

**THE USE OF YOUTUBE AS SUPPLEMENTARY MATERIALS IN
EFL CLASSROOM: STUDENTS' AND TEACHERS' BELIEFS**

SKRIPSI



by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2024

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presented as a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

by

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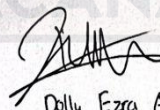
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**THE USE OF YOUTUBE AS SUPPLEMENTARY MATERIALS IN EFL
CLASSROOM: STUDENTS' AND TEACHERS' BELIEF**

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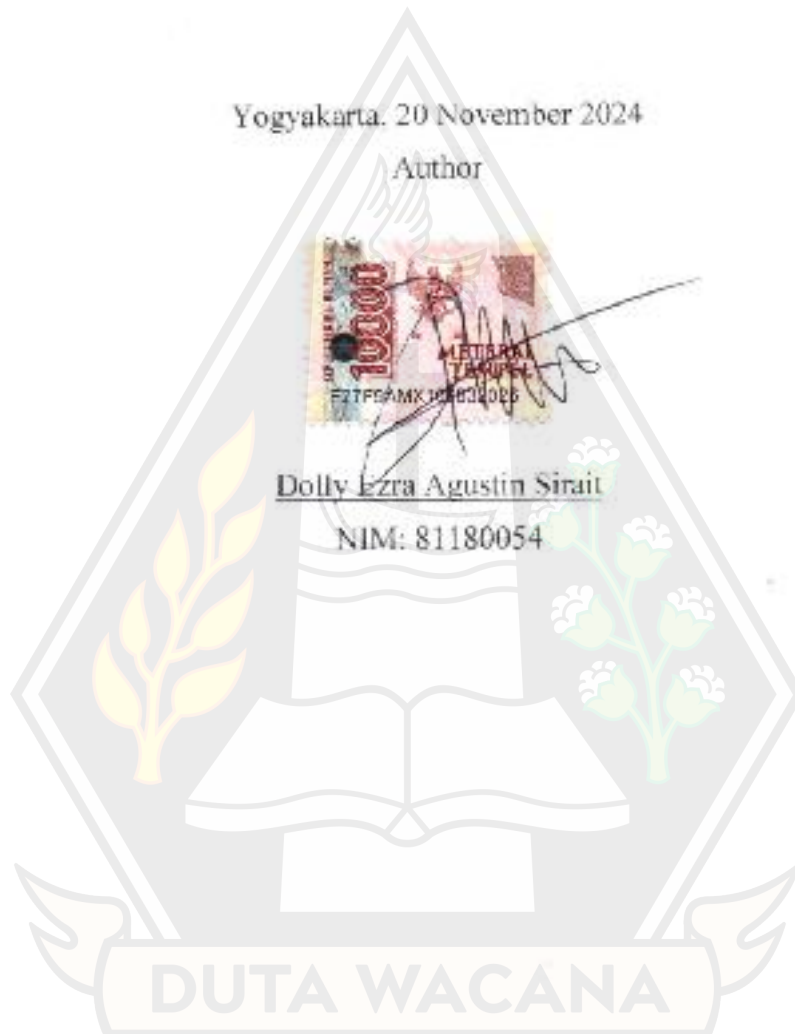
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DUTA WACANA

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Abstract

Sirait, D. (2024). *The use of YouTube as supplementary materials in EFL classroom: Students' and teachers' belief* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study was conducted to determine the extent and also the beliefs of students and teachers towards the use of YouTube as supplementary materials in the EFL classroom. There are 3 teachers and 6 students from a private university in Indonesia involved in this study. One class was also observed as a form of qualitative study to gather detailed information and the chronology of YouTube usage in the EFL class. Qualitative methods in the form of interviews were conducted to obtain deeper information from selected participants regarding their beliefs about the use of YouTube as supplementary materials in the EFL class. This study found detailed information on participants, usage, and the chronology of YouTube as a lesson plan support at that time.

Moreover, the interview results showed three beliefs of students and teachers regarding YouTube as supplementary materials. They were YouTube effectively assist students understand English materials better, YouTube enriches vocabulary and enhances listening abilities, and YouTube is favored over conventional textbooks or standard materials. Additionally, the use of YouTube as supplementary materials would be more perfect when combined with conventional textbooks. Therefore, teachers need to have a variety of teaching strategies and methods to align the use of YouTube with learning objectives. Teachers also need to be open to student feedback and constantly reflect on their teaching to continue developing in the future.

Keywords: supplementary materials, YouTube, English as a Foreign Language, beliefs

Intisari

Sirait, D. (2024). *The use of YouTube as supplementary materials in EFL classroom: Students' and teachers' belief* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Studi ini dilakukan untuk menentukan sejauh mana dan juga keyakinan siswa dan guru terhadap penggunaan YouTube sebagai bahan tambahan di kelas EFL. Ada 3 guru dan 6 siswa dari sebuah universitas swasta di Indonesia yang terlibat dalam penelitian ini. Satu kelas juga diamati sebagai bentuk studi kualitatif untuk mengumpulkan informasi rinci dan kronologi penggunaan YouTube di kelas EFL. Metode kualitatif dalam bentuk wawancara dilakukan untuk memperoleh informasi yang lebih mendalam dari peserta terpilih mengenai keyakinan mereka tentang penggunaan YouTube sebagai materi tambahan di kelas EFL. Studi ini memaparkan informasi rinci tentang peserta, penggunaan, dan kronologi YouTube sebagai materi pendamping rencana pelajaran pada saat itu.

Selain itu, hasil wawancara menunjukkan tiga keyakinan siswa dan guru mengenai YouTube sebagai bahan tambahan. Yakni adalah YouTube secara efektif membantu siswa memahami materi Bahasa Inggris dengan lebih baik, YouTube memperkaya kosakata dan meningkatkan kemampuan mendengarkan, dan YouTube lebih disukai dibandingkan dengan buku teks konvensional atau materi standar. Selain itu, penggunaan YouTube sebagai bahan tambahan akan lebih sempurna jika dikombinasikan dengan buku teks konvensional. Oleh karena itu, guru perlu memiliki berbagai strategi dan metode pengajaran untuk menyelaraskan penggunaan YouTube dengan tujuan pembelajaran. Guru juga perlu terbuka terhadap umpan balik siswa dan terus merenungkan pengajaran mereka untuk terus berkembang di masa depan.

Kata kunci: materi tambahan, YouTube, keyakinan, Bahasa Inggris sebagai bahasa asing

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EFL: Keyakinan Siswa dan Guru

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Pernyataan ini dibuat dengan penuh kesadaran dan tanggung jawab. Apabila di kemudian hari didapati penyimpangan dan ketidakbenaran dalam pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang diperoleh karena karya ini, serta sanksi lain sesuai ketentuan yang berlaku di Universitas Kristen Duta Wacana.

Yogyakarta, 13 Januari 2025

Yang menyatakan,


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CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

1. Research Background

Technology plays a significant role in societies and is helpful for many aspects of daily life (Almurashi, 2016). Furthermore, as a technology component, the Internet has become essential to modern English teaching and learning (Manowong, 2016). Thus, learning and teaching approaches have shifted to adapt to the digital age by integrating technology or combining e-learning into the classroom (Cowie & Sakui, 2019).

Plenty of online materials can be inserted into traditional English lessons, such as YouTube websites. YouTube was launched in 2005 and has become one of the most popular websites worldwide (Snelson & Perkins, 2009). YouTube is considered a source of online materials essential to teaching and learning (Harlinda, 2019). Therefore, YouTube for education is most likely potential. Bajrami & Ismaili (2016) stated that materials in the form of video are not only part of daily life activities, but they are revealed as an effective method of teaching English language as a foreign language (EFL) inside and outside the classroom to all learners. English language learning does not just contain classroom experience; it also occurs outside the classroom, where learning happens independently and offers an unlimited range of possible materials for English language learners (Kaboocha & Elyas, 2018). As researchers have observed, learners obtain a positive indicator when they watch real-life and authentic clips.

Several studies have investigated how useful and helpful YouTube is as a learning tool or supplementary materials for students & teachers in foreign language learning. Furthermore, video utilization has proved to be efficient in promoting students' cognitive development (Ayu, 2016). In English class, YouTube supports

the learning process and enhances students' English skills, such as writing, reading, listening, vocabulary lists, and pronunciation (Nofrika, 2019). Moreover, several studies in this field may suggest using YouTube as supplementary materials for English as a foreign language learners and teachers (EFL).

Almurashi (2016) stated that using YouTube videos to teach the main topics in the targeted courses will help learners finish the syllabus quickly and accurately. He also added that clips played from YouTube in the classroom will allow learners to study independently outside the classroom and assist them in perceiving the English course (Nofrika, 2019). In education, YouTube can be utilized in education to clarify subject matter, involve students in information acquisition for projects, and inspire innovative approaches to teaching (Szeto & Cheng, 2014). Clifton claimed that YouTube serves multiple functions in education, acting as a resource for obtaining information and a tool that promotes deep learning by enabling the comparison and analysis of ideas, the qualification of hypotheses, and the theorization of knowledge, with the teacher's role being to encourage discussion among students.

Brook (2011) asserts that YouTube serves as a resource for language acquisition and instruction, enhances confidence, offers realistic content, and elevates student engagement. Watkins & Wilkins (2011) maintain that YouTube is useful for the teachers who are concerned in promoting learners' autonomy. In the meantime, there is also the need for YouTube, which means it needs internet or mobile data to access it. Many YouTubers do not provide the sources of the information in the video, so the validity of the video is not consistently guaranteed. Students could also become addicted and mindless lately. However, the mindless behavior of watching YouTube may shift students' English proficiency in a better way. Regarding the students' preparation to be ready-for-communicating-in-English human resources, Duta Wacana Christian University (UKDW) organizes to set the graduates' English prowess, with the objective of having graduates capable of English language as universal communication. Therefore, the ICE (Introduction to College English) matriculation program was founded to prepare new students with

less adequate English competency (Setyawan, 2016). In order to prepare for their future competence, global communication, and multicultural understanding, students are empowered to develop their English proficiency (Renandya & Handono, 2016). In order to pass the class and improve English proficiency optimally for their ESP later on, the students need to utilize YouTube-based video platforms. As (Hsu et al., 2008) mentioned, YouTube can improve the learning process and offers a platform through which audio blogs can be incorporated into the classroom. An instructor could use such blogs to interact with learners, accomplish oral assignments, and evaluate performance outcomes.

There have been quite a few studies conducted to investigate YouTube platform as supplementary materials in specific EFL context recently (Adilah, 2022; Almurashi, 2016; Huy et al., 2021; Kelsen, 2009; Nofrika, 2019; Noortyani, 2019; Rigdel et al., 2023; Rizvi, 2017; Sakkir et al., 2020; Solano et al., 2020; Zulaefa & Rizal, 2023). The study conducted by Adilah (2022) and Zulaefa (2023) invited senior high school as their participant, whilst the current study investigate private university students participants. Second, studies by Nofrika (2019) and Noortyani (2019) investigated university student participants from the language education department. Meanwhile, this study investigated an ICE class from various majors provided by Duta Wacana Christian University. Third, although several studies in the Indonesian context have explored YouTube as supplementary materials, a participant's beliefs toward YouTube have not been thoroughly investigated. Hence, this study investigates teachers' and students' beliefs towards YouTube as supplementary materials applied in ICE/EFL classrooms.

This present study applied a qualitative approach design to collect participant data. Based on Creswell (2020), qualitative research investigates the phenomenon from the participants' perspectives. This method was popular and frequently used in many previous studies. Nevertheless, it does not limit the previous researchers to use quantitative methods by distributing questionnaires. Unlike previous studies, the present study simultaneously implements observation and interview qualitative methods. First, this study used observation to measure the extent of using YouTube

as supplementary learning materials in EFL classes. In addition, there are some advantages of observation in qualitative research. Smit & Onwuegbuzie (2018) described it as one of the fundamental research approaches. This method gathers data using the researchers' senses, mainly listening and looking in a purposeful and systematic way. Second, this study used interviews to gather in-depth data about teachers' and students' beliefs toward using YouTube supplementary learning materials. Cohen et al. (2021) affirmed that the interview delivers the participant's beliefs of the situation based on their point of view. Therefore, this study applied a qualitative research approach to enrich the data by obtaining the beliefs of each participant about the research matters.

2. Research Questions

Based on the rationales of the research stated, this study seeks to answer the following research questions:

- a. To what extent do teachers' and students' use YouTube supplementary learning materials?
- b. How are teachers' and students' beliefs towards the uses of YouTube video supplementary learning materials?

3. Research Objectives

This study intends to:

- a. Find the extent of the teachers' and students' on the use of YouTube supplementary learning materials
- b. Examine the students' and teachers' beliefs on the use of YouTube video supplementary learning materials

4. Research Benefits

There are three benefits of conducting this study:

a. For Teachers:

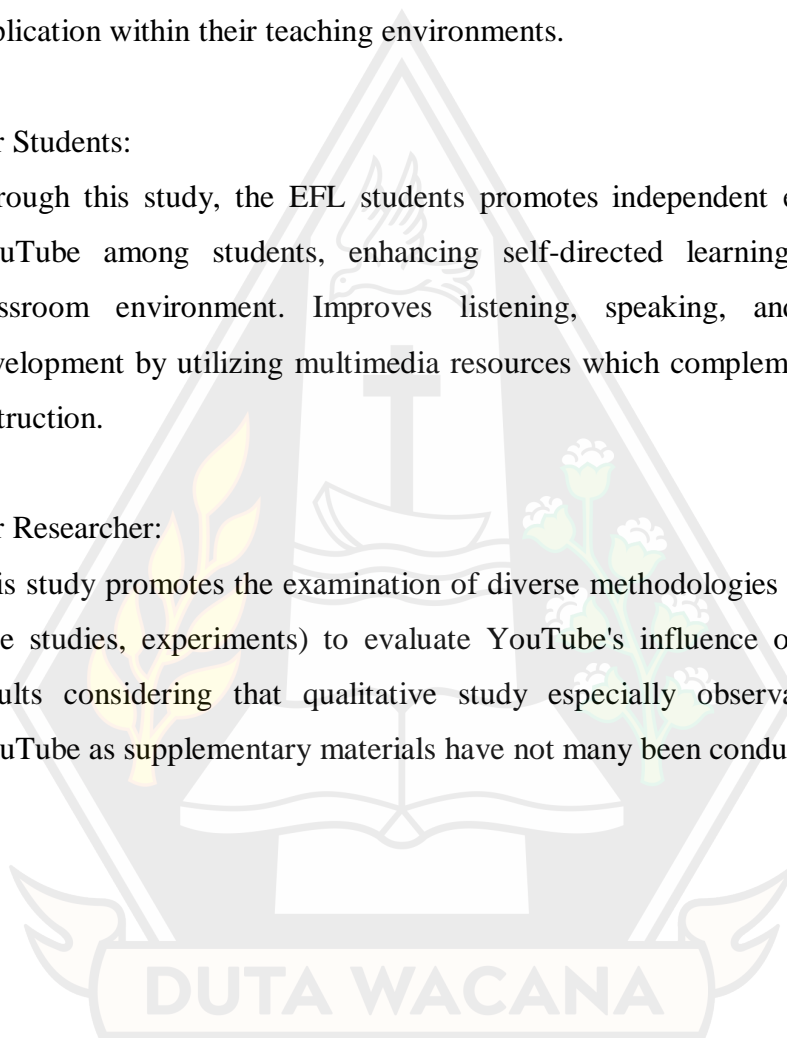
This study can be used by the teachers to examines teachers' beliefs on the advantages and drawbacks of YouTube, enabling them to enhance its application within their teaching environments.

b. For Students:

Through this study, the EFL students promotes independent exploration of YouTube among students, enhancing self-directed learning beyond the classroom environment. Improves listening, speaking, and vocabulary development by utilizing multimedia resources which complement classroom instruction.

c. For Researcher:

This study promotes the examination of diverse methodologies (e.g., surveys, case studies, experiments) to evaluate YouTube's influence on educational results considering that qualitative study especially observation towards YouTube as supplementary materials have not many been conducted yet.



CHAPTER V

CONCLUSIONS

1. Summary

This study examined the extent to which YouTube serves as supplementary materials in EFL matriculation program classes, based on the observations that have been conducted. YouTube was integrated into one of a series of lesson plans for students learning English in class. As a support for students to practice their learning activities for the day, YouTube was well applied by the teacher and the students were actively engaged with it. Furthermore, through interview, this study draw a several conclusion related to the beliefs of teachers' and students' towards the uses of YouTube as supplementary materials such as, First, YouTube effectively assist students understand English materials better. Which helps students understand better with the presence of YouTube to obtain information according to their preferences. The platform provides a variety of content that can facilitate students in understanding the topics they have studied. Second, YouTube enriches vocabulary and enhances listening abilities, YouTube is a massive and free audio-visual platform. By learning while using YouTube, students can enrich their vocabulary and improve their listening abilities. Lastly, YouTube is favored over conventional textbooks or standard materials. From the responses and experiences of the students, YouTube has become the students' choice for learning English. Students felt motivated, engaged, enthusiastic, enjoyable, and interested because of the characteristics and features of the platform.

2. Implications and Contributions

The present study has several implications as follows. First, the teachers have the same beliefs as the students regarding the preference to learn using YouTube. In relation to this, teachers can apply YouTube in the classroom to enhance students' vocabulary and listening skills by utilizing and combining it with the lesson plan or tasks currently being or to be conducted in class. Teachers can use the subtitle

feature, which greatly helps students acquire new vocabulary and sharpen their listening abilities. The students also like YouTube because the medium is quite relevant to them as a form of entertainment. With regard to this, the teacher can adjust the selected YouTube content so that the students enjoy it while paying attention to the lesson objectives. Students also prefer YouTube because many of them are visual learners. In order to achieve this, teachers can present YouTube content that is appropriate and enjoyable for students.

Additionally, there are some contributions of this research to the other researchers. Firstly, this present study investigated YouTube as supplementary materials in an EFL matriculation program. This might be a first step for research in this field to involve EFL matriculation participants. Second, the participants of the present study were EFL matriculation program in particular private university. It could be important for other researchers to investigate the EFL students further. It is because they need to complete this program so the students are able to take the ESP course later on. For this reason, some students may have difficulties in the learning process. Last, though the use of qualitative that is observation is few in the field of YouTube as supplementary materials, some qualitative findings in the present study could contribute to additional information such as the use of YouTube as a part of lesson plan and as a medium for achieving learning objectives. Future researchers have the potential to gather more information through observation considering the current study has inadequate classes to observe. The findings may remind and help other researchers to conduct studies further.

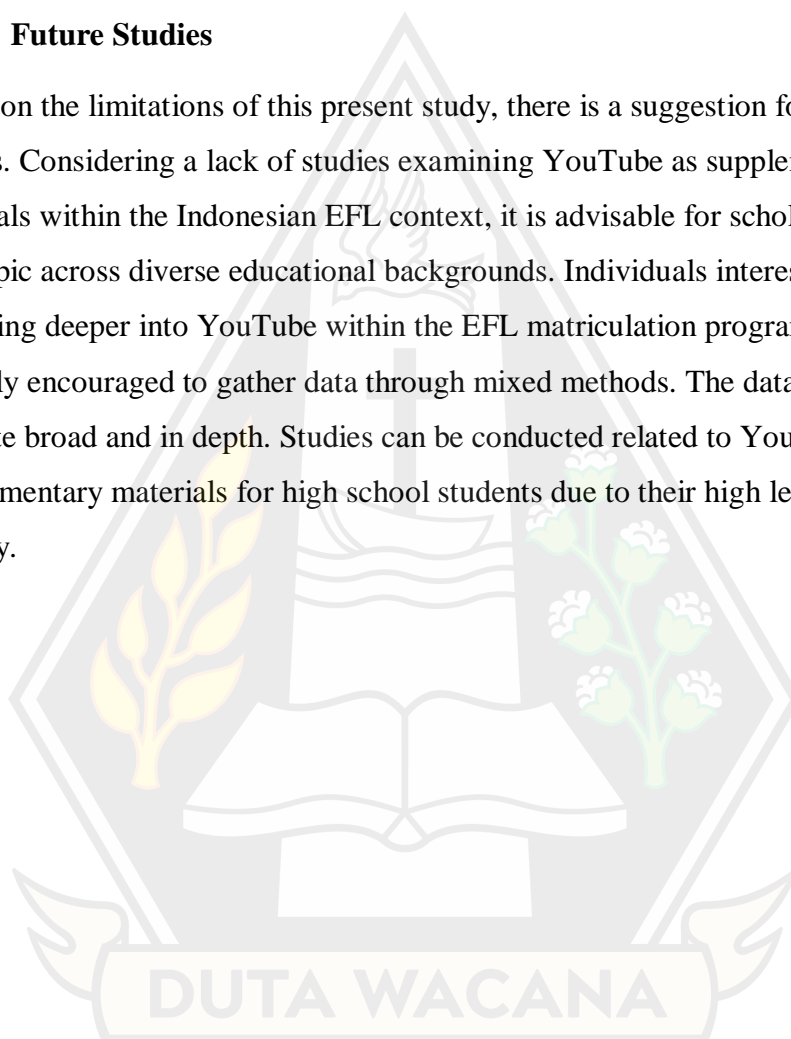
3. Limitations

Despite the implications and contributions, this study also has some limitations. First, this study cannot massively generalize the data due to the qualitative nature of the study. The results might be obtained comprehensively if both methods were applied. Second, several previous studies have been very limited in using observations regarding YouTube as supplementary materials in the EFL Indonesian context. Therefore, the sources for comparing the current study are still very

limited. Lastly, because one of the students could not be interviewed face to face for various reasons, the interview was conducted via video call. Thus, it might slightly compromise the result of the qualitative data due to the unclear audio during the video call.

4. Future Studies

Based on the limitations of this present study, there is a suggestion for the future studies. Considering a lack of studies examining YouTube as supplementary materials within the Indonesian EFL context, it is advisable for scholars to explore this topic across diverse educational backgrounds. Individuals interested in exploring deeper into YouTube within the EFL matriculation program are strongly encouraged to gather data through mixed methods. The data collected can be quite broad and in depth. Studies can be conducted related to YouTube as supplementary materials for high school students due to their high level of digital literacy.



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