

USING YOUTUBE CLIPS FOR EFL CLASSROOM ACTIVITIES

“THESIS”

Submitted in Partial Fulfillment of the Requirement in the Degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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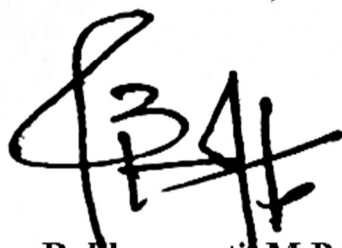
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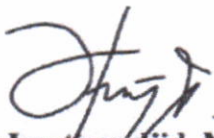
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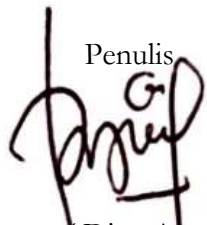
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ABSTRACT

Agustin, Dian. (2021). *Using YouTube Clips for EFL Classroom Activities*. A thesis. English Language Education Department. Faculty of Tarbiyah and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: H. Mokhamad Syaifudin, M.Ed., P.Hd & Rakhmawati, M.Pd.

Keywords : *YouTube, Using, Teacher's experience, Perception*

YouTube is an online media platform which has many positive impacts to students. It provides various contents that can be used by teachers and students to improve English language skill. This study aimed to investigate the teacher's experience and students' perspective regarding the use of YouTube in classroom activities. This qualitative study was observed by interviewing two teachers and four students from two different schools in order to know the students' perceptions were in line with the teacher's belief about the successful teaching and learning activities using YouTube videos. The result of this study showed that teachers have different teaching experience when using YouTube in the classroom. SMP teacher said that she used inquiry and discovery technique when applying YouTube in classroom activities without faced any problem during the teaching process. Furthermore, her students' understanding significantly improved. Meanwhile, in applying YouTube in the classroom activities, MTs teacher used jigsaw technique. He admitted that he got difficulty in school facility which was the limitation of LCD projector. However, most of his students really enjoy and interested during the lesson. Moreover YouTube helped them to understand the material easily. These teachers's statements were in line with their students' perception. Most of them claim that YouTube gave many positive impacts in learning English.

ABSTRAK

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Kata Kunci : *YouTube, Menggunakan, Pengalaman guru, Persepsi*

YouTube merupakan platform media online yang memiliki banyak dampak positif bagi siswa. YouTube menyediakan berbagai konten yang dapat digunakan oleh guru dan siswa untuk meningkatkan kemampuan bahasa Inggris siswa. Penelitian ini bertujuan untuk meneliti tentang cara guru dalam menggunakan YouTube serta respon siswa terhadap penggunaan YouTube dalam kegiatan pembelajaran. Studi kualitatif ini diamati dengan mewawancarai dua guru dan empat siswa dari dua sekolah yang berbeda untuk mengetahui persepsi siswa sesuai dengan keyakinan guru tentang keberhasilan kegiatan belajar mengajar menggunakan video YouTube. Hasil penelitian menunjukkan bahwa guru memiliki pengalaman mengajar yang berbeda saat menggunakan YouTube di kelas. Guru SMP mengatakan bahwa ia menggunakan teknik inquiry and discovery saat menerapkan YouTube dalam kegiatan kelas tanpa menghadapi masalah apa pun selama proses mengajar. Selain itu, pemahaman siswanya meningkat secara signifikan. Sedangkan dalam mengaplikasikan YouTube dalam kegiatan kelas, guru MTs menggunakan teknik jigsaw. Ia mengaku kesulitan dengan fasilitas sekolah yang terbatas pada LCD proyektor. Namun sebagian besar siswanya sangat menikmati dan tertarik selama pembelajaran berlangsung. Apalagi YouTube membantu mereka memahami materi dengan mudah. Pernyataan guru tersebut sejalan dengan persepsi siswa mereka. Sebagian besar dari mereka mengklaim bahwa YouTube memberikan banyak dampak positif dalam pembelajaran bahasa Inggris.

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INTRODUCTION

The integration of technology into the teaching process has been an important part of making the learning process more effective and efficient. According to Hismanoglu, bringing technology into teaching and learning activity will help both students and teachers to develop positive conditions in order to improve the teaching - learning activities⁵. In this case, the teacher's attitude and behaviour will change as a result of changing from the traditional method to be a more interactive and innovative method through technology. An example of effective and interactive technology which can be used by teachers is YouTube. YouTube provides a variety of contents that present real language and it is spoken at a constant speed with a true accent⁶. Moreover, YouTube combines audio and visual media, so YouTube videos will help students see and listen to the target language in its real context without mispronouncing.

⁶ Burt, M, "Using Videos with Adult English Language Learners", *National Clearinghouse for ESL Literacy Education Washington DC*, 1999

This phenomenon needs further investigation to get a better understanding of using technology especially YouTube in ELT. So this research aims to investigate the teacher's experience regarding the use of YouTube in classroom. The researcher investigates 2 teachers in 2 different schools that are SMPN 1 Lamongan and MTS Terpadu Roudlotul Qur'an Lamongan. The researcher chooses those schools because the researcher wants to know the development of technology based on the use of YouTube in their school. Those schools are different. SMPN 1 Lamongan is one of the state schools that very favorite in Lamongan and it has good quality, while MTs Terpadu Roudlotul Qur'an is one of a private school but it has a good English teaching system. So in this research, the researcher compares them and takes some conclusions on how the way teachers integrate YouTube based on their own teaching technique. The result of the study will be a recommendation for teachers to improve the processes of teaching and learning English.

B. Research Question

1. How is teacher's experience regarding the use of YouTube in the classroom activities at SMPN 1 Lamongan and MTs Terpadu Roudlotul Qur'an Lamongan?
2. What is the students' perception of the way the teacher uses YouTube in the Classroom?

C. The objective of the Study

1. To investigate teacher's experience regarding the use of YouTube in the classroom activities at SMPN 1 Lamongan and MTs Terpadu Roudlotul Qur'an Lamongan.
2. To explore the perception of the students about the way their teacher integrates YouTube in ELT.

D. Significance of the Study

The researcher hopes that this study has some significances:

- ### 1. For Teacher

It will give enrich knowledge and information to other teachers about the strategy and the challenging of using YouTube in the teaching and learning activities.

- ## 2. For Students

The findings of the study are expected to provide students with information that YouTube give a positive impact on their learning process. They can explore more YouTube content to get information or knowledge by themselves.

- ### 3. For Future Research

It can be references to other researchers who will research the same topic like the teacher's creativity in integrating social media or online teaching media such as Kahoot, Augmented Reality, Schoology, and many others.

E. Scope and Limit of the Study

The focus of this study is teacher's experience regarding the use of YouTube and perception of student about the use of YouTube in their classroom. Teacher's experience regarding the use of YouTube means the experiences of the teacher when they use YouTube in the classroom. It

3. YouTube

4. Students' Perception

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

a. Approaches of YouTube Videos in ELT

The successful teaching process using YouTube videos depends on the teacher's skilfulness in choosing the most suitable and appropriate teaching and learning approaches that can assist the students to improve their English skill. There are two kinds of

²⁰ Kwan, R, Fox, R, Tsang, P & Chan, F, "Preface to: Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies", 2000

prefer the whole one. Short sequence video will assist students to have more time for practicing many different kinds of communicative learning activities from the video. A study from Allan found that two minutes of video might have a negative effect on the learning process, or it could be introduction content for five minutes. A ten-minute short video could be suitable for advanced students who could follow it without difficulty. However, advanced students would want the shorter video because their limited language ability also limits their interest in long attention²².

In addition, Ljubojevic, Vaskovic, Stankovic, and Vaskovic. Vaskovic used videos over a period of four minutes to improve learning efficiency. As a result, the use of new and varied learning and teaching tools such as videos has had positive effects on students' perceptions. Meanwhile, they argue

In using YouTube videos, some teachers prefer to show short sequence of the video to their students while the others prefer the whole one. Short sequence video will assist students to have more time for practicing many different kinds of communicative learning activities from the video. A study from Allan found that two minutes of video might have an hour of learning process, or it could be introduction content for five minutes. A ten-minute short video could be suitable for advanced students who could follow it without difficulty. Less advanced students would want the shorter video because their limited language ability also limits their interest and attention²².

b) Subtitle or no subtitle

update Antivirus and Flash Video software to view v
manner²⁷. As a result, the teacher needs to provid
access in order to be able to use YouTube safely a
Therefore, the teacher must plan the time to select th
video in advance so that it can be implemented in th

The second challenge is to select YouTube
appropriate for learning objectives²⁸. The teacher
video to be used. The teacher must review the
languages and content and verify the source of relia
content must be checked in accordance with the syll

The limitation of the software is third challen
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ke, S.C., & Snyder, S.L. (2008). YouTube: An innovative learning resource for college education courses [Electronic version]. *International Electronic Journal of Health*

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²⁸ Burke, S.C., Snyder, S., & Rager, R.C. (2009). An assessment of faculty usage of youtube as a teaching resource [Electronic version]. *The Internet Journal of Allied Health Sciences and Practice*, 7(1).

²⁹ Allan, M. (1985). *Teaching English with Video*. Essex: Longman.

Those statements are in agreement with Davies and Pearse's statement. They stated that when students are interested in participating in class, they should therefore understand what is expected of them³¹. By doing this, both cognitively and linguistically, they will be ready for the task they are selected to perform and will be able to achieve more productivity. Tovmasyan highlights that using the videos in the EFL classroom should not be a passive activity.

As a matter of fact, we believe that this can be resolved through awareness of the use of materials based on education technology and, for the most part, the objectives for which to use them. In furthermore, we need to set out a structured approach that provides all the objectives required for successful the use of certain technological tools, such as YouTube videos, in the classroom of the EFL. By doing this, teachers may become digital smart users and will be able to face and deal with any problems they may potentially face while using YouTube videos as educational tools.

d. Students' response towards the use of YouTube in the classroom

The use of YouTube in EFL classroom activities generally gave many positive impacts to students' response. It was proven by many previous researchers. Clifton and Man has found that the

³¹ Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.

Some study also found that this strategy has led to improved learning and critical engagement, and perhaps a rise in the individual and practical value of what has been learned³⁴. Meanwhile Jackman & Patricia also stressed that YouTube has brought such benefits that can be instrumental in making students more participated, thinking critically, and learning more intensely, as previously mentioned³⁵.

The other researcher, Tengku Maya Silvianti also agreed that the use of YouTube seemed to be interesting and meaningful to students in the listening class. Moreover, she added that the use of YouTube and the interest of students have had a major impact on their learning of English. They seem more interested and excited to watch a movie video, then practiced speaking words and speaking like native speakers³⁶.

Eick and King Jr have implemented the use of YouTube videos in science classes and examine the impact on non-science

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Eick and King Jr have implemented the use of YouTube videos in science classes and examine the impact on non-science

³³ Mitra, B., Lewin-Jones, J., Barrett, H., & Williamson, S. (2010). The use of video to enable deep learning. *Research in Post-Compulsory Education*, 15(4), 405-414.

³⁵ W. Marc Jackman & Patricia R, “Students’ Perspectives On Youtube Video Usage As An E-Resource In The University Classroom”, *Educational Technology Systems*, Vol. 42(3) 273-297, 2013-2014

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Kelsen figures out that the subjectivity of YouTube has made it possible for students to learn about other cultures since many people all over the world upload videos³⁸. It also enables students to do video sharing that can provide beneficial outcomes³⁹, and language learning can take place in a purposeful environment⁴⁰. Additionally, videos uploaded could interest students to concentrate not only to the image, but also to the non-verbal messages and intonations that consider the video full of significance⁴¹.

Another study from Lidya Benmouhoub, she has investigated the improvement of EFL students' oral fluency using YouTube video as the pedagogical tools⁴². She used questionnaire, students' evaluation checklist, and interview to the third year LLCE students who were divided into control and experimental group. Students in the experimental group produced better than the control

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^{42 42} Lydia Benmouhoub, “YouTube Videos as Pedagogical Tools to Improve EFL Learners’ Oral Fluency”, *Ministère de l’Enseignement Supérieur et de la Recherche Scientifique*, 2015

c. Raising discussion

d. Motivation

3. Students' Perception during Classroom Activities

Each person has their own opinion or different point of view about something because humans are created different each other, so each individual has different perceptions. In agreement with this statement, Aristotle confirmed that perception is correlated with a transition in the sense-organ and that affected by the object of perception⁴⁸. In this case, sense organ means everyone has different feeling such as likes and dislikes that depends on their object. If two people have the same feeling about something, there is a possibility that they have the same perceptions.

⁴⁸ Simo Knuutilla, Pekka Karkkainen. *Theories of Perception in Medieval and Early Modern Philosophy* (Finland: Springer, 2008), pp 1

⁴⁹ Sidhu Gurnam Kaur, "Literature in the Language Classroom: Seeing through the eyes of Learners", *Teaching of Literature in ESL/EFL context*, Pp. 15, 2003

⁵⁰ Elliot, S, *Educational Psychology: Effective Teaching and Learning*, (Cambridge: Cambridge University Press, 2004)

outcomes⁵². After knowing the students' perception, teachers can improve their teaching activities whether it is about the teaching approaches, teaching material and tool, or many others.

b. Factors of Perception

As stated by Kehoe⁵³, there are three main factors of perception are:

1. Individual

Individual factor is one of the internal factors that can contribute to the subjective nature of the process of perception. In the context of students' perception, it is related to students' feelings, interests, expectations, need, and motivation. These factors influence how the students select the information that is interesting and meaningful to themselves.

b. Factors of Perception

As stated by Kehoe⁵³, there are three main factors of perception, those are:

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2. Object

Factor from the object of perception is included in the external factors of perception. In students' perception, this factor is associated with physical personality traits of the object of perception which is noticed by students so it needs the attention of

⁵¹ Yining Chen and Leon B Hoshower, “Students Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation”, *Carfax Publishing*, Vol. 28, No. 1, 2003

⁵² Van Petegem et al., "Students' Perception as Moderator for Students Wellbeing".

⁵³ Kahoe Michelle, *Make that grade organizational behavior (2nd Ed)*, (Dublin: Gill & Macmillan Ltd, 2013)

several factors in the context of perception, those are physical factors, social factors, and organizational factors.

In the context of students' perception, Physical factor is included in both formal and informal learning activities that had been created by the regulations or the rules of the school. Then the social factor is included the relationship between students and their past experience. The operational factor is included the size of the organization of the school, the culture of the school, and the purpose of the school.

Based on those factors, it can be concluded that the major factors in perception are the individual itself and the environment around the individual. The individual factor means the factor comes from the person (student), while the environment factor means the object noticed by each student. In this study, those two factors will be the basic theories in creating interview guidelines for collecting the data.

There are lots of researchers who focused on the use of YouTube in ELT, those are Wael Abdulrahman Almurashi investigated the efficacy of using YouTube videos as additional material for teaching English. Based on the result, YouTube could be a good material because it helps students to understand the lesson much better. Moreover, YouTube plays a vital role to help students in improving their performance and increasing their

Another study is conducted by Huda Omar Alwehaibi who evaluated the influence of using YouTube in EFL classrooms on improving EFL students' content learning. This study has found that YouTube should be seen as an effective educational tool that helps to improve the content learning of EFL college students and as a relevant teaching and learning resource in classrooms⁵⁶. Dewi Kurniawati has investigated YouTube video as an effective teaching tool for teaching grammar to students in the first semester. During the academic year 2012/2013, she investigated 72 students of English Education at IAIN Raden Intan Lampung. The result has shown that YouTube video is more impactful than Textbook as teaching resource. In addition, students had such a positive attitude to learn grammar using the YouTube video⁵⁷.

⁵⁴Wael Abdulrahman Almurashi., Thesis: “The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula”.*International Journal of English Language and Linguistics Research*, 2016, vol. 4, no. 3, pp 32-47

⁵⁶ Huda Omar Alwehaibi, Thesis: "The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students' Content Learning", *Jornal of College Teaching and Learning*, 2015, vol. 3, no. 2

⁵⁸Raniah Kabooaha and Tariq Elyas, "The Impacts of Using YouTube Video on Learning Vocabulary in Saudi EFL Classroom", 2015, pp 3525-3531

Based on all of the previous studies that have been mentioned, it can be concluded that they all have the same topic on the effectiveness of YouTube in the ELT, but the focal point is different. However, all existing literature could be used as a framework and reference towards this study. This research attempts to analyze the performance of the teacher and the role of the teacher in implementing YouTube videos as teaching media into English activities. So, the aim of this study is to explore the creativity of the teacher in integrating YouTube into classroom activities. Then, it will be confirmed by perception of students in using YouTube videos in classroom. In this study, students as a second subject have a very important role because as a new generation, they have different perspectives on the use of technology in classrooms, particularly YouTube videos.

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RESEARCH METHOD

A. Research Design

The writer investigated the teacher's experience and students' perception about using YouTube in the classroom activities which was used interview to collect the data. The writer used qualitative approach because this study focuses on the descriptive analysis. In this qualitative study, the phenomenon was investigated through interview without any manipulation towards the teacher's experience regarding the use of YouTube and students' perception regarding the teacher role in using YouTube into the classroom activities in order to know the students' perceptions is within line with the teacher's belief in successful teaching and learning activities.

The research is observed in SMPN 1 Lamongan and MTs Terpadu Roudlotul Qur'an Lamongan. It examines how the teacher's experience

[illegible]

The researcher took one teacher in each school because it will be easier to do the study comparison between the teacher and students of SMPN 1 Lamongan and the teacher and students of MTs Terpadu Roudlotul Qur'an Lamongan. On the other hand, researcher did the interview with four students based on teacher's recommendation. The researcher chose the subject based on some criterias: first, the teacher who integrates YouTube videos in classroom activities. Second, teacher who has teaching experience more than 5 years. Third, students who had been taught English using YouTube videos. Fourth, students who actively participated in the classroom activities, this criteria is based on teacher's recommendation.

C. Data and Source of Data

⁶¹ JS de Britto. “Simak 10 SMP Negeri Terbaik di Jawa Timur Berdasarkan Rerata Nilai UN 2019”. KalderaNews. Updated June 9, 2019. <https://www.kalderanews.com/2019/06/simak-10-smp-negeri-terbaik-di-jawa-timur-berdasarkan-rerata-nilai-un-2019/>

D. Data Collection Technique

E. Research Instrument

⁶² Lidya Benmouhoub, “YouTube Videos as Pedagogical Tools to Improve EFL Learners’ Oral Fluency”, *Ministère de l’Enseignement Supérieur et de la Recherche Scientifique*, 2015

These types of questions were open-ended questions that participants feel free to respond without feeling constricted. This is in line with Cresswell, which states that open-ended questions allow the participant to answer the question without any constrictions on research⁶³.

G. Trustworthiness

⁶⁵ Cresswell, J, W, *Research Design Qualitative, Quantitative, and Mix Method Approaches*, (Los Angeles, SAGE Publication: 2013) pp 252

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The findings and discussion were presented in this chapter. The finding designed to address the research problem, those are the teacher's experience regarding the use of YouTube in classroom activities in SMPN 1 Lamongan and MTs Terpadu Roudlotul Qur'an Lamongan and students' perception towards the way the teacher uses YouTube in the classroom activities, then the discussion discusses the finding of the research.

A. Research Finding

The researcher conducted the interview to get the information about the teacher's experience regarding the use of YouTube in their classroom activities and the students' perception of the teacher's use of YouTube in classroom activities. Interview referred to a dialog conducted by the researcher to obtain information from the interviewees. The researcher did it by asking in online communication through *WhatsApp* with interviewees. This is the most effective way to collect the data because lately the world is being affected by Corona virus.

In this study, the first data was interview result from teacher and the second data was interview result from students. In this case, students who were the real observers in the class, they knew the condition of the class, their teacher's role in the class, their teacher's attitude during the classroom activities, and as well as they know how their teacher applied the appropriate teaching method in the classroom. Therefore, such students' perception was compared with the teacher's perspective obtained from the interview in order to know the data obtained from two sources are in agreement.

1. The teacher's experience regarding the use of YouTube in the classroom activities

In this subheading, the researcher wrote about the result to answer the first research question which was about the teacher's experience

years, while the second interviewee (teacher from MTS Terpadu Roudlotul Qur'an Lamongan) said he has been teaching for eight years and he has been using YouTube for four years.

SMP Teacher: *"I have been teaching English for about twenty years and teaching using YouTube for about five years"*

MTs Teacher: *"I have been teaching English in this school for about six years start from 2015 and I have been using YouTube about four years"*

Then in the second research question, the researcher asked about the type of YouTube video that they usually used. Both of interviewees said that they used YouTube videos which involve the pedagogical video that contain the contents based on K-13 Curriculum.

MTs Teacher: *“I have been teaching English in this school for about six years start from 2015 and I have been using YouTube about four years”*

SMP Teacher: *"I usually use YouTube video that contains recommended content based on basic competence in K-13"*

There were some of topic used by teacher when they used YouTube in their classroom activities, some of them are kinds of tenses such are present tense, past tense, and future tense. The other topics were narrative text, procedure text, and descriptive text.

Then in the fourth question, the teachers were asked about students' reaction towards the use of YouTube in the class. The response of the interviewees shows that the YouTube video has many advantages for the students and it makes learning activities more interactive because it makes students less stressed and more active in the class. According to the first interviewee, students were enjoying the videos and they said that their students' understanding was better in class. While the second interviewee said that most of the students really enjoyed learning English and students become interested and easy to understand the material when learning English using YouTube videos.

SMP Teacher: *"They can catch my explanation well although it cannot be 100%".*

MTs Teacher: *"Most of them are enjoy and engage in my lesson when using YouTube video because it helps them to understand the material better".*

SMP Teacher: *"They can catch my explanation but they cannot be 100%"*.

MTs Teacher: *"Most of them are enjoy and understand when using YouTube video because they can see the animation"*.

MTs Teacher: *“Most of them are enjoy and when using YouTube video be*

And the last question is about the difficulty of using YouTube video in the classroom

SMP Students (HN): *“saya biasanya suka menonton YouTube tentang Membuat kerajinan dan kartun”.*

(MR): *“saya suka video yang berhubungan dengan olah raga, seperti sepak bola”.*

MTs Students (AM): *“saya suka video tentang memasak atau tutorial membuat sesuatu seperti slime”*.

(MH): *“biasanya saya nonton YouTube tentang anime, film pendek, sama music kak”*.

Then the second question is about students' perception of teaching approach using YouTube videos. Most students said they really enjoyed when learned using YouTube. Moreover, according to them, they got many advantages from when using YouTube videos in the class such as they got a lot of new vocabulary and they can learn English with people who were experts without fear of wrong pronunciation.

SMP Students (HN): *“saya sangat senang saat guru memutar video YouTube di kelas kak karena dengan belajar menggunakan video youtube itu saya bisa menonton orang lain yang berbicara menggunakan bahasa inggris dengan lancar dan benar, dan kita bisa menirukannya dengan cara belajar dan menonton video itu lagi di rumah”*.

(MR): *“kalau menggunakan video biasanya jadi cepat paham sama materinya, karena penjelasannya jelas dan ada animasinya jadi nggak bosen liatnya”*.

MTs Teacher (AM): *“menonton video dikelas sangat menyenangkan kak, apalagi biasanya diselingi main games jadi tidak bosan”.*

(MH): “Senang banget kak kalo nonton video karena jadi cepat paham sama materinya, ga bikin bosan dan ngantuk juga hehe”.

In the third question, the students were asked about the difficulties that they encountered during learning activities. In this context, the problems faced by students were different each other because there were some factors that influence it, such as the type of schools and their school facilities. Both students from MTs stated that there were not difficulties during the learning process but the difficulty came from the school facility. They only had 2 LCD projectors and one of them cannot be used because it was broken. Therefore they rarely used YouTube videos because they have to take turns with other classes. They hoped and prayed that donors will help their school to complete their school facilities especially the LCD projector.

On the other hand, students from state junior high school said that they have difficulty in understanding the information of the video because sometimes the video has a bad quality like unclear voice. Moreover, sometimes the video did not have subtitles. Regarding the difficulties faced by them, it was the technical problem that should be evaluated by the teacher.

SMP Students (HN): *“kadang ada beberapa video yg suaranya agak tidak jelas”*

(MR): “terkadang videonya tidak ada subtitle nya mbak, jadi kadang susah memahami yang diomongin”.

(MH): *“kayaknya gaada kesulitan kak soalnya kita jarang banget make video, soalnya video kan harus pake LCD, dan LCD nya cuma 1. Saya berharap semoga segera ada dana buat beli LCD”*.

In this section, the researcher wrote the discussion from the finding. There were two main points that would be discussed in this section. The first main point the teacher's experience regarding the use of YouTube in the classroom activities and the second point was the students' perspective towards the use of YouTube in their classroom activities. The researcher reported the results of this study with theories related to the use of YouTube for EFL classroom activities.

According to teachers who were participated in this study, both teachers have different ways in using YouTube in the classroom activities. Both of them have a different teaching approach related to the individual teacher's perception and attitudes towards the way the video should be launched to the students. State junior high school teachers used inquiry and discovery approach, while a teacher from MTs used a jigsaw approach. Inquiry and discovery-based learning challenge students to take examples from daily life, test them like scientists, and to reach the

Based on the result, both interviewees follow instructions/stages which pre-activity, while-activity, and post-activity. This result is line with Al Jarf who stated that the process of using YouTube videos in the classroom of the EFL should be characterized by three instructions which are before viewing, while viewing, and after viewing. Those three instructions/stages make the objective of the lesson more organized and well prepare in order to help students to be ready to express themselves actively in English.

Pre-activity means the activity gave by teacher before showing YouTube video to their students⁶⁸. In pre-activity, junior high school teacher brainstorm students' knowledge about narrative text through giving pre-questions to help the students understand the video. MTs teacher brainstorm their students by raising students' interest

motivation through stating the benefits that they can get from the

In the pre-activity, teachers build the students' understanding about the objective of the lesson and what they will learn in the while-activity.

Matthews, M. R, "Constructivism and science education: A further appraisal", *Journal of Science and Technology*, 2002, 11(2), 121-134

Madstone, C, "The Jigsaw Method: A Cooperative Learning Strategy"
<https://mindgatemedia.com/lesson/the-jigsaw-method-teaching-students-to-teach-each-other/>
retrieved on January 29th, 2020

Jarf, R, "Online Videos for Specific Purposes", *Journal of Educational and Social Research*, 2012 (6), 17

⁶⁷ Gladstone, C, “The Jigsaw Method: A Cooperative Learning Strategy”
<http://mindgatemedia.com/lesson/the-jigsaw-method-teaching-students-to-teach-each-other/>.
Retrieved on January 29th, 2020

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Meanwhile, MTs teacher gave a sequence YouTube video about a story that contains a simple present topic. They work in a group (contains five or six students) to catch the information from a short video. Then students have to explain why those sentences are called the simple present. In this case, while-activity is the main activity that has important role in helping students to understand the certain topic from YouTube videos. In this stage, both teacher and students have role to play. The teacher should make sure that the students are concentrating on the video, while students should listen carefully to the video and can also take some notes.

Post-activity represent a follow up to the while-activity and aims to check the information gained by the students in while-activity⁷⁰. Junior high school teacher created an oral activity in post-activity. The first activity was students were asked to retell the information from the video in front of the class. Second activity was discussion section. Both teacher and students discussed the whole video and relate it to the context of the lesson then give their opinions or compare the written document/essay with the other one.

On the other hand, MTs teacher also asked the students to do the oral activity. First, the students were asked to represent the information about present tense to the other group. Second, students were asked to

⁷⁰ Ibid, 21

discussions related to the topic of the video they actually watched the classroom activity. This is in agreement with Katchen who argued that videos can be a forum of discussion activity⁷¹.

Based on the result, both teachers prefer to use short video sequences rather than the full one. They used short video sequences because the subject they used did not require long-term video. In addition, according to Allan, a 10-minute short video could be suitable for advanced students who could follow it without difficulty. However, advanced students would like to see a shorter video because their English language skills also limit their interest and attention⁷².

Although the two teachers used different approaches, the strategies were successfully applied by each teacher. Both teachers had created their own strategy in very detail. The strategy was not only focus on one skill

for advanced students who could follow it without difficulty. Advanced students would like to see a shorter video because their language skills also limit their interest and attention⁷².

Although the two teachers used different approaches, the successfully applied by each teacher. Both teachers had created the strategy in very detail. The strategy was not only focus on one skill

successfully applied by each teacher. Both teachers had created the strategy in very detail. The strategy was not only focus on one skill, but covered all of English skills. Moreover, it gave the positive response from students regarding the use of YouTube in their class. The majority of students said that YouTube had a positive impact on learning English, both junior high school students and MTs students. The positive impact of students in this study were students really enjoy learning English, students become interested and easy to understand the material, and learning English using YouTube videos. This response is similar with study from Silvianti's study. The result found that student

⁷² Allan, M, *Teaching English with Video* (Essex: Longman, 1985)

uses YouTube when teaching tenses, such as simple present, present continuous tense, present perfect, etc. The topic was a little complicated, so the teacher used YouTube as teaching media to help students to understand the material easier. Meanwhile, junior high school teachers said she used recommended content in basic competencies. 13. She did not mention the specific topic or material. She used YouTube videos based on objective of the curriculum. In this situation, it can be concluded that both of them choose the content according to the learning and learning objectives based on the curriculum.

In this research, YouTube that appropriate with the curriculum is YouTube which contains vocabulary learning, grammar learning, English Skill learning such as speaking, writing, listening, and reading. Every YouTube that contains English learning can be used to teach English. Teachers can use any YouTube videos but it should be

In this study, the use of YouTube in these two schools was successful but there were several difficulties that faced by teachers. In

⁷⁴ I Wayan S.G., "Using YouTube Videos; An IT-based Media to Improve Students' Speaking Skill"

Lidia Puspa Ayu who found that YouTube videos assist students such a better understanding of the subject lesson through YouTube support⁷⁸.

According to this result, the success of teaching and learning class at MTs Terpadu Roudlotul Qur'an Lamongan and SM Lamongan was influenced by several factors, those are the creativity of teachers to deliver material, school facilities, and the creativity and ability of teachers to deal with problems in class.

2. Students' interpretation of the teacher's manners in using YouTube in the Classroom

The second research question in this study was the students' interpretation of the teacher's manners in using YouTube in the classroom.

Students' interpretation of the teacher's management in the Classroom

The second research question in this study was to determine the perception of the way the teacher used YouTube in the classroom.

⁷⁸ Lidia Puspa Ayu, “YouTube Videos in Teaching Listening: The benefits in Experts’ Views”, *Research in English and Education (READ)*, 2016,1(2), 152-160

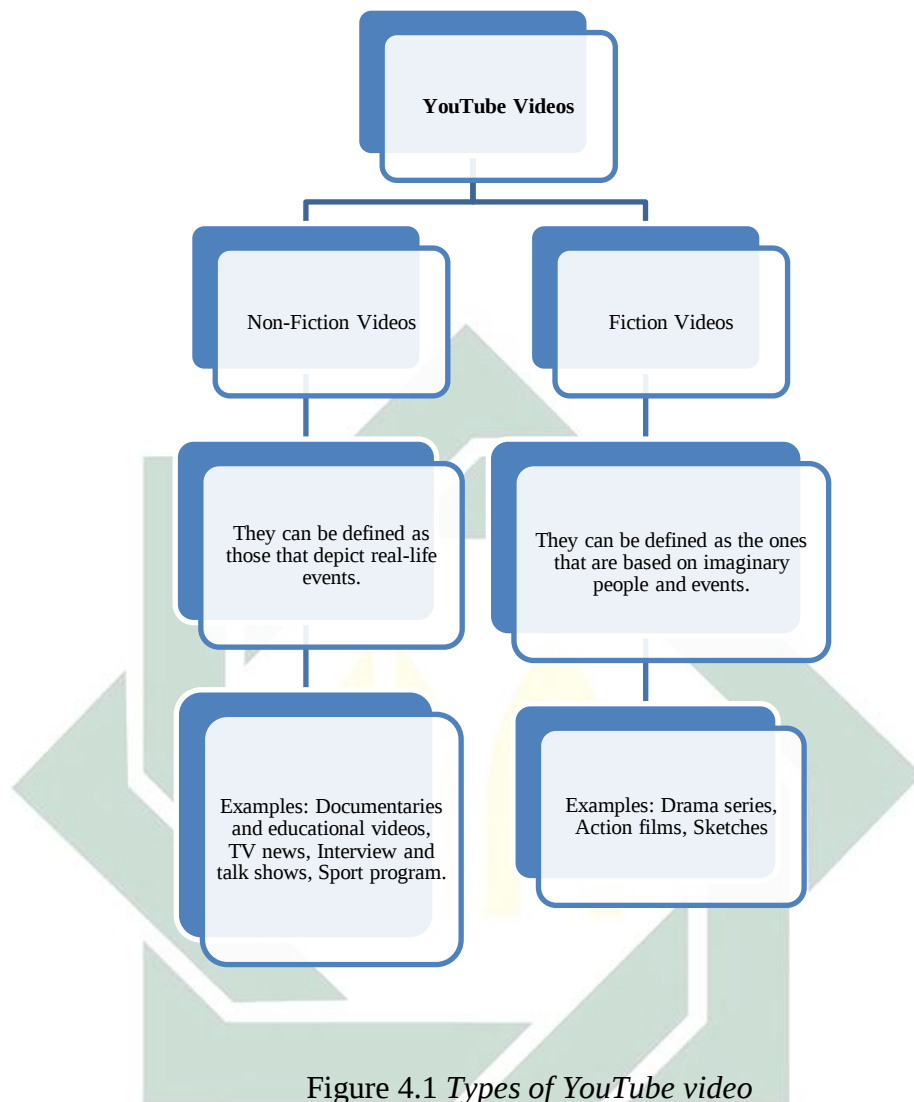
⁷⁹ Raniah Kabooha & Tariq Elyas, "The Impacts Of Using Youtube Videos On Learning Vocabulary In Saudi Efl Classrooms", *Proceedings Of ICERI2015 Conference*, 2015

that should be known by teachers. However, each student's interest regarding YouTube was different each other. It was happened because each student had different characters and preferences. So the teacher must be able to choose a suitable topic and it should cover all students' interests.

In this study, some of the students revealed that they liked non-fiction videos, such as football matches and educational videos, while other expressed the opposite, they like fictional videos like cartoons, and short films. Accordingly, Sherman revealed that there are two types of videos: fiction and non-fiction videos⁸¹. Here is the diagram

other expressed the opposite, they like fictional videos like cartoons, and short films. Accordingly, Sherman revealed that there are two types of videos: fiction and non-fiction videos⁸¹. Here is the diagram

⁸¹ Sherman, J., *Using Authentic Video in the Language Classroom*, (Cambridge: Cambridge University Press, 2003)



According to the result of first research question, the teacher did not mention that they chose YouTube content according to students' interests. They prefer content that suitable with their teaching objective. However, it did not affect the effectiveness of YouTube itself. Students were actively contributed in learning activities and both teachers admitted that most of students really enjoyed the class. In this case, teachers successfully managed and covered all the needs and interests of students through choosing the right YouTube content based on the learning objective. According to this statement, I Wayan claimed that YouTube is an online source that provides many kinds of videos that can

There were a lot of advantages when using YouTube videos in the classroom. Students from SMP said that by watching YouTube videos they got a lot of new vocabulary and learnt English from the expert. In this case, YouTube video was great for improving students' vocabulary acquisition and students' pronunciation skill because students learned English with people who were experts so they did not need to worry about mispronouncing because they imitated native speakers. As stated by Ghasemi, Hashemi, and Bardine, YouTube offers the real examples of English language used by native speakers all over the globe⁸³.

⁸² I Wayan S.G, “Using YouTube Videos; An IT-based Media to Improve Students’ Speaking Skill”

⁸⁴ Jalaluddin, M, "Using YouTube to Enhance Speaking Skills in ESL Classroom", *English for Specific Purposes World*, 2016, 17(50).

2 LCD projectors and the other one was broken, that's YouTube video in my class". Nevertheless it did not make spirit to learn English. They said that they had a creative lots of creative teaching strategy.

Students from junior high school said differently difficulties when using YouTube videos in the class. It was difficult in understanding the information from the sometimes subtitle was not included. According to Harrell subtitles can be meaningful when the students have the tongue⁸⁵. Meanwhile, as reported by Oddone, subtitles help students to increase their understanding but sometimes students to put their attention more on reading than on listening. From these statements, we can notice that subtitles had both positives and negatives effect on students. So teachers should be wise to use subtitles based on the level of students.

sometimes subtitle was not included. According to Harter, subtitles can be meaningful when the students have the language on their tongue⁸⁵. Meanwhile, as reported by Oddone, subtitles help students to increase their understanding but sometimes distract students to put their attention more on reading than on listening. From these statements, we can notice that subtitles had both positives and negatives effect on students. So teachers should be wise to use subtitles based on the level of students.

The second difficulty came from the technical problem of sometimes the voice of the video was not clear. Regarding this, the teacher should be skilful in choosing the video that has a good audio. Colvin Clark & Mayer advises that e-learning, which includes video types, should be provided both words and visual subjects. A good mix of a correct audio and visual mix should be provided.

⁸⁵ Harmer, J, *The Practice of English Language Teaching*. (4th Ed). (Harlow: Pearson Education Limited, 2007)

⁸⁶ Oddone, C, "Using Videos from YouTube and Websites in the CLIL Classroom", *Studies about Languages*, 2011, (18), 105-110

Based on the teacher's point of view, they have given the best learning activities using YouTube, thus most of the students showed a positive response about learning using YouTube videos. Nevertheless, one of state junior high school student hoped that the teacher would not only convey the lesson in theory. She hoped her teacher would provide new learning strategy such as observation outside the classroom. In teaching and learning activity, innovation of teaching strategy is very important because it greatly affects students learning interest. So the teacher has to create varieties of teaching strategy in order to build fun learning activities.

The other student from state junior high school admitted that he want to have the friendliest teacher because he really loved study English. He said that a friendly teacher was very affected his interest in learning.

⁸⁹ Nundy, S., "Raising Achievement through the environment: a case for fieldwork and field centers" *National Association of Field Studies Officers*, 2001

2. Teachers

3. School

4. Students

[illegible]

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