

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides an overview of the research findings and facilitates a debate on them. The research focusses on the students' interest in using YouTube during speaking class. The result corresponds to the solution of the previously mentioned problem statements. This article explores the process by which students acquire English language skills through the use of YouTube.

4.1. Research Finding

There are multiple methods for gathering data, including observation, questionnaires, tests, interviews, and the use of field notes. The researcher employed various data collection approaches, namely questionnaires and interviews, in the study. This section presents the research findings. The first topic concerns the methodology by which students acquire English language skills through YouTube. The second aspect pertains to the students' inclination towards using YouTube as a means of learning English. We outline the results of this study below.

1. The contents of YouTube that students watch to learn English

In this study, researchers employed structured interviews and questionnaires. The researcher possesses a compilation of enquiries for the subject. Interview questions typically employ open-ended enquiries. During the interview, the researcher utilised a telephone recorder and took extensive notes to document the participant's responses. The researcher made alterations to numerous statements in the questionnaire when draughting the questions.

Interviews were conducted with UMM English Language Education Students in the Sixth Semester of the 2021/2022 academic year. Researchers

chose these students based on suggestions from various parties. This happens because the students selected are students who are active in class, so it is hoped that this will make it easier for researchers to collect data. Each student is given several questions which are used as material for research analysis. The aim is to find out what YouTube content students watch when learning English. The answers to the interview results can be seen in the table below.

Table Findings of contents of YouTube

No	Respondents	Music	Movies	Tutorial vide
1	R-1		y	
2	R-2	y		
3	R-3			y
4	R-4			y
5	R-5			y
6	R-6		y	
7	R-7			
8	R-8			
9	R-9		y	
10	R-10	y		
11	R-11	y		
12	R-12			
13	R-13			

14	R-14			
15	R-15	y'		
16	R-16			
17	R-17		y'	
18	R-18			y'
19	R-19	y'		
20	R-20			y'

Based on the data presented in the table, the researcher observed that out of the 20 respondents, 5 of them or students utilised music on YouTube videos as a means to learn English, 4 respondents or students used films on YouTube videos, 5 respondents or students relied on tutorials on YouTube videos, 1 respondent or student learnt English through gameplay on YouTube videos, and finally, 5 respondents or students learnt English by watching other people on YouTube videos.

2. The student's Interest on the use of a YouTube video in the study of English skills class.

Researchers used a closed questionnaire adopted from Sakkir (2020) and Balbay (2017) with the following assessments:

- 1) Agree;
- 2) Neutral and
- 3) Disagree.

This questionnaire has five points to examine regarding YouTube video use: Experience, Understanding, Communication, strengths, and

weaknesses. This questionnaire was taken on 20 UMM English Language Education Students in the Sixth Semester of the 2021/2022 academic year. Then, from the results of the questionnaire, it can be seen that students are interested in using YouTube as a medium for learning speaking skills. The questionnaire findings are presented below

1. Participant's Experience

In this study, researchers found the experiences of the participants as depicted in the table below:

No	Statement	Agree	Neutral	Disa
1	<i>I enjoy and feel happy about the ethics of using YouTube in learning English.</i>	90%	10%	-
2	<i>Watching YouTube gave me the motivation to learn to speak English.</i>	100%	-	-
3	<i>Watching YouTube gave me an exciting experience in learning to speak English.</i>	100%	-	-

From the first questionnaire statement "I enjoy and feel happy when using YouTube in learning English." Researchers found that of the 20 respondents or students, 10% chose to disagree and 90% chose to agree, which means that YouTube videos made most of them happy in

learning English. most participants felt comfortable with YouTube because the explanations were clearer and more detailed than other platforms.

Furthermore, this study revealed that using YouTube videos could effectively prevent pupils from feeling bored. YouTube videos include captivating images, animations, and movements that effectively engage students. In addition, in this era of digital technology, YouTube offers a plethora of innovative and diverse content. Watching YouTube videos is seen as a more captivating and enjoyable approach to learning compared to reading books.

The second assertion is, "Viewing YouTube videos provides me with the impetus to acquire proficiency in spoken English." We conducted a study with a sample size of 20 respondents or students, and all of them, representing 100% of the participants, expressed agreement. All participants unanimously concurred that utilising YouTube videos had the potential to inspire them to engage in English conversation. This occurs because when individuals encounter YouTube videos in the English language, it inspires them to acquire the ability to speak English fluently, akin to the content or film creators they observe on YouTube. The response to the question, "What do you believe are the advantages of utilising YouTube for enhancing speaking abilities?" also demonstrates this.

Excerpt 8 from the interview is referred to as R-8. The advantage lies in acquiring accurate pronunciation skills and improving self-assurance through regular practice. Do you have knowledge of the correct

pronunciation?

The response to the question, "What do you believe are the advantages of utilising YouTube for acquiring speaking abilities?" also reflects this.

Interview Excerpt 9/R-9: Advantages: Since you know accurate pronunciation, you should self-practice speaking. This is in reference to the examples you've seen on YouTube. Furthermore, as stated in the provided statement, "Watching YouTube provided me with a captivating opportunity to enhance my English-speaking skills." A study conducted with 20 participants revealed that none of the respondents selected the neutral or disagree option. This indicates that 100% of the participants believed that YouTube videos offered them engaging learning opportunities. YouTube offers a wide range of educational films crafted with creativity and innovation, allowing users to freely select the videos that appeal to them.

In the present digital age, technological advancements are progressing at an accelerated pace, and individuals are actively keeping up with captivating new innovations. We can infer that using YouTube for English language acquisition has a positive impact on efficacy, productivity, and novelty. This can promote curiosity in comprehending and improving the acquisition of the English language, particularly in oral communication..

2. Participant's comprehension

In this study, researchers found the comprehension of Participant's

as depicted in the table below

Table Findings of Participant's Comprehension



4	<i>I'm happy to learn English using YouTube because it feels easier to understand the material delivered.</i>	75%	25%	
5	<i>Watching YouTube improves my English-speaking ability.</i>	80%	15%	5%
6	<i>Learning to use YouTube has improved my learning achievement.</i>	60%	35%	10%

In the study, researchers discovered that among the 20 participants, none disagreed with the statement "I find it easier to comprehend the presented material when learning English through YouTube." Only 25% of the participants expressed a neutral opinion, while the remaining 75% agreed with the statement. Consequently, the majority of responders or students had a higher level of comprehension when exposed to instructional content through YouTube videos.

The questionnaire results can be enhanced by incorporating the findings from the interview in the following manner: The interview results are evident in the response to the question "According to your perspective,

what advantages does the YouTube application offer for developing speaking skills?"

Interview Excerpt 2, Revision 2: Correcting improper pronunciation is more convenient since you have the flexibility to watch and review it at any time and place, even several times. Subtitles are also available.

This may also be observed in the response to the question "What are your thoughts on utilising YouTube as a platform for improving speaking skills?"

R-2: Highly beneficial for rectifying inaccurate pronunciation. The majority of respondents concur that YouTube serves as a tool or a learning medium. YouTube has the ability to enhance respondents' or pupils' comprehension of the topic. YouTube can enhance the comprehensibility of the educational content.

The following assertion is that "Viewing YouTube videos enhances my proficiency in spoken English." A study revealed that out of the 20 participants or students, a mere 5% choose to express disagreement, 15% remained neutral, while a significant majority of 80% decided to express agreement. Consequently, the majority of students concur that viewing YouTube videos can enhance their comprehension of the instructional material. YouTube serves as a valuable repository of knowledge, offering students the opportunity to acquire a wide range of educational content. YouTube enables users to acquire new knowledge, serving as a platform for the dissemination of information to respondents and the general public. Additionally, YouTube can assist individuals in locating challenging

educational content.

After the phrase "Acquiring the skill to utilise YouTube has enhanced my academic performance." A study revealed that out of the 20 participants or students, a mere 10% choose to express disagreement, while 30% remained neutral, and a majority of 60% expressed agreement. The majority of respondents or students concur that studying with YouTube enhances their academic performance. The data indicate that there has been an improvement in student learning accomplishment, namely in the area of speaking skills. Regrettably, the researchers neglected to conduct tests to quantify the extent of change. Consequently, additional research is required to explore the impact of YouTube videos on learning accomplishment.

3. Participant's Interaction

In this study, researchers found the Interaction of Participant's as depicted in the table below

Table Findings of Participant's Interaction

7	<i>I have more opportunities to interact with my lecturers and friends using English after I learn English through YouTube.</i>	20%	65%	15%
8	<i>I can understand feedback more easily than a lecturer after learning English through YouTube.</i>	20%	20%	60%

9	<i>I'm happy to use YouTube because it's effective for English teachers independently.</i>	90%	10%	-
---	--	-----	-----	---

A study revealed that students who engaged in independent English language learning through YouTube had an enhanced sense of being able to engage in English-based interactions with their instructors and peers. In statement number 7, the individual expresses that they have increased opportunity to engage with their professors and peers in English after acquiring English language skills through YouTube. Based on the data collected by researchers, 20% of the 20 students or respondents disagreed, 20% agreed, and 60% remained neutral.

The majority of respondents are uncertain about the potential of watching YouTube videos to facilitate their interaction with professors and friends using English. They prefer to acquire English language skills through YouTube videos, but they feel uneasy when it comes to directly practicing spoken English.

Additionally, this study revealed that the majority of students remain sceptical about the prospect of comprehending feedback from lecturers more easily after learning English from YouTube. However, there are also a few students who acknowledge that they will really find it easier to understand such feedback after improving their English skills. Learning English with YouTube videos. Based on the comment "I can comprehend feedback more readily from instructors after acquiring English through YouTube" Based on the data analysis, researchers

discovered that out of the 20 students or responders, 20% disagreed, 20% agreed, and 60% remained neutral.

In addition, regarding the statement "I prefer utilising YouTube due to its efficacy in independent English learning." A study conducted with a sample size of 20 students revealed that none of the respondents expressed disagreement, while 10% of the students remained neutral and 90% of the students agreed with the statement. Utilising YouTube as a platform for independent English learning is highly beneficial due to its flexibility in terms of time and location.

These data suggest that YouTube primarily serves as a platform for viewing instructional content. Prohibited for classroom practice.

The questionnaire results can be enhanced by including the interview findings. The outcome of the interview is evident from the answer to the question "What is your opinion on utilising YouTube as a platform for enhancing speaking abilities?" Interview Excerpt 5: "Although it is highly beneficial, it appears to lack feedback or interactive capabilities."

4. The strengths

In this study, researchers found the strengths of Participant"s as depicted in the table below

Table Findings of the strengths

10	<i>Learning English using YouTube is more effective because I can watch it again at any time.</i>	100%	-	-
11	<i>I'm happy to learn English through YouTube because it's cheap and reduces my education costs.</i>	60%	30%	10%
12	<i>I can access YouTube anywhere easily.</i>	100%	-	-

The findings of this study demonstrate the benefits of utilising YouTube videos for the purpose of learning the English language. The results indicate that utilising YouTube as a learning tool for English yields superior outcomes due to the ability of students to conveniently re-watch and access videos on the platform at any given time and location. The assertion suggests that learning English through YouTube is more efficient due to the ability to rewatch the content at any given time. A study conducted with a sample size of 20 students revealed that all respondents

expressed agreement regarding the effectiveness of learning English using YouTube. The questionnaire results can be enhanced by incorporating the interview findings in the following manner: The outcome of the interview is evident in the reply "What is your opinion on utilising YouTube as a platform for enhancing speaking abilities?" Interview Excerpt 13 Interviewer: Excellent, the content is more comprehensible and can be accessed for repeated viewing at any time and location.

This study revealed that students can get greater academic performance by watching videos and having the convenience of accessing educational content on YouTube from home. This is attributed to the ability to revisit movies and adjust the playback speed to their preference. However, there are also certain students who opt to remain neutral due to their uncertainty regarding the agreement that learning English through YouTube is cost-effective and reduces educational expenses. This hesitation stems from the fact that frequent video consumption on YouTube can deplete one's data allowance, and not all households have access to an internet connection. The statement "I like learning English via YouTube because it is cost-effective and helps me save on education expenses" highlights the affordability and cost-saving benefits of using YouTube as a learning platform for English. A study conducted by researchers revealed that out of the 20 participants or students, 10% choose to disagree, 30% remained neutral, and 60% chose to agree.

The following remark is: "I am able to effortlessly access YouTube from any location." All 20 respondents, who were students, unanimously

agreed that YouTube can be easily accessible from any location. Due to the rapid advancement of the digital era and the ubiquitous presence of personal electronic devices, individuals consistently carry their gadgets with them at all times. Various public venues offer ubiquitous Wi-Fi connectivity, accessible to all individuals, including dining establishments, educational institutions, shopping centres, and more. Indeed, it is frequently observed that numerous students frequent establishments solely to obtain Wi-Fi connectivity for the purpose of completing assignments, streaming YouTube videos, engaging in online gaming, and so forth.

The questionnaire results can be enhanced by including the interview findings. The outcome of the interview is evident in the answer to the question "What is your opinion on utilising YouTube as a platform for enhancing speaking abilities?" Interview Quotes 13. R-13: "I possess adaptability and a capacity for continuous learning, allowing me to acquire knowledge and skills in any setting and at any time." This aligns with the viewpoint expressed by respondent 15. Extract from Interview 15/R-15: Learning is not restricted to specific locations or time periods; it can be done at any place and at any time.

5. The weaknesses

In this study, researchers found the weaknesses of Participant's as depicted in the table below

13	<p><i>I don't like learning English through YouTube because I often have technical problems like equipment problems, poor video quality, unclear audio, etc.</i></p>	-	20%	80%
----	--	---	-----	-----



Table Findings of The weaknesses				
14	<i>I don't like learning English through YouTube because it provides poor delivery.</i>	-	30%	70%
15	<i>I'd rather study normally than use YouTube because the video is too long and boring.</i>	5%	15%	80%

In this research, the weaknesses of YouTube videos as a medium for English language learning were also found. As we can see in the statement "I don't like learning English via YouTube because I often experience technical problems such as equipment problems, poor video quality, unclear audio, etc." Researchers found that of the 20 respondents, no one of respondents or students chose to agree, 20% chose neutral, and 80% chose to disagree. The findings show that most of the people disagree that they do not like learnings English with YouTube videos due to technical problems in equipment, poor video quality, unclear audio, etc.

In using YouTube as an English language learning medium, it can be seen that there are no problems. This is because respondents did not encounter any problems, if they had problems with internet connection they could use an internet connection elsewhere. For example, if the wifi at home is having problems or the connection is bad, then they can use the wifi facilities at the coffee shop which can be used for free. They can download the videos they want and can watch them at home, this is because of the ease of accessing YouTube wherever they are.

The results of interviews that have been conducted can strengthen the results of the questionnaire that has been distributed by researchers: The results of the interview can be seen from the response, "What problems did you face when learning to speak via YouTube?".

Excerpt from Interview 18/R-18: sometimes the signal is bad. Further in the statement "I don't like learning English through YouTube because it gives a bad representation." Researchers found that out of 20 respondents or students, no respondents or students chose to agree, 30% of respondents or students chose to be neutral, and 70% of respondents or students chose to disagree. This means that most respondents or students agree that learning English via YouTube provides delivery that is easy to understand, especially now that there is a lot of content on YouTube about learning English that is packaged more creatively. They Just choose a YouTube channel that they think can convey the material well according to what they want.

The results of the questionnaire above can be strengthened by the

results of the interview as follows: The results of the interview can be seen from the response, "How did you learn speaking skills through YouTube?"

Interview Excerpts 16/R-16: I prefer tutorials, if there's not a lot of music because the vocabulary in the music lyrics doesn't match the grammar, it's more like films sometimes but rarely.

However, from the existing results, it was found that there were several respondents with neutral answers. It is possible that there is a small level of confidence that learning English via YouTube is effective and good. Learning English in class is likely to make them understand more and understand more deeply than learning independently through other learning media, for example YouTube.

Furthermore, the statement "I prefer studying normally rather than using YouTube because the videos are too long and boring." Researchers found that of the 20 respondents or students, 5% of respondents or students chose to agree, 15% of respondents or students chose to be neutral, and 80% of respondents or students chose to disagree. This means that many students do not agree with choosing to study in class. If they learn using YouTube, even though the videos are long and boring, there are also videos available that are not too long, in fact there are many variations of learning videos available that can be accessed, watched anywhere and anytime.

Apart from that, it was seen that there were some students who

chose neutral, and some agreed that they preferred regular learning rather than using YouTube videos because the videos were too long and boring. Students feel uncomfortable if the duration of the learning video they watch is too long. Studying with YouTube videos can be very boring if they are more than 30 minutes long. Students will become bored and this will reduce their level of focus. They will stop watching the video and move on to others activities.

A. Discussions

The purpose of this section is to analyse the study findings presented in the preceding section. This pertains to two study enquiries: how students acquire English language skills using YouTube and students' inclination to utilise YouTube as a platform for independent learning of English as a foreign language. The following text provides a comprehensive analysis of these matters.

1. YouTube content that students watch to learn English

According to an interview performed by researchers with a student, it was discovered that there are multiple methods for learning English, such as utilising films, educational content related to English, and music. Based on the aforementioned results, it can be observed that 5 students opted for music, 4 students selected films, 5 students preferred tutorials, 1 student chose games, and 5 students opted for other options. However, a significant number of individuals also utilise music as a means of acquiring language skills, as songs are particularly conducive to memorisation, particularly those that are currently popular among them. They can effortlessly recall the terminology found in the music lyrics. McKinnon (2011) supports this claim by asserting that the visual elements of sceneries, motions, feelings, and gestures in

YouTube video segments greatly enhance the process of language learning.

In addition, there are those who acquire English language skills by watching films, since they believe that the enunciation in English films is more distinct compared to that in music. When individuals view a film, they engage the subtitle function in order to acquire the vocabulary present in the film together with its corresponding meaning. Tan and Pearce (2012) further corroborate this assertion by elucidating that the utilisation of YouTube videos not only aids pupils but also serves as a highly efficacious means of bolstering their learning. Ultimately, instructors should take into account students' perspectives and sentiments regarding their learning resources, given that they regard the utilisation of YouTube videos as significant.

The title of the previous research conducted by Nabila Shamsuddin in 2015 is "Students' Perceptions of Using YouTube Videos to Improve Their Autonomous Learning, Universitas Kebangsaan Malaysia (UKM), Bangi Campus". This study exclusively examines students' perspectives on utilising YouTube as a platform for English language acquisition. This research does not provide an explanation of the specific YouTube material that students view for English language learning. However, the current research does offer an explanation of the types of YouTube content that students engage with for English language learning purposes.

2. Students' interest in using YouTube as a medium for learning English as a foreign language for independent learning

This study highlights the fact that YouTube is regarded as a captivating medium for learning English due to its utilisation of dynamic visual imagery. While viewing a video, two primary senses are engaged simultaneously - visual perception and auditory

perception - which might enhance curiosity in comprehending concepts. By contrast, genuine material is both motivating and captivating, as individuals are intrigued by the opportunity to acquire knowledge about genuine subjects. Teachers can utilise audio-visual content for specific objectives.

The subtitle feature facilitates students' comprehension of the content offered in YouTube videos. Based on these characteristics, students believe that they may enhance their abilities in speaking, pronunciation, and vocabulary. This study also highlights the benefits of YouTube in terms of its rewatchability, versatility, and simplicity of accessibility. The findings of Rahayu (2020) corroborate this assertion, since they indicate that students have a preference for multimedia activities, such as YouTube videos, due to the easy accessibility of YouTube as a media platform. YouTube is accessible universally and at all times. Students have the ability to review the films and conveniently access them from any location. YouTube is believed to potentially lower educational expenses in terms of connectivity, while it does not ensure access for individuals without Wi-Fi and residing in rural regions.

However, using YouTube as a platform for learning English can be inconvenient due to data use limitations. Additionally, the presence of numerous advertising can be bothersome. Even if one opts for a premium subscription without ads, it may be financially burdensome for students as they are required to purchase a package every 3 months or annually. Occasionally, the video resolution on YouTube is subpar. This observation is supported by the theoretical framework proposed by Liimatta (2015). Teaching and learning activities may encounter technical issues, such as poor video quality. Learning from videos that are fuzzy or have poor quality is

exceedingly challenging. Video resolution. According to their perspective, utilising YouTube as a means of learning English is only advisable for those who wish to learn independently. This is because if one solely relies on YouTube for speaking practice, they will not receive any feedback.

In a study conducted by Raniah Kabooa and Tariq Elyas in 2016, titled "The Impact of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms at the King Abdul-Aziz University of Jeddah, Saudi Arabia," the researchers examined the effects of incorporating YouTube videos into English as a Foreign Language (EFL) classrooms in Saudi Arabia. In this study, two or two questionnaires were used to answer the research questions. The first questionnaire was used to evaluate students' perspectives on using YouTube videos in their courses. then the second was used to document educators' perspectives regarding the use of YouTube videos in their teaching sessions. The second questionnaire was used to document teachers' perceptions of utilizing YouTube videos in their learning sessions. However, my research solely examines students' inclination towards utilising YouTube for autonomous development of speaking skills, excluding its application within classroom activities. Both of these research studies share parallels in their conclusions, which demonstrate that students possess favourable attitudes regarding the use of YouTube videos. Carefully curated video assets have the potential to improve students' language acquisition and boost their enthusiasm to learn the desired language.