

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Result

There were several data collected from the research field. The researcher used three data collection methods; observation, interview, and documentation. The observation was conducted in the XI -1 and XI – 2 classrooms of Senior High School in Jepara on January 3rd 2024, January 10th 2024, and January 11th 2024. During the first meeting, the researcher introduced herself to the students and explained her intention to conduct a research by observing the English teaching and learning in the classroom. Throughout the observation process, the researcher took a position as a non-participant observer, who visits, records, and notes the participants' activities in the classroom. The interview was a semi-structured interview that was conducted on Thursday 11th 2024. The participants are four students and an one English teacher of XI -1 and XI - 2 Class. Throughout the research process, the researcher took some documentation including written documents, recorded voices, and taken pictures as the research documentation. The results data sorted based on the relation with the research questions; (1) How is the implementation of English-based videos on Youtube to improve students' speaking skills perceived by EFL teachers and students? (2) How are the EFL teachers deal with obstacles and provide solutions in improving students' speaking skills through English-based videos on Youtube?

1. The Implementation of English-based videos on Youtube in Class XI – 1 and XI -2

The researcher used the results of observations supported by documentation to find out how English-based videos on YouTube were implemented by English teachers for students classes in XI-1 and XI-2. The results of the observations showed that English teachers implemented YouTube as a language learning medium:

a) Introduction

First of all, the English teacher introduces the use of YouTube videos to students in class.

b) Video selection on YouTube

The next stage is that the English teacher chooses relevant videos related to speaking material. During this observation, the teacher chooses videos on YouTube with narrative text material that focuses on pronunciation and

expression. The videos selected by the teacher were relevant and engaging. They were focused on narrative text material, which students understand pronunciation and expression better.

c) Discussion Topics

At this stage the English teacher engages students in a short discussion about the video topic before watching. The pre-video discussions were helpful in setting the context and preparing students for what to expect in the video.

d) Watch the Video

Next, the English teacher asks students in class to watch the selected video, focusing on paying attention to dialogue and expressions.

e) Reflective Discussio

After watching a YouTube video the English teacher facilitates a discussion about what was interesting or challenging in the video and how it applies to spoken English. Reflecting on the video content after watching and then students understand the interesting and challenging aspects of spoken English.

f) Speaking Activities

The next stage is for the English teacher to invite students to discuss narrative text material on YouTube videos that have been watched, then by using the video as a reference, students are encouraged to tell narrative text with clear and confident expressions.

g) Feedback

After students tell stories about narrative text the other students' give constructive feedback to classmates during speaking activities. Receiving constructive feedback from classmates was beneficial for learning process. It make students understand areas that need to work on.

h) Closing and Reflection

The final stage of learning narrative text using the YouTube application as a learning medium. In this session the English teacher concluded how the video could improve speaking practice for students in class. The final reflection on how the YouTube videos could improve

speaking practice was insightful. It helped students understand the practical application of what learned.¹

To find out more related data, researchers interviewed Mrs. RH as an English teacher of XI -1 and XI -2 Class. Interviews were conducted in a semi-structured. The researcher took several points from the results of the interview, they are:

- a) English teachers understand the application of the YouTube application as a learning medium in speaking classes and are able to apply learning strategies in the ELT process so that the teaching and learning process becomes more effective and interesting.
- b) The reason behind using YouTube media is to give students more confidence in speaking English, especially in the aspects of pronunciation and speaking courage. This is intended so that students can more easily understand the explanations given.
- c) The use of YouTube media provides a clearer and more interesting picture for students, adding interest to their learning process.
- d) The use of YouTube media is considered to be able to increase students' motivation in learning English.
- e) English teachers assess the effectiveness of YouTube as a learning medium compared to commonly used conventional methods.²

The English teacher also told researchers that the average ability of students in classes XI - 1 and XI - 2 was intermediate to upper intermediate (B1-B2), proving that students could understand the English teacher's explanation of teaching and learning activities.³

2. Challenges of using YouTube applications in English-speaking learning classes

Researchers conducted semi-structured interviews with the participants are four students and an one English teacher of XI -1 and XI - 2 Class to explore their perceptions regarding the challenges use of YouTube applications in English speaking learning classes. The interview included questions that

¹Classroom Observation at Senior High School in Jepara,January3rd andJanuary10th, 2024.

²Mrs RH. Interview by Researcher.Jepara, January 11th 2024.

³Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

encouraged students and english teacher to respond to the interview topic focused on the challenges of YouTube applications in classroom speaking learning.

a. Students' challenges in using the YouTube application to learn English in speaking class

At this time the researcher asked questions about how participants shared their experiences about the challenges of using YouTube in class to learn to speak English and the participants' answers can be seen in the table below:

Table 4. 1 Interview Result

Participants	Students' challenges in using the YouTube application to learn English in speaking class
FDC	“requires a good network and lots of annoying ads”(A1) ⁴
MN	“network connection problems and difficulty finding suitable materials”(A2) ⁵
MNK	“reliance on network connections and searching for learning content”(A3) ⁶
NA	“difficult to understand the audio from English videos and difficult to understand the material”(A4) ⁷

In the table above based on students perception think that the challenges identified regarding using the YouTube application to learn English in speaking class. As FDC states that the need for a stable internet connection and frequent advertising interruptions can disrupt the learning process, hinder concentration and hinder progress. In addition, MN and MNK have the same problems regarding network connections and difficulties in finding suitable learning materials, making it difficult to find relevant content. In contrast to the opinion above, NA stated that difficulties in understanding arise due to the poor audio quality in English videos and the complexity of the material presented, making it difficult to understand and remember the content.

⁴FDC. Interview by Researcher.Jepara, January 10th2024.

⁵MN. Interview by Researcher.Jepara, January 10th2024.

⁶MNK. Interview by Researcher.Jepara, January 11th2024.

⁷NA. Interview by Researcher.Jepara, January 11th2024.

b. English teacher faced challenges in using the YouTube application to learn English in speaking class

To find out more related data, researchers interviewed Mrs. RH as an English teacher of XI -1 and XI -2 Class. Interviews were conducted in a semi-structured. The researcher took several points from the results of the interview, they are:

- a) English teachers are challenged by unstable internet connections and technical problems that can disrupt the learning process of using YouTube in speaking classes.
- b) Material that may be inappropriate or unrelated to class learning objectives. Teachers face the challenge of finding appropriate English language content from YouTube.
- c) Obstacles in understanding native speakers' language which can cause teachers to adapt to students having difficulty understanding, hindering the development of their speaking skills.⁸

3. Overcoming challenges of using YouTube applications in English-speaking learning classes

Researchers conducted semi-structured interviews with the participants are four students and an one English teacher of XI -1 and XI - 2 Class to explore their perceptions regarding the overcome challenges use of YouTube applications in English speaking learning classes. The interview included questions that encouraged students and english teacher to respond to the interview topic focused on the overcome challenges of YouTube applications in classroom speaking learning.

a) Students' method in overcoming the challenges using the YouTube application to learn English in speaking class

At this time the researcher asked questions about how participants shared their experiences about the overcome challenges of using YouTube in class to learn to speak English and the participants' answers can be seen in the table below:

⁸Mrs RH. Interview by Researcher.Jepara, January 11th 2024.

Table 4. 2 Interview Result

Participants	Students' method in overcoming the challenges using the YouTube application to learn English in speaking class
FDC	“usually use the Wi-Fi network provided by the school”(B1) ⁹
MN	“by improving the quality of the network or seeking more informative video material”(B2) ¹⁰
MNK	“using school Wi-Fi or looking for an adequate signal to overcome dependence on the internet”(B3) ¹¹
NA	“use a headset and if it's still difficult, look up the meaning of the word in the dictionary”(B4) ¹²

In the table above, based on students' perceptions, overcome the challenges identified regarding using the YouTube application to learn English in speaking classes. According to FDC's perception, it typically relies on school-provided Wi-Fi networks, to ensure a consistent internet connection despite potential disruptions. Likewise, MN participants highlighted efforts to improve network quality or actively seek out more informative video content to meet learning needs. Similarly to FDC, MNK emphasized using school Wi-Fi or looking for areas with better signal reception to reduce dependence on the internet . meanwhile, NA participants noted the use of headsets to improve audio clarity, with the additional step of opening a dictionary to clarify unfamiliar words.

b) English teacher’s method in overcoming the challenges using YouTube application to learn English in speaking class

To find out more related data, researchers interviewed Mrs. RH as an English teacher of XI -1 and XI -2 Class. Interviews were conducted in a semi-structured. The researcher took several points from the results of the interview, they are:

- a) To overcome challenges caused by unstable internet connections and technical problems using YouTube,

⁹FDC. Interview by Researcher.Jepara, January 10th2024.

¹⁰MN. Interview by Researcher.Jepara, January 10th2024.

¹¹MNK. Interview by Researcher.Jepara, January 11th2024.

¹²NA. Interview by Researcher.Jepara, January 11th2024.

English teachers use school facilities, namely wi-fi connections and school computer labs.

- b) To overcome challenges, English teachers compile a list of videos that are appropriate and aligned with the learning objectives before including them in the lesson.
- c) To overcome the challenges of understanding native speakers and help students adapt, English teachers employ video repetition strategies. This approach allows students to better understand the content of the material. By watching the video several times, students can gradually improve their listening skills, grasp pronunciation, and understand complex sentences. This repeated viewing strategy has proven effective in improving students' ability to follow and understand native English speakers, as observed in class and documented in teacher lesson plans and student progress reports.¹³

B. Discussion

In the discussion section, the researcher interpreted the findings previously presented and explain the results.

1. The Implementation of English-based videos on Youtube in Class XI-1 and XI-2

The results of the research found that the implementation of the use of the YouTube application as a learning medium for speaking classes by English teachers XI-1 and XI-2 for EFL students. Researchers analyzed as shown below:

a. Introduction and Video Selection

The process begins with the teacher introducing the use of YouTube videos to the students, followed by the selection of relevant videos. The focus on narrative text material that emphasizes pronunciation and expression is noteworthy. It would be interesting to discuss how the selection of videos impacts student engagement and learning outcomes. This research is in line with Almurashi's research which states that the selection of videos used in

¹³Mrs RH. Interview by Researcher.Jepara, January 11th 2024.

learning activities can have a significant impact on student engagement and learning outcomes.¹⁴

b. Pre-Viewing Discussion and Video Viewing

The teacher engages students in a discussion about the video topic before viewing, which could potentially enhance their understanding and engagement with the content. The viewing process itself emphasizes dialogue and expressions. This research is in line with Albahal's research, a point of discussion could be the effectiveness of this approach in improving students' speaking and comprehension skills.¹⁵

c. Post-Viewing Activities

After viewing, the teacher facilitates a reflective discussion and speaking activities based on the video content. This research is in line with Albahal's research, regarding this active learning approach can have an impact on students' speaking skills and self-confidence.¹⁶

d. Feedback and Reflection

In this case the process begins with feedback from classmates and teachers. This research is in line with Almurashi's research, it can be explored the role of peer feedback in learning using YouTube media in class and the effectiveness of reflection sessions in consolidating learning.¹⁷

e. Teacher's Perception

The teacher's perception, as revealed in the interview, highlights the perceived benefits of using YouTube in ELT, such as increased student confidence, interest, motivation, and effectiveness compared to conventional methods. This research is in line with

¹⁴ Wael Abdulrahman Almurashi, "The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula," 2016.

¹⁵ Fahad Saud Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives," 2019.

¹⁶ Fahad Saud Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives," 2019.

¹⁷ Wael Abdulrahman Almurashi, "The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula," 2016.

Azurawati et al research, about effectiveness using YouTube as media compared to conventional methods, It would be worth discussing these perceived benefits and how they align with students' experiences and learning outcomes.¹⁸

f. Student Proficiency Level

The teacher explains that the average level of student proficiency is upper-intermediate (B1-B2). Based on CEFR, this states the differences in EFL students' abilities in using YouTube.¹⁹

From the explanation above it can be concluded that the implementation of YouTube as a learning medium in teaching English significantly improves the learning experience. It provides an interactive platform for students to improve their speaking skills and confidence.²⁰ The teacher's role in selecting appropriate videos, facilitating discussions, and providing feedback is very important. This approach is considered more effective and interesting than conventional methods²¹, thereby increasing student motivation and interest.²² The effectiveness of this method is reflected in the proficiency of middle to upper middle level students. This can be seen when students come forward to speak telling a narrative text after watching a video from the YouTube platform, this is in accordance with the CEFR theory of Speaking Skills for Sustained Monologue.²³

¹⁸ Azurawati Zaidi et al., "University Students' Perceptions of YouTube Usage in (ESL) Classrooms," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (February 21, 2018): Pages 541-553, <https://doi.org/10.6007/IJARBS/v8-i1/3826>.

¹⁹ Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

²⁰ Fahad Saud Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives," 2019.

²¹ Azurawati Zaidi et al., "University Students' Perceptions of YouTube Usage in (ESL) Classrooms," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (February 21, 2018): Pages 541-553, <https://doi.org/10.6007/IJARBS/v8-i1/3826>.

²² Luluh Abdullah Alkathiri, "Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak," *Journal of Education and Culture Studies* 3, no. 1 (February 1, 2019): 12, <https://doi.org/10.22158/jecs.v3n1p12>.

²³ Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

2. Students and English Teacher face challenges use of YouTube applications in English speaking learning classes

The results obtained from interview regarding the challenges faced by students and teachers in utilizing the YouTube application for learning English in speaking classes. The research aims to explore participants' experiences and perceptions to identify potential obstacles in the learning process.

a. Student Challenges

Based on student perceptions outlined in table 4.1 above, the challenges associated with using the YouTube application to learn English in speaking classes. First, as emphasized by FDC, the need for adequate internet connections and advertising interruptions are major obstacles. These factors not only interfere with the learning process but also hinder concentration and hinder overall progress in language acquisition for speaking ability. Additionally, both MN and MNK highlighted problems related to network connectivity and difficulties in finding appropriate learning materials. These challenges create difficulties in accessing relevant content, which ultimately hinders students' ability to engage effectively with language learning resources. However, in contrast to this viewpoint, NA emphasizes the challenges posed by poor audio quality in English-language videos that create confusion regarding speaking ability and the complexity of the material presented. As explained by Purwanti, et al in research, highlights the obstacles to using YouTube videos for language learning. These include inconsistent internet connections, inappropriate video duration, lack of student readiness, incompatibility between video content and learning objectives, and poor understanding of the content.²⁴

Overall these factors contribute to difficulties in comprehension, thereby creating barriers to effective language learning. Overall, these challenges underscore the diverse barriers students face when utilizing YouTube for English language learning in the speaking classroom,

²⁴Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, And Umami Kultsum, "Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context," *Jurnal Pendidikan Teknologi Dan Kejuruan* 19, No. 1 (2022).

thereby highlighting the need for targeted strategies to overcome these barriers and facilitate improving students' speaking abilities.

b. Challenges for English Teachers

The researcher expanded her investigation by interviewing Ms. RH, an English teacher, to gain insight into the challenges educators face when incorporating YouTube into speaking classes. Semi-structured interviews revealed several key challenges. As stated by Purwanti, et al, the challenge of using YouTube is that teachers should pay attention to teaching and learning a language.²⁵ The points from this experience are:

- 1) Unstable Internet Connection and Technical Problems
English teachers face difficulties caused by unstable internet connections and technical issues that disrupt the integration of YouTube into the learning environment. These challenges hinder the learning process and can hinder the student's overall learning experience.
- 2) Inappropriate or Unrelated Content
Teachers face the challenge of searching through a variety of content on YouTube to find material that aligns with classroom learning objectives. The amount of inappropriate or irrelevant content becomes a barrier to efficient planning and implementation of learning.
- 3) Barriers to Understanding Native Speakers
English teachers face challenges in adapting their teaching methods to accommodate students who have difficulty understanding native speakers. Overcoming these obstacles is important to promote effective language development and improve students' speaking skills.²⁶

These findings highlight the important role of teachers in organizing content, managing technical issues, and bridging communication gaps to create a conducive learning

²⁵Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, And Ummi Kultsum, "Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context," *Jurnal Pendidikan Teknologi Dan Kejuruan* 19, No. 1 (2022).

²⁶Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, And Ummi Kultsum, "Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context," *Jurnal Pendidikan Teknologi Dan Kejuruan* 19, No. 1 (2022).

environment. This collaborative efforts between teachers have the potential to overcome challenges and increase the overall effectiveness of using YouTube for language learning in the speaking classroom.

3. Students and English Teacher overcome challenges use of YouTube applications in English speaking learning classes

The results obtained from research regarding the overcome challenges faced by students and teachers in utilizing the YouTube application for learning English in speaking classes. The research aims to explore participants' experiences and perceptions to identify potential overcome obstacles in the learning process

a) Students in Overcoming Challenges

As stated by Purwanti et al that YouTube can be a helpful learning tool, the right strategy needs to overcome these challenges.²⁷ The points from this experience are:

The participants' responses, as illustrated in table 4.2, presents participants' responses regarding how they overcome challenges when using YouTube for learning English in speaking classes. Participants have developed strategies to enhance their learning experience and overcome obstacles. As per FDC's point of view, relying on the Wi-Fi network provided by the school to ensure a consistent internet connection, thereby reducing the potential for interference. Likewise, MN participants highlighted efforts to improve network quality or actively seek out more informative video content to effectively meet learning needs. Similar perceptions to FDC, MNK emphasizes utilizing school Wi-Fi or seeking a better signal as a strategy to reduce dependence on the internet. In contrast, NA participants used headsets to improve audio clarity, coupled with the additional step of looking at a dictionary to clarify unfamiliar words. These varied approaches highlight students' adaptive strategies for overcoming obstacles and optimizing their language learning experiences via YouTube.

²⁷Ni Komang Ratna Purwanti, Ni Komang Arie Suwastini, And Umami Kultsum, "Youtube Videos For Improving Speaking Skills: The Benefits And Challenges According To Recent Research In Efl Context," *Jurnal Pendidikan Teknologi Dan Kejuruan* 19, No. 1 (2022).

In short, these strategies, as expressed by students, represent steps to optimize their learning experience. This includes leveraging available technology, improving network conditions, and utilizing additional tools. Each student has their own approach, but all aim to achieve the same goal of utilizing YouTube as an English learning tool in their speaking classes.

In Addition, several participants also stated that students preferred learning using YouTube media compared to other methods. This is in line with research by Balbay and Killis.²⁸ Apart from that, using YouTube to study speaking classes makes students more confident and increases their motivation in speaking English, this is in accordance with research conducted by Alkhatiri's on improving EFL learners' motivation to speak.²⁹ This shows that the use of YouTube as a learning media for speaking in class has a positive impact.

b) English Teachers Overcome Challenges

An interview with Ms. RH, an English teacher, revealed different strategies used to overcome challenges related to the use of YouTube in speaking classes. To overcome problems arising from unstable internet connections and technical issues, teachers utilize school facilities, especially Wi-Fi connections and computer laboratories. Additionally, teachers proactively curate curated lists of videos that align with learning objectives, reducing the challenge of inappropriate or irrelevant content on the platform. Additionally, in response to challenges related to students' understanding of native speakers, teachers implemented a strategy of repeated video playback to aid comprehension and facilitate adaptation. These steps taken by teachers underscore the importance of selecting appropriate content, utilizing resources, and implementing

²⁸Seher Balbay and Selcan Kilis, "Students' Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Speaking Skills Course," *Eurasian Journal of Applied Linguistics* 3, no. 2 (September 25, 2017): 235–51, <https://doi.org/10.32601/ejal.461003>.

²⁹ Alkathiri, "Students' Perspectives towards Using Youtube in Improving EFL Learners' Motivation to Speak."

pedagogical strategies to increase the effectiveness of YouTube in language learning.³⁰

Collectively, these findings highlight the ability of students and teachers to face the challenges associated with YouTube-based language learning, emphasizing the need for adaptive strategies, technological support, and pedagogical approaches to optimize the educational potential of the platform in the speaking classroom.



³⁰Balbay and Kilis, “Students’ Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Speaking Skills Course.”