

Students' Perception in Listening Skill Learning by Watching English Vtubers on Youtube at SMAN 3 Mataram

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Abstract: This study aims to perceive the benefits and the challenges of watching English VTubers on YouTube to one's listening skills through the perception of the 12th grade students of SMAN 3 Mataram as it is the largest youngest audience of English VTubers. The subjects of the study were the 12th grade students of SMAN 3 Mataram which consists of 6 students in total who had been observed to have ample knowledge about English VTuber to gain the most accurate and reliable data. The data of the participants were collected through the use of questionnaires as the first data, interviews as the second data, and observation as the supporting data to add more credibility for the previous 2 techniques before being processed through the use of several data analysis techniques starting from trimming, coding, tabulation, and cross-case analysis. The cross-case analysis, being the final data analysis technique to be done, is the most important technique as the data from both the questionnaires and interviews will be compared to each other to gain the final results and conclusions of the study. Through the analysis, it was confirmed that according to the perception of the participants, there exist several benefits of watching English VTubers on YouTube to one's listening skills as well as several challenges that exist to hinder the process.

Keywords: listening skill, SMAN 3 Mataram, YouTube, live stream, English VTuber

INTRODUCTION

Despite the importance of learning English, it is still very difficult for people without English as their first language to learn English because of various factors. One of the main challenges is that English has four skills: listening, speaking, reading, and writing. Nordquist (2019) states that listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. In most cases, other than the need to pay attention and try to understand the exact sound, students are also prompted to remember what they have heard. This not only makes the act of listening a difficult act but also makes it a more complex and more stressful skill to be master.

One of the best methods to make the activity of learning listening skills more engaging and fun is to use video as a learning media. Although there are many educational videos available on the internet, it can be difficult to find ones that are fun and engaging for students. Fortunately, the emergence of a new trend on the internet called "Virtual YouTuber" can help to solve this problem.

Virtual YouTubers, also known as VTubers, are a new type of streamer on YouTube who perform live streams through the use of a virtual avatar. YouTube is the most popular platform on the internet where people all over the world can upload or watch a lot of different videos. One feature of YouTube is live streaming, where users interact with their audience in real-time. This corresponds with Amanda (2019) who states that active communication involves listening, which calls on conversation participants to pay close attention to, understand, and respond to what is being said to them when necessary. A study conducted by Akbar et al. (2014) confirmed that using a video from YouTube as a learning media for students listening skills is possible by employing classroom action research methodology, utilizing pre-test and post-test assessments to measure the impact of

incorporating YouTube video clips into the curriculum of eleventh-grade students at SMAN 4 Palopo of which the result shows that there's a significant improvement in students' listening skills.

Not only that, other studies that are conducted by using videos that were taken from YouTube with the hope of using the videos as a learning media to improve students' listening skills also have proven to gain various positive results such as the increased number of students achieving the minimum passing score (KKM) on listening assessments (Lestari et al., 2019, pp. 1-11), enhanced vocabulary, improved topic recognition, increased motivation to improve listening abilities (Ratnaningsih & Gumindari, 2022), and providing opportunities to anticipate speakers' expressions and gestures (Yuyun & Simamora, 2021). Learning media itself according to Andriani et al. (2022) is a tool that serves as both a physical and non-physical teacher, effectively and efficiently transferring knowledge to students.

VTuber itself, being one of the forms of YouTube video, would also naturally be categorized as a learning media when used to improve one's skills in certain areas like listening skills as shown by the study of Saputra & Setyawan (2022) who explained the positive effects of VTuber as a media for online learning by emphasizing its simplicity, fun, and creativity. Other than that, some recent studies related to the effect of VTuber itself on the viewer's listening skills also conducted by Adzania & Arianingsih (2022) to the fans of Japanese culture in Bandung and Yuriika (2021) to a total of twelve elementary school students of which both studies resulted in a similar result where the subjects of the studies have confirmed their improvement in motivation, mood, listening skills, and focus.

The goal of this study is to see the perception of 12th grade students at SMAN 3 Mataram with the concept of English VTubers about the usefulness of English VTubers in enhancing their viewers' listening skills, while also considering the

challenges associated with using such materials for instruction. Student perception itself means that students have their own opinion toward something that get from the teaching learning process and how they reach toward it (Ansow, Olii, & Kumayas, 2022, pp. 375-385).

According to various surveys conducted among VTuber viewers and statements made by VTubers themselves based on their YouTube channel viewership statistics, the age range of VTuber viewers is quite diverse, with the largest group of viewers falling between the ages of 15 and 40 (Mizukoshi, 2023; Plum, 2022; Tan et al., 2022). This justifies the researcher's decision to focus on high school students, as the youngest age group, 15, coincides with the typical age of a high school student. Additionally, the researcher believes it would be valuable to examine the effects of watching English VTubers on listening skills among the largest viewer group with the youngest age range, as their brains are still developing and are more receptive to new information compared to older individuals by able to detect causal patterns in their environments, make more informed decisions based on probabilistic information, and are quicker at solving problems that involve using objects in an unconventional manner (Gualtieri et al. 2022, pp. 1322-1338) such as the use of English VTubers to improve one's English listening skills.

RESEARCH METHOD

A research design, as defined by Kirumbi (2018), is a set of methods and protocols used to collect and evaluate measurements of the variables outlined in the research problem. This study employs a case study design, a qualitative approach where a program, event, activity, procedure, or individual is thoroughly examined by the researcher (Creswell, 2014). In a case study, the researcher gathers comprehensive data over an extended period using a variety of data collection techniques, such as questionnaires, interviews, and observations.

This aligns with the current research, where the researcher aims to investigate the familiarity and perception of 12th grade students at SMAN 3 Mataram regarding English VTubers and their impact on the students' listening skills. To gather comprehensive data over an extended period, the researcher employed a variety of data collection techniques, including questionnaires, interviews, and observations. Given its suitability for perception-based research, a case study approach is chosen for this research, which heavily emphasizes the concept of perception.

In the case of this research, the respondents were the 12th grade students of SMAN 3 Mataram or more precisely a group of 6 12th grade students of SMAN 3 Mataram that the researcher has carefully selected beforehand to ensure that the selected students would know about the concept of English VTuber. The answers from the questionnaire were counted with the use *Likert scale*, a rating system used in questionnaires to measure people's attitudes, opinions, or perceptions (Jamieson, 2024), of which the score for each questionnaire question is 5 for *strongly agree*, 4 for *agree*, 3 for *neutral*, 2 for *disagree*, and 1 for *strongly disagree*.

Other than that, the researcher also creates a table containing the theme and the topic for every question in the

questionnaire and the interview to better organize and analyze the collected data. Below is the table for the theme:

Table 1. Theme

No	Structure	Topic
1.	Benefits	Time watching VTuber
		Content preference when watching VTuber
		Language preference when watching VTuber
		Motivation for watching English VTubers
		Accessibility for watching English VTubers
		Recognizing the accent used by the English VTuber
		The ability to concentrate and pay attention to a sound
		Improvement in comprehension skill after listening to English VTuber
		Learning new word or term by watching English VTuber
		Informed about latest information by watching English VTuber
2.	Challenges	The duration for English VTuber contents
		Negative effect of watching English VTuber to the viewers mental and physical condition
		Inappropriate content that exists in English VTuber contents

Besides the techniques and the instruments that are needed to collect the data for the research, a total of 4 data analysis techniques have also been chosen starting from *trimming the collected data*, *coding the collected data*, *data tabulation*, and *cross-case analysis*. *Trimming* entails the step where the researcher cuts off the unimportant part of the collected data (Bodreau, 2023), *coding* involves assigning numbers or other symbols to data to facilitate categorization into a limited number of classes or categories relevant to the research question (Hussain, 2020), *data tabulation* organized the collected data logically and methodically into rows and columns to forms data tables (Byju, 2020), and *cross-case analysis* facilitates the comparison of commonalities and differences in the events, activities, and processes that are the units of analysis in case studies (Nalini, 2022) which in this case is the comparison between the collected data from the questionnaire and the collected data from the interview.

Finally, the researcher also needs to ensure the credibility and validity of the research through the use of trustworthiness and ethical considerations. Guba (1981, p. 75-91) stated that there is a total of four key criteria to determine the trustworthiness of qualitative research, starting from dependability which is used to measure the consistency and reliability of the researcher research's results, credibility which refers to the plausibility of the research findings, confirmability which occurs when the collected data accurately represent the opinions of the participants alone, and transferability which quantifies the degree to which the study's findings are able to be used in different situations, contexts, and environments. For ethics, Pritha (2024) includes voluntary participation, informed consent, anonymity, confidentiality, no potential for harm, and responsible communication of results as a requirement for case study research to be called ethical.

RESULT AND DISCUSSION

The results of both techniques which are already sorted out using the previously mentioned *trimming* technique are

listed below in separate section of A and B by using both the data analysis techniques of *coding the collected data* and *data tabulation* before later being compared against each other using cross-case analysis in the last section.

Questionnaires Findings

To see the perception of 12th grade students of SMAN 3 Mataram regarding the effect of watching English VTubers on their English listening skills, a total of 20 questions have been created in the form of a questionnaire and translated fully into the Indonesian language to gauge an accurate response from the students who don't have a high mastery of English language yet. The answers from the participants are measured in the form of Likert scale numbers and then drawn conclusions based on the obtained score. As there are only a total of 1 or 2 questions related to each topic, then the maximum score is 5 for a topic with single question and 10 for a topic with 2 questions. P1 to P6 on the upper part of the table indicate the subjects of the research whose name are hidden to retain their anonymity. Below is the table containing the questionnaire question and total score of each participant which is sorted out using the theme from table 1:

Table 2. Questionnaire Sheet

No	Question	Answer				
		SA	A	N	D	SD
1.	At least I watched a VTuber-related video once per day					
2.	I prefer to watch VTuber on YouTube rather than other live streaming platforms					
3.	I think VTuber-related content is more interesting than normal YouTuber					
4.	I spent most of my time watching VTubers who speak mostly with English language over other languages					
5.	I prefer to watch English speaking VTuber without any translation on YouTube					
6.	My intention to watch English VTuber on YouTube is to train my listening skills					
7.	I feel more motivated to learn the English language to understand more about English VTuber					
8.	I feel that VTuber-related contents are easy to access					
9.	I can identify the accent that is used by the English VTuber					
10.	The accent of the VTuber doesn't affect my ability to recognize every word that was said by the VTuber					
11.	I always put my full attention toward every word that the VTuber said					
12.	I feel improvement in my comprehension skill after listening to an English VTuber on YouTube					
13.	I learnt a lot of new English words or terms after watching English VTuber					
14.	I often use a new English word or term that I just learned through watching an English video on YouTube in a real-life situation					
15.	I feel that I always up to date with the latest information in the internet after watching English VTubers					

16.	I think the duration of English VTuber videos is too long					
17.	I feel that I'm too obsessed to watch English VTuber contents after knowing about it					
18.	I feel that my body or health is deteriorating due to watching too many English VTuber contents					
19.	I like to watch any VTuber-related content that appears on my YouTube recommendation even though the topic looks inappropriate for my age					
20.	I don't mind if the VTuber that I watch speaks with inappropriate language					

Table 3. Sorted Out Questionnaire Score

No	Structure	Topic	P1	P2	P3	P4	P5	P6	Total
1.	Benefits	Watch time	2	4	2	2	2	1	13
		Content preference	6	7	8	6	6	8	41
		Language preference	5	8	8	6	6	8	41
		Motivation	6	7	9	7	7	5	41
		Accessibility	3	4	4	3	4	5	23
		Accent	6	10	8	7	6	8	45
		Concentration	4	3	2	3	2	3	17
		Comprehension skill	3	4	4	3	3	5	22
		Vocabulary	6	9	8	6	7	4	40
		Informed about latest information	2	4	2	2	3	1	14
2.	Challenges	The duration	4	3	3	4	4	1	19
		Negative effects on the viewer's mental and physical condition	4	8	6	4	3	3	28
		Inappropriate content	10	10	8	10	8	6	52

After sorting the score of each participant as well as the total score for their answers, the next step is to give the conclusion of whether the total score is called low, medium, or high. The set value for the conclusion of the total score is calculated by referring to the max score of each question based on the question theme. The table below shows the set value for each theme while also determining the value of the total score gained from the table above.

Table 4. Score Set Value

No	Structure	Topic	Max Score	Low Value	Medium Value	High Value	Total Score	Calculated Value
1.	Benefits	Time watching	30	<15	15	>15	13	Low
		Content preference	60	<30	30	>30	41	High
		Language preference	60	<30	30	>30	41	High
		Motivation	60	<30	30	>30	41	High
		Accessibility	30	<15	15	>15	23	High
		Accent	60	<30	30	>30	45	High
		Concentration	30	<15	15	>15	17	High
		Comprehension skill	30	<15	15	>15	22	High
		Vocabulary	60	<30	30	>30	40	High
		Informed about latest information	30	<15	15	>15	14	Low

No	Structure	Topic	Max Score	Low Value	Medium Value	High Value	Total Score	Calculated Value
2.	Challenges	The duration	30	<15	15	>15	19	High
Negative effects on the viewer's mental and physical condition		60	<30	30	>30	28	Low	
Inappropriate content		60	<30	30	>30	52	High	

Interview Findings

Below is the table containing the questions used for the interview as well as the simplified version of the collected data gained from the interview. The result of the collected data will be combined into one according to the topic of the question and will be immediately be decided whether the result is low, medium, or high so that it can be analyzed and compared in the next section using *cross-case analysis*:

Table 5. Interview Questions

No	Question
1.	How many hours per day do you usually prefer to watch VTuber?
2.	What makes you interested in watching VTuber in YouTube? Did they interest you more than a normal YouTuber and why?
3.	Was the first VTuber that you discovered and watched use the English language as their main language? If not, then what makes you interested in watching English VTuber after that?
4.	If the VTuber that you watch can use both Indonesian and English language which one, do you prefer and why?
5.	What are your intentions when watching English VTuber?
6.	Do you think that English VTuber related contents can be accessed everywhere and anywhere you want?
7.	Of all the English VTubers that you ever watched just how many kinds of English accents that you think you ever heard and do you still fully understand what they are saying despite their accent?
8.	When you are listening to an English VTuber do you ever feel distracted by something else? If so, why? And do you still get what the English VTuber says even though you're only paying half of your attention to it?
9.	Do you feel that your comprehension ability improved after watching English VTuber?
10.	Was there a time when you didn't understand a word or term that the English VTuber said on their live stream? And if the English VTuber didn't explain what it means did you go out of your way to look it up through another source like Google?
11.	Was there ever a situation where you were using a word or term that you often heard or just learned when watching a VTuber somewhere else? If so, what kind of situation is it?
12.	What other benefits of watching English VTuber that you can think of?
13.	Do you ever feel that your mental or physical condition deteriorated after watching English VTuber? And even after knowing that do you still want to watch English VTuber? Why?
14.	What kind of English VTuber that you prefer to avoid watching? Is the reason related to their use of language or content? Will you still watch your favorite English VTuber even if their content starts to become inappropriate for you?

15.	What other challenges did you experience when watching English VTuber that you can think of?
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Table 6. Sorted Out Questionnaire Score

No	Structure	Topic	Interview Values (Answers)
1.	Benefits	Watch time	Low (0/6)
		Content preference	High (4/6)
		Language preference	Medium (3/6)
		Motivation	Low (2/6)
		Accessibility	High (6/6)
		Accent	High (4/6)
		Concentration	Medium (3/6)
		Comprehension skill	High (5/6)
		Vocabulary	High (4/6)
2.	Challenges	Informed about latest information	Low (2/6)
		The duration	High (5/6)
		Negative effects on the viewer's mental and physical condition	Low (1/6)
		Inappropriate content	High (4/6)

Discussion

After all of the answers from both the questionnaire and the interview have been sorted out and the values of both answers have been determined by labeling it as either low, medium, or high, then the next step would be to compare and see the similarities and the differences from both data using *cross-case analysis* to gain the final result for the research data.

First is the comparison between the data that relates to the English VTubers benefits for students listening skills:

- The first topic which is the "watch time" in Table 5 of the questionnaire has a calculated value of "low" which means that the students don't watch English VTuber every day and only watch English VTuber in a certain period. This coincides with the answer obtained from the interview where the students answered that they only watched English VTuber for around 30 minutes to 1 hour per video which can be called short seeing as the average duration of VTuber video ranges around 2-3 hours (Jacko, 2021).
- The next topic is "content preference" which according to Table 5 has a "high" value because most of the students prefer to watch English VTuber on YouTube rather than watching normal YouTubers which is confirmed by the interview answers where a total of 4 out of 6 participants stated that they prefer VTuber over normal YouTuber due to the uses of attractive virtual avatars and their unique personalities.
- For the next topic for this theme which is "language content" also has a "high" value because according to the questionnaire sheet the students, the students prefer to watch untranslated English VTuber videos more than any other language. This is curious since according to the answers to the fourth question of the interview a total of 3 students said that they prefer to listen to the Indonesian language since they understand it more. This means that the students, despite their preference for the Indonesian language over the English language, still seek to watch English VTubers either due to their curiosity or their desire to improve their English listening skills.
- The topic of "motivation" has a "high" value which is quite interesting since in the pre-determined question of the

questionnaire most of the students agreed that one of their intentions in watching English VTuber is to improve their English listening skills but when asked through the interview all of the students answered that their intention to watch English VTuber is to have fun with only 2 students who adds that they also want to improve their English skills. This information means that the student's main intention or motivation to watch English VTuber is to have fun foremost with the improvement of their English as a side objective or side effect.

5. Similar to the topic before, the following topic of "accessibility" also has a "high" value where the answers from both the questionnaire and the interview are perfectly matched. Both answers contain the agreement of all students that English VTuber-related content is easy to access anytime and anywhere because everyone nowadays carries their cell phone everywhere and YouTube is a free application to download.
6. "Accent" which is the next topic also has a "high" value like the other two topics from before. While the answers from the questionnaire show that students can identify and understand the accent of the English VTubers that they watch, it still doesn't specify what kind of accent it is that they can identify and understand through the use of the Likert scale in the questionnaire sheet. By using the data collected through the interview, it became clear that the accents that the students always encountered whenever they watched English VTuber were always either the American accent or the British accent whereas they could understand the American accent fully or almost fully while only able to partially understand the British accent.
7. The next topic is "concentration" which has a "high" calculated value. A disparity in the collected data can be seen from both answers whereas in the questionnaire most of the students agreed that they can always fully pay attention to every word that the English VTuber said but only 3 out of 6 students agreed with this statement in the interview answers. This difference can be explained by looking at the remaining 3 students' answers where 2 of the students answered that sometimes their concentration can be disrupted by the internal sound inside their head while the last student answered the opposite by saying that external sound such as noisy sound in his sound can break his concentration. This means that the disparity between both answer occurs because of the close-ended nature of the questionnaire question itself which makes the students to be unable to give a further explanation regarding their answer where 2 students are sometimes unable to concentrate due to internal sound but can concentrate amidst external sound with the last student being the opposite of it.
8. The topic of "comprehension skill" also has a calculated value of "high" for the questionnaire answers which perfectly matched the answers obtained through the interview. The fact that the comprehension skill of the students is being improved according to the perception of the students is also supplemented again by the answers of the students in the interview where a total of 5 students confirmed that they feel that their comprehension ability regarding the English language is being improved

especially when it comes to learning a new term while the last student gives a similar yet different answer where he said that his ability to comprehend new information that not necessarily related to the English language is being improved.

9. The next topic of "vocabulary" also contains a "high" calculated value for the answers to the questionnaire. This "high" value while matched with the majority of the answers from the tenth question of the questionnaire, only matched half of the answers gained from the eleventh question of the questionnaire which is also included in this topic. The matched answers from both the questionnaire and the tenth question of the interview can be seen from the fact that all students have encountered a new term or word that they have never heard before and thus gained a new vocabulary. Meanwhile, the disparity of answers from both the questionnaire answers and the eleventh question answers from the interview can be seen from the mixed answers of the students where 3 of the students agreed that they have used the new term or word that they learned when hanging out with their friends while the remaining 3 students answered that they never used any new term or word that they learned beside when watching the English VTubers themselves or when talking inside their head. This means that while it is true that the students learned a new term or word through watching English VTubers, it does not necessarily mean that those new terms or words are being used by the students outside of watching English VTubers due to various factors such as the extremely specific situation where the new term or word can be used, the conformability between each speaker, or any other factor.
10. The last topic of this theme which is "being informed about the latest information" surprisingly has a "low" value. To see whether watching English VTubers can keep them informed about the latest information, the researcher created a reversed question by confirming to the students what other benefits of watching English VTubers the student can think of. From the answers to the interview, a total of 2 students confirmed that watching English VTubers can keep them being informed about the latest information about the things that happening in the digital world, 2 students confirmed that watching English VTubers can only improve their listening skills, 1 students answered that watching English VTubers can only be used as a way to fill his free time, and the last student answered that he can't think of anything else. These answers may stem from the fact that compared to VTuber there are a lot of better alternatives to gain the latest information such as news channels or social media.

Next is the comparison between the data that relates to the English VTubers challenges for students listening skills:

1. First is the topic of "duration" which has a calculated value of "high" from the answers to the questionnaire. To collaborate more with the "high" answers for this topic, the answers to the first question of the interview need to be looked at again. According to the summarized version of the answers to the first question, the students answered that they only watched English VTuber for around 30 minutes to 1 hour per video and never said that they have ever fully watched the whole video which consists of the average

duration of around 2-3 hours per video (Jacko, 2021). This means that the students recognize that some English VTubers videos are too long to watch and only partially watch the content of the video because of the long duration which coincides with the “high” value of the questionnaire answers.

2. Next is the “low” value of the “negative effects on the viewer’s mental and physical condition” topic which has perfectly matched answers from both the questionnaire and the interview. A total of 5 students answered that they never felt that their mental and physical condition worsened when watching English VTuber while the last remaining student answered that his mental condition would only worsen to feel irritated and uneasy when the English VTuber that he watched started to talk about adult-related stuff.
3. The final topic which is the topic of “inappropriate content” has a “high” calculated value for the questionnaire answers. This “high” value is matched with the answers from the interview where a total of 4 students have confirmed that they don’t feel bothered by watching inappropriate English VTuber content that is not suited for their age and don’t feel the need to avoid watching them while 2 students said that they prefer to avoid watching any English VTuber that related to adult or political content.
4. To gain more insight into the challenges of watching English VTuber on students’ listening skills, the researcher added an extra question in the form of the fifteenth question of the interview where the researcher asked the students about any other challenges that they can think of according to their perception. From this question, a total of 4 students answered that the other challenges that they can think of is the existence of internet data that makes them unable to watch if it’s exhausted or bad signal connection which makes them lagging or even unable to watch if it happened. For the remaining 2 students, 1 student answered that the lack of expressiveness from VTuber may sometimes make the video boring or less exciting while the other student answered that he feels embarrassed to watch VTuber in public due to the fear of being shamed for watching a cartoon despite being a grown-up.

CONCLUSION

By looking at result from previous section, a conclusion can be made regarding the benefits and challenges of watching English VTubers according to the perception of the 12th grade students of SMAN 3 Mataram. For the benefits, it can be concluded that through the answers from both the questionnaire and interview the students perceive the benefits of watching English VTubers to be a source of entertainment in the student’s free time especially if the content is in the English language and short in duration. Other benefits include motivating students to improve their English listening skills, easy to access anytime and anywhere, able to improve students’ ability to recognize and understand an accent, able to improve and measuring students’ ability to concentrate their hearing, able to increase student comprehension skill, particularly in their English comprehension skills, and able to increase students’ vocabulary that they can use in another environment beside when watching English VTuber itself.

For the conclusion of challenges, the students themselves have confirmed that according to their perception, there are a total of 3 relevant challenges that they mostly have experienced or felt when watching English VTubers starting from the long duration of the English VTuber content, the existence of inappropriate contents that the students don’t mind to watch despite their age, and the lag that may occur when the student’s cell phone have a bad connection signal or low internet data.

These conclusions implicate that English VTubers can definitely be used as a media for learning and improving one’s or others’ listening skills in various areas both in the informal and formal setting. However, preliminary action also needs to be taken to ensure the minimization of the challenges and negative effects of watching English VTubers such as ensuring that the internet signal of the area is good or editing the video to cut the inappropriate stuff so that it can be used in full to improve the listening skills of the students, especially in a formal setting like in a classroom. Besides that, to close this section the researcher would like to offer a total of 3 suggestions following the findings and conclusion of the research itself:

1. As the research itself only contains a total of 6 participants or students of SMAN 3 Mataram there is also a possibility of other benefits or challenges that may not be included in the research and as such other research with different participants that may or may not come from different school or even different occupation are also very welcomed in the future to gain further insight regarding the main topic of the research.
2. While this research contains the research regarding the effect of watching English VTubers on YouTube according to the perception of 12th grade students of SMAN 3 Mataram, other research regarding English VTubers effect with different contexts is also very welcomed such as the effect of watching English VTubers on Twitch which is also another popular video-streaming platform or the effect of watching English VTubers to students writing or reading skills because of the existence of live chat.
3. Experimental research regarding the effect of watching English VTubers on YouTube is also very welcomed to see the improvement of the students’ English listening skills in real-time by giving the students an English listening test before and after watching English VTuber to measure the effect directly and also as a test run regarding the use of English VTuber as a learning media in a classroom.

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