

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings of the research and the discussion. The results obtained from the participants were analyzed using an SPSS 17 programmer. Each participant was given a participation alphabet and the data were analysed using descriptive analysis method. Then, the frequencies and percentages for each statement were presented in tables.

4.1 Findings and Discussions of The Research

4.1.1 Teachers' Belief about Using YouTube in EFL Context

Here the findings which were obtained from the data analysis of teachers' beliefs about using YouTube in EFL context will be presented in four tables. Each table will be followed by a discussion.

Table 4.4 Statement 1-5 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1- I believed that YouTube videos present many opportunities for students to show their skills in many language areas.	7	31.8	12	54.5	3	13.6	-	-	-	-
2- I believed that YouTube videos are full of pedagogical value.	2	9.1	13	59.1	5	22.7	2	9.1	-	-
3- I believed that YouTube videos accelerate students' memorization of the lesson.	3	13.6	12	54.5	2	9.1	4	18.2	-	-
4- I believed that YouTube videos are a highly motivating way of teaching English.	3	13.6	17	77.3	2	9.1	-	-	-	-
5- I believed that YouTube videos are fun and entertaining way	6	27.3	16	72.7	-	-	-	-	-	-

of teaching English.									
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In table 4.4 above, teachers' beliefs about the value of YouTube in teaching EFL were explored. As can be seen from the table, the results for the first statement shows 86.3% of the participating EFL teachers declared they agreed that YouTube videos present many opportunities for students to show their skills in many language areas. 13.6% were undecided, and none of the participants disagreed. For the second statement, it can be seen that 68.2% of the participants stated that they agreed YouTube videos are full of pedagogical value. 22.7% of them were undecided, and 9.1% disagreed. For statement three, which asked teachers' belief that YouTube videos accelerate students' memorization of the lesson, the data shows 68.1% of the participants agreed with the statement, 9.1% were undecided, 18.2% disagreed, while one participant did not give answer or did not mark the option. Statement 4 states that videos are a highly motivating way of teaching English. For this statement, nearly all the participants, 90.9% declared that they agreed with the statement, while 9.1% were undecided. For the fifth statement, the result shows that all the participants, 100% agreed that YouTube videos are fun and entertaining way of teaching English.

Reviewing the results of table 4.4, it can be seen that majority of Muhammadiyah senior high schools' English teachers in Surabaya hold belief that YouTube videos are valuable—specifically in pedagogical context—to be used in teaching English. All the five statements get more than 65% of participants agreed with them, which shows their positive value beliefs in the effectiveness of YouTube in EFL context, in detail is that YouTube presents many opportunities for students to show their skills in many language areas (86.3%), is full of pedagogical value (68.2%), is able to accelerate students' memorization of the lesson (68.1%), is a highly motivating way of teaching English (90.9%), and is fun and entertaining way of teaching English. (100%) in this case is that it is fun and entertaining, highly motivating, good to accelerate students' memorization, full of pedagogical value, and it presents many opportunities for students.

Result of the interview which was done later shows teachers believed the reason of these positive value beliefs is because YouTube is audio visual. Therefore, it can get students more interested and enable them able to memorize

more quickly and easily the lesson that is being learnt, compared with when they are taught only by using book or explained by the teacher.

Table 4.5 Statement 6-8 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
6- I believed that using YouTube videos is effective in teaching English.	5	22.7	12	54.5	4	18.2	1	4.5	-	-
7- I believed that using YouTube videos can lower students' anxiety toward learning English.	1	4.5	14	63.6	6	27.3	-	-	-	-
8- I believed that using YouTube videos helps students to learn concepts easier.	1	4.5	15	68.2	4	18.2	2	9.1	-	-

As can be seen from the table 4.5, for the sixth statement, 77.2% of the participants declared that they agreed that using YouTube videos are effective in teaching English. 18.2% of the participants were undecided, and one participant disagreed. Statement 7, which states that using YouTube videos can lower students' anxiety toward learning English, were agreed by 68.1% of the participants. 27.3% were undecided, while one participant did not give answer. For the eighth statement, the data shows that 72.7% of the participants agreed that using YouTube videos helps students to learn concepts easier. 18.2% were undecided, while 9.1% disagreed.

Overall, the three statements in table 4.5 get majority of the participants agreed with them. In detail is that teachers agreed that using YouTube videos are effective in teaching English (77.2%), it can lower students' anxiety toward

learning English (68.1%), and also it helps students to learn concepts easier (72.7%). This strengthens previous finding that English teachers in Muhammadiyah Senior High Schools of Surabaya believed that YouTube is valuable to be utilized in teaching English. They were in favour that YouTube can assist their teaching activities by lowering students' anxiety toward learning English and helping students to learn concepts easier, and thus, it is effective to be used.

To confirm the discussion above, results of interview show that teachers stated that when students are showed videos on YouTube, they feel more comfortable to learn. The videos and music make students feel more at ease and fun to learn, and that is why they more likely engaged with the concept easier. According to the teachers, this media is proven more effective to use than conventional method, as long as the material presented is appropriate with students' level and competence.

Table 4.6 Statement 9-11, and 13 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
9- I believed that using YouTube videos in my English class can be time consuming.	2	9.1	15	68.2	5	22.7	-	-	-	-
10- I believed that using YouTube videos to teach English may distract students' attention during the lesson.	4	18.2	6	27.3	4	18.2	8	36.4	-	-
11- I believed that teachers must use YouTube videos only	4	18.2	3	13.6	5	22.7	7	31.8	3	13.6

for fun, and breaking down boredom.										
13- I believed it is difficult to find appropriate English material in YouTube.	-	-	4	18.2	2	9.1	15	68.2	1	4.5

In table 4.6, teachers' beliefs, still about using YouTube in teaching EFL, but in this case is more likely the negative side of them, were explored. Statement 9 asked whether using YouTube videos in their English class can be time consuming. Majority of the participants, 77.3% stated that they agreed with this statement, 22.7% were undecided, and none disagreed. For statement 10, which states that using YouTube videos to teach English may distract students' attention during the lesson, the result shows that 45.5% of the participants agreed with the statement, 18.2% were undecided, and 36.4% disagreed. For statement 11, which states that teachers must use YouTube videos only for fun, and breaking down boredom, it can be seen from the table that 31.8% of the participants declared they agreed, 22.7% were undecided, and 45.4% of the participants disagreed with the statement. For statement 13, the result reveals that 18.2% declared that they agreed it is difficult to find appropriate English material in YouTube. 9.1% were undecided, while 72.7% of the participants disagreed.

Reviewing the result, it can be seen that every question gets varied percentage of those who agreed and not to these negative statements of YouTube usage. Majority of the participants (77.3%) agreed that using YouTube in teaching English can be time consuming. This indicates that the teachers need some suggestions in managing their time when using YouTube. For the next statement, the result shows that almost half of the participants perceived that YouTube may distract students' attention, while almost half of the rest (45.5% agreed, 36.4% disagreed). This suggests that some teachers still need better planning in utilizing YouTube channel which suit the most with the materials, so students will still be able to keep focus on the material while watching the videos at the same time. For the next statement which states that teachers must use YouTube videos only for fun, and breaking down boredom, result shows that teachers do not wholly agreed

nor disagreed with the statement (31.8% agreed, 45.4% disagreed), which indicates that they may still have confusion in determining when YouTube should be used in teaching and what for. And for the last statement in the table, majority of the participants (72%) stated that it is not difficult to find appropriate material in YouTube. This suggests that teachers in Muhammadiyah schools have already had good accessibility in various YouTube channel especially in EFL context, which enable them to find suitable videos that they need for their materials.

Strengthening the analysis above, results of the interview showed that some teachers who agreed that YouTube is time consuming are more likely because of they were lack of preparation before using it in the classroom. It should be better if teachers spend a bit more time in preparation, that is planning of time management and work with the videos such as crop the duration etc, before it is ready to be present in the classroom. As for the case that YouTube can distract students' attention, teachers stated that it depends on the teacher. To keep students focus on the material while watching YouTube, the instruction given before must be clear. Teachers should also always control the students and remind them of their task during their time watching videos.

Concerning the difficulties some teachers found in finding appropriate material in English, results of interview show teachers' argument that it may because they have to match the videos first, whether they are good enough to show to students—in case there is no inappropriate scenes—or the language spoken is easy to understand or not by students. However, to solve this, teachers can always open YouTube channels which provide English learning materials and all they have to do is subscribing to the channel.

Table 4.7 Statement 12, and 14-16 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
12- I believed that I have enough resources to use as YouTube	1	4.5	8	36.4	6	27.3	7	31.8	-	-

videos.										
14- I believed that I can use YouTube for assessment.	-	-	10	45.5	9	40.9	3	13.6	-	-
15- I believed I can access YouTube easily for teaching English.	3	13.6	13	59.1	2	9.1	4	18.2	-	-
16- I believed that I am able to use YouTube optimally in teaching English.	2	9.1	12	54.5	5	22.7	3	13.6	-	-

As can be seen in table 4.7, for statement 12, the data shows that one participant was strongly agreed that he has enough resources to use as YouTube videos. 36.4% of the participants agreed. 27.3% were undecided, and the rest (31.8%) disagreed. Statement 14 which asked whether teachers can use YouTube for assessment, 45.5% of the participants declared that they agreed, 40.9% were undecided, and 13.6% disagreed. For statement 15, the data shows that 72.7% of the participants declared that they agreed they can access YouTube easily for teaching English, 9.1% were undecided, and 18.2% of the participants disagreed with the statement. For the last statement, table 4.7 shows that 63.6% of the participants stated their agreement that they were able to use YouTube optimally in teaching English, 22.7% were undecided, and 13.6% of the participants disagreed with the statement.

Reviewing the results of table 4.7, it can be seen that almost half of the participants (36.4%) agreed that they have already had enough resources of YouTube to teach English, while almost half of the other (31.8%) stated they have not. This result shows in-synchronization with the result of previous statement, “I believed it is difficult to find appropriate English material in YouTube” which gets majority (72.7%) of the participants disagreed with it, which literally means they did not have difficulties in finding appropriate resources of YouTube to teach English. This indicates that some teachers did not use materials that they found in YouTube as their resources in teaching English. In other words, most of them believe that YouTube is accessible, but only view of them really explored or used

YouTube itself as teaching resources. This may be due to their preferences for using another resources besides YouTube such as text-books, songs, mass media, authentic materials, etc., in which they do not need to explore more on its videos.

Further, the result shows that almost half of the participants (45.5%) believed that they can use YouTube for assessment, while almost half of the other (40.9%) were undecided. This indicates that some teachers have found ways to use YouTube for assessment while some of them were still not sure whether it will be effective for assessment or not. This, actually, based on the result of the interview, depends on the teachers' creativity. Any kind of authentic assesment for four skills actually can be done with the help of YouTube, as long as the teacher is willing to find the appropriate ways.

Meanwhile, for the last two statements, majority of the participants declared that they agreed that it is easy to access YouTube for teaching English (72.7%) and they were able to use it optimally (63.6%). This strengthens previous findings about their positive beliefs of YouTube in EFL context.

Based on the analysis of each table above, it can be seen that majority of the teachers positively believed in using YouTube in EFL context. They believed that YouTube is valuable to be used in teaching English as supplementary resources. It is proven by their agreement in statements which state positive value of YouTube including: YouTube presents many opportunities for students to show their skills in many language areas; YouTube is full of pedagogical value, YouTube can accelerate students' memorization of the lesson, lower students' anxiety toward learning English, and help students to learn concepts easier; and YouTube is an effective, fun, highly motivating and entertaining way of teaching English. They also believed that it is not difficult to find appropriate English materials in YouTube and they can access them easily, and therefore, they would be able to use it optimally in teaching English.

However, regardless of the fact that teachers hold good value beliefs about YouTube in EFL context, there are still view things regarding using YouTube videos in which teachers still need suggestions such as; how to use YouTube in their English classes without being time consuming; how to utilize it so that the videos will not distract students' attention during the lesson; how to make use of YouTube videos as resources that are always available; and how to utilize it for

assessment, which means that teachers must not use YouTube videos only for fun, and breaking down boredom.

4.1.2 Teachers' Practices of Using YouTube in EFL Context

Teachers' practices of using YouTube in EFL context were measured by exploring teachers' frequency of using YouTube in the classroom, kinds of YouTube videos that are used, what skills they taught using YouTube, materials taught using YouTube, and certain YouTube channels they frequently access to be used in teaching English.

4.1.2.1 Teachers' Frequency of Using YouTube

Figure 4.1 Teachers' frequency of using YouTube

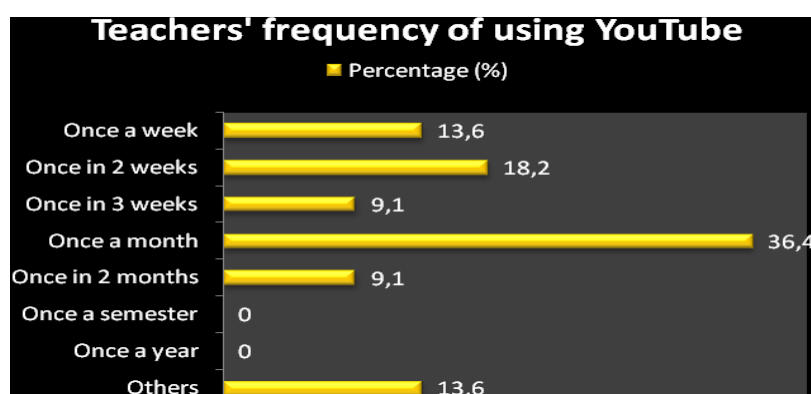


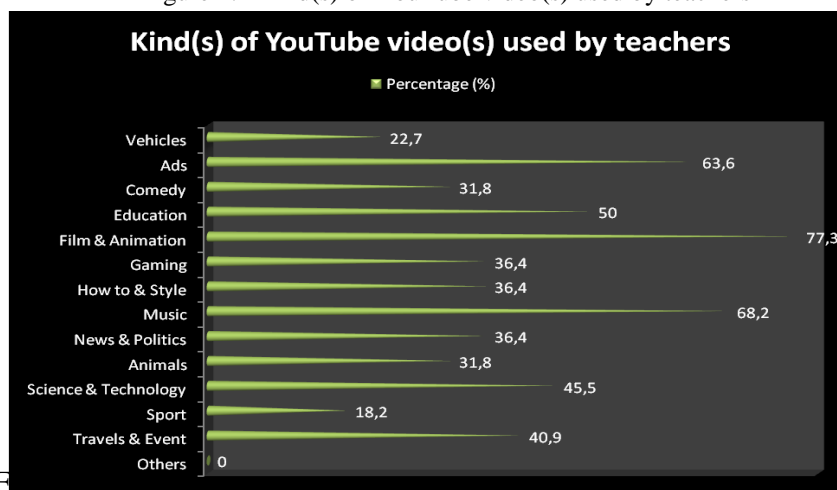
Figure 4.1 shows the result of the responses from participants in the first statement in section III of the questionnaire; *I use YouTube in my English Language Teaching*. Based on the data, majority of the participants (36.4%) use YouTube for teaching English once a month. Further, 18.2% of the participants used it once in two week. 13.6% of the participants use it once a week and 9.1% of the participants use YouTube once in three weeks. It is the same percentage (9.1%) with those who use YouTube once in two months. None of the participants use YouTube once a semester and once a year. However, three participants (13.6%) stated other statements. The two of them stated they used YouTube depend on the material, which means it cannot be measured certain frequency of using it in certain terms. In other hand, the other one stated that he used YouTube in his English Language teaching twice a week.

Seeing the frequency of using YouTube by Muhammadiyah teachers, it can be seen that only 36.4% of the participants who used YouTube in their teaching activity often (in every two weeks or less). This shows that the practice of using YouTube in teaching English by Muhammadiyah teachers had not been fully in

line with their beliefs. As previous finding suggests, majority of them believed that YouTube is effective to teach English and they can get easy access to it as well as can optimally utilized it, which basically indicates that they are able and willing to use it as often as needed. But this result shows that there are still some teachers who were not in favour to use YouTube often (45.5% used it sometimes in the frequency of once in three weeks and once a month, 9.1% used it rarely in the frequency of once in two months). In addition, two teachers stated that they used YouTube depend on the material, which means that they may used it often, sometimes, or rarely. The reason behind this is because they may use another media beside YouTube.

4.1.2.2 Kind(s) of YouTube Video(s) Used by Teachers

Figure 4.2 Kind(s) of YouTube video(s) used by teachers



perceived are mostly accessed by English teachers, and participants' responses in second statement in section III of the questionnaire; *I use this/ these video(s) on YouTube in my own English language learning*. In this statement, participants are allowed to mark more than one kind of video. According to the data, majority of the respondents (77.3%) used film and animation videos to teach English. Next, 68.2% of the participants used music videos, and 63.6% used advertisement videos. Exactly half of the participants (50%) stated that they used education videos. 45.5% and 40.9% of the participants also used science & technology videos and travel & events videos, respectively. Further, 36.4% of the participants stated they use gaming, how to & style, and news & politics videos. 31.8% of the participants used comedy and animals videos. In addition, 22.7% and 18.2% of the participants used vehicles and sport videos respectively. None of the

participants stated that they use other kinds of videos which are not mentioned in the table.

As can be seen in the result, all kinds of YouTube videos had ever been used by the teachers, with the highest percentage was film and animation videos and the lowest was sport videos. Kinds of videos that are most rarely used by the participants were sport and vehicles with percentage of 18.2% and 22.7% respectively, while the others get percentage beyond 30% of participants used it. From this, it can be claimed that teachers in Muhammadiyah Senior High Schools of Surabaya has already have good accessibility in almost every kind of videos available on YouTube, which indicates that they have had enough varied resources of YouTube videos for teaching English. This is in line with their beliefs as in the statement “I can access YouTube easily for teaching English” which was agreed by majority of the teachers (72.7%).

4.1.2.3 Skill(s) Taught Using YouTube

Figure 4.3 Skill(s) taught using YouTube

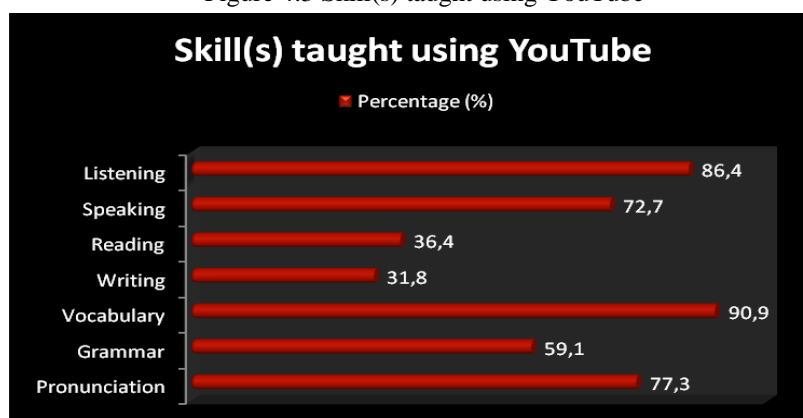


Figure 4.3 shows the data of in teaching what skills and/or aspects teachers prefer to use YouTube which were measured by statement; *I use YouTube videos when teach this/these skill(s) or/and aspect(s) to my students*. In this statement, participants were allowed to mark more than one skill and/or aspect. Based on the data, majority of the participants (90.9%) stated they used YouTube when teach vocabulary to students. It is followed by listening skill which was chosen by 86.4% of the participants. Pronunciation is the third highest percentage (77.3%) chosen by the participants. Further, 72% of the participants stated they used YouTube when teach speaking skill. Further, 59.1% of the participants stated they also use YouTube when teach grammar. Lastly, 36.4% and 31.8% of the

participants claimed that they used YouTube in teaching reading and writing skills respectively.

Reviewing the result, it can be seen that almost all of the teachers in Muhammadiyah Senior High Schools of Surabaya preferred to use YouTube when teach vocabulary. The second highest percentage was listening skill, followed by pronunciation and speaking skill. More than a half of participants used it to teach grammar while only view teachers used it to teach reading and writing skills.

The result shows that some teachers in Muhammadiyah schools have not fully realized that YouTube is basically effective to teach all 4 skills and 3 aspects in language teaching. It is shown by only low percentage of teachers who use YouTube to teach reading and writing skills, and half of them used it to teach grammar. Whereas, as the previous studies had proved, since YouTube provides authentic texts and written material, it is effective to be used in teaching listening, reading comprehension and writing tasks (Alweihaibi, 2015). Even Watkins and Wilkins (2011) say that YouTube is potential to be applied in teaching four skills and also vocabulary and pronunciation (Widiastuti, 2011). To confirm this, results of the interview show that it is actually depends on the teacher, how are their creativities to use YouTube to teach reading and writing, since some teachers did not find it difficult and they have practiced it.

4.1.2.4 Materials taught Using YouTube

Figure 4.4 Material(s) taught using YouTube

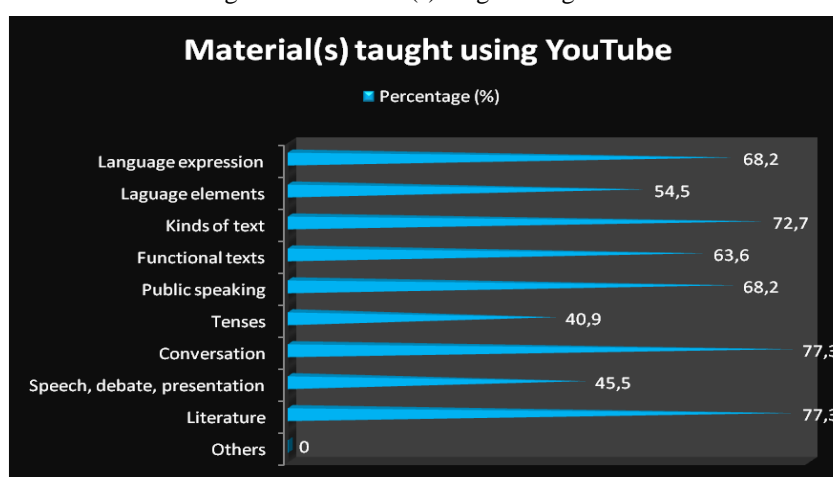


Figure 4.4 explores teachers' practice of using YouTube in the fields of in what materials they taught when using YouTube videos which were measured by

statement; *I use YouTube videos when teach this/these material(s)*. According to the data, majority of the participants (77,3%) stated they used YouTube when teach conversation and literature (songs, poems, etc.). 72.7% of the participants used YouTube to teach kinds of text to students. 68.2% of the participants used it to teach language expressions and public speaking, while 63.6% used it when teach functional texts. Further, 54.5% of the participants used YouTube to teach language elements, 45.5% used it to teach speech, debate, and presentation, while 40.9% of the participants used it to teach tenses.

The result shows that almost all kinds of materials get more than 50% of the participants chose them. Meanwhile, tenses and speech, debate, and presentation were chosen by less than 50% of the participants. This indicates that Muhammadiyah Senior High School teachers have already had good accessibility of YouTube videos, and they have been able in integrating it to various appropriate materials which they taught. This is in line with their beliefs as in the statement “I believed it is difficult to find appropriate English material in YouTube” which were agreed by only 18.2% of the teachers, which means that majority of the teachers feel it is easy to find appropriate materials in YouTube.

4.1.2.5 YouTube Channels Frequently Accessed by Teachers

Figure 4.5 YouTube channel(s) frequently accessed

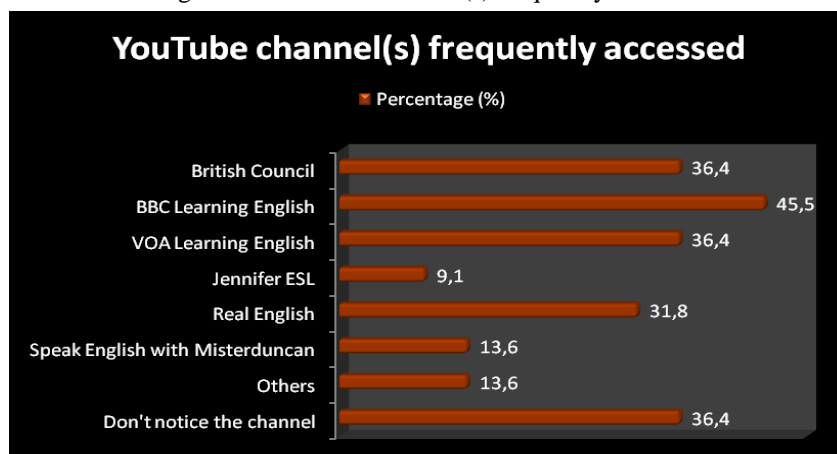


Figure 4.5 shows the data of YouTube channels that were frequently accessed by English teachers. The choices of channels that are attached by the researcher in the table were the mostly accessed English-learning channels stated by some websites in Google. It can be seen from the data, 45% of the participants used BBC Learning English videos to teach English. 36.4% of the participants

frequently accessed British Council and VOA learning English. 31.8% of all of them used Real English videos. 13.6% of overall participants used videos from channel Speak English with Misterduncan, while 9.1% of the participants used Jennifer ESL videos. Three participants added some channels they usually accessed which were not mentioned in the table. The channels are CNN, Engvid, Rachel English and One Minute English. On the contrary, 36.4% of the participants stated that they do not notice what channels they had opened.

Reviewing the results, as has already discussed before, once again, it shows that Muhammadiyah English teachers have already had good accessibility in finding appropriate materials in YouTube to teach English, it is proven by their statements concerning YouTube channels that most of them frequently accessed. The channels are indeed, mostly the channels that provide English-learning videos that could help teachers to present the lesson better, more creative and fun to students. However, some teachers still did not notice the channels they accessed when searching for YouTube videos for teaching English. This indicates that there are still some teachers who have not aware yet that there are YouTube channels which are specially made to present online English learning for English learners and teachers. It suggests that the teachers took videos randomly as long as they thought it was appropriate for the materials they would teach.

Based on the analysis above, it can be seen that view participants used YouTube for teaching often, in every two weeks or less. This is not in line with their beliefs which indicate that they are able and willing to use it as often as needed. The result also shows that all kinds of YouTube videos had ever been used by the teachers, which indicates that they have had easy access of YouTube videos for teaching English. This is in line with their beliefs that they can access YouTube easily for teaching English, although they had said that they do not have enough resources. In addition, the result shows that despite the effectiveness of YouTube for teaching all four skills and three aspects of English, only view teachers used it to teach reading and writing. Furthermore, English teachers in Muhammadiyah Senior High School have made use of YouTube videos to teach almost all kinds of materials, which indicates that they have been able in integrating it to various appropriate materials. This shows that teachers' practices were in line with their beliefs that it is easy to find appropriate materials in

YouTube. This is strengthened by teachers' statements concerning YouTube channels they frequently accessed. The channels are, indeed, mostly the channels that provide English-learning videos that could help teachers to present the lesson better. Overall, teachers' practices have been in line with their positive belief of using YouTube in EFL context.