

CHAPTER 1

INTRODUCTION

1.1. Background of Study

In the current era of technological development, the world of education also needs to keep pace with the trend of modernization. Technology has become an integral part of human life, including the education system. Technology-based education can make the teaching and learning process more effective, efficient, and interesting. Technology is not just a tool but also a medium to transfer knowledge from teachers to students.

One form of technology integration in education is the use of social media and video-based platforms. Youtube, one of the largest social media platforms, offers a wide variety of content that can be used for learning. Video content combines visual, audio, and textual elements to provide a more interactive and immersive learning experience. This meets the demands of modern education, where students need a contextual and real-life related approach rather than just a theoretical one.

However, the use of technology in education, especially in teaching English as a Foreign Language (EFL) students, is still underutilized. Many EFL students have difficulty comprehending English content due to their limited vocabulary and limited exposure to English in real-world situations. Therefore, this study focuses on whether the use of technology, specifically Youtube videos, can improve students' English comprehension and

learning experience.



The importance of using technology in education is closely linked to the fact that it provides wider access to information and knowledge. For students, especially EFL students, technology can be a bridge to understanding material that is difficult to achieve through traditional learning methods. Technology allows students to access learning content anytime and anywhere, enabling them to learn independently and at their own pace.

However, the use of technology in English language teaching comes with many challenges. One of them is the fact that most technologies are English-based, while EFL students often have limited understanding of English. This creates a gap between what they learn in class and what they need to actually interact with in the real world. Moreover, technology such as videos is not used much in English classes, so students miss out on the opportunity to hear and see first-hand how native speakers use English.

Youtube is a video-based platform with great potential for English education. Youtube videos allow students to hear correct pronunciation, understand intonation, and get a sense of how English is used in everyday life. However, this potential is not optimally utilized in the learning systems of many schools. Therefore, it is important to explore how this technology can be used to bridge the gap and help students improve their English language skills.

Overcoming these challenges requires a systematic and innovative approach to the use of technology in English language teaching, especially Youtube videos. Teachers play a key role in this process as they are key facilitators who help students use technology

Teachers can select relevant, high quality videos from Youtube that not only attracts students' attention but also fit their learning objectives.



Using Youtube videos in English lessons involves several steps. First, teachers can use the videos to introduce new vocabulary or provide examples of how to use English in real-life contexts. Second, videos can be used as a medium to improve students' listening skills through video-based exercises. Third, videos can be used as a tool to enhance students' vocabulary by exposing them to new words in meaningful contexts and reinforcing their understanding through visual and auditory stimuli.

In addition, teachers should also guide students on how to use technology meaningfully and productively for learning. For example, they can ask students to search for English learning videos on Youtube and take notes on new vocabulary they come across. In this way, learning becomes more interactive and students feel more involved in the teaching-learning process.

There are many educational videos on YouTube that can be used in ELT. TED-Ed is one of the most interesting and informative for students. TED-Ed uses animations that can attract students' attention to learning. TED-Ed is suitable for high school students.

1.2. Identification of Problems

Based on the background that the author describes, author found some problems, outlined below:

1. EFL students have difficulties to extensive usage of the language in technology
2. EFL have difficulty applying classroom learning in real-world contexts



Problems

Research focuses on the problem of EFL students' difficulty in applying classroom learning in real-world contexts. This means that EFL students find it difficult to apply what

they learn in class to real-life situations. This is because EFL students do not get the opportunity to practice directly in class. In addition, there is a difference between formal and informal language use. Course materials mostly focus on formal language structures while real-world contexts require or use informal language. So this research is expected to help to see if the use of videos in ELT can solve this problem.

1.4. Research Questions

1. How effective are Youtube videos in the classroom for teaching English?
2. How is students' engagement and motivation when using Youtube video ?
3. How do students perceive the use of YouTube videos as a learning media in the classroom and how relevant do they find it to real-life contexts?

1.4.Objective of the Studies

1. To explain the effectivity of using Youtube video in English language learning in EFL student class
2. To describe the effect of watching TED Ed Youtube video on EFL students' engagement and motivation in classroom
3. To explain students' perspective on using Youtube video as a learning media in the classroom and their relevance to real-life situation

1.5.Significance of the Study

This research is conducted with the aim of contributing a significant contribution to education, both for teachers and students, especially the world of education in

author elaborates below:



For Teachers: this research can develop more creative, innovative, dan interactive teaching methods in the classroom. It also improves teachers' skills in the classroom because it involves technology in the learning process.

For Students: Youtube videos (TED-Ed) help students listen to native speaker so that their listening skill in real-word be better. Interesting content in Youtube video can make students more interested in learning with enthusiasm. Learning becomes fun and interesting with visually and audibly appealing displays. In addition, Youtube videos encourage students to be more active in discussion or group work, as they can relate what students watch to their own experiences. This makes students more involved and contributing in class. Besides, student also can do self-learning at home because Youtube is easily accessible everywhere.

For future researchers: this research serves as a basis for developing futher studies on the use of digital media, especially Youtube videos in English language teaching. Future researches could examine the impact of Youtube videos on students' reading, writing, and other skills. In addition, this research opens up opportunities to compare other digital media, such podcasts, online learning platforms, or language learning apps.



CHAPTER 2

LITERATURE REVIEW

2.1. Previous Study

This sub-chapter explains some previous studies that are relevant to the research that the researcher is conducted. Those studies relate to this research, it is about the use of Youtube video in English language learning. The studies that the author lists are the research published in the last five years. Those several studies related to Youtube videos in language learning which are mentioned as follows:

Youtube Video as Learning Media: A Review in EFL Context (2022) written by Ira Putri Audina, et al. In this research, the authors used 35 reputable articles published in international journals. The selected journals are those issued in 2013-2020. The authors selected several data sources and then analyzed them using seven steps. The result is that there are several types of videos commonly watched by EFL students: tutorial videos, music videos, movie videos, short story videos, storytelling videos, and learning videos. Youtube videos have benefits in the EFL context mentioned in this study which are vocabulary improvement, grammar mastery, listening skills, reading skills, and speaking skills.

The Use of Youtube Video in Teaching English for Foreign Language at Vocational High School (2020) written by A.A.C. Cahyana. In this research, the author used a mixed-method approach to analyze the use of Youtube videos in teaching English as a foreign language. This study used a questionnaire with open-ended and close-ended



his study involved 5 teachers and 35 students from SMK Werdhi Sila Kumara. of this study was to find out the implementation of Youtube videos in teaching, options, student and teacher problems, and student opinions. The results of the

study said that with the use of Youtube videos in learning, teachers are well-prepared and students are more focused and engaged during learning. Besides, learners' skills improve. In addition, learners enjoy learning English more with Youtube videos and it helps them to understand the content.

The Use of Youtube Videos in English Language Teaching: A Perspective of Indonesian Undergraduate Students Majoring in English Language Education (2022)

written by Ahmad Jailani. This research used survey method. This research analyzed students' experiences and opinions in using Youtube videos as support for English syntax courses. This study involved 17 students of 4th semester majoring in English Education at one of the universities in Riau, Indonesia. The survey included 2 parts regarding students' perceptions of the use of Youtube in teaching English, which are demographic information and a questionnaire. The results showed that students' perceptions of the use of Youtube videos in teaching English were positive because in their perception, the use of videos is attractive because it is easily accessible, convenient, and affordable.

EFL Students' Voices: The Role of Youtube in Developing English Competencies

(2019) written by Inda Nofrika. This research uses a qualitative design to analyze the views of participants following Creswell (2012). The author used a descriptive qualitative study approach defined by Merriam (1998). This research involved 4 participants from ELED student 2015 batch in a private Islamic university in Yogyakarta. Data collection was conducted by interview and the data collection technique used snowball sampling in which



participant will recommend other participants who have the required cs. The author prepared an interview guide to facilitate the process. The results EFL learners watched videos related to arts and humanities, social sciences and

vlogs. Youtube videos boosted learners' confidence and improved their listening, speaking, pronunciation, vocabulary and grammar skills. In addition, watching these videos provides new knowledge, helps with problem solving and broadens horizons.

YouTube Videos on EFL College Students' Listening Comprehension (2020)

written by Chia-chi Chien et al. This study was conducted on EFL students in Taiwanese colleges. All participants were aged between 18 and 20 years old with high intermediate proficiency levels. The method used was to create a multimedia learning environment with YouTube integration, and the treatment was carried out over five weeks. Pre-tests and post-tests were also conducted to measure their abilities. The results showed that the students' scores improved.

Students' Perception of Using YouTube to Learn English: A Case Study at Van Lang University (2024) written by Ly Nguyen Minh Chau, et al. This study examines the perspectives of 333 English major students at Van Lang University on the use of YouTube in English language learning and its impact on motivation and learning independence. The research employed a mixed-method approach, combining surveys and interviews. The interviews were conducted with 10 students. The results indicate that YouTube is considered effective in motivating English language learning and improving skills, not only listening skills but also speaking skills, although the improvement is limited.

All the studies outlined above discuss the influence or impact of Youtube videos on students and teachers in teaching English. The first study mentioned how Youtube videos



its' skills. The second study also mentioned the influence of Youtube video on English. In the second study those author collect opinion of students and teachers

outube videos. The third study was also about student perceptions of the use of

Youtube videos. The fourth study discussed the effect of Youtube video on EFL student skills. Others study also showed the effect of application of youtube. Although the all studies have discussed the effect of Youtube videos, but from the all studies there are no researches who directly give video treatment in the EFL highschool classroom. In addition, the all studies were not conducted in religious-based high schools. Therefore, researcher conducted research with direct observation. Thus, this research is expected to complement existing research.

2.2. Theoretical Background

2.2.1. English Language Teaching

“ELT is the teaching of English to speakers of other languages” (Cambridge Dictionary) or methods and theories in learning to teach English for those who use English not as a first language. The use of ELT is based on the growth of English in the world.

The growth of English is influenced by several things, as mentioned by Jeremy Harmer (2001), which are colonial history, spread of international commerce, travel communication, information exchange, and popular culture. The growth of English is caused English to be widely used in many countries as a second language, also used as ELF (English as a Lingua Franca).

One of the ELT methods is CLT–Communication Language Teaching, which mainly concentrates on enabling students to communicate in different ways using English as a target language. This approach prioritizes using language in natural contexts and social interaction, not simply understanding of the theory. CLT as an approach to language teaching has its own communicative characteristics. It aims



at getting students to speak, listen, read and write in a real-world context so that they learn how to use language properly. Learning activities focus on tasks that are relevant to the classroom and other contexts. Interaction is at the core of learning, where activities such as group work, discussion, simulation or role play are used to encourage student engagement in the learning process (Richards & Rodgers, 2014).

2.2.2. Video-Based Learning (VBL)

Video-Based Learning is learning process which uses video as learning media. Video learning is an interesting learning for students because as Norasiah et al (2022) said videos combine text, sound and illustrations to provide good visual stimulation. This allows students to learn through a variety of sense. Students not only use voice and text, but also visual.

The application of Video-Based Learning (VBL) in English language teaching (ELT) has numerous objectives and advantages. As stated in Multimedia Learning, Mayer (2009) argues that VBL is able to improve learners' comprehension of the content through the combination of both imagery and sound. VBL also increases students' motivation according to Berk (2009). Herron et al. and Lonergan believe videos serve as authentic context practice because language learners are able to appreciate the culture how videos intend it to be and even practice using the language how people use it in real life situations.



The use of Youtube videos from the TED-Ed channel in this study is a concrete step to implement VBL in language learning in the classroom. TED-Ed videos display interesting visuals that allow students to learn with more pleasure

and make it easier for them to be more interactive. In addition, students are given the opportunity to see native speakers speak.

2.2.3. EFL Student

English as Foreign Language (EFL) Student is a term used for learners who are studying English not as a primary or first language. EFL Student do not use English as a daily language so that the use of English is not used in their environment. EFL Students only use English for certain purposes such as career or education.

English as a Foreign Language (EFL) students have diverse characteristics, including different learning motivations, with some focusing on academic needs, work, or personal interests (Gardner, 1985). They usually have limited exposure to English, are dependent on the classroom environment and media, and tend to rely on the teacher as the main source of learning (Richards & Schmidt, 2013). EFL classes often have students with diverse abilities, from beginners to advanced levels (Harmer, 2007). The influence of their mother tongue can affect their acquisition of English, especially in terms of pronunciation and grammar (Ellis, 1994). In addition, the limited opportunity to practice speaking in a real context is a challenge for them (Brown, 2007).

The use of video learning in the classroom can have a significant relationship with the needs of English as a Foreign Language (EFL) students, as videos offer various advantages that support language learning more effectively and thoroughly. Videos allow EFL students to hear English in real contexts, whether in everyday conversations, presentations or other media. This helps them to



become familiar with the pronunciation, intonation, and expressions often found in the native language, which are difficult to acquire solely from texts or classroom learning (Richards & Schmidt, 2013). Videos give EFL students the opportunity to listen to a variety of accents, speaking styles, and diverse language usage. This plays an important role in improving their listening skills, as well as providing real examples of how to speak in specific situations.

2.2.4. Engagement

Shernoff (2013) defines student engagement as “the heightened simultaneous experience of concentration, interest, and enjoyment in the task at hand”. Student engagement in the classroom is an important factor in the success of English language learning for EFL students. In the context of English language learning, student engagement determines the extent to which they actively understand and use the language. The use of engaging learning media can increase this engagement.

Engagement is classified into 3 dimensions by Mahatmya et al. (2012), they are behavioral, cognitive, and emotional. Behavioral engagement is students' participation in class, for example, paying attention to the teacher, taking notes, and answering questions. Cognitive engagement is students' intellectual effort to understand the material. Emotional engagement is students' interest, enthusiasm, and emotional closeness.



2.2.5. Motivation

The dominant textbook on motivation in education defines motivation as “the process by which goal-directed activity is instigated and sustained” (Schunk et al., 2008). In simpler terms, motivation is the reason or driving force behind a person's actions. This definition highlights motivation as a fundamental driver of an individual's behaviors that can affect into students' outcomes.

Motivation can be categorized into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the student and is characterized by factors such as natural curiosity, personal interest in the material, or a deep satisfaction derived from the learning process. On the other hand, extrinsic motivation is influenced by external factors, including the desire to get high grades, gain praise from instructors, or meet societal expectations. Students who are intrinsically motivated tend to engage more deeply with the learning material and experience greater enjoyment compared to those who are primarily motivated by external factors.

Motivated learners are typically more active and engaged participants in their educational experiences. Therefore, it is important for educators to create an environment that actively encourages student motivation. One of the effective strategies to achieve this is the selection of appropriate learning media, which can also significantly enhance students' learning experience.



Ed-Ed Video

TED Ed is part of the TED organization that focuses on educational videos. TED Ed stands for Technology, Entertainment, Design, and Education. This platform provides videos with fun animations and illustrations to engage learners. These provide scientific information and expert opinions. The videos are only 4–10 minutes long, making them suitable for classroom use. These videos can be used in classroom learning with their short duration.

2.2.7. The Integration of Technology in Language Learning

The integration of technology has become an important part of language learning, especially foreign languages. Stephen Krashen, through his Input Hypothesis, explains that language acquisition will be more effective if learners receive comprehensible input, or language input that is still understandable but slightly above their current ability (Krashen, 1985). Digital media such as TED Ed videos and multimedia platforms can provide rich, authentic, and relevant input. Additionally, according to the Affective Filter Hypothesis, technology can also create a more comfortable learning environment and encourage active engagement.

Mark Warschauer argued that language learning in the digital age requires not only language skills but also digital literacy (new literacies) so that learners can fully participate in modern communication (Warschauer, 2000). He emphasized that technology should not simply duplicate conventional methods, but rather be used to create collaborative, learner-centered learning that is relevant to the real world (Warschauer, 2006). Thus, Krashen's theory and Warschauer's concepts provide a strong foundation for the use of technology, including videos



from platforms like YouTube (TED Ed) to enhance the language skills and digital literacy of EFL students in the global era.

