

**ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS OF USING
ENGLISH TALK SHOW VIDEOS ON YOUTUBE IN LEARNING
LISTENING**

SKRIPSI

Submitted

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Degree (S1)

Study Program: English Education Department

Tarbiyah and Teacher

Training Faculty



MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES

LANGSA

2023

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ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS OF USING ENGLISH TALK SHOW VIDEOS ON YOUTUBE IN LEARNING LISTENING

Submitted to the Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Langsa as Fulfilment of the Requirements For
the Degree of *Sarjana Pendidikan (S.Pd)* of English Education

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Monday, January 23th 2024 M

11 Rajab 1445 H

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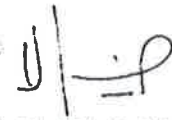
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Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka
saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.
Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 19 Agustus 2023
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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I would like to thank Allah SWT who gives me ability in completing my thesis entitled **“English Department Students’ Perceptions of Using English Talk Show Videos on Youtube in Learning Listening”**. Shalawat and salam are presented to Muhammad SAW who had guided people to the right path of life.

I would also extend my gratitude to people as follows:

1. My beloved parents, Achamad Ghazali and Cut Nazly Fibrianti A,Md, for their love in supporting my study. Furthermore, I also would like to dedicate the grateful to my beloved family M. Saiful Wathan Zally, who has patiently given their support, love, and pray.
2. Mrs. Wahidah, M. Ed and Mrs. Shafrida Wati, MA who have exhaustively guided me and gave valuable suggestions in correcting this thesis. I also say thanks to all lecturers, who have guided and offered me a lot of motivations at the Department of English Education, State Institute of Islamic Studies (IAIN) Langsa.
3. Mr. Fakhrurrazi, M. Hum the Head of English Language Education Study Program who has helped and motivated the students so far.
4. Zawiyah English Club family that supported and helped me in this research.
5. All my friends from Unit 1 TBI semester 8 especially Heri munanda, M. Alfian Giffary, S.Pd and to our brother Aris Munandar who always advocate, motivate, and surely also pray to each other.
6. The last, I want to thank me for believing in me, I want to thank me for doing all this hard. Keep the spirit and never give up either for yourself or others

I hope that this thesis could provide valuable information for readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

Langsa, 19 Agustus 2023

M. Alif Alfata Zally

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ABSTRACT

M. Alif Alfata Zally, 2023. English Department Students' Perceptions of Using English Talk Show Videos on Youtube in Learning Listening.

Supervisor (1). Wahidah, M. Ed **(2)** Shafrida Wati, MA.

The study investigated the perception of English department students' of using English videos on YouTube in learning listening. The type of research was qualitative. The study selected 10 Students as sample of 4th semesters of IAIN Langsa to enumerate their points of views on the selected videos which proven helpful learning listening. The instruments used were Interview and Observation. Interview consisted of 5 questions. After conducting the research, the researcher found effective of using English video talk shows on YouTube to support listening lessons. The findings of this study reveal that English department students have positive perceptions of using English videos on YouTube for learning listening. The majority of students has watched English talk show videos and fined them to be effective in improving their listening skills. Students appreciate the use of YouTube as a learning tool because it is less boring than traditional audio-based learning methods. They also find English talk show videos to be authentic listening materials that motivate them to practice their listening skills. However, some students mentioned that their lack of vocabulary hinders their understanding of the videos. Students perceive them positively, finding them less boring and more engaging than traditional audio lessons. However, a lack of vocabulary can hinder comprehension. English talk shows meet criteria for suitable listening materials and motivate students to practice. Their authenticity, ability to improve listening skills, and motivating effect make them valuable tools for language learning.

Keywords: *Listening Comprehension, English Videos, YouTube*

CHAPTER I

INTRODUCTION

A. Background of Study

Learning is a process and a very basic element in any types and levels of education. This means that success or failure in achieving educational goals depends to a large extent on the learning process of students in the school and home environment.¹ Learning has various kinds, one of which is E-learning or commonly referred to as an electronic learning system, which can be interpreted as the application of information technology in the world of education through virtual classes.² E-learning can also be defined as all use or use of internet and web technologies to create learning experiences. The principle of E-learning is connected to a network that makes it easy to update, store, distribute and share instructions and information instantly. Pamugar as stated in ihsan and ulya journals mention that the principles of E-learning have a very broad meaning, so many are defined from various points of view. According to Rosenberg, e-learning is a means of conveying information and a series of solutions, which aim to improve learning performance.³ Individuals and organizations are using Internet technology. Meanwhile, Hartanto & Purbo state that the term electronics

¹ F Ichsan and I Ulya, 'Developing Educative Tik Tok Content As Writing Teaching Media of Hortatory Exposition Text', *Konferensi Ilmiah Pendidikan*, (2021), 419 .

²F Ichsan and I Ulya, 'Developing Educative Tik Tok Content As Writing Teaching Media of Hortatory Exposition Text', *Konferensi Ilmiah Pendidikan*, (2021), 420. Ichsan and Ulya.

³ Evi Yulianingsih, 'Analisis Kepuasan Terhadap Penggunaan E-Learning Menggunakan Technology Acceptance Model Dan End User Computing Satisfaction', *Jurnal Ilmiah Matrik*, 8.1 (2016), 27–42 <<https://journal.binadarma.ac.id/index.php/jurnalmatrik/article/view/396>>.

in learning is used as a designation for any technology used to support teaching efforts through internet electronics technology.⁴

To support E-learning, it is necessary to use new media. The concept of new media is basically the result of cyber culture with modern technology. Digital data is controlled by the latest software and rapidly developing communication technologies. Most of the technologies described as "new media" are digital, and often have the characteristics of being networkable, compressible, interactive, and impartial. Examples are the internet, websites and DVDs. Today's youth are interested in an easy way to get information with anything that is internet or smartphone based which provides optional information anytime and anywhere. Young people must not have to wait for the news broadcast on television just to get information. Blogs, the internet, online news portals, Facebook, YouTube, podcasts are all new media.

Listening is clearly an essential skill for communicating with others, but in the absence of opportunities to actually listen and communicate with native speakers, it is the teacher's responsibility to provide alternative learning situations to enhance this skill. The traditional way of listening to and repeating a textbook CD or recording may not be an interesting or realistic example of communication.⁵ Teachers need to consider other aspects of what students typically like to listen to, such as listening to music and watching movies and TV. Watching carefully selected scenes and clips from English-language media

⁴Antonius Aditya Hartanto dan Onno W. Purbo. (2002). *E-Learning berbasis PHP dan MySQL*, Jakarta: Elex Media Komputindo. 47

⁵ Sumonta Damronglaohapan and Erika Stevenson, 'Enhancing Listening Skills through Movie Clips on YouTube', *The European Conference on Technology in the Classroom*, 2013, 1.

gives students the opportunity to visually and aurally present real-life situations using the natural vocabulary, idioms, slang and intonation of native speakers. When students are interested in the history and people they see, their motivation to learn English increases.

In today's digital era, social media can also be used as a place to obtain information and lessons for students. As people experience at the present, all aspects of life have been conveyed massively through social media because the information and messages are conveyed rapidly to broader community.

The usage of social media by youths has become a way of life, and personal activities are made public. Young people spend more time on social media rather than doing exercises in real world. This is supported by the complete aspects of satisfying teenagers' lives, such as hobbies or entertainment. It is not wrong that if social media has become the lifestyle of young people today.

According to O'Keeffe and Clarke-Pearson, there are several benefits of using social media at the American Academy of Pediatrics. They believe one of the most important benefits of social media is that it enhances the way individuals understand themselves by engaging with others and being creative through blogging. This leads to better results in the work of each school. Another significant benefit, they add that it allows students to improve their learning because they have the opportunity to share knowledge and do group projects more efficiently.⁶

⁶ Gwenn Schurgin O'Keeffe and others, 'Clinical Report - The Impact of Social Media on Children, Adolescents, and Families', *Pediatrics*, 127.4 (2011), 800–804 <<https://doi.org/10.1542/peds.2011-0054>>.

One of the most used social media by people today is YouTube. A video-sharing platform where users or content creators can create video content that they are interested in. The content creator will attract viewers through content that their viewers also like. On YouTube, there are many video creators who create content about English. Their content teaches the viewers about the US or UK cultures, grammar, English pronunciation, vocabularies or many more. This profession is called a Youtuber.

Marina Mogilko, a Russian Youtuber who has a channel on YouTube called “Linguamarina.” She is originally from Russia, but now she lives in Silicon Valley, San Fransisco, California, USA. She has made various videos about teaching English. Her subscribers come from various countries and regions. Marina has inspired other people to speak English and learn about it. She has made 7.15 Million subscribers (update on November, 27th 2022). It mean numerous people follow her content to build or improve their English skill.

Based on the description above, the researcher is interested in conducting research ***“English Department Students’ Perceptions of Using English Talk Show Videos on YouTube in Learning Listening”***.

B. Research Question

Based on the background of the problem, as well as the affirmation of the term the researcher has mentioned above, the research question of this study is how are English department students’ perceptions of using English videos on YouTube in learning listening?

C. Purpose of Study

The purpose of study was to find out how the students' perceive the English talk show videos on learning listening on YouTube.

D. Significance of Study

This research is expected to be able to provide information about English department students' perception of using English videos on YouTube to improve listening skill.

- a. Theoretically, this research provides prestigious knowledge about learning listening by using English talk show video on YouTube; and also provides useful information about student perception to using English talk show video on YouTube.
- b. Especially, English student department of IAIN Langsa. Practically, this research can be guidance for teachers or lectures to use English talk show video in teaching listening. Students can also apply the media to improve their listening skills.

E. Scope of Study

In this research researcher focuses on English department students' perception of using English videos on YouTube in learning listening at IAIN Langsa. Several English videos talk show from "Linguamarina" channels from Russia and "guruku MR d" has lived in Indonesia for a few months.

F. Terminology

1. Perception

Perception is a psychological process based on one's experience obtained by the five senses; individuals can process responses into positive or negative perceptions.⁷ Obtaining responses is obtained through the stages of selection, interpretation, and reaction.

2. YouTube

Youtube.com is a website that focuses on sharing media in the form of videos. Anyone can post any videos they want to share on this platform. The videos can be in the form of daily life or what is often called daily-vlog.

3. English Talk Show

English talk show is an agenda featuring informal conversation in English, often a specific topic or range of topics, between the host and various invited speakers such as experts, celebrities, members of the studio audience, or listeners or viewers calling from their homes.⁸

⁷ Erin Erin and Anggita Maharani, 'Persepsi Mahasiswa Pendidikan Matematika Terhadap Perkuliahan Online', *Mosharafa: Jurnal Pendidikan Matematika*, 7.3 (2018), 340.

⁸ Amira Nafisya, *"The Use of Talk Show Learning Strategy to Improve Students' Speaking Ability"*, (Thesis Journalistic The Student of English Language Department Faculty of Education and Teacher Training 2017), 14.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Interview Result

The findings of this study were presented into the research question is how are English department students' perceptions of using English videos on YouTube in learning listening through the questions asked in the interview. There are five question in interview —1) What do you think about teaching listening which is usually done in class; 2) Have you ever learned listening through English video talk shows; 3) What is your perception of using English video talk show on YouTube platform to support listening lessons; 4) How effective is learning English through English video talk shows; and 5) While listening to video talk shows, do you understand all the information given. The results of the following interviews do not provide the result that the students' English department of using English videos on YouTube in learning listening is successful, but to find out their perceptions of using videos in learning.

The research is conducted to collect data, through interview and observation with participant. The research was conducted in March 2023, which focused on finding out English department students' perceptions of using English videos on YouTube in learning listening. This aspect of the question from interview and observation covers the how students perceptions during using English videos on YouTube in learning listening Students

indicated positive perception. From the results 10 students of the interview, they provide perceptions that have in common about the use of YouTube in learning listening.

Furthermore, in this part of the interviews is intended to know students perception who watch English talk show videos for learning listening. However, from 10 respondents they have the same answers from 5 questions in the interview that has been done. Therefore, 10 students who gave their perceptions of using English video on YouTube in learning listening, the researcher describe that to get the results of this research. From the first answer is on question number 1 is *“my opinion about frequent classes is good, but sometime that so difficult to understand because of the lack of vocabulary that I have”* it answer from informant 1. One of the causes of often ineffectiveness in learning occurs not because the methods delivered by lecturers are not good, but because they lack vocabulary, so it is often ineffective. Informant 2 argue on the first question is *"Not really good, because we can only listen to audio though the speakers. Even though there are headphones. The headphones can't be used. Maybe the campus should pay more attention to the learning tools that are available."* This was shown students have problems in tools for learning listening. The lack of cellphones in listening learning is a problem that makes it difficult for them to learn just by hearing through speakers. English education students' learning activities that are less effective due to a lack of tools in listening can be a very significant factor that can affect learning activities. Informant 3 answer

“Good, but sometime that so difficult to understand” like informant 1, the lack of vocabulary resulted in the inhibition of the listening learning they experienced. Informant 4, 5, and 6 has the same answer, namely “*It is very bore; it's just heard the audio*”. This results in a lack of motivation to learn which causes them to think that classes are usually less effective.

Since the majority of students have watched English talk show videos, it means that students are already familiar with English talk show videos. Supported by the question out of interview question findings, a student stated that they could watch English talk show videos in 2 hours straight a day when there are some good recommendations. Other students stated that they could watch English talk show videos 2-6 times a week or when they have spare time.

From the second question asked during the interview “Have you ever learned listening through English video talk shows?” the majority of them answered “Yes, *I have*”. This proves that the use of English videos on YouTube is very popular among students. The results are in good agreement with previous research in which YouTube was one of the most popular video sites among students.³⁹ This finding is also in line with Nofrika, who found that one of the most popular categories students watched were English talk show videos.⁴⁰ Therefore, it is worth noting that English talk show videos are popular with students because they are familiar with them. According to

³⁹ Brunner & Suddarth, (2013). Textbook of Medical Surgical Nursing Edition 8 volume 2. Jakarta EGC

⁴⁰ Inda Nofrika, ‘EFL Students’ Voices: The Role of YouTube in Developing English Competences’, *Journal of Foreign Language Teaching and Learning*, 4.1 (2019) <<https://doi.org/10.18196/ftl.4138>>.

Alwehaibi, watching videos on YouTube helps in education. In addition, English talk show videos may be qualified listening materials because they meet the criteria for qualified materials.⁴¹ Some criteria for suitable material suggested by Anderson in Kadagidze are: 1) it can be used for self-paced learning, 2) it is entertaining and interesting, and 3) it is easy to use.⁴² As English talk show videos can be found on YouTube, here are the supporting criteria of YouTube videos in instruction proposed by Bonk from the American research and education conference, 1) the videos provide a context for learning; 2) it increases students' retention via visual and auditory information and 3) it provides shared learning experience.⁴³ Moreover, English talk show videos on YouTube are in accordance with all criteria that are mentioned above.

Students respond positively on the use of English talk show videos on YouTube in learning listening. This is proven from the results of interviews on the third question, namely "What is your perception of using English video talk shows on the YouTube platform to support listening lessons?", their answers *"I think this is good, cause learning by YouTube is less boring than just listen to audio. So I don't get bored when learning to use YouTube"* and many of them answered simply by *"Very good"*. one of them also gave an opinion about the 2 videos that the researcher gave namely *"from the two*

⁴¹ Alwehaibi, H., & Abdulrahman, P. (2015). The Impact of Using YouTube in EFL Classroom on Enhancing. *Journal of College Teaching and Learning*, 12, 121-126. <https://doi.org/10.19030/tlc.v12i2.9182>

⁴² Kadagidze, 'Different Types of Listening', *High School Project Director, IBSU*, January 2006, 2006, 42-45.

⁴³ Faculty O F Tarbiyah and Teacher Training, 'TEACHER ' S CRITERIA IN SELECTING EDUCATIONAL YOUTUBE VIDEOS FOR LISTENING COURSES', 2020.

videos that I watched, the video talk show of my teacher MR d was very easy to understand because he could also explain in Indonesian, and the pronunciation he did was very easy to hear while Linguamarina with the accent he does on his video talk show is only a few that I can understand, maybe his video is very effective for those who are at an advanced level in English, while for me, it's still too difficult to understand". Some of them also agreed with the statement given by one of their friends, so that in all videos owned by YouTube "my teacher MR d" is very easy to hear and learn both for listening and others. This strengthens their perception of using English Video Talk show in Listening learning which gives a very positive response and can increase their willingness to learn and understand English, especially in this study, namely listening skills. Furthermore, researcher perceives the usefulness of English talk show videos on YouTube in three aspects: being authentic listening materials, improving students' listening skills, and motivating them to practice their listening skills.

The results of the interviews on the fourth and fifth questions asking about "how effective is learning English through English video talk shows and do you understand all the information given from English video talk shows", their answers were *"it is very effective, maybe it's 80 % get the information from English video talk show, but it just for guruku MR d Videos which has an explanation that is easier to understand than the video owned by Linguamarina which is not suitable for us who are beginners"* This is the answer from informants 1 and 2. While other informants answered that they

were effective in using English video talk shows, but their lack of vocabulary made them unable to understand everything in the video, but it increased their motivation to learn because the visuals from the video increased their curiosity. English talk show video as an authentic material motivates students to practice listening which will lead the students to improve their listening skills. Therefore, these three aspects support the improvement of students' listening skills and will be discussed further in the following sections.

2. Observation Result

In this research, the researcher got the result of the observation is Students can understand learning to listen to English talk show videos on YouTube well, students can get most of the information in English talk show videos, class effectiveness in teaching listening through English video talk shows for students, and improving students' abilities after doing listening lessons through English video talk shows for students. The things above are the main instrument statement of observation that the researcher has prepared for this research.

The researcher also concluded that the results of observations during the interviews were carried out as; many of them had very critical answers to listening learning which only listened to audio and could lead to boredom for students. This can be concluded that, with the existence of learning innovations using YouTube, it increases their interest in learning listening.

B. Discussion

The paragraph discusses the effectiveness of using English video talk shows on YouTube to support listening lessons. It highlights the students' perception of using these videos, their response to the videos, and the benefits they derive from them. One important point raised in the paragraph is the lack of vocabulary that inhibits the students' understanding and effectiveness in learning. This is a common challenge faced by many language learners, as vocabulary plays a crucial role in comprehension. The students' responses indicate that the lack of vocabulary affects their ability to understand the videos and hinders their learning experience.

Another key aspect discussed is the availability and accessibility of learning tools. Informant 2 raises the issue of a lack of cellphones in listening learning, which makes it difficult for students to learn through audio alone. This highlights the importance of providing adequate learning tools to enhance the effectiveness of listening lessons. The paragraph also emphasizes the popularity of English talk show videos on YouTube among students. The majority of students reported watching these videos regularly, indicating their familiarity and interest in this type of content. This aligns with previous research that has shown YouTube to be a popular platform for educational videos.

The paragraph further discusses the suitability of English talk show videos as listening materials. It mentions criteria such as self-paced learning,

entertainment value, and ease of use, all of which are met by these videos. Additionally, the paragraph highlights the positive response of students towards using English video talk shows for listening lessons. They find it less boring compared to audio-only learning and appreciate the visual and auditory aspects of the videos.

The paragraph concludes by mentioning the benefits of using English talk show videos on YouTube, such as their authenticity as listening materials, improvement of listening skills, and motivation for students to practice their listening skills. These aspects are crucial in enhancing students' listening abilities and can be further explored in subsequent sections. Overall, the paragraph presents a comprehensive discussion on the effectiveness of using English video talk shows on YouTube for listening lessons. It addresses various factors that influence the students' learning experience and highlights the benefits and challenges associated with this approach.

BAB V

CONCLUSION

A. Conclusion

Conclusion is the use of English video talk shows on YouTube to support listening lessons has shown promising results. The students' perception of these videos is generally positive, as they find them less boring compared to audio-only learning and appreciate the visual and auditory aspects they offer. However, the lack of vocabulary remains a challenge for some students, hindering their comprehension and overall effectiveness in learning.

The availability and accessibility of learning tools, such as cellphones, also play a significant role in the effectiveness of listening lessons. It is important for educational institutions to provide adequate resources to enhance the learning experience and address any limitations students may face.

English talk show videos on YouTube are popular among students, indicating their familiarity and interest in this type of content. These videos meet the criteria for suitable listening materials, including self-paced learning, entertainment value, and ease of use. They also serve as authentic materials that motivate students to practice their listening skills.

Overall, the use of English video talk shows on YouTube has shown potential in improving students' listening skills and increasing their motivation to learn. However, further research and attention to vocabulary development are needed to address the challenges faced by students in understanding the content. By leveraging the benefits of these videos and addressing the limitations,

educators can enhance the effectiveness of listening lessons and provide a more engaging learning experience for students.

B. Suggestion

The researcher provided some suggestions as follows:

1. The lecturers should have appropriate methods of learning listening so that the students have the motivation to learn English.
2. The students should improve their abilities in listening skill and vocabulary.