

## Chapter Four

### Findings and Discussion

This chapter discusses the findings of this research based on data interview. Findings are taken from four participants' point of views and their statements will supported by existing literature. The findings of this research are the types of video which are often watched on YouTube and the aspects of English language skills improved through watching YouTube videos.

#### **Types of Video often watched on YouTube**

The researcher found some types of video often watched on YouTube. The participants stated many types of videos on YouTube that they have watched. After doing the interview with the participants and analysing their answers, the researcher divided into three types of YouTube videos often watched by students based on the existing literature. Further discussion about these findings is presented as follows:

**Art and Humanities.** Art and Humanities is a category that represent entertaining videos. The participants in this research stated that they often watched some types of YouTube videos such as films, talks show, sitcoms, review video, music videos and lyric videos.

Two participants who were Clara and Suvy stated that they like to watch films on YouTube. Clara said that “from films, I really learn their accents fast.” She also added “sometimes when it [film] talks full English, I will definitely put English subtitle on it”. Suvy mentioned that “for films, sometimes I stream films on YouTube, but it is seldom.” Khan (2015) asserts that film is a motivator to give

students a push in learning the language because it is more enjoyable and entertaining.

One participant in this research who is Suvy often watched talk shows. Suvy mentioned “Yeaah...that talk show [The Late Late Show with James Corden]”. Suvy often watched two talk shows on YouTube such as The Late Late Show with James Corden which aired every Monday to Thursday on one of the American TV Channels and Jimmy Kimmel Live which aired on the ABC Channel. Aprilia (2017) found out that using talk shows in the teaching and learning process makes students more active in the discussion session.

Additionally, one participant who is Vanessa liked to watch sitcoms on YouTube. Vanessa said that “Yeaah... that’s it sitcom, but he plays many characters by himself, alone”. She found that sitcoms are fun to watch.

Two participants, Lily and Vanessa, enjoy to watch music videos and lyric videos. Lily mentioned that “if I am feeling sad, I hear songs, so I watched music videos.” Lily expresses her feeling through music videos. Vanessa also added that “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”. Vanessa liked to see the current music on YouTube by watching lyric videos and from lyric videos, she learned to pronounce words and improve her vocabulary. . Burhayani (2013) asserted that songs give students opportunity to enrich vocabulary by vocalizing the language. Aguirre and Lira (2016) pointed out that song is an effective way to learn because it can improve students’ vocabulary.

The use of art and humanities videos in learning was supported by Kousha, Thelwall, and Abdoli (2012) who said that art and humanities is a category which include music, films, comedy, and TV shows. There are many benefits of watching YouTube videos from existing experts. Gonzalez, Graziela, Rozenfeld, and Aurelio (2015) maintained that by watching movies, students have opportunity to share their feelings and thought about the movies. Kusnierek (2016) explained that songs can increase students' motivation. Berk (2009) also stated that movies have potential to grab students' attention, inspire, and motivate students in the learning context.

**Vlog.** All participants who were Clara, Vanessa, Suvy, and Lily said that they watch vlogs. Vlogs also have many kinds includes food vlogs, review, travel and shopping or youth-oriented called haul vlogs, tips and tricks or DIY (Do It Yourself) videos. Baran (2007) argued that vlog is video blogging which combines images, audio, movies, and text to communicate with the viewers.

One participants who is Vanessa often watched food vlog. A food vlog is a video focused on eating and reviewing the food from each places. Vanessa also added that "I really like watching videos about cooking." Vanessa watched food vlogs because she get knowledge how to cook variety of foods.

Another kind of vlog watched by participants is review video. One participant who have interest on review video is Vanessa. Vanessa mentioned that "for example daily vlog from one of YouTubers named Liza Koshy. So, she compare the target price hmmm basically she compares the supermarket. But she also explained the items". She also added "I don't know it is daily vlog or not. But

I think it also review video” Vanessa also added she watched review video because she get new knowledge from the video.

Two participants who were Clara and Vanessa watched beauty vlogs. Beauty vlog is a video that shows one or two people who will give a make-up tutorials, tips and reviews of some products. Clara said that “Mmmm... I like make up, but I rarely watch make up videos on YouTube. Actually there are many YouTubers from many countries and they have different accents, so I like all of their accents”. Vanessa also added that “and I also like beauty vloggers, even though I don’t have make up, I like watching it, because I can learn from it.” They watched beauty vlogs because they get knowledge to apply make-up, and know the recommended products that can be used. Besides, students also learn accents from American and British.

There was one participant who mentioned haul videos. Lily often watched haul videos because they are fun and satisfying. A haul video is a video which combines travel, shopping, and reviewing of some products video. Lily mentioned that “I like the types of vlogs like haul or shopping.” Westenberg (2016) who also stated that when YouTubers review a product, most of their followers believe that their reviews are honest.

Another kind of video often watched by students is Do it Yourself (DIY). One participants who watched Do it Yourself is Vanessa. Do it Yourself is s video which gives a lot of tips and trick on recycling, using some stuff. Vanessa mentioned “mm... what’s more? Mm... DIY makes me knowledgeable”. DIY

videos give students a lot of knowledge, not only for increasing their English skill but also for getting new knowledge.

According to Baran (2007), a vlog is a video blog which combines images, audio, movies, and text to communicate with the viewers. Saiful (2019) said 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). In addition, vlogs have many kinds and the participants in this research give the answers of the kinds of vlog, such as food vlogs, daily vlogs, beauty vlogs, haul or shopping vlogs, review videos, and also DIY.

**Social sciences.** Social science is a category that represent about the social issues includes simulation, academic talks. There were three participants who watched social science videos namely Suvy, Clara and Lily. The kinds of videos they watch includes simulation and academic topics. Suvy mentioned that “Almost every day, but just in that week, I 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. At the time, I was able to watch YouTube because I get the unlimited to watch YouTube but only in that week. It is an animation videos about the airplane was using English” She watched that news at the time, because she was curious about how the plane can explode or fall mid-air.

Clara who watched academic videos said that “There is one called Lang Focus. The channel is filled with language contents. So it’s like explaining the language from one country, but in 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.” Lily mentioned that “there are also videos from other children who have sent them to Sesame Street. So, it is good to watch, and also educative.” Clara and Lily watched educational videos because the YouTuber gives easier explanation to make them understand about the topic and also the videos are fun.

A study by Kousha, Thelwall, and Abdoli (2012) found that there are some categories on this type of videos, such as news, advertisements, politics, activism and business, academic talks by social scientist, and social science documentaries. The participants in this research stated that they watched news and academic videos.

In conclusion, the participants watch YouTube based on their interest. There are three types of videos based on this research, such as art and humanities that focused on entertaining videos such as films, talk shows, sitcoms, talks, music videos and lyric videos. Next, vlog is a video blog which combine images, videos, audio, text, and also music or instruments. People who create vlogs always show their daily activities their day, whatever they were doing, and sometimes they also give some tips about something they did to their viewers. There were many kinds of vlog includes food vlogs, daily vlogs, beauty vlogs, haul or shopping vlogs, reviews videos, and DIY. Moreover, there are also social science videos that talk about current issues or academic talks by experts.

### **Aspects of English improved through watching YouTube videos**

The researcher found two macro skills and micro skills that can improved through watching YouTube videos. Macro skills that improved includes listening

skill and speaking skill. Furthermore, the micro skills improved namely pronunciation, vocabulary and grammar. Besides that, there were two participants who mentioned they be more confidence after watching YouTube videos. Four participants felt that they attain new knowledge by watching YouTube videos.

**Listening skill.** According to the participants' answers, there was one participants who felt her listening skill improved after watching YouTube videos. Lily mentioned that their listening skill improved through watching vlogs, educational series.

Lily said that "It also improved my listening skill because they sang, right, that is it." Lily talked about Sesame Street videos which always involve singing in every episode. She felt improvement while singing along with the characters in the video. Lily also added other types of videos that improved her listening skill. "Yes, I felt that when watching Cia, my listening skill improved..." Her listening skill improved because she tried to not put subtitles on the video to increase her listening skill. Watkins and Wilkins (2011) pointed out that videos on YouTube can be a new activity in the class to practice students' listening skills. Silviyanti (2014) said that "the use of YouTube appeared to be interesting and beneficial for students in a listening class" (p. 54).

**Speaking skills.** One participant who is Clara mentioned that her speaking skill improved through watching films. Clara said that "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." The improvement was directly felt after she watched film, because she spoke English

to herself. According to Khan (2015), films or parts of scenes can be used to practice students' listening and reading, and also as a device for speaking and writing. Jalaluddin (2016) noted that YouTube is helpful in learning speaking skills because it has many advantages to support the learning process.

**Pronunciation.** Three participants, Vanessa, Suvy and Lily said that they improved pronunciation through talk videos, talk shows, and vlogs. Vanessa said that “so I read the subtitle and saw his mouth and it was the first time I went to his [Pewdiepie] channel then all of the other YouTuber channels. I may increase my pronunciation”. Vanessa also added “my English increase from watching the channel named Pewdiepie, because his first language is not English. He is a Swedish. So his English is not fast like a native, and it is easier for me to understand. For the first time I watched him, I turn on the YouTube feature, which is the caption [subtitles]”. The non-native speakers makes her easier to learn English.

Suvy improved her pronunciation through watching talk shows on YouTube. Suvy added that “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.” She repeated to pronounce the words that are hard to her until she can pronounce it well.

Different from Vanessa and Suvy, Lily improved her pronunciation through watching vlogs of her favourite Indonesian YouTuber called Fatia Izzati or Cia. Lily said “yes, I felt that when watching Cia, my listening skill improved, and my pronunciation also improved.” She also watched one of the lecture



channels named 'English with Lucy'. Lily added "for example, 'English with Lucy'. She explained that there are pronunciation of what we often think is true, but it is wrong if we say it with the American accent. YouTube helps students to recognize the difficulty of pronunciation and improve students' speaking skills. Watkins and Wilkins (2011) pointed out that videos on YouTube can be a new activity in the class such as conversation analysis, movie trailer voice-overs, famous movie scene re-enactments, and vlog. The new activity can be the way for students to practice their listening and speaking skills.

**Vocabulary.** Two participants on this research, Suvy and Lily, mentioned that their vocabulary improved through watching talk shows and vlogs. Suvy said that "it is like vocab, but there is not many, just like if the term uses slang like that." Suvy felt that the vocabulary that she attained from watching talk shows can be used to watch other videos. Abidin, Mohammadi, Singh, Azman and

Lily added that "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". The vocabulary gained from watching Cia's vlogs is useful to understand other videos that many people on Lily's age watch, which mostly use slang words.

Through watching daily vlog and DIY, Vanessa increase her vocabulary. Vanessa said that "from daily vlog, DIY and those cook videos increase my vocabulary and pronunciation. I read the subtitle, because if I don't use subtitle, then what the YouTuber saying, surely I don't know. Mmmm ... there must be some words that I miss, because I am not familiar with that word. But for

example, I read the subtitles and then I see what the person is talking about, so I read everything like that, so I know oh so the last time he said this, then I will look for what it means”. The vocabulary improved because she put the subtitle and found the meanings of the unfamiliar words that she heard. Souriyavongsa (2011) supported the statement that students who use YouTube as a language learning tool have increased their vocabulary. Kabooha and Elyas (2015) pointed out that “YouTube is helpful in learning as well as remembering 71% of new vocabulary” (p.78).

**Grammar.** Two participant who are Lily and Clara mentioned that her grammar improved through watching educational videos and vlog. Lily mentioned that “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.” Clara added “... like what, eee... like want to introduce something, or like we want to end up our presentation. So like suddenly I remembered, oh in the video they will close their video like this”. Clara can use expression in English after watching YouTube videos.

In conclusion, there are two participants who felt improvement of listening skill through watching songs, educational series and talks. One participant improved her speaking skill through watching films. Khan stated that film-clips can be a foundation to practice listening, speaking, vocabulary, and pronunciation (as cited in Sommer, 2001, p. 486). Kurniawan (2018) also stated that YouTube help students’ speaking skill to become better. Three students’ pronunciation improve by watching talk videos, vlogs, talk shows, and English focus videos.

Two participants improved their vocabulary through watching talk shows and vlogs. Kabooha and Elyas (2017) stated that teachers and students find YouTube very beneficial in vocabulary development. One participant felt the improvement of her grammar by watching educational videos.