believed to be beneficial since they were the ones who designed, implemented, and evaluated the listening activities. Their insights might provide a deeper understanding of the strategies as well as challenges behind integrating YouTube into extensive listening.

Ethical considerations were watched throughout the research process. Participation in the study was voluntary; those who were willing to participate are welcome, and those who are not can withdraw without any consequences. To ensure confidentiality and anonymity, no

participant names were listed in the research. Students' responses were labelled with the prefix "S" followed by a number (e.g., S1, S2), and the lecturer was labelled "lecturer". This made sure that all data remained anonymous and untraceable to certain individual. Although no official ethical approval was sought, participants are kept anonymous and have the option to withdraw from the study without consequences.

A questionnaire was used for the data of this study. Creswell (2012) stated that a questionnaire is a form usually used in a survey, in which participants choose answers to questions that are stated. In this context, an open-ended questionnaire was used, as it allows participants to provide responses in their own words. It supports the ability to take a comprehensive look at issues being studied since open-ended questionnaire allows participants to provide more than one answer (Albudaiwi, 2017). The questionnaire was developed based from three previous studies that investigated a similar topic. Those studies are from Rachmaniputri et al. (2021), Gunawan et al. (2023), and Salsabiela et al. (2024). These studies contain the content and structure of the questionnaire, particularly in terms of exploring engagement, benefits, and challenges in using online media for EL. Additionally, the researcher also incorporated original items to align with the research objectives. Once made, it was then reviewed by a faculty member to ensure relevancy and alignment with the objectives. After the review, the instrument was approved for distribution.

Distribution of the questionnaire was conducted to gather details about the participants' experiences of using YouTube in EL teaching and learning. The questionnaire allowed respondents to express their experiences in their own words, leading to detailed and meaningful data. Once the responses were collected, it was then analysed using thematic analysis to identify themes related to participants' perceptions and challenges in using YouTube for EL. This method was appropriate as it describe pattern or themes within a dataset, which are then analysed to reveal their underlying meanings (Braun & Clarke, 2006; Xu & Zammit, 2020). The analysis was conducted with NVivo, a data analysis program which helps to organize and code textual data. Given the range diverse responses and the considerable volume of responses collected, NVivo was used since it offered structured and efficient way to manage the coding process. This in turn allows the researcher to obtain themes that represent students' and lecturer's perception on the topic.

Once the responses have been collected, the data were parsed and imported into NVivo for analysis. The coding process began with initial coding where the responses were categorized according to the structure of the questionnaire. Relevant excerpts were then extracted and grouped under these primary codes. These excerpts were further analysed to identify specific patterns and ideas in the axial coding step. Sub-codes were created to reflect detailed aspects of the data. These sub-codes were then organized into broader theme categories, representing perceptions, benefits, and challenges, among others. The main themes were derived from the questions in the questionnaire while the subthemes were from the sub-codes.

RESULTS AND DISCUSSION

The aim of this research is to find out the voices or perceptions of the students and a lecturer from the English Education Department of this university. Twenty-eight were able to

participate in this research, which consists of six males and twenty-two females. Alongside that, one of the lecturers that have used YouTube in their extensive listening teaching were able to participate as well. It is important to note that although the study involved 28 participants, the number of coded responses under each theme does not reflect certain participants. As participants shared more than one insight, their responses were categorized into multiple themes accordingly. The source of the data was from an open-ended questionnaire. There are six main-themes for both the students' and lecturer's perceptions. Each theme consists its own sub-themes. Details of the responses are described in the coming paragraphs.

Voices of Students Regarding the use of YouTube in Extensive Listening

Analysis of the responses revealed seven sub-themes related to students' general perceptions of using YouTube in EL. The overall responses were positive, with most students appreciating the platform's variety of content, flexibility, and accessibility.

Table 2. Students' general perceptions regarding the use of YouTube in EL

No.	Students' General Perceptions	Number of Responses
1	Availability of diverse contents	19
2	Foster students' listening ability	9
3	Learning according to their preference	6
4	Ease of access	4
5	Varied form of media	3
6	Less boring	2
7	Catch up with underdeveloped skills	1

The most frequently mentioned benefit was the diversity of content that is available. Students highlighted YouTube's wide range of authentic listening materials that expose them to different accents, topics, and language styles. As one student stated, *"YouTube provides various authentic content with a variety of topics, accents, and language styles that allow students to be exposed to real communication situations"* (S24). Another common perception was its potential to enhance listening skills through exposure to real-life language use. For example, one participant noted, *"Using YouTube in EL activities are very interesting and effective method to improve listening comprehension"* (S28).

Several students also highlighted the platform's flexibility and personalization. They appreciated the ability to choose content according to their interests and needs, which made a more engaging experience. *"You can adjust the type of video that suits your taste as a user,"* S27 explained. The ease of access of YouTube were also cited as a substantial advantage. Students found that the platform is practical for learning independently, as expressed by S17: *"I can freely learn English skills from videos that I find interesting without any restrictions."*

Furthermore, students commented on the variety of media formats. In particular, the combination of video and audio elements that support comprehension, which S24 pointed out, *"Visualization support understanding of context, helping students understand the content more effectively."* Although mentioned by fewer students, YouTube's enjoyable nature was seen as reducing monotony of traditional listening practice. One student noted that the content felt *"more interesting and not monotonous"* (S27). Another participant shared their

insight about YouTube’s role in helping them catch up with underdeveloped skills, particularly with the usage of YouTube’s subtitles feature (S2).

In short, students hold favorable views toward YouTube as a tool for extensive listening. The authentic content, accessibility, and flexibility were key factors in increasing engagement and improving comprehension. The ability to select their content and learn at their own pace contributes to a more personalized listening experience. These findings align with Dzihnie & Gozali (2023), who in their study found that participants perceived YouTube as a helpful tool in making them understand materials better. Similar to the present study, their participants noted that YouTube enabled them to catch up with underdeveloped skills, reinforcing its role as a flexible learning tool. This consistency suggests that the diverse and accessible content is effective in supporting extensive listening and language development.

Benefits That Students Acquire from the Use of YouTube in EL

Based on the analyzed responses, six sub-themes were revealed regarding the perceived benefits of using YouTube in EL. The responses given indicated a positive impact, reflecting students’ appreciation of the platform as a learning tool.

Table 3. Benefits that student acquire from using YouTube in EL

No.	Students’ Perceptions	Number of Responses
1	Enhancing students’ listening skills	22
2	Providing ease of access	8
3	Enhancing vocabulary level	6
4	Motivates learning	3
5	Makes it easy to understand body language	1
6	Mastery of several languages	1

The most frequently highlighted benefit was YouTube’s ability to help them enhance listening skills. Students emphasized that continuous exposure to spoken English by videos helped them improve their comprehension. One participant shared, *“I think YouTube can certainly improve my listening skills since I watch it quite often”* (S14), pointing to YouTube’s immersive and practical offerings. Another notable benefit was ease of access. Students appreciated that YouTube is available anywhere and free to use. This allowed them to practice listening outside of the classroom, anywhere they like. As S15 explained, *“The most obvious is that YouTube really helps me learn English because it’s easier to access information.”*

In addition to listening skills, several students noted its role in enhancing vocabulary level. The diversity of content available introduced them to new words and natural language uses. Such as S20 described, *“Vocabulary acquisition, authentic materials with real-life context... and various accents.”* Few also mentioned that YouTube helps motivate learning, particularly through its engaging content. S28 reflected on this, stating that, *“I feel that I am more interested, focused, and understand EL material if the media is taken from YouTube.”*

Although mentioned less frequently, students highlighted other distinct benefits of YouTube. One highlighted how visual input aid in the understanding of body language, noting, *“We can see the speaker’s facial gestures, making me understand the message easier”* (S11). Another pointed to YouTube’s aid with mastering different languages, stating simply, *“I can master several languages”* (S16).

To summarize, students widely see YouTube as an effective tool for EL. Most credit it for developing their listening comprehension and vocabulary, while others highlight its accessibility, motivational impact, and multimedia richness. These responses underscore YouTube's value as a flexible and authentic platform that increases engagement in extensive listening. These findings are consistent with those of Iswahyuni (2021) and Yuyun & Simamora (2021), who found that social media platforms, such as YouTube, offer engaging and flexible content that supports the development of listening, vocabulary, and motivation. Both studies emphasize the role of authentic content and video-based learning in fostering engagement and enhancing exposure to language. Elements that also surface in the current study include students describing YouTube as helpful in improving listening skills, providing easy-to-access content, and boosting motivation.

Features of YouTube That Students Find Useful When Conducting EL

From the analyzed responses, eight sub-themes were revealed related to YouTube features they deemed useful in enhancing their extensive listening experience. Data suggest that learners engage with a variety of tools provided to support comprehension.

Table 4. YouTube's features students found useful in practicing EL

No.	Students' Perceptions	Number of Responses
1	Closed captions or subtitles	19
2	Playback speed settings	6
3	Content search	2
4	Clear audio	2
5	Playlist	2
6	Various features	1
7	YouTube recommendation	1
8	Rewind feature	1

Subtitles or closed captions was the most mentioned feature, with most students recognizing their role in improving comprehension. As one student put it, *"The subtitle feature helps me understand what the speaker is saying in the video"* (S17), highlighting its support in aiding spoken language. The playback speed setting was another frequently appreciated feature. Students noted that adjusting the speed helped them in understanding difficult content, especially when dealing with fast speeches. One participant shared, *"The playback speed helps make it easier to watch videos"* (S26).

Several few students recognized the content search function as a practical aid in finding relevant materials efficiently. S4 noted, *"The content search feature makes it easier for us to customize the material we need."* Others mentioned audio clarity as crucial in effective listening, emphasizing that good sound quality supports better understanding, such as when S12 stated, *"Clear audio and alignment of task theme."*

Additional features like playlists were mentioned for their ability to organize video materials. S26 noted, *"The playlist feature makes it easier to collect interesting videos,"* reflecting the value of personalized content in learning practices. Some participants pointed out the overall versatility. For example, S3 remarked, *"Almost all YouTube features are useful. Playback, speed settings, pause, subtitles, and duration bars,"* suggesting that the range of functions supports a variety of learning preferences.

Less frequent but still notable, the recommendation system and rewind feature were also cited. These features allow them to discover related content and revisit previous parts with ease. S23 noted that *“Recommendations on the homepage are helpful. It displays videos that are relevant to what I was looking for,”* while S18 stated that *“It can be rewinded just by tapping.”*

In essence, students engage with multiple features on YouTube to enhance their extensive listening experience. Among these, subtitles and playback control stand out as the most useful, while search bars, playlists, and YouTube’s algorithm contribute to a more tailored learning process. These results align with studies done by Fachrunnisa et al. (2023) and Binarkaheni et al. (2022), in which they found that subtitles and playback speed settings were key tools that students used to enhance their understanding of spoken content. Both studies emphasize how subtitles support word recognition and comprehension, while playback speed settings help learners to process fast or unclear speech more effectively. This is consistent with the present findings where students cited these features as essential to managing listening difficulty and improving their learning process.

Motivation of Students When Conducting EL With YouTube

Responses from students revealed three sub-themes to their motivation when using YouTube as a platform for EL. The findings suggest that YouTube generally contributes to a positive motivational attitude, though its effect varies among individuals.

Table 5. Motivation of students when practicing EL with YouTube

No.	Students’ Perceptions	Number of Responses
1	Highly motivated	19
2	Slightly motivated	7
3	Not motivated	2

Majority of students described feeling highly motivated to engage in extensive listening using YouTube. They associate this to YouTube’s flexibility, diverse content, and the freedom to choose what and when to listen. One student explained, *“I feel more comfortable following my own pace because I can choose what content to watch, so it is more interesting”* (S28), indicating that personalization fosters engagement and motivation.

Others reported being only slightly motivated, citing ease of access and practicality rather than the individual’s own willingness. As S3 stated, *“I am a bit more motivated to do EL through YouTube because it is practical, easy to access, and affordable.”* A minority of students however, did not feel motivated when using YouTube, emphasizing that motivation comes from internal factor rather than the media used. One participant remarked, *“Motivation doesn’t come from what activity I do or the source of that activity”* (S11), suggesting that YouTube alone might not be enough to inspire all learners.

Students see YouTube as a motivating tool for EL, with its customizable content and personalization options. Nevertheless, the platform’s influence is not for everyone, as some students remain partially motivated or unmotivated based on their responses. Supporting these findings, prior research by Cahyana (2020) yielded similar results. It has been found that YouTube can increase students’ motivation in learning English due to its engaging content and flexible access. In the present study, students similarly credited YouTube’s personalization,

convenience, and diverse content as the main motivational drivers. However, it is worth noting that some students remained partial or indifferent altogether. This indicated that while YouTube is useful, internal motivation still plays a role in sustaining learning engagement. Despite the apparent positive perceptions, notable benefits, and the array of available features, as well as the contribution to the increase in motivation, students still encountered challenges along the way that posed as a hindrance and, in turn, impeded their engagement in the learning process.

Challenges Students Faced When Conducting EL With YouTube

As mentioned, although students generally viewed YouTube as beneficial for EL, it seemed that there are challenges that hindered their learning experience. A total of ten sub-themes emerged, highlighting technical, linguistic, and motivational obstacles.

Table 6. Challenges students faced when conducting EL with YouTube

No.	Students' Perceptions	Number of Responses
1	Internet connection problems	8
2	Advertisements	8
3	Unfamiliar accents or dialects	7
4	Finding the right video	6
5	Becoming boring	3
6	No challenges posed	3
7	No subtitles	3
8	Urge to always use subtitles	2
9	Limited vocabulary knowledge	2
10	Visual elements	1

One of the most frequently mentioned challenges was poor internet connectivity. Students mentioned that streaming YouTube videos required a stable connection, which was not always available. As one student explained, *"A common obstacle maybe interruptions in internet connection, as YouTube relies on stable internet"* (S3). Equally cited were advertisements, which many found distracting and disruptive in the listening practice. One student shared, *"If I access YouTube for free, ads are quite annoying since it uses quite a lot of internet quota"* (S23), pointing to both hindrance and data consumption as key issues.

Comprehension challenges also surfaced, particularly with speakers using unfamiliar accents or dialects. Students admitted to having a hard time following such content, with one stating, *"Sometimes I have difficulty understanding if the speaker has an unfamiliar accent or speaks too fast"* (S10). Another notable issue was the abundance of content available on YouTube, which made it difficult for some students to find relevant materials. As one put it, *"Sometimes, there is too much content that I feel overwhelmed in selecting which one is good for me"* (S7).

A few students mentioned motivational issues, explaining that long content could become boring over time. One noted, *"Maybe it's more about lack of motivation. If the content is more than 10 minutes, it can be boring"* (S8). Subtitles, while helpful, were also a source of challenge for some. Few reported that it was either inaccurate or missing altogether. A student stated that, *"The subtitle feature that sometimes does not match the audio/words of the speakers issued"* (S4). Another challenge was the urge to use subtitles frequently, which limited



their focus on listening. As one student remarked, *"The challenge is not to always use caption in EL"* (S1).

In addition, a student found that visual elements, while helpful, could also be a distraction. *"Among the challenges, I think the involvement of visual elements can be distracting"* (S3). Others mentioned that limited vocabulary also posed difficulties in comprehension, as one simply put it, *"There are words that I still don't understand"* (S16). Interestingly, not all students reported difficulties. A few stated they did not face any major challenges when using YouTube, and found it supportive instead. *"I personally don't face many challenges in EL activities with YouTube. In fact, it can help me understand better"* (S3).

To sum up, while students perceive YouTube as an effective tool, they still face noticeable challenges. Ranging from technical limitations to comprehension issues. These findings emphasize the importance of guided use and support in navigating YouTube's vast resources. Similar findings were observed in Khairat (2024), who identified limited internet access and the need for pedagogical oversight as major obstacles when utilizing YouTube for listening practice. Complementing that, Afrizal & Herlina (2023) reported issues such as unclear audio and difficulty in understanding certain content, particularly among students sitting farther from the source. These findings are consistent with the challenges faced by students of this study, including unstable connections, distractions, and comprehension difficulties caused by unfamiliar accents and the variety of content. Although students encountered challenges that could hinder their engagement in the learning process, they were able to devise some solutions to prevent these issues from recurring. This, in turn, enhanced their experience of using YouTube as a tool for their extensive listening practices.

Prevention Solutions by Students to Overcome the Challenges

The analyzed responses showed that students demonstrated a range of strategies to overcome the challenges they experienced when using YouTube for extensive listening. A total of ten sub-themes emerged from their responses, with most of the strategies reflecting on efforts to maintain an uninterrupted learning experience.

Table 7. Prevention solutions students utilize to overcome the challenges

No.	Students' Perceptions	Number of Responses
1	Try internet options or fix	9
2	Using subtitles and other features	7
3	Choose videos carefully	6
4	Writing down or repeating difficult parts	5
5	Using ad blocker or YouTube premium	3
6	Using offline mode	2
7	Working together	1
8	Time discipline	1
9	Watching the video gradually	1
10	No mitigation or prevention	3

The commonly employed solution was addressing internet issues, such as switching to personal hotspots or data when Wi-Fi failed. One student shared, *"Usually if there are Wi-Fi problems, I change the network to personal hotspot"* (S28), reflecting a pragmatic approach to technical difficulties.

Another popular strategy involved the use of the subtitle features to improve comprehension during difficult segments. As S28 noted, *"When the speaker speaks too fast or the accent is not understandable, I activate the subtitles."* Others emphasized reviewing content by replaying or taking notes, with S13 stating, *"If I have difficulty understanding what the speaker is saying, I will try to listen to it again a second time."* Content selection was also an approach for some students. When faced with difficult or incomplete videos, they opted to switch the content. *"If I find a video that is difficult to understand and there are no subtitles, I usually try to find another video"* (S19).

To address disruptive advertisements, a few participants reported using ad blockers or subscribing to YouTube premium to maintain focus during practices. *"Use ad blocker or YouTube premium"* (S5) was one suggestion. Likewise, a couple of students downloaded videos using the offline mode to allow for more flexible access. *"If the video is very important, I save them to offline mode, so I can watch it later"* (S11).

Other less frequent strategies included collaborating with peers, managing time effectively, and watching the video in a gradual manner. One student described, *"I usually set a clear goal before studying. I make sure to set aside a specific time for study"* (S24), while another explained, *"When I first started learning, I did EL in stages with the help of subtitles"* (S3). While many took measures to combat their difficulties, a few reported no need for prevention strategies, indicating wither a streamlined experience or limited challenges. *"There is none"* (S2), as one participant put it.

In summary, students show a range of responses to challenges they face in using YouTube for EL. From technical fixes and video selection to self-regulation and collaborative efforts, these solutions allow them to prevent learning disruptions and enhance their listening practices. Their strategies such as switching internet sources, using playback tools, or selecting content reflect not only adaptability, but also digital literacy. While technical difficulties and distractions may remain, many students apply practical strategies to maintain focus and comprehension. This problem solving indicates a growing learner autonomy, which is essential for successful online language learning.

While the students' responses have shed light on their engagement with YouTube in extensive listening from their thoughts to challenges faced and ultimately the solutions they implemented, it is equally important to consider the lecturer's perspective. Their insight not only adds an instructional aspect to these findings, but also a broader understanding of how YouTube is integrated into EL practices. The following section presents the lecturer's views on the use of YouTube in extensive listening.

Voices of Lecturer Regarding the use of YouTube in Extensive Listening

The response from the lecturer indicated that their thought about the use of YouTube as a learning tool for extensive listening was positive, with the lecturer saying that YouTube, *"Is good as a listening exposure to the target language."* This response suggested that the lecturer viewed YouTube as a valuable resource that provided students with authentic listening materials, thereby enhanced their exposure to real-world language use beyond classroom settings.

Exposure to the target language is crucial for developing listening skills, since repeated and consistent exposure to the target language is a key factor in its improvement. As Rost (2006) noted, improving listening skills requires students to practice repeatedly and expose themselves to spoken language. Without this continuous exposure, students are unlikely to make significant progress in improving their listening skills (Chang & Millett, 2014). The previous studies support the statement of the lecturer that YouTube is an effective tool students can use to expose themselves to the target language.

YouTube is a Better EL Material Source Than Traditional Medias

The lecturer stated in their answer that YouTube has more advantages than traditional media. As they put it, *"YouTube is an audio-visual media that can accommodate variety of learners. It can suit the learner's pace which features such as subtitles. It can also be combined with AI to summarize, transcribe, and translate."* This meant the lecturer perceived YouTube as a better medium for extensive listening due to its ability to cater diverse learner needs, offer interactive features, and the ability to be integrated with emerging technologies such as AI.

YouTube provides audio-visual support which are helpful in catering students' variety of learning preferences. Contents can be personalized and the features offered contribute to a better experience for practicing EL. With the rise of AI, YouTube can be integrated with services that can spontaneously summarize, transcribe, or translate videos. This shows that YouTube is not only flexible, but also versatile, as it can be integrated with AI to improve the learning experience.

Similar findings were mentioned by Faziah et al. (2024), which highlighted YouTube's features, such as audio-visual support and diverse content, enhance the learning experience and support differing students' needs. Their study highlights how YouTube allows teachers to effectively teach English while catering to students' needs. This supports the lecturer's view that YouTube offers a more dynamic and personalized approach to extensive listening.

Evaluating the Effectiveness of YouTube in Enhancing Students' Listening Skills

The analyzed response from the lecturer indicated that to properly evaluate YouTube's effectiveness in fostering students' listening skills, structured lessons were necessary. *"I ask students to give regular extensive listening reports. They also discuss problems or important matters in class. I give comments and directions from their reports,"* the lecturer stated. This response indicated that the lecturer devised a lesson plant that emphasized not just content exposure, but also active engagement in the learning process.

To support this, students are required to submit weekly reports on what they listened to. These reports help to monitor progress and maintain consistency in their practices. In addition, the class discussion allows students to share their thoughts, address challenges, and interact with others in discussing the listening material. Comments and feedback are given to provide further support so students can have a better learning experience. These evaluation techniques ensure that students are engaged in an organized manner, rather than consuming content without any instructions. Thus, the use of YouTube is not isolated, but embedded within a structured framework that emphasizes structured learning, reflection, and feedback.

Impact of YouTube Use on Lecturer's Motivation in Teaching EL

The lecturer appeared to be motivated to teach extensive listening using YouTube, particularly in providing students with abundant exposure to the target language. As the lecturer stated, *"My motivation is to provide as much exposure, since it is the main factor in language acquisition."* This reflected a strong belief that the lecturer has the need to provide students with as much exposure to enhance their listening skills. As highlighted by Rost (2006), continuous exposure can lead to the improvements of students listening skills. This reinforced the lecturer's rationale for using YouTube as a tool for extensive listening. The use of YouTube enhanced the motivation of the lecturer to fulfill the goal of enhancing students listening via extensive listening.

This is in line with a study done by Salsabiela et al. (2024), which mentioned that motivation assisted the lecturers in implementing YouTube for extensive listening. Motivation remained high in teaching extensive listening with YouTube, since it is their responsibility to keep the students exposed to as much listening material as possible. This, in turn, motivated them to provide more for the students. The current study adds to this understanding by showing that teacher motivation is both a driving force and a sustaining factor in the integration of YouTube for EL instruction.

Challenges the Lecturer Faced When Recommending Video Topics for Extensive Listening Activities

Analyzed response from the lecturer showed that they did not face significant challenges in recommending video topics for students to use in their practices. The lecturer claimed that, *"It is practical and there are no challenges. YouTube videos can be suited to the learners' needs."* This highlighted YouTube's practicality and adaptability as a platform, which allowed the lecturer to tailor video topics with ease.

This aligns with findings from Saputra & Fatimah (2018), who noted that the abundance of content on YouTube allows students to select materials that align with their preferences, making the process of finding relevant materials more efficient. Additionally, Alwehaibi (2015) emphasized the accessibility of YouTube and its free nature, which made it an ideal source for language learning. These studies resonate with the lecturer's perspective, in which the lecturer's experience emphasizes the value of YouTube as a flexible and accessible tool for extensive listening.

However, it is worth noting that while this particular lecturer reported no significant challenges, others may face obstacles depending on factors such as teaching context, technological knowledge, students' needs, or available resources. Prayudha (2024) highlighted that using learning applications like YouTube in English instruction can introduce challenges, including limited access to tools, low digital literacy, and classroom management issues. These obstacles underline the need for teacher readiness, sufficient infrastructure, and strategic planning to ensure effective integration.

Despite not facing significant challenges, the lecturer emphasized the importance of learner autonomy by encouraging students to personalize their YouTube settings. As the lecturer stated, *"I ask students to personalize their settings to be able to learn independently."* This suggested that the lecturer views digital literacy and learner control as important in maximizing YouTube's potential in EL.

YouTube offers various customizable features that can support a variety of learners needs. Binarkaheni et al. (2022) highlighted how these features allow students adjust content to suit their learning needs. Thus, the lecturer's strategy reinforces the platform's role as a flexible tool in extensive listening instruction.

To sum up the findings, both students and lecturer highlighted a shared perception of YouTube as a valuable tool for EL. Students praised its flexibility and features, while the lecturer emphasized its practicality and ability to provide authentic materials. Their combined perspectives show how structured guidance and learner autonomy can work together to support effective EL practices using YouTube.

CONCLUSION

The current study aimed to investigate the perceptions of students and a lecturer on the use of YouTube in extensive listening (EL), along with the challenges they encountered in the implementation. Findings revealed that both students and the lecturer held a positive view towards YouTube as a tool for EL practice. Students appreciated its authentic content, accessibility, and flexibility which contributed to improved listening skills, vocabulary development, and increased motivation, among others. Several YouTube features were credited, such as subtitles and playback settings as prominent in supporting their comprehension. Despite these advantages, they also faced various challenges such as internet issues, advertisements, difficulty understanding accents, and the variety of content available. Nevertheless, most students were able to come up with adaptive strategies to mitigate these problems, such as switching internet sources, using subtitles wisely, or choosing videos more carefully.

However, it is worth noting that despite most students faced challenges in the implementation, some students do not, as found in the findings where some students claimed they did not face any challenges whatsoever. This is perhaps because they did not experience such challenges or view them as only minor inconveniences that did not take away anything from the experience. To add to that, while most students felt more motivated in practicing EL with YouTube, a few them felt only partially motivated or did not feel motivated at all. As one described in the previous section, that motivation is not from something they do but perhaps something that comes from themselves.

As for the lecturer's point of view, they regarded YouTube as practical, flexible, and effective source of material for exposing students to authentic language use. The lecturer emphasized the importance of structured lesson plans to ensure accountability and maximize the benefits of YouTube. They also encouraged learner autonomy by advising students to personalize their YouTube settings according to their needs. Interestingly, the lecturer did not face significant challenges in recommending or using YouTube for EL purposes. Despite that, the study acknowledges that this experience may not reflect the broader reality for other educators. Factors such as digital literacy, infrastructure, and classroom management can still pose barriers to effective implementation.

In the end, combining both student and lecturer perspectives provides a comprehensive understanding on the role of YouTube as a tool in EL. This indicates that

YouTube can be a powerful tool, if used strategically and with appropriate guidance. Additionally, this study could be considered by educators who wish to implement YouTube as a tool by encouraging the integration of structured listening tasks, curated playlists, and guided assessments such as listening journals, comprehension questions, or follow-up discussions to ensure meaningful engagement and learning outcomes. Furthermore, this study contributed to the field of extensive listening by highlighting how YouTube supports learner autonomy and authentic language exposure.

However, while this study offers valuable insights into the use of YouTube in EL practices, it is not without its limitations. First, the data used may be subject to social desirability bias, as students might have responded in a more favorable manner. Second, the sample size is limited to 28 students and a single lecturer from one institution, which restricts generalizability of the findings. In light of that, future studies should consider a broader participant pool and utilizing multiple data sources such as interviews or classroom observations to strengthen the validity of the results.

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