



## English Language Learning Experiences in Selecting Youtube Video

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### ABSTRACT

YouTube can be a valuable tool for enhancing students' understanding of the English language, as it is well-recognized as a website that offers a diverse range of videos across many contexts. YouTube is a valuable and accessible resource for learning English due to its wide collection of instructional videos (Khoiroh, 2021). Previous research only revealed the general benefits of using YouTube videos for students to learn English. Hence, the researcher wanted to reveal how students select YouTube videos and the challenges they face in selecting the videos they will use to learn English. This research aims to determine the criteria for selecting YouTube videos, the challenges, and the impact of using YouTube videos to learn speaking and listening skills through descriptive qualitative research. The participants of this research are four students from class A+ sixth-semester English education regular-A students at Universitas Tanjungpura in the 2023/2024 academic year. This research used small sample because it allows for more detailed exploration of individual experiences. These four students also fit the criteria determined by the researcher using the questionnaire before the research began. The interview was used in data collection and analyzed using qualitative analysis techniques. Based on the participants' experiences, they use YouTube videos to learn English, such as improving their speaking and listening skills, using audio quality, native speakers, daily conversation context, subtitles, and video duration as the criteria they use to select YouTube videos. Apart from that, they also used recommendations given by lecturers or friends, and they consider these videos trustworthy because they have been used before by their lecturers or friends. The recommendations given by lecturers or friends can help students find videos that meet the criteria. The participants also experienced challenges when selecting the YouTube videos they would use. The challenges include finding videos with good audio quality, dealing with poor production quality, finding relevant videos, and overcoming technical problems. Using the criteria for YouTube videos that suit the participants' needs and facing several challenges in selecting it, they still said that YouTube videos can improve their speaking and listening skills.

**Keywords:** Language Learning, YouTube Video.



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# 1. INTRODUCTION

## 1.1. Introduction

Nowadays, YouTube has become more popular with people, particularly students. YouTube is a video-sharing website that allows users to find, watch, upload, and share videos. According to (Balcikanli, 2011), YouTube offers various language learning opportunities. It offers learners access to diverse language resources, including songs, music videos, movie trailers, talk shows, lectures, debates, and parodies. YouTube may serve as a valuable educational resource, facilitating the spread of knowledge through educational videos produced by individuals and Media corporations. In addition, YouTube provides students convenient access to videos featuring native speakers, facilitating the acquisition of natural English pronunciation, listening skills, and speaking skills in appropriate contextual and situational settings. According to (Purwanti et al., 2022) videos on YouTube have a beneficial impact on students' speaking skills, including enhancing their pronunciation, improving their intonation, advancing their grammar, expanding their vocabulary, refining their fluency, and boosting comprehension while promoting their independence. (Hendrayasa, 2021) also stated that YouTube video advantages for listening in the English Language include its provision of real information, its usefulness as a learning resource, and its ability to enhance students' understanding of the subject matter through visual accompaniment.

Several studies have been conducted to ascertain the effectiveness of YouTube videos and gather students' experiences on the existence of YouTube videos. (Khoiroh, 2021), found that YouTube is a valuable and accessible resource for learning English due to its vast collection of instructional videos. The study suggests that YouTube videos can be a valuable resource for improving students' listening and speaking skills, potentially positively affecting their language proficiency. The other study, done by (Aboudahr, 2020), concluded that YouTube provides a diverse array of videos that can be used as effective English learning tools, particularly in improving students' listening abilities.

Previous research only revealed the general benefits of using YouTube videos for students to learn English. Hence, the researcher wanted to reveal how students select YouTube videos and the challenges they face in selecting the videos they will use to learn English. Based on the previous research, this research aims to explore students who use YouTube as a medium for learning English as a foreign language for independent learning. In particular, it aims to investigate how students selecting YouTube videos to be used as learning materials through interviews. In this research, the researcher will explore the sixth semester of the English education research program for regular-

A students' in Teacher Training and Education Faculty of Universitas Tanjungpura in the Academic Year 2023/2024. The researcher examined Tanjungpura University students, especially class A sixth-semester 2023/2024 academic year because before conducting research, researchers found several experiences of students using YouTube videos to learn speaking and listening skills, namely: 1) The students learned speaking and listening through YouTube. The students use YouTube videos for independent learning for approximately 1-2 years; 2) The students feel the benefits of using YouTube videos for their speaking and listening skills. The students feel that using YouTube videos to study can improve their abilities; 3) The students will continue to use YouTube videos for their English language learning. Considering those matters, the researcher studies YouTube as a learning medium, in a study entitled "English Language Learning Experiences in Selecting YouTube Video"

### *1.2. Research questions*

Based on the background above, this research was designed to answer the question: How do the students experience in using YouTube videos for learning English?

### *1.3. Significance of the study*

This research has three study significances, which are for researchers, for teachers, and also for students. First, for other researchers, the results of this research will add several references regarding how students choose YouTube videos and the difficulties in choosing YouTube videos for learning English.

Second, for teachers, the results of this research can be a reference for English teachers, especially those who often make or will make learning videos for student learning. English teachers can consider using video criteria used by students in learning English. By understanding the criteria students prefer and find effective in learning English, teachers can create videos that are more engaging, interactive, and aligned with students' needs. For example, incorporating clear instructions that use real-life language, clear audio, and video lengths that are not too long can increase the impact of videos on students' speaking and listening skills.

Third, for students, the results of this research can be a reference for students, especially English students or students who are interested in learning English. Students can consider using the video criteria in this research, to align with their learning preferences and needs. Additionally, this research contributes to the broader academic conversation on language learning through digital platforms by highlighting how YouTube can effectively support the development of speaking and

listening skills, encouraging students to become more strategic and independent in their learning process.

## **2. METHOD**

### *2.1. Research Design*

This research used descriptive qualitative research methods. This research used descriptive qualitative to ascertain the experiences of sixth-semester class A regular-A English language education students (in the academic year 2023/2024) in selecting YouTube videos for learning English at Universitas Tanjungpura. This research aims to explore how students select YouTube videos for learning English and the challenges they face in the process of learning. (Creswell, 2014) defines descriptive qualitative research as a method of investigating and understanding the significance that individuals or groups attribute to a social or human event. Descriptive qualitative research methods are reliable as they present comprehensive and complete results in the form of research reports that are based on factual evidence. Descriptive qualitative research allows for an in-depth exploration of students' personal experiences by delving into their unique preferences, feelings and context through direct data such as interviews. In this research, the researcher used interview as data collection. The data obtained consist of the students' experiences, such as how students select YouTube video, and students' challenges in selecting YouTube video, and the impact from using YouTube videos for learning speaking and listening skills.

### *2.2. Participants*

In order to choose the participants in this research, the researcher chose four students from sixth-semester class-A regular-A English language education in the academic year 2023/2024. The researcher chose the sixth-semester class-A regular-A students because there are some students whom the researcher knows who used YouTube to learn English based on a questionnaire distributed before the research began. According to (Amelia, 2022) in her research, sixth-semester students exhibit a greater propensity to be self-directed in their learning, which is in line with the self-directed character of YouTube learning. They have a higher probability of being able to navigate and choose relevant content, and to utilize the YouTube video proficiently without requiring constant supervision. There are some criteria that the researcher used for choosing the participants.

1. Students who used YouTube videos to learn speaking and listening skills.
2. Students have used YouTube videos to learn English for over three years.
3. Students who use YouTube videos daily to learn English.

#### 4. Students who used YouTube videos to learn for 1-2 hours daily.

The participants in this research were four students out of 24 students. This research used small sample because it allows for more detailed exploration of individual experiences. These four students have been using YouTube videos to learn speaking and listening skills daily for over three years. These students also often use YouTube video as a learning medium with an average usage of YouTube for 1-2 hours a day, which can help the researcher explore their experiences selecting YouTube for learning English. According to (Jailani, 2022), the duration of engagement with YouTube videos can significantly impact the learning experience. Additionally, students who spend 1-2 hours daily on YouTube videos are more likely to engage with the content more deeply, which can enhance their understanding on the material. With the specified criteria, it is hoped that the researcher can obtain as much information as possible regarding matters relating to student experiences with the use of YouTube videos.

#### 2.3. Instruments

In this research, the researcher used interviews as data collection techniques. The interview used to get information about students' experiences in selecting YouTube for learning English. Interview is the process of gathering data by asking questions about people's opinions, beliefs, and feeling about a situation using their own words (Ary et al., 2018). The researcher asked the students, and they gave their opinions, which are written or paraphrased by the researcher. The researcher also transcribed students' responses from handwritten notes.

In this research, the researcher used a semi-structured interview. The participants were four students from the sixth-semester of the English language education research program, class-A regular-A students in the academic year 2023/2024 at Universitas Tanjungpura. A semi-structured interview offers a certain degree of flexibility, as the interviewer has the opportunity to ask additional questions to the respondents in order to obtain further clarification or explanation during the interview (Roulston & Choi, 2018). The researcher collected and obtained the data needed to complete this research by conducting this approach. The interview was conducted directly between the researcher as the interviewer and the interviewees by asking the questions arranged based on the researcher's needs. In collecting the information regarding the students' experiences in selecting YouTube to learn English, the researcher prepared 13 interview questions. The interviews were recorded using written notes to ensure the researcher's data is trustworthy.

## 2.4. Data analysis

The researcher initially analyzed the interview results as the primary data for this research. The interview data were analyzed through qualitative data analysis using a technique that followed the process stages adapted by (Miles et al., 2014). These stages included the following steps:

### 1. Data Transcript

All of the data gathered in the interview section was transcribed in this step. The researcher transcribed the data by creating duplicated copies of recorded data, accompanied by a record of participant information and the careful process of accurately reproducing and typing every spoken word from each participant as recorded by the recording device.

### 2. Data Reduction

Data reduction implies summarizing the data, selecting the primary issues, concentrating on the relevant issues, categorizing, and eliminating the irrelevant issues. In this stage, the researcher selected or determined the crucial subjects that align with the research problem based on the data obtained after collecting a substantial amount of interview data. In addition, the researcher categorized similar themes into categories based on the interview questions. The categories and themes include; how students' select YouTube videos and students' challenges in selecting YouTube videos.

### 3. Data Display

The researcher presented the information by organizing and writing it in the appropriate formats. In this step, the researcher attempted to gather the relevant data and then organized the previously grouped data into narratives and classification points. This systematic description of the information serves as an in-depth description that allows for drawing meaningful conclusions and contributes significantly to achieving the research objectives. Consequently, the researcher could accurately perceive and comprehend what was happening.

### 4. Drawing Conclusion

In this step, the researcher established the conclusion on the English-learning experiences of the students who used YouTube videos. Based on the results from interview, conclusions can reach research questions. According to the previous description, the researcher uses this technique to systematically analyze and describe data from research results regarding the experiences of sixth-semester regular-A students at Universitas Tanjungpura using YouTube videos for their English language learning so that this research would be credible. This outcome is achieved by evaluating the adequacy of the respondent's explanation of the conceptual significance of the research problem.

The analysis of interview data, together with data from other sources, provided precise information that directly addressed the research problem of this descriptive qualitative study.

### **3.FINDINGS AND DISCUSSION**

#### *3.1. Findings*

This section the researcher describes the results and discusses the results that have been obtained. The researchers found out the experiences of class A sixth-semester English education regular-A students in academic year 2023/2024 at Universitas Tanjungpura in selecting YouTube videos for learning English. In experiences there are several indicators i.e. (1) How students select YouTube videos, (2) Students' challenges in selecting YouTube videos, (3) The influence of YouTube videos experienced by students. It was asked intensively using interview 4 participants.

#### **How Students Select YouTube Videos**

##### **YouTube Video Selecting Criteria**

The students who participated in this research were very familiar with YouTube videos. Nowadays, where YouTube has become a popular video website among students, students have much experience using it. In this research, the participants have been using YouTube videos to improve their speaking and listening skills for approximately 2-3 years. YouTube has a lot of English learning content, so the participants must select the videos they will use. The researcher found that in selecting YouTube videos, the participants had criteria that were used in selecting YouTube videos that they used to improve their speaking and listening skills. Hence, the researcher asked questions about these participants' YouTube video criteria.

The first criterion is the audio quality of the YouTube video. The audio quality referred to by these participants is the correct pronunciation of English words and the fluency in their pronunciation. Apart from audio quality, the participants also prefer to select YouTube videos in which the speaker is a native speaker. According to the participants, pronunciation, and fluency in language will be easier to understand if the speaker is a native speaker. The participants feel that if the speaker's pronunciation is correct and fluent, it makes it easy to understand what is being said and the video's content. As the statements below:

“When I am selecting youtube videos as a resource for learning English, I am selected based on audio quality..” (P1, Interview)

“the videos must have clear audio... ..., and feature native speakers because I prefer videos that feature native English” (P2, Interview)

“When selecting YouTube videos for learning English, I prioritize videos with clear pronunciation... .., as well as those that are hosted by native speakers to better understand pronunciation.” (P3, Interview)

The participants also prefer YouTube videos that use the context of everyday conversations. The students feel that using videos that use the context of everyday conversations will be easier to understand because they are also familiar to it.

“I also look for videos that offer practical conversation examples and real-life scenarios to better understand the context.” (P3, Interview)

Apart from that, the participants said that subtitles were also needed to learn English using YouTube videos, significantly to improve speaking skills. Subtitles help the participants with pronunciation, especially YouTube videos that use native speakers. The participants will know how to pronounce the words in the subtitles. Then, subtitles can help the participants improve their vocabulary by visually representing new words. Subtitles also help the participants comprehend and grasp the material better by providing a text component to the audio-visual content.

“I prefer YouTube videos with subtitles for several reasons, like improved listening skill, enhanced vocabulary.” (P1, Interview)

“I prefer to choose YouTube videos with subtitles because they can help understand difficult passages, increase vocabulary, and help with pronunciation.” (P2, Interview)

“I prefer YouTube videos with subtitles because they help me understand the content better, especially when encountering unfamiliar words.” (P3, Interview)

“... .. when studying you will know what the subtitles say and also write.” (P4, Interview)

The participants also use video duration as a criteria when selecting YouTube videos. The participants stated that the duration of the YouTube video used was 5-10 minutes. This duration allows the participants to focus on the materials without feeling overwhelmed. Shorter videos provide the participants with a structured and organized way to learn speaking and listening skills, making it easier to retain and build upon the information. That was stated by the participants in this research, as stated in the following statements:

“I prefer YouTube videos that are concise and to the point, usually between 5-20 minutes. Because shorter videos fit into busy schedules and help avoid fatigue, making it easier to focus and absorb the content.” (P2, Interview)

“I prefer YouTube videos that are 10-15 minutes long because they are concise enough to maintain my attention but long enough to cover topics in depth. This length is ideal for learning without feeling overwhelmed.” (P3, Interview)



“... .. usually at least 5 minutes, maximum duration is 10 minutes. Because if it takes more than 10 minutes, you will feel sleepy and fail to focus.” (P4, Interview)

Considering the criteria above, the participants are confident in selecting from the videos returned list from the participants' search results. P3 stated that the videos from the returned list are often relevant according to the participants criteria. As the participant said in the statements below:

“... ..I usually select YouTube videos from the search results because they are often relevant to my criteria and provide a variety of options to choose from.” (P3, Interview)

The participants usually get several recommended videos from friends or lecturers. The participants also believe in YouTube videos recommended by friends or lecturers. They felt that those who made the recommendations must have used the recommended YouTube videos, so the material was considered suitable for learning speaking and listening.

“Yes, I have used YouTube video recommendations from friends or lecturers to learn English because of contextual understanding.” (P1, Interview)

“I have used recommendations from trusted sources are valuable because they tend to be effective and of high quality.” (P2, Interview)

“Yes, I have used YouTube video recommendations from friends or lecturers because they often suggest high-quality and effective resources.” (P3, Interview)

From the criteria mentioned above, the researcher concluded that the students' criteria for selecting YouTube videos to learn English speaking and listening skills are audio quality, native speakers, context of everyday conversations, subtitles, and video duration. These criteria reflect the participants' desire for effective and engaging learning materials catering to their needs and preferences. By using these criteria, the participants are able to utilize YouTube videos to improve their speaking and listening skills effectively, and their confidence in selecting from search results and recommended videos demonstrates their ability to navigate and utilize online resources effectively.

### **Students' Challenges in Selecting YouTube Videos**

The participants face various challenges when selecting YouTube videos to learn English, such as speaking and listening skills. One of the primary challenges is finding YouTube videos with good audio quality. This means they struggled to find the videos with clear and understandable audio. Struggling to find good audio quality frustrates the participants trying to improve their listening and speaking skills. Moreover, the participants encounter videos with poor production quality, such as poor video editing and insufficient explanations. The videos with

insufficient explanations and examples make it difficult for the participants to grasp the material. Additionally, the participants struggle to find the videos relevant to their learning goals and interests, leading to a lack of engagement and motivation.

“Challenges in using and selecting YouTube videos include the overwhelming number of choices, which can make it difficult to select the right one; the variance in quality, as not all videos are of high quality or educational value; and the distractions from many non-relevant videos.” (P2, Interview)

“... ..so many videos on YouTube make it difficult for me to select the relevant video.” (P3, Interview)

“It is hard to find videos with good audio quality. Sometimes, it also has terrible video editing. This made it difficult for me to understand the material contained in the video.” (P4, Interview)

The participants also encounter technical issues such as slow internet speeds or video buffering, which can hinder their ability to access and watch videos. As the statement below:

“Yes, I have experienced technical difficulties such as poor internet connectivity or compromised video resolution. I make certain that I have a reliable internet connection to prevent these problems. If necessary, I utilize devices to access the content.” (P1, Interview)

“Yes. I have experienced situations where the video playback would be delayed, or the audio would not be synchronized, most likely owing to an unreliable internet connection. This disrupts the continuity of watching and may limit the comprehension of the content.” (P2, Interview)

“The internet speed is sometimes slow, causing the video buffering... ..” (P3, Interview)

“Yes, there have been situations where the video resolution decreased unexpectedly despite my stable internet connection. This significantly impacts the quality of the watching experience, particularly when attempting to watch content that necessitates high resolution, such as lessons or visual presentations.” (P3, Interview)

“Yes, I have seen buffering problems caused by a poor internet connection, which can be highly frustrating when watching a video. Frequently, this leads to videos becoming fixed at lower resolutions, restricting the full enjoyment of the content.” (P4, Interview)

Furthermore, students have limited time to watch videos, making it difficult to complete their learning tasks and achieve their goals.

“I do experience challenges in using and selecting YouTube videos for learning English. For example, time management in learning using YouTube videos.” (P1, Interview)

In addition to the challenges mentioned above, the participants faced challenges with the large number of YouTube videos, which sometimes overwhelmed them when selecting which videos to use for learning English.

“Yes, I encounter difficulties when selecting YouTube videos. Occasionally, finding videos that align with my present learning objectives might be challenging, requiring me to sort through a substantial amount of content to find something valuable.” (P1, Interview)

“Yes. The vast number of videos available on YouTube can be overwhelming, particularly when attempting to find anything specific. The continuous scrolling of fresh content may interfere with my concentration on the specific content I desire to watch.” (P2, Interview)

“Yes. The broad range of content available on YouTube can be both advantageous and disadvantageous. Although having numerous options is advantageous, it may also lead to a sense of being overwhelmed by the vast array of choices, making it difficult to determine what to watch.” (P3, Interview)

“Yes. Given the abundance of videos, I occasionally feel overwhelmed by the vast amount of information. Exploring through an abundance of stuff can be tiring, and I frequently find myself experiencing feelings of overwhelm rather than discovering something valuable.” (P4, Interview)

In conclusion, the challenges students face when selecting YouTube videos for learning English are multifaceted and can significantly impact their learning experience. The difficulties in finding videos with good audio quality, dealing with poor production quality, finding relevant videos, and overcoming technical issues can all contribute to a lack of engagement and motivation. Additionally, participants' limited time to watch videos and the distractions from non-relevant videos can hinder their ability to complete their learning tasks and achieve their goals. Furthermore, the overwhelming number of choices and the variance in quality can make it difficult for participants to select the right video, leading to frustration and decreased motivation. These challenges can hinder students' use of YouTube videos to effectively learn speaking and listening skills.

### **The Impact of YouTube Videos Experienced by Students**

After gaining knowledge about the criteria for YouTube videos and the challenges related to using YouTube videos to learn speaking and listening skills from the participants' experiences, the researcher found out whether there were any impacts experienced by participants from learning using YouTube videos after analyzing the interview results. Therefore, the researcher explored the impact of YouTube videos on their learning experience.

The researcher found that the participants who used YouTube videos to learn English showed significant impacts on their English proficiency, particularly in speaking and listening skills. YouTube videos were engaging and interactive, making learning English more enjoyable and interactive for the participants.

“Yes, using YouTube videos has a significant impact on both my speaking and listening skills.” (P1, Interview)

“I think YouTube videos have a significant impact on learning spoken English regularly in a variety of contexts helping to improve speaking and listening skills.” (P2, Interview)

“Yes, using YouTube videos has a significant impact on improving my speaking and listening skills.” (P3, Interview)

“... ..It is more significant because apart from practicing listening, there are also several viewing videos where you can not only hear but also know the actions from the video.” (P4, Interview)

“... ..the speaking part is actually quite significant... ..” (P4, Interview)

Additionally, the students increased confidence in their English speaking and listening skills. The researcher found that participants who used YouTube to learn English increased their vocabulary, particularly in understanding and using new words and accents. They also reported improved pronunciation by providing precise and understandable audio.

“They provide me with exposure to a diverse range of accents and speaking styles, so enhancing my skills to improve my pronunciation and listening skills.” (P1, Interview)

“I am exposed to various accents and speaking styles by watching videos, enhancing my pronunciation and understanding skills. Including videos in the learning process facilitates comprehension of new vocabulary and grammatical structures, and I may consolidate this knowledge by repeatedly watching the same videos.” (P2, Interview)

“Viewing videos introduces me to expressions that may not be encountered in textbooks. The contextual information conveyed through videos enhances my comprehension of English usage in real-life scenarios, facilitating the application of acquired knowledge.” (P3, Interview)

“... ..improving my speaking and listening skills by exposing me to diverse accents, vocabulary, and real-life conversations.” (P3, Interview)

“YouTube videos is useful for improve my speaking and listening skills because YouTube videos provides pronunciation, and examples of conversations for the person you are talking to.” (P4, Interview)

“By watching educational videos, I am able to acquire new vocabulary, grammatical rules, and pronunciation methods.” (P4, Interview)

In conclusion, the researcher highlights the significant impact of YouTube videos on students' English proficiency, particularly in speaking and listening skills. It shows that YouTube videos are engaging and interactive, making learning English more enjoyable and interactive for the participants. Additionally, the participants reported increased confidence in their English speaking and listening skills, as well as improved vocabulary, grammatical form, and pronunciation. The researcher found that YouTube videos can be a valuable tool for improving English language skills, mainly speaking and listening skills. The participants can benefit from using it to enhance their learning experience.

### *3.2. Discussion*

As noted in the previous sections, this research was conducted to investigate selecting YouTube videos for learning speaking and listening by class A+ sixth-semester English education regular-A students in the academic year 2023/2024 at Universitas Tanjungpura. After collecting data with the instruments described in Chapter III and presenting the findings related to the objectives of this study, the researcher discussed the results of the above findings in this section. This research specifically focused on the criteria in selecting YouTube videos, the impacts from using YouTube videos, and challenges experienced by the participants when selecting YouTube videos.

Here the researcher found that the criteria used by the participants were according to their needs and interests. Based on the four participants who answered interview questions, the criteria they usually used were based on audio quality, native speakers, context of everyday conversations, subtitles, and video duration. Using these criteria helped them learn speaking and listening skills, especially in improving vocabulary and pronunciation. Students get a more comprehensive learning experience when the video to be used has good audio as well as subtitles. They not only hear and understand the words but also see how the words are used in relevant contexts. This speeds up the language learning process, improves retention, and reduces errors in pronunciation and comprehension. In addition, the relevance of native speakers and the context of everyday conversations can be important for certain aspects, such as language learning where accents and speaking styles play a big role in improving students' speaking and listening skills. These findings are consistent with previous research showing that the students' criteria for selecting learning materials are influenced by their needs and interests. The research suggests that when individuals

are interested in a topic, they are more likely to engage with it, focus on it, and ultimately learn from it (Hidi, 2001).

One of the criteria in this research is video duration. The participants select YouTube videos that are 5-10 minutes long to study. This finding is in line with previous research by (Guo et al., 2014), who concluded that videos that were approximately 9-12 minutes long would be more popular with students. Videos that are more than 10 minutes make students feel bored and find it difficult to focus. The participants will also feel overwhelmed. Videos that are too long contain too much information at one time, making it difficult to process and remember. In addition, long videos are often poorly structured, making it difficult for students to identify important points. The lack of a sense of accomplishment while watching long videos can also reduce learning motivation, as students may feel that their progress is slow.

The participants also select videos from a list of returned search results. They search by keyword and then select from the list returned from the search results. This finding is also supported by research conducted by (Chelaru et al., 2011) who said that videos from the list returned from search results, especially the top videos, have many viewers. The videos are selected by students based on their needs.

In addition, the participants also used YouTube videos that friends or teachers had recommended. (Mohamed & Shoufan, 2022) mentioned that another way to select YouTube videos is to use videos recommended by their friends or instructors as a reference or judge the quality of other videos. The participants feel confident using the video because they believe it has good quality and have seen friends or instructors use it.

Using YouTube videos can provide the participants with various benefits. In this finding, they believe that YouTube videos can be a valuable tool for improving speaking and listening language skills. This finding aligns with research conducted by (Purwanti et al., 2022) which found that YouTube videos have been argued to improve students' pronunciation and enrich their vocabulary. From YouTube videos, they learn much new vocabulary. They can also figure out how to use and pronounce the words they find in YouTube videos. The findings show that the researchers have the same results as (Sagita, 2021), who found that using YouTube videos in learning English plays a significant role in helping students understand their English lessons. The findings also suggest that the impact of using YouTube videos on students' language learning is significant, with the participants reporting improved vocabulary and enhanced listening and speaking skills.

## 4. CONCLUSIONS

### 4.1. Conclusion

Based on the research results and discussion, the class A+ sixth-semester English education Regular-A students in the academic year 2023/2024 at universitas Tanjungpura experienced several experiences, such as the criteria for selecting YouTube videos, the impact they feel when using YouTube videos, and the challenges they face when selecting YouTube videos.

The first experience is how students select the YouTube videos they used to learn English. The participants select YouTube videos using criteria that suit their needs, which are used in selecting YouTube videos for learning English, especially in improving speaking and listening skills. The criteria for selecting YouTube videos include audio quality, native speakers, the context of everyday conversations, subtitles, video duration, and YouTube recommendation by friends or instructors. These criteria help the participants select YouTube videos that can help them improve their speaking and listening skills. The criteria the participants created means that the participants know what YouTube videos they need and can improve their English skills.

The participants also feel the impact of using YouTube videos to learn English. This finding determined that the participants were ready for independent learning using YouTube videos because they could determine what they needed to learn. These findings also explain that the participants are responsible for what they have learned through self-assessment. The participants were assessed to measure whether an impact was obtained using YouTube videos, such as what knowledge they gained in learning.

In addition, even though the participants have criteria for selecting YouTube videos, they also experience challenges in selecting YouTube videos. The challenges experienced by the participants are the difficulties in finding videos with good audio quality, dealing with poor production quality, finding relevant videos, and overcoming technical issues, which can all contribute to a lack of engagement and motivation. Sometimes, this takes much time and requires students to check YouTube videos individually to find the one that suits their needs. However, despite participants' challenges, they still feel that using YouTube videos is very useful and influential in improving their speaking and listening skills.

### 4.2. Suggestions

This study was conducted to describe how the students selected YouTube videos to learn speaking and listening skills. From this research, at least three suggestions were generated.

The first one is students should always use online materials for independent learning. They are easy to access and find and can also help improve their English language skills. To

choose a quality learning video, students must ensure that the video has clear visuals and audio, and is delivered coherently with key points summarized at the end. The ideal video duration is around 5-10 minutes to keep it easy to follow. In addition, students can identify videos that suit their needs by reading the title and description, checking the first few seconds of the video to ensure relevance and suitable delivery style, and choosing videos with high ratings.

Recommendations from lecturers or friends who have tried it can also be an additional guide.

Second, this research focuses more on students' criteria for selecting YouTube videos for learning English. Thus, further research is suggested to investigate the difficulties of selecting YouTube videos for learning English in depth.

Third, for future researchers, this research provides a contribution to understanding how students select YouTube videos for learning English. For the learning video to suit students' preferences, in addition to what has been mentioned in this study, teachers can conduct a small survey or discussion to understand students' learning styles. Teachers should also consider the ideal video duration, which is 5-10 minutes or a maximum of 20 minutes for more complex material, to keep it interesting. Subtitles should be included to help students who have difficulty understanding accents or speed of speech. The audio should be clear without noise and have a stable volume, while the visuals need to be engaging with a combination of text, images, and animations to facilitate understanding.

Video content should be well-structured, explaining the main points coherently and ending with a summary or real-life application examples. If possible, teachers can also add interactive elements, such as quizzes or reflective questions, at the end of the video to keep students engaged.

Hopefully, this research can provide inspiration and guidance for future researchers to conduct research on how teachers or lecturers make English learning videos that suit student criteria.



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