

**TEACHERS' EXPERIENCES IN FOSTERING SPEAKING
WITH YOUTUBE CHANNELS TO JUNIOR HIGH SCHOOL
EFL LEARNERS**

UNDERGRADUATE THESIS

**Submitted to Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



by :

EVA SRININGSIH

(2519089)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN K.H. ABDURRAHMAN WAHID PEKALONGAN
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EFL LEARNERS**

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ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin.....

First and foremost, I am thankful to Almighty Allah S.W.T. for giving me the strength, knowledge, ability and opportunity to undertake this thesis and complete it satisfactorily. Then, also to our beloved prophet, Muhammad SAW, who becomes my inspiration.

Secondly, I would like to thank the head of English Education Department and Teachers' Training Faculty of UIN K.H Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A. for his enormous support for me. To my thesis advisor, Mr. Fachri Ali, M.Pd. I really feel grateful for his willingness to be my thesis advisor, for his time, patience, motivation, and immense knowledge so I can finish this thesis. His guidance helped me in all the time of research and writing of this thesis. Then, I would also like to thank the lecturers of English study program of UIN K.H. Abdurrahman Wahid Pekalongan for the knowledge they gave to me in this college.

Next, I am deeply grateful to my beloved parents, Mr. Tarono and Mrs. Waliyah. I dedicate this thesis to both of you. Thank you for your prayers, support, encouragement and keen interest in my academic achievements. To my best partner Uais Al Qorni, thank you for always gives encouragement me to keep going and never gives up.

Last but not least, thank you to my fellow English Study Program'19 students and to all of people whom I appreciate their presence in my life which I cannot mention one by one, thank you all.

MOTTO

Two roads diverged in a wood, and I –

I took the one less traveled by, and that has made all the difference.

(Edward Thomas)



ABSTRAK

Penggunaan YouTube channels sebagai media pembelajaran sangat membantu guru dalam mengembangkan kemampuan berbicara siswa. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru EFL dalam membina kemampuan berbicara menggunakan YouTube channels pada siswa SMP. Desain penelitian dalam penelitian ini menggunakan inkuiri naratif. Dua orang guru dipilih sebagai sumber penelitian. Wawancara semi terstruktur digunakan untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik Braun dan Clarke. Temuan menunjukkan adanya perbedaan pengalaman guru dalam menggunakan YouTube dengan channel BBC Learning English dan Aarons' english dalam mengajar berbicara dikelas bahasa Inggris. Kedua channels dipilih karena videonya sesuai dengan materi dan tujuan pembelajaran, juga bahasanya mudah dimengerti pembelajar muda dengan ilustrasi yang menarik. Hal tersebut mempermudah dalam mengembangkan kosa kata, pengucapan, melatih kelancaran berbicara siswa, dan meningkatkan motivasi belajar siswa. Selain itu, guru juga menjumpai tantangan seperti naik turunnya motivasi siswa dan kurangnya rasa percaya diri siswa dalam berbicara.

Kata kunci : Berbicara, YouTube channel, Pengalaman guru.

ABSTRACT

The use of YouTube channels as a learning medium really helps teachers in developing students' speaking skills. This research aims to explore EFL teachers' experiences in developing speaking skills using YouTube channels in junior high school students. The research design in this study used narrative inquiry. Two teachers were selected as research participants. Semi-structured interviews were done to collect data. The data were analyzed using Braun and Clarke's thematic analysis. The findings show that there are differences in teachers' experiences in using YouTube with the BBC Learning English and Aarons' English channels in teaching speaking in English classes. The two channels were selected because the videos are appropriate to the material and learning objectives, and the language is easy for young learners to understand with attractive illustrations. This makes it easier to develop vocabulary, pronunciation, train students' speaking fluency, and increase students' learning motivation. Apart from that, teachers also encounter challenges such as fluctuating student motivation and students' lack of confidence in speaking.

Keywords : Speaking, YouTube Channels, Teachers Experiences



PREFACE

Praises and gratefulness are sent to Allah SWT., who has poured His grace and His gift and bestowed me guidance, health and patience so that the writing process of my Final Project research entitled **“Teachers’ Experiences in Fostering Speaking with YouTube Channels to Junior High School EFL Learners”** can be completed. It is submitted to English Study Program, UIN K.H ABDURRAHMAN WAHID Pekalongan, to fulfill one of the Final Project Course requirements. In arranging this paper, the writer truly get lost challenges and obstructions. Because of that, the writer says thank to all individuals who helps me in the process of writing this final project. The researcher also realizes that this paper is not perfect yet. Therefore, criticism and constructive suggestions for improving this paper is expected. Hopefully this paper can be useful to everyone in need.

Pekalongan, 9 November 2023

The Researcher

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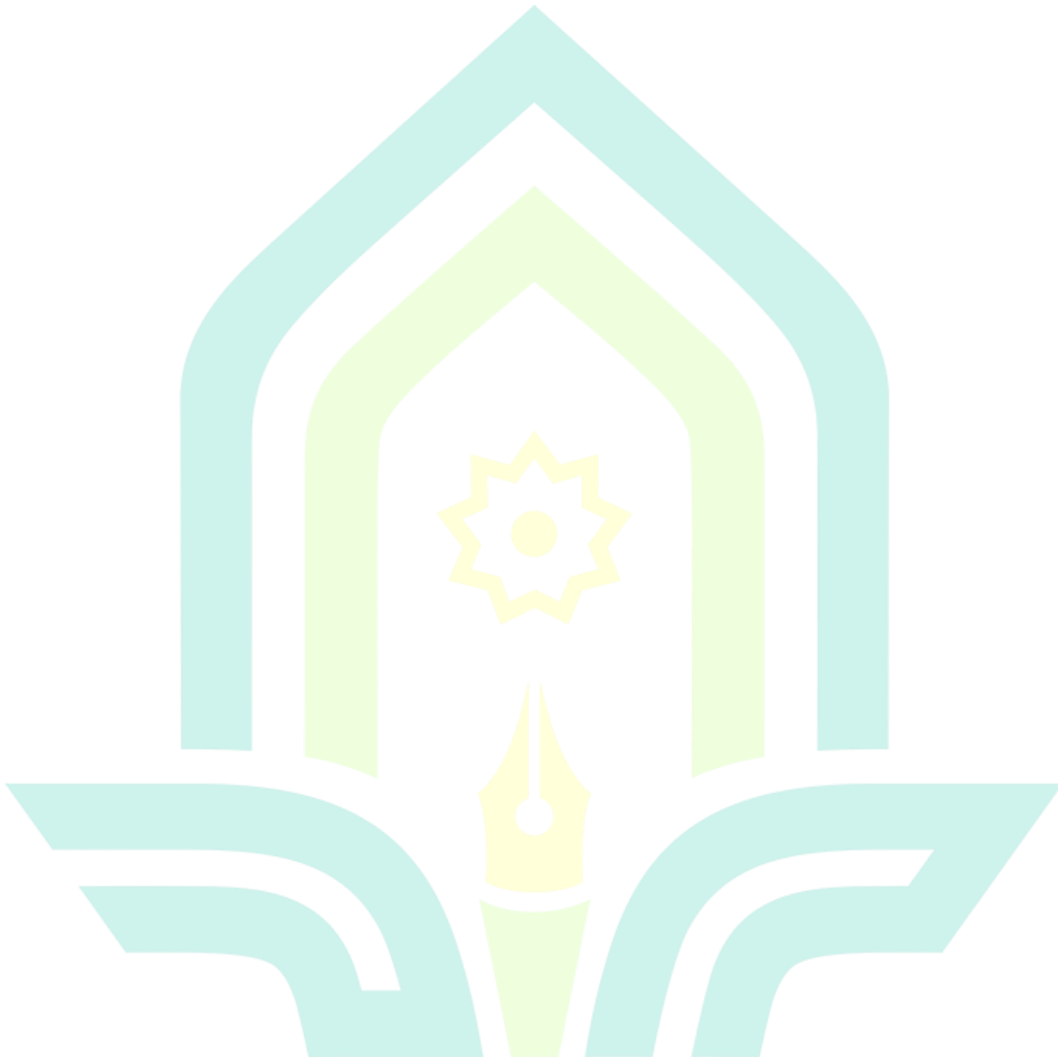
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CHAPTER I

INTRODUCTION

1.1 Background

Speaking is the main skill which is divided into two groups: accuracy and fluency. Accuracy involves employing vocabulary, grammar, and pronunciation in a variety of contexts, while fluency is the capacity to carry on when talking informally (Drakhshan, Khalili, & Behesti, 2016). This shows that verbal interaction can be typical in terms of routine, which is a traditional method of information presentation that might concentrate on interaction or content (Sidik, 2013). Speaking involves producing and receiving information, which is an interactive process for creating meaning (Kosar & Bedir, 2014). Therefore, if speaking abilities are not regularly practiced, it will be difficult for students to learn (Zebua, 2019).

Grauberg (1977, p.201) reveals that “many students who considered the primary purpose of learning a foreign language to speak it”. Therefore, English teachers must help students achieve their goals by bringing out all of their best abilities. Teachers act as educators, motivators, managers, mentors, and evaluators for students (Karamina et al. 2020). Teachers need to provide students the chance to speak English while they are studying (Koran, 2017). By understanding "how to utilize the surroundings, physical and social, that exist so as to extract from them

all that students have to contribute" to learning, teachers may raise the possibility that their students will engage in educational activities (Dewey, 1938, p.40).

In speaking classes, it will be more interesting if teacher explains material in English so that it becomes an example for students, but this is less effective in junior secondary classes because students are just learning English, so students will find it difficult to understand the teacher's explanation (Khan, 2011). In addition, students' lack of confidence in speaking abilities makes students embarrassed to ask questions (Kashinathan & Aziz, 2021). Andriani et al. (2019) stated that most of the students could not pronounce words correctly and had poor vocabulary, so they could not speak English confidently.

Teachers are responsible for selecting the appropriate activities and strategies in order to satisfy the needs, objectives, and interests of students (Rao, 2018). A teacher must also have experience in teaching. Hohn (2013, p.5) claims, "Experience grows collaboratively and as an integral component of an organism's relationship with its environment rather than being predetermined by biology". With the teacher's experience while teaching, of course teacher often encounters the problems he faces and the strategies that are suitable for use. As revealed by Boshuizen (2014), that through years of experience, teachers improve their knowledge of classroom management, which enables them to foresee issues and modify teaching methods. This problem causes consideration for teachers to vary

their learning by using social media, especially YouTube because it is in accordance with current learning style preferences (Michael & Shah, 2020).

YouTube is a social media platform that is useful for the world of education. YouTube makes it simple for students to preserve content and encourages them to study, because of the videos and graphics that are presented to students (Deng & Yuen, 2010). According to Silviyanti (2014), YouTube media can help teachers in the teaching and learning process and increase students' understanding of teacher explanations in class. YouTube plays a significant part in enabling students to communicate with classmates and teachers in class while watching videos and understanding what is going on (Albahlal, 2019). The main feature of YouTube is that it contains many channels that present a variety of learning videos on different topics. Users simply type the title of the video they want to view in the search box, and it will start playing right away. In the sphere of education, these videos are crucial. Teachers may create lessons for students and include interesting exercises in language sessions by using YouTube videos (Watkins & Wilkins, 2011).

YouTube channel is a container in the YouTube application that accommodates various videos that have been posted by a user, usually in a channel there are videos of the same type or related to each other. Albahlal (2019) argues that video-based material from certain YouTube channels allows students to master pronunciation, differentiate sounds, and

understand what is being said to students through the graphical and illustrative means used in video, so selecting a YouTube channel that presents quality videos is very important for teachers, such as *BBC Learning English* and *Aaron's English channels*. These YouTube channels are great demand by students and believed to help improve English skills for beginners and up to the advanced level.

Social media YouTube has grown in popularity recently, particularly among junior high school students who use their cellphones to access social media on a daily basis. This presents an opportunity for teachers to use YouTube as a teaching tool. Beside that, it can also assist educators in saving time while presenting content to students (Qomaria & Zaim, 2020). For junior high school students, video shows are very interesting because take the shape of their favorite animation or illustration and provide fun during class lessons.

Although, many previous studies have investigated about teachers' experiences in speaking, such as conducted by Saed et al. (2021), Pratama et al. (2022), Meinawati et al. (2020), and Ariyanto et al. (2018), this study presents something different. This research focused on teachers' experiences in fostering speaking with YouTube channels to junior high school EFL Learners.

1.2 Formulation of the Problem

Regarding the issues mentioned above, this study tries to answer the following question “What are the teachers’ experiences in fostering speaking with YouTube channels to junior high school EFL learners?”

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1.3.1 Teachers’ Experiences : Teachers’ experiences is positively associate with students achievement gains throughtout a teachers career. Gains in a teacher's effectiveness that are related to experience are rapid in the early years, but they continue to be considerable as they enter their second and frequently third decades of teaching (Kini & Podolsky, 2016).

1.3.2 Speaking : An interactive process of creating meaning that involves production, reception, and processing information (Brown & Yule, 1983).

1.3.3 YouTube Channel : YouTube channel is a tool on YouTube account, which can be used to upload videos on YouTube, publish videos that have been uploaded, host videos and carry out other activities (Garcia-Barriocanal, Sicilia, Sanchez Alanso, & Lytras, 2011 ; Milliken, Gibson, O'Donnell, & Singer, 2008; Redecker, et al., 2009).

1.4 Aim of Study

The aim of this study is to describe teachers' experiences in fostering speaking with YouTube channels to junior high school EFL learners.

1.5 Significances of the Research

- a. Theoretical Use : This study was contribute to Albahlal (2019) theory. Albahlal investigated the impact of YouTube on speaking skills of the secondary school students from the perspective of English students and language teachers.
- b. Empirical Use : This study will give the empirical insights about the experience of teachers in fostering speaking with YouTube channels.

c. Practical Use : The results of this study are practically expected to provide an overview of teacher's experience in teaching speaking classes using social media, especially YouTube channel.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussion of research regarding teachers' experiences in fostering speaking with YouTube channels to junior high school EFL learners, it can be concluded as follows :

The teachers experience shows that using YouTube channels can make it easier to deliver material and help the teachers develop students' speaking skills. Students can learn vocabulary, pronunciation and expressions better. According to the teachers, YouTube channels are needed in learning speaking because this media provides an alternative that can provide an effective way during the learning process which is realized through features contained in videos such as moving images, text and native speaker voices.

There are challenges in using YouTube channels in teaching speaking. The challenge is that students' motivation is unstable due to dependence on YouTube videos so that students are less interested in paying attention when it is the teacher's turn to speak. Apart from that, students who lack confidence in learning speaking are a major challenge for teachers, because students who are not confident tend not to want to try to learn speaking. Therefore, the emergence of interactive method strategies such as role playing and dialogue conversations which support YouTube channels in creating a more interesting and enjoyable classroom.

5.2 Recommendations

a. For EFL Teachers

In this research, it is recommended that EFL teachers be able to apply appropriate strategies, so they are not only enthusiastic about learning media but also implement learning activities in class according to learning objectives. The teacher gives students the opportunity to practice speaking in front of the class.

b. EFL Students

It is recommended that students focus on understanding the learning material and seriously improve their speaking skills. Students need to increase their confidence to speak in front of the class.

c. Future researchers

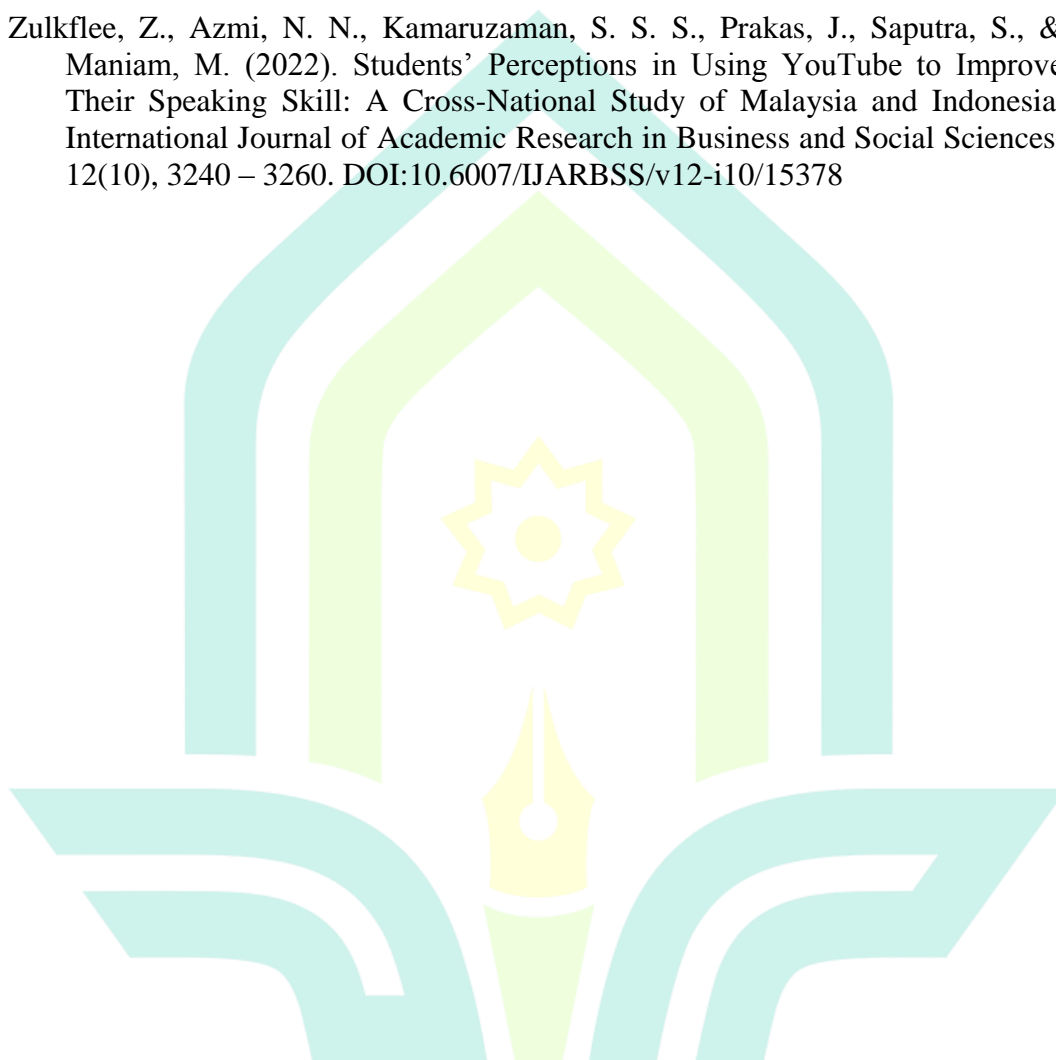
This research used qualitative method but someday this research can be studied using quantitative methods or combining the qualitative and quantitative method. This study only involved two participant. Therefore, future research is expected to involve more participants in the research like this and explore teachers' experiences in teaching speaking using different YouTube channels.

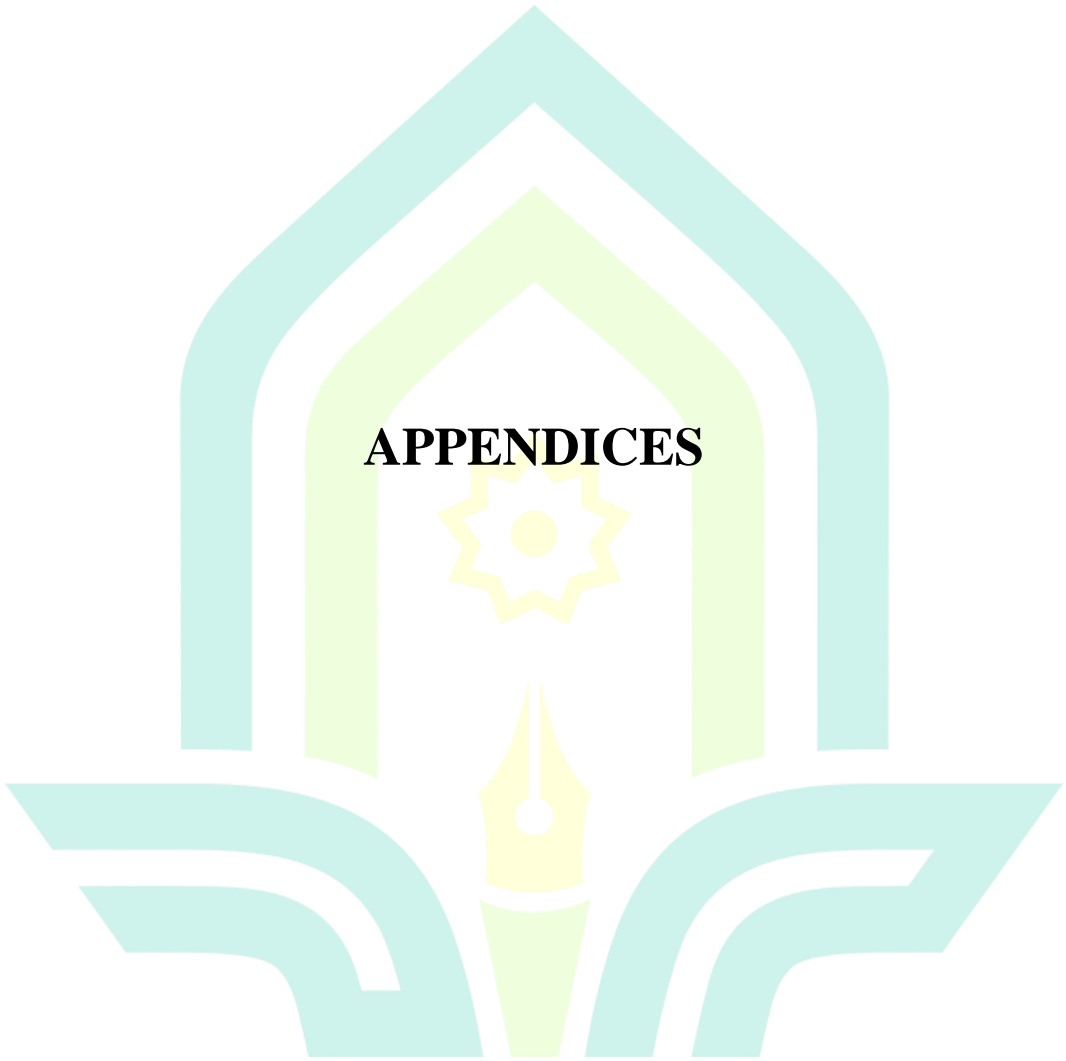
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APPENDIX 1

Interview Question

1. Mengapa anda menggunakan media YouTube dalam pembelajaran speaking?
2. Bagaimana anda menentukan channel YouTube yang digunakan untuk pembelajaran speaking?
3. Menurut anda fitur apa saja yang terdapat dalam YouTube channel yang anda gunakan sebagai media pembelajaran speaking?
4. Bagaimana pengalaman anda dalam mengajar speaking menggunakan YouTube channel dikelas dan strategi apa yang anda gunakan?
5. Bagaimana perkembangan speaking siswa dalam pembelajaran speaking menggunakan YouTube channel?
6. Bagaimana motivasi siswa selama pembelajaran speaking menggunakan YouTube channel?
7. Adakah kendala dalam mengajar speaking menggunakan YouTube channel?
8. Apa saja solusi yang anda terapkan untuk mengatasi kendala tersebut?

During the interview, there were additional questions as follows:

1. Bagaimana pengalaman anda dalam mengajar menggunakan media sosial khususnya channel Youtube “Bbc learning English/english speaking course” dalam membina keterampilan berbicara siswa?
2. Bagaimana YouTube dapat meningkatkan kefasihan berbicara siswa? misalnya dengan menayangkan video YouTube dan mengajak siswa berdiskusi atau memberikan kesempatan siswa bercerita secara mandiri atau

berkelompok?

3. Bagaimana pengajaran menggunakan video saluran YouTube dapat memotivasi siswa dalam belajar berbicara? Dan mengapa Anda memilih saluran YouTube, apakah ada kelebihan tertentu dibandingkan saluran lainnya?
4. Kendala apa saja yang anda temui dalam pengajaran menggunakan video channel YouTube? Bagaimana anda mengatasinya?



APPENDIX 2

Transcription of the interview (Indonesia Version)

Teacher 1 interview

Interviewer	Assalamu'alaikum Bu, apa kabar?
Teacher 1	Waalaiikumsalam, Alhamdulillah baik.
Interviewer	Mohon maaf bu sudah mengganggu waktunya. Pertama saya ucapkan terimakasih telah meluangkan waktu untuk wawancara. Hal ini berkaitan dengan skripsi saya yang berjudul "Teachers' experiences in fostering speaking with YouTube channels to junior high school EFL Learners". Kalau boleh tau sudah berapa lama Anda mengajar bahasa inggris?
Teacher 1	Iya tidak masalah. Saya sudah mengajar bahasa inggris selama 24 tahun. Sekarang sudah hampir pensiun.
Interviewer	Apakah benar Anda menggunakan media YouTube untuk mengajar bahasa inggris khususnya speaking?
Teacher 1	Iya sering, karena kemarin baru pembelajaran daring, jadi sampai sekarang saya masih menggunakan YouTube untuk mengajar bahasa inggris termasuk speaking.
Interviewer	Mengapa Anda menggunakan media YouTube untuk mengajar bahasa inggris?
Teacher 1	Sekarang kan sudah kurikulum merdeka ya, apa aja serba digital, sehingga banyak muncul video-video pembelajaran di YouTube. Jadi saya menggunakan YouTube karena sistem pendidikan sekarang yang serba digital, maka sebagai guru saya harus lebih kreatif dalam memanfaatkan teknologi agar siswa dapat belajar dengan suasana kelas yang menarik.
Interviewer	Apakah siswa disini sering mengakses videoYouTube bu?
Teacher 1	Sepertinya sering ya, namanya juga anak jaman sekarang.

	Kalau disekolah kan siswa tidak diperbolehkan membawa HP, tapi misalnya saya tanya 'kamu tau grammar dari mana' mereka jawabnya 'dari YouTube bu', berarti kan mereka sering mengakses video YouTube ketika dirumah.
Interviewer	Oh iya .. Apakah ada channel YouTube tertentu yang sering anda gunakan dalam pembelajaran speaking dikelas?
Teacher 1	Ada, saya menggunakan BBC Learning English channel.
Interviewer	Mengapa anda menggunakan channel YouTube tersebut?
Teacher 1	Saya memilih channel tersebut karena videonya cukup lengkap, ada yang berbentuk animasi sehingga siswa akan tertarik untuk menonton.
Interviewer	Biasanya video dari BBC Learning English digunakan untuk materi apa saja ya bu?
Teacher 1	Materi apa saja sih mba.. seperti grammar, teks prosedur, teks narrative, teks descriptive, dll.
Interviewer	Bisa untuk semua materi ya bu?. Manfaat dari channel tersebut sebagai media pembelajaran dalam mengembangkan kemampuan berbicara siswa apa ya bu?
Teacher 1	Banyak manfaatnya mba, terdapat berbagai macam video dan fitur yang dapat membantu siswa dalam belajar speaking seperti pembicaraanya native speaker, siswa dapat meniru pengucapan kata dengan benar dari native speaker. Selain itu, penggunaan bahasa yang mudah dipahami, durasi videonya tidak terlalu panjang, juga mudah bagi saya untuk memberikan contoh, tips & trik, atau memberikan tugas.
Interviewer	Bagaimana perkembangan kelancaran berbicara siswa setelah menggunakan video YouTube channel?

Teacher 1	Mayoritas siswa disini masih belum lancar dalam pengucapan karena kurangnya kosa kata. Namun setelah menggunakan video siswa lebih mudah dalam menghafal kosa kata dengan melihat dan mendengarkan. Tetapi hal tersebut juga perlu didukung dengan aktivitas pembelajaran yang sesuai, karena tidak semua siswa dapat belajar secara mandiri dengan menonton video. Misalnya untuk materi narrative text, saya cenderung menggunakan metode role play. Saya menampilkan video seperti cerita <i>little monster, joe go fishing, school trip, dll</i> . Kemudian saya memberikan mereka tugas berkelompok untuk bermain peran seperti video yang mereka pilih. Kalau tugasnya berkelompok kan mereka bisa saling belajar dan mengoreksi kesalahan bersama-sama, namanya proyek berkelompok ih ya jadi mereka bertahap-tahap prosesnya. Mereka sangat antusias saat saat memainkan peran dan pengucapan berbicara mereka lebih tertata karena melalui latihan berulang-ulang.
Interviewer	Bagaimana motivasi siswa saat pembelajaran speaking?
Teacher 1	Terkadang ada beberapa siswa yang masih mengeluh bahwa bahasa inggris itu sulit sehingga motivasi untuk mengikuti pembelajaran berkurang. Sehingga saya berperan untuk memberi motivasi kepada siswa dengan cara menggali potensi dirinya, cara belajar apa yang tepat dan mendukung cara belajar yang mereka sukai.
Interviewer	Adakah kendala selama mengajar speaking menggunakan YouTube channel?
Teacher 1	Kendalanya pasti ada, banyak siswa yang masih malu ketika diminta berlatih berbicara didepan kelas. Mereka merasa tertinggal dan tidak percaya diri ketika teman satu kelompoknya sudah lebih mahir berbahasa inggris.

Interviewer	Bagaimana cara mengatasi hal tersebut bu?
Teacher 1	Emm.. saya biarkan mereka untuk memilih teman kelompoknya sendiri dan membebaskan mereka untuk memilih cerita dari YouTube channel sesuai dengan keinginan dan kemampuan mereka agar mereka tidak terbebani dan merasa tidak percaya diri.
Interviewer	Baik bu, Terimakasih atas jawabannya.

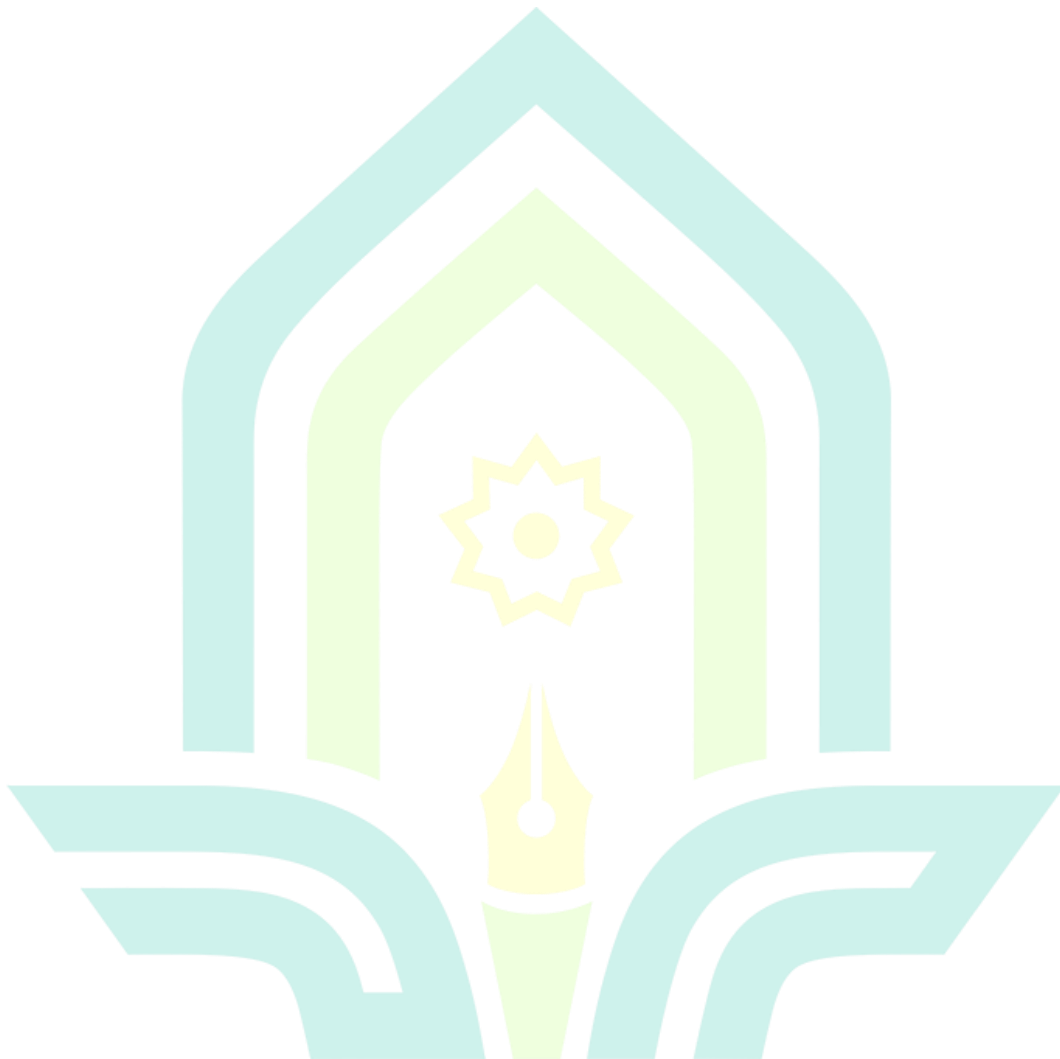
Teacher 2 Interview

Interviewer	Assalamu'alaikum, selamat pagi bu.
Teacher 2	Waalaikumsalam, selamat pagi.
Interviewer	Sebelumnya mohon maaf mengganggu waktunya. Saya Eva sriningsih yang sudah menghubungi bu guru melalui whatsapp untuk wawancara terkait tugas akhir penelitian saya yang berjudul "Teachers' experiences in fostering speaking with YouTube channels to junior high school EFL Learners".
Teacher 2	Oh iya mba Eva, saya sudah menerima pesannya.
Interviewer	Baik bu. Kalau boleh tau sudah berapa lama Anda mengajar bahasa inggris?
Teacher 2	Kurang lebih sudah 11 tahun. Saya saat ini mengajar siswa kelas 10 dan 11.
Interviewer	Baik. Selama mengajar apakah anda pernah menggunakan media sosial YouTube?
Teacher 2	Iya pernah. Saat ini saya juga mengajar menggunakan media YouTube, karena dapat menarik minat siswa dengan melihat dan mendengar dalam sebuah ilustrasi atau tayangan. Kalau pembelajarannya monoton siswa akan mudah bosan. Maka dari itu dengan menayangkan video mereka akan lebih fokus dan suasana kelas lebih bervariasi.

Interviewer	Apakah ada channel tertentu yang anda gunakan untuk mengajar speaking?
Teacher 2	Saya lebih sering menggunakan video dari channel Aarons' English, sesekali menggunakan video dari channel kemendikbud. Saya memilih videonya berdasarkan kemampuan anak disini. Kalau misalnya bahasanya lebih sulit kemudian cara berfikirnya agak susah tidak saya gunakan. Jadi saya memilih video yang benar-benar bisa dicerna siswa sesuai kemampuannya dan akhirnya saya menggunakan video dari Aarons' English.
Interviewer	Kalau fitur dari Aarons' English channel sendiri apa ya bu?
Teacher 2	Emm.. fiturnya seperti penyajian videonya sangat menarik mengikuti tren generasi muda, walaupun pembicaraanya native speaker tapi videonya tidak sepenuhnya menggunakan bahasa inggris sehingga siswa lebih mudah memahami dan tidak perlu bergantung pada subtitle untuk memahami apa yang dibicarakan. Kalau bahasanya full inggris kan siswa malah bingung itu video apa. Selain itu durasinya singkat sehingga siswa tidak akan bosan untuk melihat dan mendengarkan.
Interviewer	Untuk materi apa saja YouTube channel digunakan?
Teacher 2	Semua materi bisa. Kalau kemarin semester 1 Game activity, pronoun, grammar juga bisa. Video YouTube juga sesekali juga digunakan untuk berlatih berbicara dengan berdialog bersama teman.
Interviewer	Bagaimana perkembangan speaking siswa dalam pembelajaran menggunakan YouTube channel?
Teacher 2	Siswa terkadang masih gagap ketika berbicara bahasa inggris karena kurang menguasai kosa kata, grammar dan pengucapan yang benar. Jadi selama pembelajaran saya menerapkan metode pembelajaran yang dapat mendukung siswa agar tidak

	salah dalam memahami makna kata dan pengucapan. Serta metode yang dapat melibatkan siswa untuk aktif dan berkesempatan meningkatkan kemampuan berbicara mereka.
Interviewer	Metode apa yang digunakan dalam pembelajaran speaking menggunakan YouTube channel?
Teacher 2	Saya pernah menggunakan metode dialog conversation. Saya menampilkan video dari Aarons' english seperti <i>bahasa inggris di café, bahasa inggris di perpustakaan, dll.</i> Melalui video tersebut siswa menganalisis dengan menuliskan kosa kata, mengidentifikasi pola kalimat, membuat teks dialog berdasarkan tema video dan mempraktekkannya.
Interviewer	Bagaimana motivasi siswa selama pembelajaran speaking menggunakan YouTube channel?
Teacher 2	Kalau untuk motivasi siswa nya mereka lebih tertarik dengan pembelajaran menggunakan YouTube, mereka sangat fokus ketika ditayangkan video. Namun ketika video selesai dan saya menjelaskan mereka terkadang tidak mendengarkan dan meminta untuk ditayangkan video lagi. Jadi ya motivasinya naik turun tergantung bagaimana saya mengajarnya.
Interviewer	Apakah ada hambatan dalam mengajar speaking menggunakan YouTube channel?
Teacher 2	Hambatannya itu ketika saya meminta siswa untuk mempresentasikan hasil tugasnya, mereka cenderung melimpahkan ke siswa lain. Mereka malu untuk berbicara didepan kelas dan takut untuk membuat kesalahan. Ketika ada materi yang tidak dipahami mereka malu untuk bertanya.
Interviewer	Bagaimana cara untuk mengatasi hal tersebut?
Teacher 2	Saya selalu mengecek kembali pemhaman siswa terhadap materi, kemudian saya memutarakan ulang video dan menuntun

	<p>siswa dengan memberinya pertanyaan lalu siswa menjawab. Dengan hal tersebut, diharapkan siswa akan terbiasa berbicara atau bertanya dan tidak lagi merasa takut melakukan kesalahan.</p>
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Transcription of the interview (English Version)

Teacher 1 Interview

Interviewer	Assalamu'alaikum Ma'am, how are you?
Teacher 1	Walaikum salam, I'm good Alhamdulillah.
Interviewer	Sorry ma'am for interrupting your time. First, I would like to thank you for taking the time to interview. This is related to my thesis entitled "Teachers' experiences in fostering speaking with YouTube channels to junior high school EFL Learners". If I may know, how long have you been teaching English?
Teacher 1	Yes, no problem. I have taught English for 24 years. Now almost retired.
Interviewer	Is it true that you use YouTube media to teach English, especially speaking?
Teacher 1	Yes, often, because yesterday it was online learning, so until now I still use YouTube to teach English, including speaking
Interviewer	Why do you use YouTube media to teach English?
Teacher 1	Since everything is digital now days and using merdeka curriculum, a lot of educational videos may be found on YouTube. Therefore, I utilize YouTube because, as a teacher, I have to be more inventive when it comes to using technology to create an engaging learning environment for my students.
Interviewer	Do students here often access YouTube videos, ma'am?
Teacher 1	It seems like it's often the case, it's also the name of today's kids. At school, students are not allowed to bring cellphones, but for example, if I ask 'where do you know about grammar?' they answer 'from YouTube ma'am', which means they often access YouTube videos when at home.
Interviewer	Oh yes.. Is there a particular YouTube channel that you often use when teaching speaking in class?

Teacher 1	Yes, I use BBC Learning English channel.
Interviewer	Why do you use this YouTube channel?
Teacher 1	I chose this channel because the videos are quite complete, some are animated so students will be interested in watching.
Interviewer	What are materials usually used for videos from BBC Learning English, ma'am?
Teacher 1	What kind of material, sis... such as grammar, procedure text, narrative text, descriptive text, etc.
Interviewer	Can it be used for all materials, ma'am? What are the benefits of this channel as a learning medium in developing students' speaking skills, ma'am?
Teacher 1	There are many benefits, sis. There are various kinds of videos and features that can help students learn speaking, such as native speakers, students can imitate the correct pronunciation of words from native speakers. Apart from that, the use of language that is easy to understand, the duration of the video is not too long, it is also easy for me to give examples, tips & tricks, or give assignments.
Interviewer	How does the student's speaking fluency develop after using YouTube channel videos?
Teacher 1	The majority of students here are still not fluent in pronunciation due to lack of vocabulary. However, after using videos, students find it easier to memorize vocabulary by seeing and hearing. But this also needs to be supported with appropriate learning activities, because not all students can learn independently by watching videos. For example, for narrative text material, I tend to use the role play method. I show videos such as <i>little monster story</i> , <i>joe go fishing</i> , <i>school trip</i> , dll. Then I gave them group assignments to role play like the video they chose. If the assignment is in a group, they can learn from each other and

	correct mistakes together, it's called a group project, so they take the process in stages. They are very enthusiastic when playing a role and their speaking pronunciation is more organized because of repeated practice.
Interviewer	How do students motivate themselves when learning speaking?
Teacher 1	Sometimes there are some students who still complain that English is difficult so that their motivation to take part in learning is reduced. So my role is to motivate students by exploring their potential, what is the right way of learning and supporting the way of learning that they like.
Interviewer	Are there any obstacles while teaching speaking using the YouTube channel?
Teacher 1	There are definitely obstacles, many students are still embarrassed when asked to practice speaking in front of the class. They feel left behind and not confident when their group mates are more proficient in English.
Interviewer	How do you deal with this, ma'am?
Teacher 1	Erm... I let them choose their own group of friends and free them to choose stories from the YouTube channel according to their wishes and abilities so that they don't become burdened and feel insecure.
Interviewer	OK ma'am, thank you for the answer.

Interviewer	Assalamu'alaikum, good morning ma'am.
Teacher 2	Waalaikumsalam, good morning.
Interviewer	First of all, I apologize for interrupting your time. I am Eva Sriningsih who has contacted the teacher via WhatsApp for an interview regarding my final research assignment entitled "Teachers' experiences in fostering speaking with YouTube channels to junior high school EFL Learners".
Teacher 2	Oh yes, Miss Eva, I had received the message.
Interviewer	Okay ma'am. If I may know, how long have you been teaching English?
Teacher 2	It's been more or less 11 years. Currently I teach in grades 7 and 8.
Interviewer	Ok. While teaching, have you ever used YouTube social media?
Teacher 2	Yes I have. Currently I also teach using YouTube media, because it can attract students' interest by seeing and hearing in an illustration or broadcast. If learning is monotonous, students will easily get bored. Therefore, by showing videos they will be more focused and the class atmosphere will be more varied.
Interviewer	Is there a particular channel that you use to teach speaking?
Teacher 2	I more often use videos from the Aarons' English channel, occasionally using videos from the Ministry of Education and Culture channel. I chose the videos based on the abilities of the children here. If, for example, the language is more difficult and then the way of thinking is a bit difficult, I don't use it. So I chose videos that students could really digest according to their abilities and finally I used videos from Aarons' English.
Interviewer	What are the features of Aarons' English channel, ma'am?

Teacher 2	Erm... features such as the video presentation are very interesting following the trend of the younger generation, even though the speaker is a native speaker, the video is not entirely in English so students understand more easily and don't need to rely on subtitles to understand what is being said. If the language is full English, students will be confused about what video it is. Apart from that, the duration is short so students will not get bored of watching and listening.
Interviewer	What material is the YouTube channel used for?
Teacher 2	All materials are possible. Yesterday semester 1 Game activity, pronouns, grammar were also possible. YouTube videos are also occasionally used to practice speaking in dialogue with friends.
Interviewer	How does student's speaking develop when learning using the YouTube channel?
Teacher 2	Students sometimes still stutter when speaking English because they lack mastery of vocabulary, grammar and correct pronunciation. So during learning I apply learning methods that can support students so they don't make mistakes in understanding the meaning of words and pronunciation. As well as methods that can involve students to be active and have the opportunity to improve their speaking skills.
Interviewer	What methods are used in learning speaking using the YouTube channel?
Teacher 2	I have used the dialogue conversation method. I show videos of Aarons' English such as English in a café, English in the library, etc. Through this video, students analyze by writing vocabulary, identifying sentence patterns, creating dialogue text based on the video theme and practicing it.

Interviewer	How do students motivate themselves when learning speaking using the YouTube channel?
Teacher 2	As for students' motivation, they are more interested in learning using YouTube, they are very focused when videos are shown. However, when the video is finished and I explain, they sometimes don't listen and ask to show the video again. So yes, motivation goes up and down depending on how I teach.
Interviewer	Are there any obstacles in teaching speaking using a YouTube channel?
Teacher 2	The obstacle is when I ask students to present the results of their assignments, they tend to delegate it to other students. They are embarrassed to speak in front of the class and are afraid to make mistakes. When there is material they don't understand, they are embarrassed to ask.
Interviewer	How to overcome this?
Teacher 2	I always check the students' understanding of the material, then I play the video again and guide the students by asking them questions and then the students answer. With this, it is hoped that students will get used to speaking or asking questions and will no longer feel afraid of making mistakes.

CURRICULUM VITAE

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- 2007 – 2013 : SDN 01 Kampil
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