

Inda Nofrika
is an English teacher at
Madrasah Tsanawiyah
Negeri 3 Kutai
Kartanegara. She obtained
her bachelor's degree at
English Language
Education Department of
Universitas
Muhammadiyah
Yogyakarta (UMY). Inda is
interested in social media
issues as the learning
media to students,
especially the use of
YouTube to enhancing
students' English
competencies.

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

Inda Nofrika

Madrasah Tsanawiyah Negeri 3 Kutai Kartanegara

nofrikainda@gmail.com

DOI: [10.18196/ftl.4138](https://doi.org/10.18196/ftl.4138)

Abstract

YouTube is one of the most visited video-sharing platforms in the world. On YouTube, students can watch many kinds of videos. This research explored the types of videos often watched by English as A Foreign Language (EFL) students in a private university in Yogyakarta.

Additionally, the aspects of students' English competence got improvement by watching YouTube videos. The researcher employed a descriptive qualitative research design in this study. Four seniors of an English Language Education Department (ELED) in one private Islamic university in Yogyakarta participated in this study. The findings of the study indicated that there were three categories of YouTube videos often watched by students, such as art and humanities, vlogs, and social sciences. Art and humanities videos consist of a music video or lyric video, film, talks, sitcom, and talk show. Vlogs include food vlog, review video, beauty vlog, haul vlog, and DIY videos. Social sciences contain simulation and educational videos.

To summarize, the students watch YouTube based on their interests. The result also revealed the aspects of English improved through watching YouTube videos. They are speaking skills, listening skills, pronunciation, vocabulary, and grammar.

Keywords: Social media; YouTube; vlog; listening skill; speaking skill; pronunciation; vocabulary; grammar

Introduction

Technology is becoming the premier part of life. People are using technology to support their life instead of getting information and keep in touch with others. Based on Wahab, Rose, and Osman (2012), technology gives knowledge and attention to the process of research and development. In this era, one of the popular technology is the internet. The Internet has been spread so fast among the community, especially the school community. The Internet provides numerous websites and has birthed to social media, including Facebook, Twitter, Instagram, and YouTube. On those websites, people can share and discuss an issue. Research by Siddiqui and Singh (2016) illustrates that social media exist for people to share their ideas and to discuss the issue. However, there is an attractive website which offers the social media user to use, and it is called YouTube. YouTube becomes the top popular video-sharing website in the world. According to Benson (2015), "YouTube is an online service, officially

launched in late 2005, which allows registered users to upload video clips for viewing by the general population of internet users". Kousha, Thelwall, and Abdoli (2012) support the statement by stating, "YouTube is video-sharing for public use and the third most visited website after Google and Facebook" (p. 2). YouTube not only provides texts and images but also combines video and animated video. The modifications of YouTube get the attention of people to use, especially students. Therefore, YouTube has potential as a tool for education. DeWitt, Siraj, Yakuub, Ayob, and Ishak (2013) mention that in the learning context, YouTube has potentially been using as a learning tool.

YouTube supports the learning process in English class. Youtube enhances students' English skills, such as reading skills, writing skills, listening skills, vocabulary lists, and pronunciation. Research by Watkins and Wilkins (2011) mentions that YouTube has the potential to enhance students' reading skills, writing

skills, speaking skills, and listening skills. Kabooha and Elyas (2018) state that YouTube has a big impact on increasing students' vocabulary. Watkins and Wilkins (2011) also mention that YouTube has a role in increasing students' pronunciation.

The researcher, who is also a YouTube user, often spends the leisure time on the platform while waiting for the lecturer, taking a break in the classroom, or lying on the bedroom. It is not only happening in the researcher's life but also in people surrounding, including friends or family. A lot of students use YouTube as a platform to study because the videos are fun, and they are attractive to watch. Each video is accessible and repeatable many times. Youtube is flexible because users can watch anytime and anywhere. Many animated videos are available to watch since it is rare to find the animated video on other websites/applications.

Meanwhile, there are also bad sides of YouTube. YouTube needs an internet network, so people will look for Wi-Fi or mobile data to access it. The validity of video sources is not always guaranteed because many YouTubers do not give the sources of the information of the videos. Moreover, students become addicted and engrossed in using YouTube lately. Those aspects drive the students' attention away from classroom

activities. Students watch YouTube secretly during the class, and then during the break time, students will still watch YouTube from their smartphone. Nevertheless, those bad habits of watching YouTube may turn the student's English competencies to be better.

Many students watch YouTube without realizing that YouTube helps them to improve their English competencies by watching different types of videos on YouTube. Therefore, the researcher is curious about why the researcher's friends who are students always watch YouTube, what kinds of video they like to watch, and what aspects of English get improvement through watching it.

YouTube is becoming a new platform resource for students to learn and following the time. Moreover, the use of YouTube as the learning tool can be increasing students' critical thinking and motivating students. However, future researchers can find out about a channel that can help students to increase their English skills. Therefore, the main objective of this research is to find out types of videos often watched by English as a Foreign Language (EFL) students on YouTube and also the aspects of students' English competence improved through watching YouTube videos.

Many prior researchers conducted studies on YouTube as a language learning media. This paragraph will explain two prior research related to this research by Zaidi et al. (2018) and June, Yaacob, and Kheng (2014). Zaidi et al.'s study aims to investigate students' interest using YouTube to learn English and to find out the students' perception of using YouTube in the classroom. Zaidi et al. applied a quantitative research approach and had 159 respondents who were undergraduate students of the Faculty of Accounting, Universiti Teknologi MARA in the 2nd, 3rd semester. The result showed that YouTube could be interesting to motivate students and increase students' pronunciation.

Meanwhile, June et al. (2014) found out the students' perceptions towards the use of YouTube videos by interactive activities in stimulating their critical thinking. June et al. applied qualitative research approach and had 50 students who were undergraduate students of the Human Resource Management course, Universiti Utara Malaysia. The result of their research was that students had a positive view of the use of videos, and students became more aware of the discussion held.

Both of the studies have similarities and differences. Both Zaidi et al. (2018) and June et al. (2014) chose undergraduate

students as the respondents and participants. Meanwhile, the differences between both pieces of research were the foci. Zaidi et al. investigated the students' interests in using YouTube in learning English in classroom and applied the quantitative approach design, while June et al. explored the students' perception towards the use of YouTube videos for interactive activities in stimulating their critical thinking and applied the qualitative approach design.

The current study tries to fill in the gap that both studies have not explored, namely the types of YouTube videos that students like and what language competence that they think improved by watching the videos. With this topic, the study was hoped to benefit three parties. Firstly, this research can help students select the types of videos to watch in enhancing their English skills. Secondly, teachers can select the appropriate videos to use in the classroom activity. Likewise, this research can be useful as a reflection for teachers/lecturers' teaching. Lastly, this research can enrich the existing literature about YouTube for enhancing students' English competencies.

Literature Review

Teaching tools become the complement in education. It supports the

learning process in the classroom. The tools used in the classroom included pictures, cards, and magazines. The development of technology influenced education. The use of social media helped in the learning process. Social media, as one form of technology, complete the traditional modes of teaching (Buzzeto, 2014).

The Advantages of Using Social Media

According to prior studies, in the field of teaching and learning, there are two advantages of using social media, namely increasing students' motivation and socializing.

Increasing students' motivation. Social media are fun, and they motivate the students to learn. Lin, Warschauer, and Blake (2016) note that the positive response of using social media increases the users' motivation. Redecker, Al-Mutka, and Punie also note the use of online networks in the classroom increasing students' motivation (as cited in Akbari, Naderi, Simons, and Pilot, 2016, p. 17).

Socializing. Social media build interaction and relationship with people around the world. Liu (2010) explained that by sharing opinions on social media, students did socialize. Blattner and Fiori also support that social media pushes students to build positive relationships and interactions

with native speakers (as cited in Lomicka and Lord, 2016, p. 261).

Many kinds of social media can be useful in the classroom, and one of them is YouTube. YouTube is interesting, fun, and flexible to use. Benson (2015) asserts that YouTube is an online service launched in 2005 with URL <http://www.youtube.com> which allows the users to watch and upload the video. There are types of YouTube videos and the advantages of using YouTube for enhancing students' English competences.

Types of YouTube Videos

According to the prior researchers of Kousha, Thelwall, and Abdoli (2012), there are three types of YouTube videos. They are art and humanities, natural and formal science videos, and social science. Besides, there is a new type of video mostly watched by students called vlog.

Arts and humanities. YouTube provides an entertaining media that consists of music, songs, animations, comedy, TV shows, and dance. Based on Kousha, Thelwall, and Abdoli (2012), the arts and humanities have several categories, including music, dance, movies, animations, comedy, TV shows, and humanities documentaries. Khan (2015) states that movies motivate students to learn the

language because it is more enjoyable and entertaining. Berk (2009) explains that movies grab students' attention, motivate, and inspire in the learning context. Many people, especially students, love music. YouTube provides songs to listeners. The video combines a song and lyrics or a set of songs. Aguirre, Deydania, Lira, and Melania (2016) explain that using the song works as an effective way to learn to improve students' vocabulary. Burhayani (2013) also supports the statement. By listening to songs, the students get the opportunity to enrich their vocabulary.

Natural or formal science videos. Students can see a lot of topics on YouTube, for instance, about the phenomenon of natural or formal science. According to Kousha, Thelwall and Abdoli (2012), natural or formal science videos cover online videos with natural science or formal science (maths and logic) categories: demonstrating a particular natural or formal phenomenon, explaining theory underpinning natural or formal phenomenon, and describing a scholarly event or experience associated with studying such phenomenon (e.g., a scientific conference). There are some different types of videos classified, such as demonstration of natural or formal science phenomenon, natural or formal science documentary,

natural or formal science education or hobby, and natural or formal science academic lecturers.

Social sciences. YouTube seems like replacing television. People prefer watching YouTube to television because what is on television is available on YouTube. According to Kousha, Thelwall, and Abdoli (2012), there are some videos included in social sciences types such as advertisements, news or correspondents' report, activism and business, politics, social science documentaries, and academic talks by a social scientist.

Vlog. Vlog is one of the most visited videos on YouTube. Based on Baran (2007), vlog or video blogging combines images, audio, movies, and texts to communicate with the viewers. Besides, there are many kinds of vlog, such as beauty vlog, tutorial, and review. Westenberg (2016) states that YouTuber reviews a product, and most of their subscribers believe that it is an honest review. Saiful (2019) states that "YouTube vlog is an avenue to form digital communities and sharing real-life activities and thoughts from people all around the world" (p. 76).

The Advantages of Using YouTube for Enhancing Students' English Competencies

There are six advantages in enhancing students' English competencies by watching YouTube videos. Those are giving flexibility for students, helping students to understand the topics, providing fun videos, facilitating students' macro practice, facilitating students to improve their vocabulary list, and facilitating interaction in a real-life context. Each advantage is in the paragraph below.

Giving flexibility for students.

Students can access YouTube from any location in the world. Monkhouse and Forbes (2015) state that YouTube is easier to access because students can watch a video on their smart-phone / personal computer whenever they want. Buzzeto-More (2014) also adds that YouTube is free, and it provides educational videos. Lai (2013) explains that accessing YouTube is simple.

Helping students to understand the topic. YouTube is an effective application that gives a deep explanation of the topic to students. Liu (2010) explains that YouTube provides great resources for students because there is a lot of instructional material uploaded by the teacher. Moghavvemi, Sulaiman, Jaafar, and Kasem (2018) assert that YouTube gives a more in-depth explanation and helps students to understand the difficult topics.

Providing fun videos. Each student has a different interest. Furthermore, YouTube provides many videos which allow students to choose based on their interest. Moghavvemi et al. (2018) assert that using YouTube as the learning tool is an attractive way for students because the videos are interesting and fun. Fleck, Beckman, Stern, and Hussey (2014) also add that students consider using YouTube as it is entertaining, interesting, and fun.

Facilitating students' macro practice. English videos on YouTube become a new activity for students in enhancing students' English competences, especially in macro skills. Macro skills consist of speaking, listening, reading, and writing skills. According to Watkins and Wilkins (2011), YouTube videos could be useful as a new activity. Students can do conversation analysis, movie trailer voice-overs, famous movie scene re-enactments by watching a video. These activities can help students to practice their speaking and listening skills. Silviyanti (2014) argues that "the use of YouTube appeared to be interesting and beneficial for students in listening class" (p. 54). Besides, Watkins and Wilkins (2010) state that by doing note-taking and summarizing after watching a video helps students to practice their reading and writing skills. Jalaluddin (2016)

also adds a thousand English videos on YouTube. Those videos can be useful to increase students' reading and writing skills.

Facilitating students to improve their vocabulary list. From a video, students can get a new vocabulary that can be used to improve students' vocabulary mastery. Research by Abidin, Mohammadi, Singh, Azman, and Souriyavongsa (2011) explain that students who watch English videos on YouTube will increase their vocabulary list. Kabooha and Elyas (2015) also add that YouTube helps students well as remembering new vocabulary.

Facilitating interaction in a real-life context. YouTube has comments features that help students to interact with other people around the world, especially native speakers. Duffy (2008) points out that YouTube users use comments features to create discussions. Benson (2015) adds that the comments sections are rich in interactional, and oriented to sharing the meaning of information on the video.

Methodology

This research applied a qualitative research design. Based on Creswell (2012), qualitative research explores the phenomenon by participants' views. Also, this research adopts a descriptive qualitative study. Merriam (1998) states that

“qualitative descriptive study is a comprehensive summarization in every day in terms of specific events experienced by individuals or group of individuals” (p.255). The researcher applied qualitative research design to enrich the data by getting the point of view from each participant about the research problems.

This research conducted at the English Language Education Department (ELED) in one of the private Islamic universities in Yogyakarta. Four participants in this research were selected by some criteria that the participants were students of ELED at a private university in Yogyakarta especially the batch 2015 and had experiences in using YouTube.

The interview was the gathering method used by the researcher. Cohen, Manion, and Morrison (2011) assert that the interview expresses the participant's perceptions of the situation based on their point of view. Snowball sampling used by the researcher to get participants, the researcher asked the first participants to recommend another person who has some characteristics as the researcher's criteria needed, then the fellow participants did the same process as well. Also, before the researcher did the interview, the researcher created the interview guideline to ease the whole process.

Name	How long participants learn English	How often participants watch YouTube	Batch	Major
Nita	13 years	Everyday	2015 (Senior)	English Language Education
Tia	15 years	Every day since a college student	2015 (Senior)	English Language Education
Linda	13 years	While having mobile data and also Wi-Fi connection	2015 (Senior)	English Language Education
Monic	15 years	Often	2015 (Senior)	English Language Education

Table 1.2 Participants Information

The interview was the gathering method used by the researcher. Cohen, Manion, and Morrison (2011) assert that the interview expresses the participant's perceptions of the situation based on their point of view. Also, from the interview, the researcher has thick information from each participant to enriching this research. Snowball sampling used by the researcher to get participants, the researcher asked the first participants to recommend another person who has some characteristics as the researcher's criteria needed, then the fellow participants did the same process as well. Also, before the researcher did the interview, the researcher created the interview guideline to ease the whole process.

After creating the interview guidelines, the researcher's selected the participants by the characters made. Then,

the researcher got a hold of participants, next the researcher and participants determine the time to interview. The interview was done in Bahasa Indonesia because the researcher and participants are Indonesians. Besides, it feels more comfortable during the interview. The researcher applied open-ended questions and also applied the unstructured response for the participants. The researcher used a smartphone, pen, and note in the process of the interview. Each participant took around 12-23 minutes to interview. The difference in interview time was because the researcher allowed the participants to give the answers in whatever way they chose.

After the gathering process finished, the researcher transcribed the audio interview into written text. Then, the researcher did the member checking or

probing to check whether there were unclear statements from the participants. It helps the invalid data becoming valid. Next, the researcher gave code and made a phrase or called focus coding. Besides, the researcher should interpret or make a sentence based on focus coding.

Furthermore, the researcher divided focus coding and interpretation into the same group belonging to the same field. On the other hand, the researcher made a categorized table to put the same facts from the grouping step. The last step was narration. The researcher changed the categorized table into a paragraph that had the participant's statement, followed by a supporting quotation from other researchers or experts.

Qualitative research was used to confirm the validity and reliability of whether the data were valid or not valid. Lincoln and Guba assume that the aims of trustworthiness in qualitative research are to support the statement where the research findings are focus-worth. There are five alternatives for assessing the trustworthiness of a qualitative research design that contains credibility, dependability, conformability, transferability, and authenticity (as cited in Elo et al., 2014, p. 2). Following the Lincoln and Guba steps, the researcher did member checking of the data interview to confirm

the credibility of the data. Then, member checking results showed the participants' statements based on the interview by sending the transcript to all participants through WhatsApp.

Findings and Discussion

The result of the data interview showed three types of YouTube videos often watched by English of A Foreign Language (EFL) students. They were art and humanities, social sciences, and vlog. Therefore, there are five aspects of English competences improved through watching YouTube videos, including two macro-skills, which were listening skill and speaking skill. Besides, three micro-skills consisted of pronunciation, vocabulary, and also grammar. Based on the findings, YouTube has given many advantages to use. The finding will be in the following sections.

Types of Video often watched on YouTube by EFL students

Art and Humanities. In this research, each participant talked about five types of YouTube videos entered in the art and humanities category, namely film, talk show, sitcoms, talks, music video, and lyric video. Also, the participants explained a little bit of the reasons why they watched the

videos. It can be seen in the following excerpts:

"... from films, I really learn their accents fastly ..."

(Nita's statement)

"... for films, sometimes I stream films on YouTube, but it is seldom."

(Linda's statement)

"... yeah... that talk show [The Late Late Show with James Corden]

(Linda's Statement)

"... yeah... that is it sitcom (laughed), but he plays many characters by himself alone. I found it is so fun."

(Tia's Statement)

"...she talks about whatever happens now, what problems youth faced ..."

(Monic's Statement)

"...if I am feeling sad, I hear songs, so I watched music videos."

(Monic's Statement)

"Sometimes on YouTube, there is something that if, for example, the artist or the singer releases a song, and surely they did not directly release the video clip. Surely they will upload the lyric video first. Well, from there, I also learn."

(Tia's Statement)

In the art and humanities category, the video is not always to entertain because from participants' statements, they gain new knowledge. Linda, one of the participants,

said that she was learning the accents from the film. Films get the participant's attention to focus and motivate students to learn something from them. Berk (2009) supports the statement that films have the potential to grab students' attention and motivate students. Besides, Tia learned new knowledge from watching music/lyrics videos, either it is speaking skills, listening skills, or vocabulary. Kusnierek (2016) states that "songs contribute to developing students' better memorization of vocabulary." Beare supports Kusnierek's statement by saying that music is one of a good way to introduce new vocabulary to students (as cited in Abidin et al., 2011, p. 3).

Social Sciences. The data showed that YouTube had replaced television as the entertainment media, getting information quickly. The participant also obtained a more deep understanding of the topic of the videos. The videos are entertaining, full of information, and educating.

"Almost every day, but just in that week, just watching like a simulation like that, mm what's the channel's name ... I don't know the name, but it is about a plane crash."

(Linda's Statement)

"There is one called Lang Focus. The channel is filled with language content. So

it's like explaining the language from one country but in a detailed explanation. For example, discussing the Indonesian language. He tells us that from the origin of Indonesian, it is a language that is often used. Anyway, everything about language is detailed."

(Nita's Statement)

"Mmmm...there are also videos from other children who have sent them to Sesame Street. Nah, it is good to watch, and also educative."

(Monic's Statement)

Vlog. Vlog is the videos which contain the images, texts, videos, animated videos, gifs, and audios. On vlog, people talk about anything they want, and mostly they are review products or explaining places. Food vlog, beauty vlog, and haul vlog entered are videos that review a product to makes people interested in buying it. The participants' excerpts show the findings.

"Eeee... a lot of it is like food vlogger. I like that."

(Nita's statement)

"I really like watching videos about cooking."

(Tia's statement)

"I also like daily vlog like that, but daily vlogs are not important. Yeah, it's like that, you know (laughed)."

(Tia's Statement)

"Mmmm... I like makeup, but I rarely watch makeup videos on YouTube."

(Nita's Statement)

"I also like beauty vloggers, even though I don't have makeup. I like watching it because I can learn something from it."

(Tia's Statement)

"I like the types of vlogs like haul or shopping."

(Monic's Statement)

"Mmmm... What's more? Mmmm... DIY makes me knowledgeable."

(Tia's Statement)

Aspects of English improved through watching YouTube videos

Listening Skills. The data showed that participants' improved their listening skills by watching vlog and songs.

"Yes, I felt that when watching Cia, my listening skill improved..."

(Monic's Statement)

"It means to sing more? If I know the song, I sang it. Mmm...but regarding the specific skill, I don't feel it. Maybe because I heard the song, it was doubtful that it might increase my listening skill."

(Linda's Statement)

Silviyanti (2014) argues that "the use of YouTube appeared to be interesting and beneficial for students in a listening class" (p. 54). Watkins and Wilkins (2011) also point out that videos on YouTube can be a

new activity in the class to practice students' listening skills.

Speaking Skills. The finding revealed that YouTube videos have enhancing students' speaking skills. It makes participants focused on using English after watching the videos, and it became a habit to the participants.

"...maybe speaking skill. Sometimes, like, the habit is like this. If I have watched an English video, I talk using English; I suddenly watched it and suddenly talked to myself, like that."

(Nita's Statement)

Jalaluddin (2016) noted that YouTube helps learn speaking skills because it has many advantages to support the learning process.

Pronunciation. The participants revealed that by reading the subtitles and the emergence of curiosity to pronounce someone's name improved pronunciation.

"So, I read the subtitle and saw his mouth, and it was the first time I went to his channel then all of the other YouTuber channels. I may increase my pronunciation."

(Tia's Statement)

"Especially the pronunciation, there is like, one artist's name. I used to be able to pronounce it, but now I forget it. But now I can pronounce it, that's the point."

(Linda's Statement)

"Yes, I felt that when watching Cia, my listening skill improved, and my pronunciation also improved."

(Monic's Statement)

Siidoroff and Sundberg (2018) state that "... there is a wide variety of pronunciation learning materials available on YouTube"(p. 37). Muna (2011) found out that YouTube videos helped to express students' ideas fluently by considering accepted pronunciation.

Vocabulary. The participants revealed that watching YouTube videos has improved students' vocabulary lists.

"Yes, I felt that when watching Cia, my listening skill improved, my pronunciation improved, my vocabulary also improved, but more towards to the slang vocabulary."

(Monic's Statement)

"It is like vocab, but there is not many, just like if the term uses slang like that."

(Linda's Statement)

Kabooha and Elyas (2015) explain that YouTube helps students to memorize 71% of new vocabulary. Muna (2011) asserts that students improve their vocabulary because they learn a new topic.

Grammar. This research shows that three of the four participants state their pronunciation improved by watching YouTube videos. The participants focus on seeing how the YouTuber pronounces a

word. Also, they experience a new vocabulary and the use of grammar. Participants analyze their English language skills without realizing it by analyzing each video. They also practice every word they hear from the video.

“...after watching it, I know how to use grammar. Usually, I watch the part about how to use grammar and how to you use the future tense and simple present.”

(Monic’s Statement)

This research revealed the types of YouTube videos often watch by EFL students and aspects of English competences improved through watching YouTube videos. The participants reported that they watch different types of YouTube videos, but all of the types help students to enhance students’ English competences. Each type’s videos help students to improve, different English competences as the following table

Types of YouTube videos	English Competences improved
Art and Humanities	1. Listening Skills
	2. Speaking Skills
	3. Pronunciation
	4. Vocabulary list
Social Sciences	1. Pronunciation
	2. Grammar
Vlog	1. Listening Skills
	2. Pronunciation
	3. Vocabulary List

Table 1.3 Types of YouTube Videos and English Competencies improved

Furthermore, another benefit that participants get by watching YouTube videos are more confident and new knowledge. Nita mentioned that by watching YouTube videos, it motivated her to be more confident while doing public speaking. By doing this, the participants solving their problems by themselves. The curiosity build by participants in solving their problems. It is great for shy or introverts students to gain

their confidence by watching YouTube videos.

“...I am curious about how they are confident. So, there are a lot of people who will watch them, how they are confident like that. So, I practice my confidence while I’m doing the presentation in the class. Eee... I imagine myself like ... ready or not, I should be speaking, I must speak up in front of my

friends or doing public speaking. The impact will be going like that to me..."

(Nita's Statement)

"...Cia's channel taught me to be confident.

Is it wrong for people to speak English? ..."

(Monic's Statement)

Besides, the participants reported gaining new knowledge, either it is what they are looking for or not. Directly or indirectly, participants gain new knowledge from the videos watched. Students get a new insight into something that they have never seen only by watching YouTube videos. Also, students obtain a deep understanding of the topic from the videos.

"... Insight, we get new knowledge."

(Nita's statements)

"... I like the video because I get something knowledge from the videos I liked ..."

(Tia's Statement)

"... In films, I learn the culture. It is different, Indonesia culture and abroad, like quite know the culture of other countries..."

(Linda's Statement)

Conclusion and Implication

This research was investigated to discover the types of YouTube videos often watched by EFL students, and the aspects of students' English competence improved through watching YouTube videos. The data from four participants had a different point

of view on the research questions. This research found three most-watched YouTube video types by EFL students, such as art and humanities, social sciences, and vlog. Also, through watching those types of videos, students improved their English competencies, including listening skills, speaking skills, pronunciation, vocabulary list, and grammar. Furthermore, this research found that YouTube videos gained students' confident and new knowledge, proven by how students can solve their problems and get new insight into a topic.

Although this research has illuminated the use of YouTube as the learning tool for students, it also can be useful for the teacher in the classroom. Students will know what types of videos can improve their English competences. Thus, the teacher has a variety of videos to use in the classroom, depending on which skills the students would like to improve. Also, the students will tend to focus on their preferred videos. Therefore, future researchers can find out the types of YouTube videos often watched by students, and the aspects of English improved through watching YouTube videos. They also can apply a quantitative approach as the methodology and measure of students' English competencies through watching YouTube videos.

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