

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The researchers provide research results, which is discussed in this chapter. It is critical that the discussion of the overall study findings influences the outcome. The objective of the discussion is to respond to the question's description and explain the overall results using appropriate theories.

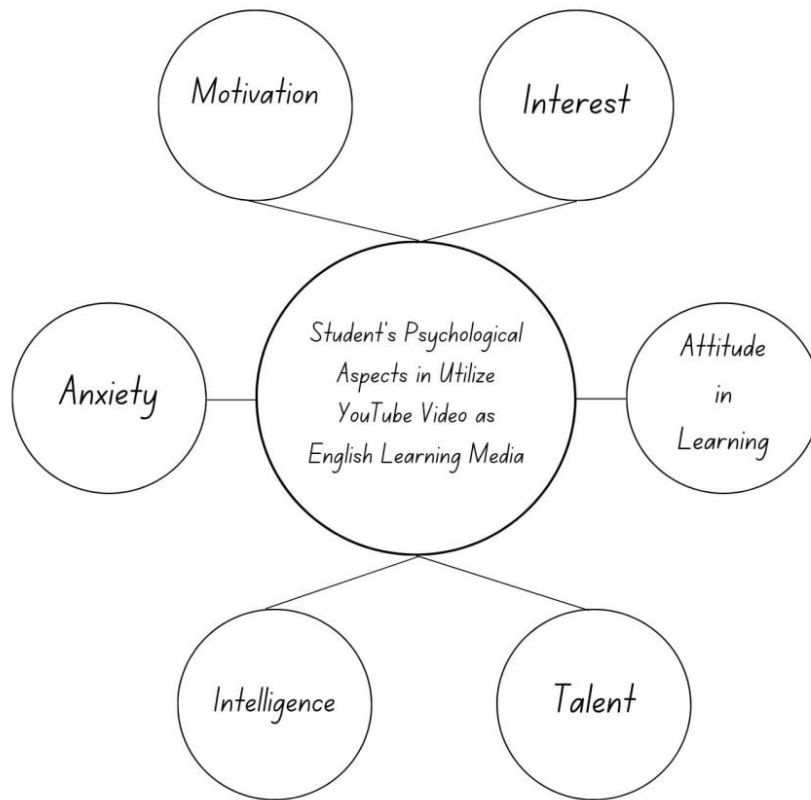
#### **A. Findings**

In this study, data were collected through in-depth interviews conducted with ten participants, designated as P1 to P10. In this study, representative of the broader community, involved eighth-grade students from Hidayatullah Martapura Junior High School who were instructed in English through YouTube videos curated by their teachers during classroom sessions. The interview was conducted to gain a comprehensive understanding of the various aspects influencing students' learning of English through the utilization of YouTube videos as instructional media provided by their teachers in the classroom. Additionally, the research aims to identify the challenges that students encounter while engaging with YouTube videos as a media for learning English. A series of questions asked to participants in face-to-face. All the ten students were asked the same type questions.

Two main questions focus for this research, the first discusses what are the psychological aspects of students in learning English language utilize YouTube video as learning media provided by the teacher in the classroom, such as interest, motivation, attitude, talent, intelligence, and anxiety. The second questions discuss what are the challenges faced by students in learning English language utilize YouTube video as learning media such challenges in utilize YouTube video, quality of YouTube video content used by teacher in the classroom, distractions, availability and access of technology, and advertisement in YouTube video. The result of interview is expected to foster improvements in the use of YouTube videos as learning media in schools, particularly as English learning media. The interviews used Indonesian to make it easier to understand for all participants, the results of the interviews.

### **1. Students' Psychological Aspects in Utilizing YouTube Video as English Language Learning Media in the Classroom**

Based on interviews conducted with ten students at Hidayatullah Martapura Junior High School, it was found that all participants utilized YouTube video as a media provided by their teachers in the classroom. Their responses were informed by their personal experiences. Each participant is given.



*Figure 4. 1 Psychological Aspects in Learning*

**a. Motivation**

Motivation is a vital component of English language learning. As emphasized on Arifin & Dewi (2022) motivation is a critical factor in the context of learning activities. It enhances the engagement of students, making the learning process more appealing and positively influencing their behavior and willingness to participate in class. Conversely, the absence of motivation can lead to detrimental effects

on the learning experience, particularly in the domain of practicing and acquiring proficiency in English.

Based on interviews, all the participants agreed that with the utilization of YouTube video it can give motivation in learning, especially English language. As P1 stated.

*“Yes, it is improving in learning English in the classroom, Hhmm for me it is appear that the materials are easy to understand when utilize YouTube for learning English language. And I have an improvement in learning English when it taught by YouTuber video by my teacher, and after class ends I personally feel motivated in learning English after watched YouTube video in the classroom”*  
P1, script 1, line 1, interview data)

P2 stated:

*“Yes, it helps me better understand what I'm learning in class about English. I am motivated because the content is presented in an easy-to-understand manner using YouTube videos, and I get motivated after watching English-language content utilizing YouTube videos after gradually learning and comprehending the subject matter.”*  
(P2, script 2, line 3, interview data)

She stated that, with YouTube video it can helps her in learning English, she also mentioned that she motivated because the content in YouTube video is easy to understand.

*“I find that watching YouTube videos that my teacher has provided motivates me to learn English because they provide a clearer understanding of the subject matter. Additionally, it makes students more committed to learning English, and sure, it does enhance my comprehension and learning capacity. And because the video content is engaging, I feel inspired after seeing YouTube videos used*

*as English learning resources in class.” (P3, script 3, line 5, interview data)*

P3 explained that YouTube video gives her motivation for learning English because the material taught by her teacher are clearer to understand, she added that YouTube video enhance her capacity in learning.

*“I am motivated by YouTube videos because they help me better understand the subject matter, and I find learning entertaining. And after seeing the video content after learning, I think things have improved.” (P4, script 4, line 4, interview data)*

P4 emphasized that YouTube video helps her to better in acquire material and she find that learning with YouTube video is entertaining. And she feels that a lot of change as she learns English with YouTube video provided by her teacher in the classroom.

*“My motivation stems from the desire to better comprehend the English lesson and commit the languages I learnt from the YouTube video to memory. I also believe that my comprehension of the English material has improved. And after watching the YouTube video in class, I felt inspired.” (P5, script 5, line 6, interview data)*

P5 stated that she stems from motivation to learn English from YouTube video. He also believed his comprehension in English has improve thanks to YouTube video in class.

*“Because it is more enjoyable to learn and I believe there has been a moderate development, like reading in English, I am encouraged to use YouTube videos as English learning resources in my class, which are provided by my teacher. And after watching YouTube videos, I'm inspired to improve my English.” (R6, script 6, line 3, interview data)*

P6 emphasized, he feels that with YouTube video for learning English it makes more enjoyable and he feels encouraged to utilize it, and he motivated for learn English after watch the video in the class.

*“That's like oh reading English in class. It is more enjoyable to use YouTube videos as study resources, and I believe that learning skills like writing, memorization, and reading have improved, and after watch the video, I feel motivated for learning English as well” (P7, script 7, line 3, interview data)*

Similar to P6, he stated with YouTube video, learning process would feel more enjoyable, and he has an improvement in learning skills, such as reading, writing, and memorization. Besides that, he feels motivated after watch the video.

*“Because YouTube videos make learning English more engaging and make the debate easier to comprehend, I believe there has been progress in areas like English reading comprehension. I also gained a general understanding of the English language after viewing.” (P8, script 8, line 2, interview data)*

P8 said that YouTube videos enhance learning. He feels there has been an improvement in reading English. He is also motivated after watching YouTube videos in class.

*“I believe that English instruction has improved, and I personally use YouTube videos provided by my teacher to study the language since they make the subject matter easier to understand. Additionally, I believe that my comprehension has improved as a result of my teacher's YouTube lessons. And after the class was over, I felt inspired to keep learning English until I fully grasped every concept.” (P9, script 9, line 4, interview data)*

P9 explains that he believes that the English language learning through YouTube videos has increased, he also explains that learning through YouTube videos is easier. And he also feels motivated to learn more diligently after watching YouTube videos in class.

*“I feel better when I learn with YouTube videos in class, and my rationale for using YouTube videos as English learning medium offered by my teacher is because they are easy to grasp. And I believe there is a progress, such as being able to speak in front of the class in English. And now that I've finished studying English through YouTube videos, I'm motivated to learn more.”* (P10, script 10, line 5, interview data)

P10 believes that YouTube videos will help him learn the content more easily. He also feels more confident speaking in front of the class now that he has learned from his teacher's YouTube tutorials. He is also motivated after viewing the YouTube video content.

#### **b. Interest**

It has been demonstrated that students' desire in learning influences their ability to learn English, because learning a foreign language requires pupils to be interested in studying seriously. Interest becomes a feature that helps students understand all of the materials provided by the teacher in class.

*“I am intrigued because it is straightforward and simple to comprehend on my own, and my enthusiasm derives from learning via YouTube videos in class provided by my teacher. The topic that I am interested in is Grammar, because it can help me write sentences, and there is material that I am afraid to study, which is called this or that.”* (P1, script 1, line 5, interview data)

P1 believes that with YouTube videos, it can make her interested in learning English. She also explains her favorite topic, which is Grammar, but she mentions that there is a subject she is afraid of, namely This or That.

*“I feel fascinated because of the clear manner the information was delivered in class, and my interest grew when my teacher offered YouTube videos for us to watch in class. There is one area that I am*

*interested in, Vocabulary, because the content is simple and easy for me to understand, and I do not believe that there is any information that is intimidating to acquire."* (R2, script 2, line 3, interview data)  
 P2 stated she feel satisfied with the YouTube video because the material

is explained well, and he is interested in learning English when his teacher teaches with YouTube videos. He is confident that there is no subject that feels scary to learn.

*"I am interested because the presentation of the learning content is fun and interesting. As I learn to use YouTube videos in class provided by my teacher, my interest grows because, as I previously stated, the presentation of the subject in the video is cool. Grammar is one point that interests me because it can help you comprehend English writing better. And for me personally, there is no content that is not intriguing in class."* (P3, script 3, line 5, interview data)  
 It is known that YouTube has increase student's interest for learning

English, and she stated she personally doesn't feel any intimidating from any subject in English.

*"With YouTube videos, I feel interested in learning English because the presentation is fun for me, and I feel more excited to learn English because of how enjoyable the lessons become with videos. I like grammar too. The grammatical examples in the video really help me understand how to use the sentences correctly"* (R4, script 4, line 5, interview data)

As she clarified, YouTube video gives her interest in learning English due to the clear explanation from it. She also stated that with YouTube video learning she can learn more excited, and she tells that Grammar is one of the subjects that she favors to.

*"Yes, very interested, because it is more fascinating and interesting than usual. Yes, it did. When I learnt English through YouTube videos, I became really interested in learning even more. Grammar*



*interests me the most since it teaches me how to properly arrange sentences.” (P5, script 4, line 6, interview data)*

We know that YouTube video gives fascinating and entertaining explanation for students. As she interested in learning English through YouTube video provided by her teacher, and she mentioned Grammar as her favourite subject. Although memorization is challenging for him.

*“I’m interested in learning from my teacher’s YouTube videos because the explanations are simple and easy to understand. My curiosity is piqued when learning in class since the content is engaging. The topic I’m most interested in is grammar. Personally, I find memorization challenging.” (P6, script 6, line 33, interview data)*

P6 tells that YouTube video makes he interest for learning English, he added YouTube video makes he easier to understand the subject, he tells that Grammar is his favourite subject

*“I do interest for learning English with YouTube video. My interest was peak when I viewed the YouTube video in class, and language was a topic I enjoyed. I am not interested in summarizing.” (P7, script 7, line 30, interview data)*

Based on the statement, YouTube video makes students interest for learning English, and he stated he is interested in learning language rather than summarizing.

*“Viewing the YouTube videos in class attracted my interest, and reading was the kind of subject that caught my attention. The topic of summarizing in English is one that I have little curiosity in.” (P8 script 8, line 28, interview data)*

He explains, YouTube video engages his interest in learning English, and reading is one the subject that caught into, and summarizing in English definitely made he curios.

*“Definitely. I feel more engaged. Watching movies preserves me from getting sleepy in class and helps me stay focused. I enjoy vocabulary and gaining words. The explanations in the videos make it easier to grasp their meaning. I enjoy developing my vocabulary and word recognition. The explanations in the videos make it easier to grasp their meaning. There was no issue that I was not interested in.”* (P9, script 9, line 11, interview data)

As stated by, YouTube video prevents him for sleepy and stay in focus in learning. It is due the content of video from YouTube that has various entertaining content for students. And with YouTube video the explanations easier to admit. In the end, he feels there is no subject that feels like an issue.

*“I feel interest in learn English with utilizing YouTube video provided by my teacher because it is quite fun. And for me specially, all the topic that being taught is interesting”* (P10, script 10, line 11, interview data)

He explains, YouTube video serves fun explanation for students, he stated with YouTube he interests for involved in any subject that being taught by his teacher with the guidance YouTube video.

### **c. Attitude in Learning**

Attitudes toward learning influence students understanding of learning, particularly English. Attitude in the classroom should be evaluated since it influences students' ability to respond to the subjects, materials, and lessons offered in the classroom. Students are offered stimuli to help them control their attitude. YouTube videos are a platform that can help students study.

*“Yes, I believe that learning is more concentrated on comprehending the subject topic. The YouTube video is appropriate for the class and for my needs. In my opinion, there aren't any intimidating lessons in the classroom, and I would advise teachers to get feedback from their*

*students by asking them questions. This will allow them to gauge how well their students are learning English utilizing YouTube videos."*

(P1, script 1, line 39, interview data)

She believes with YouTube video the ways she learn English is more concentrated, as she explains there is no intimidating subject to learn, she recommended to her teacher for ask every student after learning English with YouTube video to ensure students capacity.

*"Yes, it seems to me that learning is more about comprehending the content, and I believe that the video content is appropriate for both the English language class and my needs. I believe that there isn't a single lesson that scares me, and I apologize, but I don't personally have any advice for teachers on how to use YouTube videos."* (P2, script 2, line 38, interview data)

She assures that YouTube videos make learning better, she also added that the content used is already suitable for his and her classmates' needs. She also mentioned that there are no scary topics, but subtly she has no suggestions for teachers on maximizing the use of YouTube videos for English learning.

*"It can because it helps me focus better when I'm learning with YouTube videos, and I believe that the quality of YouTube videos is in line with what students need. In my opinion, I don't feel afraid to learn because I'm interested in learning English. The network should be improved again so that the video doesn't load."* (P3, script 3, line 40, interview data)

She stated that YouTube video helps her to stay focus in learning, and she trust the quality content of YouTube video provided by her teacher is in line with her needs. She does not feel afraid to learn English, it is because she likes learning English, and lastly she suggests to improve the network's quality so that the video doesn't lag.

*"Yes, it can because it makes me more focused when I'm learning with YouTube videos, and I believe that the quality of YouTube videos*

*is in accordance with what students need. In my opinion, I don't feel afraid of learning because I'm eagerly learning English myself. The solution, in my opinion, is to make the YouTube video's audio better so that students in the classroom are able to comprehend it while they're learning."* (P4, script 4, line 40, interview data)

She feels that the YouTube videos help her focus more on learning English as provided by her teacher in class. She argues that she does not feel afraid of the material because she enjoys learning English. The solution she suggested is to improve the audio quality of the videos so that all students can understand the material being taught.

*"Yes, I feel like I'm learning more actively and with more concentration. Furthermore, I didn't feel worried or frightened of the topic that my own teacher taught in class, and I am not convinced I have any specific advice in that case, sir."* (P5, script 5, line 39, interview data)

She feels more active in learning and more focused; moreover, he does not feel that there are any frightening materials. And she does not have a specific solution for her teacher regarding the optimization of using YouTube videos for English learning.

*"There is nothing about the lessons that scares or intimidates me; I feel more concentrated when learning English in class. I suggest that educators use YouTube videos to provide students with examples of the content being covered."* (P6, script 6, line 37, interview data)

Based on the results, he feels more concentrate in learning with YouTube video provided by his teacher, and he stated there is no subject that scare him mostly. As he suggests teacher to explain furthermore about the material from the YouTube video.

*"I feel less drowsy when I'm learning English in class, and YouTube videos help me avoid the terror and fear of the subjects my teacher*

*covers in class. I suggest giving them a more thorough explanation of the YouTube video content in class.” (P7, script 7, line 41, interview data)*

He realizes that he feels less drowsy in classroom while learning while utilize YouTube video for learning English language and YouTube makes him more courageous to learn English. He suggests to his teacher to explain the entire material presented from the YouTube videos so that it can be better understood.

*“I am more excited to follow the learning in class, and I am not afraid or scared of the topics given by my teacher utilizing YouTube video medium. And for my advice to the teacher to include music in the YouTube video content taught.” (P8, script 8, line 38, interview data)*

He feels more enthusiastic about participating in English learning through the use of YouTube videos provided by his teacher in class. He also feels that there is no subject that is frightening, and furthermore, he suggests his teacher to add music to the YouTube videos being taught.

*“Not really. I feel normal. As usual, I don't find anything disturbing about the content that was given to me, and I don't have any specific advice.” (P9, script 9, line 35, interview data)*

As he stated, he feels with YouTube video doesn't affect him as he feels the same. And he doesn't find any disturbing subject that given for him. Lastly, he does not have any suggestion for his teacher about maximizing the utilize YouTube video.

*“YouTube videos also affect my behavior in class. I become more serious when watching videos. I try to listen carefully and take notes. I think my attitude toward English has become more positive. I feel more confident and I don't feel scared to try speaking in front of others anymore.” (P10, script 10, line 40, interview data)*

As he tells his experience, he feels that learning with YouTube video gives affects on his behavior in class, he tells he is more serious while watching the video. He listens carefully and takes a note, he feels a positive impact in learning English as he confident in speaking English in front of class.

#### **d. Talent**

Students have varying learning abilities or potentials. Talent emerges from what he encounters, or it might be the result of internal variables from birth and external factors such as the influence or impact of anything that brings his talent to the surface. YouTube videos, which allow students to seek for and improve their talents, such as studying English, are one of the aspects that encourage students' learning abilities.

*"Like, hmmm I am more focused on learning and improving my comprehension of English. I believe there has been a shift in my ability to grasp English-language resources, such vocabulary."*

(P1 script 1, line 52, interview data)

She feels an engagement in learning, as she focused on learning and improve her comprehension in English. And she believes there is a shift in her ability to acknowledge English, such as vocabulary.

*"I feel that my confidence in learning English has increased, and I've noticed some significant changes while studying with YouTube as a learning medium."* (P2, script 2, line 50, interview data)

She feels that her level of confidence in learning English has increased thanks to the use of YouTube video media taught by her teacher. She also feels a significant change when learning English with YouTube video media.

*"Yes, since using YouTube videos, I've become more fluent in speaking English. I can sense a difference in myself, and I believe each of us experiences unique changes," she explained. (P3 script 3, line 49, interview data).*

Since learning using YouTube videos taught by her teacher, she speaks English more fluently, she can feel the difference in himself, and she believes that every other student has different experiences.

*"I personally feel more capable, maybe because I have watched and tried to learn a lot. Additionally, I perceive a shift in my comprehension of English." (P4, script 4, line 48, interview data).*

It is clear that she believes she is more capable of learning English, which could be attributed to her teacher's use of YouTube video media in class. She also perceives a shift in her conception of learning English.

*"In my experience, watching YouTube videos in class helps students learn more effectively. Using videos helps me memorize things better. In addition, I do comprehend things more quickly and find the process more enjoyable. It greatly enhances my comprehension. After watching videos, I find it easier to respond to the teacher's questions." (P5 script 5, line 50, interview data)*

Based on her experience, she feels that learning English with YouTube video provided by her helps her in learning more effectively. She tell that it helps her in memorize things better, additionally she can comprehend better and she can respond to her teacher's question.

*“I feel there is an improvement in memorizing vocabulary through the YouTube videos. And yeah I feel a differences in my potential that I had, and also it is improve my vocabulary knowledge” (P6, script 6, line 52, interview data)*

He tell that there is an improvement in his comprehension, he feels a potential to learning English, and he mentions that vocabulary is the one of the subject that increase a lot.

*“Yes of course there is an improvement in me, yes i feel like I am better at reading now. And I feel totally different rather than my others friend in class for acquiring reading in English” (P7, script 7, line 48, interview data)*

Based on that statement, he feels an increase in the potential he possesses, such as being better at reading English, and he senses a difference compared to his other friends in understanding reading in English.

*“The thing that has changed in me is I’ve become more confident in writing and understanding grammar. I feel with the utilize YouTube video for learning, I feel my skill is slightly different compared to others student in the classroom” (P8, script 8, line 46, interview data)*

He mentioned a change in himself in understanding writing and English grammar thanks to his teacher's use of YouTube. His skills are also slightly different compared to other students in the class.

*“Even though it's only a slight improvement, YouTube videos help me get better. Additionally, I think watching YouTube videos has improved my comprehension of the English language and lastly I feel quite different compared with the others in learning English in the classroom” (P9, script 9, line 47, interview data)*

Although he only noticed a little difference, he believes that watching YouTube videos to study English has improved his understanding. He also notices a little difference from the other students in class.



*"I feel using YouTube helps me explore my talent in English. I realize I can speak better than before, and my confidence also grows. I believe that my potential is increasing because of learning through videos. I can express myself better now."* (P10, script 10, line 45, interview data).

He stated that he feels his potential is increasing thanks to YouTube video for learning English, he also can express himself better.

#### **e. Intelligence**

One of the most significant psychological factors for students is intelligence since it serves as a standard for comprehension of English lessons and allows teachers to assess their students' progress. There are three methods to measure intelligence: the ability to learn, the depth of knowledge, and the ability to adjust to one's surroundings.

*"Yes, I do feel like I'm learning and understanding more, especially when it comes to grammar material, but I don't feel that way because I can't always answer the questions after watching YouTube videos, so I have to go over the material again, sometimes more than once because it's usually not complete—that is, the teacher's discussion and presentation of the material. However, part of the content from the YouTube video is complete, while others are not."* (P1, script 1, line 61, interview data)

She feels that there has been an improvement in understanding, especially in grammar, but she doesn't feel capable of answering the teacher's questions posed to her after watching the material through YouTube videos because she needs to review the material that has been taught before. She also explains that some of the material supports her learning while some does not align.

*"Yes, there are improvements in learning and comprehension, such as in vocabulary, and I am able to reply to my teacher's*

*questions in class. In my opinion, watching YouTube videos is appropriate to fulfil my cognitive needs and can even enhance them further.” (P2, script 2, line 60, interview data)*

She explains that she has an improvement in learning and comprehension on English, as she states she able to reply her teacher’s questions in class, based on her opinion watching YouTube video is appropriate to fulfil her cognitive needs even enhance it further.

*“I usually grasp explanations of English topics, such as vocabulary, quite quickly. In my opinion, using YouTube videos in class to learn English aligns well with the needs of the course. Moreover, I believe that incorporating YouTube videos can enhance my cognitive development in learning English.” (P3, script 3, line 58, interview data)*

There are many benefits that P3 feels when learn English with YouTube video, she explained that she had quickly understand the material, in this context is vocabulary. YouTube also aligns with student’s needs, moreover, YouTube video given her an enhance in cognitive development in learning English.

*“I personally feel that I can easily understand the material and stay engaged while learning. After watching YouTube videos on specific topics, I am able to answer questions asked in class. Additionally, the use of YouTube videos has helped me improve my cognitive skills in learning English.” (P4, script 4, line 62, interview data)*

She explains that she can easily understand the material stay in learning. She also admits that she can answer the questions from her teacher afterwards, she thanks to YouTube video for increase her cognitive skills properly.

*“My understanding improved significantly because the content was easy to follow. After watching the videos, I find it easier to answer the teacher’s questions. Additionally, the YouTube videos have greatly contributed to enhancing my cognitive abilities.”* (P5, script 5, line 60, interview data)

Based on her statements, she emphasized her understanding has improve due the content is easy to follow. She tells that after watching the video, she able to answer a question delivered by her teacher, lastly, she admitted that has improving her cognitive skills.

*“Indeed, I think that certain things have improved, such the story's English topic and my ability to respond to the teacher's questions. Additionally, it offers a beneficial growth for the material's content.”* (P6, script 6, line 60, interview data)

He tells some parts are improving, such as story in English and his ability to respond his teacher’s questions. He added that YouTube offer a benefit growth for the material’s content

*“My comprehension of English vocabulary has improved, and I can now answer questions because of the YouTube videos. Additionally, the YouTube videos supported my cognitive ability.”* (P7, script 7, line 59, interview data)

He explained he has an improvement in his vocabulary comprehensions, he now can answer his teacher’s questions after learning English with YouTube video. He also gives credibility to YouTube video since it improves his cognitive skills.

*“For myself. Instead, what I experienced was definitely an improvement, such as the topic of reading in English, and I was also able to answer questions regarding the material given at school, and YouTube videos assisted me in improving the quality of my cognitive ability.”* (P8, script 8, line 59, interview data)

He tells that instead he feels an improvements, he stated reading in English is the topic that improve. And he able to answer his teacher's questions at school, and YouTube assisted him to engage his cognitive skills.

*"If it comes from the video, sure, sir. But sometimes I'm frightened that I won't understand. There are some areas that I don't grasp and must study again to fully comprehend, but with YouTube videos provided by my teacher in class, I am gradually beginning to understand the content being taught. And, personally, I believe that YouTube videos assist me improve my cognitive talents."* (P9, script 9, line 58, interview data)

Based on his experience, he sometimes does not understand when learning English independently, but if he learns with YouTube videos taught by his teacher, he is able to understand the material presented well. He is also confident that YouTube videos help in his cognitive development.

*"Yes, I understand more today, particularly in speaking and vocabulary. Video YouTube videos have helped me absorb the course material more readily, efficiently, and flexibly."* (P10, script 10, line 57, interview data)

He stated that with YouTube video he can understand English properly, particularly in speaking and vocabulary. YouTube video helps him to acquire material efficiently.

#### **f. Anxiety**

Anxiety is a common experience among students during the learning process, often arising from their fear of not achieving satisfactory results. In the context of language learning, language anxiety refers to the fear students feel when learning a new language, such as English. Two main factors contribute to this anxiety: first, the shyness or reluctance to communicate with others, and second, the

fear of receiving harsh criticism, which can discourage students from continuing to learn the language. And third, test anxiety, is a form of performance anxiety centered on the fear of failure during assessments.

*"I do not experience worry or anxiousness when learning English in class through YouTube videos provided by my teacher. YouTube videos can help lessen (anxiety), such as being more relaxed while learning English in class. There are several elements that make me fearful of studying, such as my own peers, and YouTube videos can help lessen anxiety and dread, such as making me feel calmly. (P1, script 1, line 75, interview data)*

She tells that she doesn't experience any kinds of anxiousness in learning English in class with utilize YouTube video provided by her teacher. Eventually, with YouTube video it helps her to reduce her anxiety, she feels relaxed while learning English in class. She tells that there are several factors that made her fear in learning, such as her own classmates, but thanks to YouTube video it reduce her anxiety and dread and made her more comfortable in learning.

*"I personally feel anxious when learning English through YouTube videos because some of the material is difficult. However, I do not feel nervous when learning English in the classroom. The videos help reduce my anxiety by explaining the material more clearly. But my classroom is often noisy and chaotic, which makes it harder to focus. Overall, using YouTube videos has helped decrease my anxiety during English lessons." (P2, script 2, line 73, interview data)*

She stated that she feels anxious when learning English with utilize YouTube video it is due to the material is difficult. However, she does not feel nervous at all in learning in the classroom, The video helps her in reduced her anxiety when the material clearly explains by the YouTube video as well. Thing that she feels that her classmate is too noisy, which is make her lost

concentration. Overall, YouTube video has helped her for decrease her anxiety while learning English language.

*“Sometimes I feel anxious when learning English with YouTube videos because some of the material is difficult. However, I do not feel nervous when learning English in class. The videos help reduce my anxiety because they explain the material more clearly. But my classroom is often noisy and distracting, which makes learning harder. Overall, the YouTube videos help me feel less anxious while studying English in class.”* (P3, script 3, line 75, interview data)

Based on the results, she sometimes feels anxious when learning using YouTube videos because the material is difficult, but she does not feel nervous when learning English using YouTube videos. Therefore, YouTube videos help reduce her anxiety because they can explain things well. In conclusion, YouTube videos are able to reduce students' anxiety when learning English.

*“At times, I experience anxiety when using YouTube video to study English with YouTube video, mainly because some topics are challenging. On the other hand, I don't get nervous during face-to-face lessons in the classroom. The videos are helpful in easing my anxiety since they present the content in a clearer way. However, the noisy and chaotic environment in my classroom often makes it difficult to concentrate. Overall, watching YouTube videos has made me feel more confident and less stressed while learning English.”* (P4, script 4, line 74, interview data)

It reveals that the student sometimes feels anxious when studying English with YouTube videos, especially when the topics are difficult. However, YouTube videos generally help reduce their anxiety because the material is presented more clearly. In contrast, the student does not feel nervous during face-to-face classroom lessons, but finds it hard to concentrate due to a noisy environment. Overall, using YouTube videos has increased the student's confidence and reduced stress in learning English.

*“Honestly, I don’t feel anxious at all when learning English through YouTube. There’s nothing that makes me scared or worried during the lessons. Actually, watching YouTube videos helps reduce my nervousness. I feel more confident after watching them. It’s like... I can focus better and I’m not shy anymore. Before, I sometimes felt a bit shy or unsure when speaking in class, but after using YouTube, I feel more ready. I can respond to the teacher’s questions without overthinking. So yeah, it really helps reduce my anxiety. I can say I feel more relaxed and sure of myself when learning this way.” (P5, script 5, line 78, interview data)*

R5 explain she doesn’t feel anxious in learning English with YouTube video. Besides, YouTube video helps her in learning and it makes her feel relax and better in comprehension, in addition it makes her feel more confident.

*“There are times when I feel anxious, especially when I don’t fully understand a video. I get nervous when the teacher expects us to answer questions or discuss what we watched. But if I know the topic or if the video is easy to follow, I feel more confident.” (P6, script 6, line 72, interview data)*

As he explained that he does not feel anxious when learning English through YouTube videos. Instead, YouTube helps reduce his nervousness and boosts their confidence. The student feels more focused, less shy, and more prepared to participate in class after using YouTube. Overall, learning with YouTube makes him feel more relaxed and self-assured when studying English.

*“There are moments when I feel nervous, especially when I don’t catch what’s being said in the video. If the teacher asks us to explain the content, I feel anxious because I’m afraid I’ll give*

*the wrong answer. But the more I watch, the more confident I become. It helps reduce my fear little by little.*" (P7, script 7, line 72, interview data)

It indicates that he sometimes feels nervous when he does not understand the video content fully, especially when asked to explain it, fearing he might answer incorrectly. However, with continued watching, his confidence gradually improves, and his fear decreases little by little. This shows that repeated exposure to YouTube videos helps the student build confidence and reduce anxiety over time.

*"There are moments when I feel anxious, especially when I'm afraid of misunderstanding the video. I feel nervous if the teacher asks us questions after watching and I don't know the answer. But now I feel a bit more confident than before, especially when I understand most of the video."*

(8, script 8, line 75, interview data)

Based on his explanation, he said that he felt anxious when learning English by watching YouTube videos in class, and he felt nervous when the teacher asked him questions after watching the YouTube videos. However, over time, he felt a little more confident, especially when watching the videos.

*"But of course, I also feel anxious sometimes. When the speaker talks too fast or when there are no subtitles, I panic. I'm afraid I will misunderstand or not improve fast enough. Also, when I compare myself with fluent speakers, sometimes I feel I'm far behind. That feeling can be stressful."* (P9, script 9, line 77, interview data)



It reveals that he sometimes feels anxious due to fear of misunderstanding the video and not knowing how to answer the teacher's questions. However, his confidence has improved, especially when he understands most of the video content. This suggests that comprehension plays a key role in reducing anxiety and boosting confidence while learning English through YouTube videos.

*“Before, I sometimes felt nervous when I had to speak English. But after watching many videos in class, I feel less anxious. I don't worry too much anymore. The videos explain things in a calm and simple way, so I can follow easily. I think that's why I don't feel scared like before. It helps me relax and concentrate better.”* (P10, script 10, line 78, interview data).

It is shown that he used to feel nervous speaking English but feels less anxious after watching many YouTube videos in class. The calm and simple explanations in the videos make it easier for the student to follow, which helps reduce fear and improve relaxation and concentration. This supports the idea that YouTube videos provide a less stressful way to learn English and build confidence.

## 2. Student's Obstacles in Utilizing YouTube Video as English Language Learning Media in the Classroom

Based on interviews that conducted with ten participants, in this session, the researcher explored what challenges students have when using YouTube videos as English learning media in the classroom, as provided by their teachers. The interview results are intended to address the researcher's problem formulation, maintaining the discussion focused on the research aims.

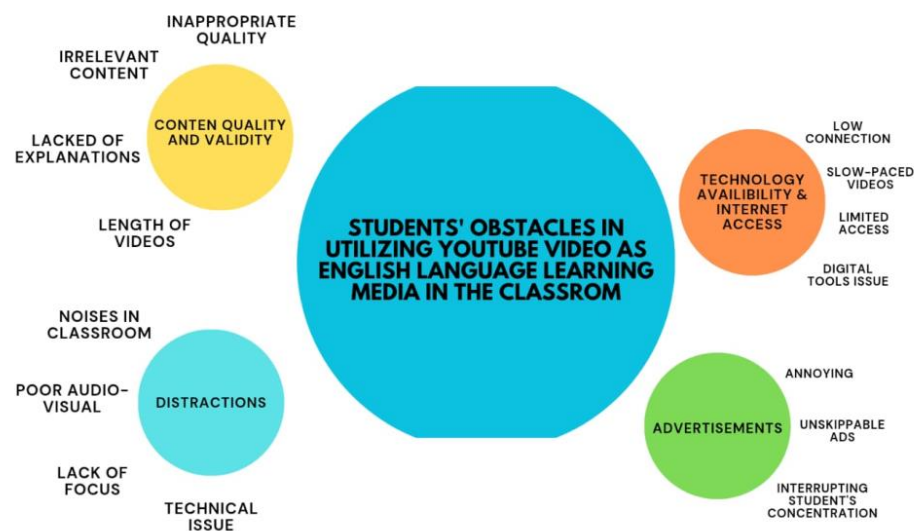


Figure 4. 2 Students' Obstacles in Utilizing YouTube Videos

The following is the narrative and analysis generated from interviews with Junior High School students:

### **1) Challenges**

One of the difficulties students have when using YouTube videos as an English learning media in the classroom is the challenge. Students encounter a variety of problems, including content and maintaining a healthy school atmosphere. Challenges become a barrier for students to learn when utilizing YouTube video material. The researcher's goal in this study is to determine what problems students have with utilizing YouTube video as an English learning resource offered by their teachers.

In this study, the researcher found ten challenges faced by students in utilizing YouTube videos as an English learning medium as follows:

- 1) Difficulty in Understanding Unclear Video Explanations
- 2) Ambiguity in Video Content and Lack of Solution Strategy
- 3) Lack of Clarity in Teacher's Explanation of Video
- 4) Difficulty Following Overly Complex or Unexplained Videos
- 5) Confusion Due to Lengthy and Poorly Explained Videos
- 6) Struggling with Fast-Paced and Unclear Videos
- 7) Misalignment Between Video and Lesson Difficulty Level
- 8) Distraction from Environmental Noise

### 9) Minimal Challenges Due to Well-Selected Videos by Teacher.

### 10) Buffering Issues Leading to Loss of Flow

Based to the research results, students encounter 10 difficulties when utilizing YouTube videos as learning media for English language in the classroom. Additional justifications derived from the analysis of the interview data are included in the findings as follows:

#### 1) Difficulty in Understanding Unclear Video Explanations

A recurring challenge identified by participants was the lack of clarity in some YouTube video explanations. When explanations are vague or insufficiently detailed, students struggle to grasp the intended message or concept. This leads to gaps in understanding and can hinder the learning process, especially when learners depend on the video as their primary source.

*“To be honest, using YouTube as a learning platform has both benefits and drawbacks. There are challenges I face, especially when the explanation in the video is unclear. In those cases, I usually ask my teacher directly for clarification, because I want to make sure I understand the material well. I personally think that each student has different levels of talent and understanding. Not all of us learn the same way or at the same pace, so sometimes a video that works for one student might not work for another. That’s why I try to be careful in selecting videos with good quality. If the video doesn’t help, I talk to my teacher and ask for a better one to replace it.” (P1, script 1, line 95, interview data)*

As she explained that using YouTube for learning English has both advantages and challenges. She faces difficulties when video explanations are unclear and prefers to seek direct clarification from the teacher to ensure understanding. She recognizes that students have different learning styles and paces, so not every video suit everyone. Therefore, she carefully selects

quality videos and consults the teacher for alternatives if needed, showing a thoughtful and adaptive approach to learning with YouTube.

## 2) Ambiguity in Video Content and Lack of Solution Strategy

In certain instances, students encountered ambiguous content in YouTube videos that made comprehension difficult. Even though some students could choose helpful videos, they did not always know what to do when the videos were ineffective or confusing. This reflects a lack of strategy when dealing with unhelpful resources.

*“When it comes to learning English using YouTube videos, I’ve had a variety of experiences. Sometimes, the video content isn’t very clear, especially in terms of how the material is explained. I find it a bit difficult to follow the lessons when that happens. However, in general, I personally think that the quality of YouTube videos used for learning is quite good and appropriate for classroom use. I also try to make decent choices when selecting which video to watch, so I believe it’s been fairly helpful for me. What I said, I honestly don’t have any specific solutions to offer when a video doesn’t meet expectations or when there’s a problem.” (P2, script 2, line 97, interview data)*

It indicates that she has mixed experiences learning English with YouTube videos. While some videos are unclear and difficult to follow, overall she finds the quality of videos suitable for classroom use. They make careful choices in selecting videos, which makes the learning process fairly helpful. However, she does not have specific solutions for when videos fail to meet expectations, suggesting a need for additional support or guidance in such cases.

### 3) Lack of Clarity in Teacher's Explanation of Video

Another issue relates not to the video content itself, but to how it is contextualized or explained by the teacher. Some students noted that even when the video was relevant, the teacher's elaboration did not fully clarify the concepts, which hindered overall understanding.

*"When it comes to using YouTube as a learning medium, I've had some mixed experiences. For example, there were times when I felt the teacher's explanation of the video content wasn't very clear, which made it hard for me to understand the material thoroughly. But in terms of video selection, I think the videos shown in class are quite relevant and meet the learning needs. I feel that the teacher has made thoughtful decisions when choosing the content. Yes, I believe the teacher has been wise and intentional in selecting suitable YouTube videos for English learning. However, I personally don't have any specific solutions to offer the teacher regarding unclear videos or other content-related issues."* (P3, script 3, line 96, interview data)

Similar to P2, she has mixed experiences using YouTube for English learning. While some video explanations are unclear and hard to understand, the student feels the teacher selects relevant and appropriate videos thoughtfully. However, she does not have specific suggestions to improve unclear videos or content issues.

### 4) Difficulty Following Overly Complex or Unexplained Videos

Some students expressed difficulty following videos that were either too advanced or not broken down clearly. These videos presented materials that went beyond their current comprehension level without scaffolding to aid understanding.

*“One of the main challenges I face is when the video content is not explained thoroughly or is too advanced, making it hard for me to follow. One of the most difficult issues I experience is when the video topic is not fully explained or is too sophisticated for me to understand.”* (P4, script 4, line 93, interview data)

P4 finds it challenging when YouTube videos are too advanced or not explained thoroughly. This makes it difficult for her to follow the content and grasp the lesson.

#### 5) Confusion Due to Lengthy and Poorly Explained Videos

In some cases, students faced challenges when the videos were too long and lacked focused explanation. Lengthy videos that do not clarify the core concepts tend to lose students’ attention and create confusion.

*“Sometimes the videos are too long, and the explanation isn’t clear enough that make me feel a little bit confused with the given materials. That thing makes it harder to understand for learning. But luckily, my teacher usually chooses good videos.”* (P5, script 5, line 88, interview data)

P5 struggles with long videos that lack clear explanations, causing confusion. However, she appreciates that her teacher usually selects good-quality videos for the class.

#### 6) Struggling with Fast-Paced and Unclear Videos

Another issue involved the pacing of YouTube videos. Videos that move too quickly without adequate explanation often leave students behind, especially those who require more time to absorb the material.

*“One challenge is when the video is unclear or the explanation is too fast, so it’s hard to follow. Besides, the teacher has chosen the relevant video in teaching English language utilize YouTube video for students in the classroom. I personally don’t have any suggestions about on strategies for teacher to prepared for teaching English language.” (P6, script 6, line 93, interview data)*

He mentions that unclear or fast-paced videos are hard to follow.

Despite this, he acknowledges the teacher’s effort in choosing appropriate and relevant materials, and he doesn’t have any personal suggestions for improvement.

#### 7) Misalignment Between Video and Lesson Difficulty Level

Some participants felt that certain YouTube videos were not aligned with the topic being studied or were simply too advanced.

This mismatch led to a sense of frustration or being left behind during the lesson.

*“Sometimes I find it difficult when the video doesn’t match the topic we’re learning or if it’s too advanced. And I feel left behind among others. And in my opinion, the teacher has wisely qualified the right material for us in the classroom so we don’t have to be worry about it” (P7, script 7, line 89, interview data)*

P7 feels challenged when the video content doesn’t align with the lesson

or is too difficult, making her feel left behind. Still, he trusts the teacher’s ability to choose suitable materials for the class.

#### 8) Loss of Focus Due to Unengaging Video Content

Attention and engagement are critical in any learning environment. Some students pointed out that when a video lacks



stimulating or interesting content, it becomes difficult to maintain focus and retain information.

*“If the video is boring or not interesting, I lose focus easily. It is because me personally hard to focus when the material is not mesmerized me enough. But luckily our teacher is already selecting appropriate information for the material taught in class since they understand that everyone of us has various understanding capacities.”* (P8, script 8, line 92, interview data)

This illustrates how the emotional and attentional response to video content plays a key role in learning success.

#### 9) Minimal Challenges Due to Well-Selected Videos by Teacher

Interestingly, not all participants experienced significant difficulties. Some students reported positive experiences, attributing them to the careful and thoughtful selection of videos by the teacher.

*“Regarding difficulties, I discovered that there weren't many noteworthy barriers to using YouTube videos to teach English in the classroom. The videos my teacher selected were generally of good quality and relevancy, and they satisfied the requirements of our courses. The content was appropriate for our level and the videos were simple to understand. I did not believe that there were significant obstacles impeding my learning process as a result. My teacher was very picky about the films she used, making sure they were relevant to our lesson and improved our comprehension of the subject.”* (P9, script 9, line 93, interview data)

He reports minimal challenges with YouTube-based learning. He feels the teacher carefully selects high-quality, relevant videos that are appropriate for their level and support their understanding effectively.

#### 10) Poor Video Quality and Loss of Interest

Lastly, some students noted that technical issues—such as poor video resolution or unclear audio—could negatively affect both

focus and interest. This highlights the technical side of media selection that educators must consider.

*“One challenge I face is when the video quality is poor. Sometimes it’s blurry, or the explanation is not clear. When that happens, it’s hard to stay focused. I feel like I don’t understand enough and I lose interest. But our teachers are aware of the selection of quality YouTube video content that is relevant and reliable even though sometimes there is content material that is felt to be “lacking”, I myself recommend that you look for YouTube video content on trusted channels. (P10, script 10, line 97, interview data)*

P10’s main issue is poor video quality or unclear explanations, which affect his focus and interest. He notes that while teachers are selective, he recommends using trusted YouTube channels for more reliable content.

## **2) Distraction**

Participants' comprehension of the distractions associated with using YouTube videos in the classroom has been investigated by researchers. Additionally, the researchers found a number of distractions while trying to make the most of YouTube videos as a teaching tool. Naturally, both internal and external influences might cause these diversions.

### **1) Emotional Discomfort Due to Noisy Classroom Environment**

One of the most prominent sources of distraction stems from the classroom environment itself. Emotional discomfort caused by noise or disorder during video sessions negatively impacts students' ability to concentrate and absorb information.

*“Unfortunately, disruptions are common, especially in class. Sometimes the class gets noisy during video learning sessions. It’s really hard to concentrate in that kind of environment. It makes me feel uncomfortable and not in the mood to study. That emotional discomfort affects how much I can absorb from the video, to deal*

*with those moments, I usually prepare by taking notes in case something interrupts my learning. At least I can go back to those notes later.” (P1, script 1, line 115, interview data)*

She experiences significant emotional discomfort when the class gets noisy during video learning sessions, which makes it difficult for her to concentrate. This emotional distraction affects her ability to absorb the material from the video. To cope with disruptions, she prepares by taking notes during the video, allowing her to revisit the content later.

## 2) Passive Reaction to Disturbances

Unlike others, some students show minimal sensitivity toward distractions. They do not take preventive actions and tend to respond passively when interruptions occur.

*“Surprisingly, I am not too disturbed by it. I simply continue watching or waiting for it to load again. It does not bother me much. Also, I rarely plan ahead of time for disturbances like these. I merely react when things occur.” (P2, script 2, line 110, interview data)*

P2 is not greatly disturbed by disruptions during the video learning process. She remains unaffected by buffering or loading issues, continuing to watch or simply waiting for the video to load again. She doesn't usually prepare in advance for these disruptions and just reacts when they happen.

## 3) Disrupted Focus from Lesson Flow Interruptions

P3 shared that interruptions during the learning process, whether from the video or her own lack of understanding, made her lose focus and feel emotionally disengaged

*“I feel disturbed, like in the middle of the learning process, it makes me lose focus. Distractions during the video can be a real issue. There are moments when I just lose focus, especially in the middle of a lesson when the flow is suddenly interrupted. It could be because of the video itself or maybe because I don't fully understand what's going on. Either way, it affects my concentration and makes it harder to follow along with the lesson. It really makes me feel*

*uncomfortable and less engaged. Maybe what I prepared when things happen that I asked the teacher about the material discussed”*  
(P3, script 3, line 111, interview data)

Based on the explanation, she feels disturbed when disruptions occur, particularly when the flow of the lesson is interrupted. Whether it’s due to the video itself or a lack of understanding of the material, it causes her to lose focus. This leads to emotional discomfort and a decreased engagement with the lesson. To address this, she prepares by asking the teacher questions to clarify the material.

#### 4) Frustration Due to Poor Audio and Video Quality

Low-resolution videos and poor audio present another form of distraction, as students struggle to process information when the media lacks clarity.

*“The disruption I have when learning English using YouTube videos as a learning medium in class is that the teacher occasionally displays films that are not HD quality and the audio is difficult for me to hear. And I’m somewhat frustrated by this; when this happens, I prepare to ask the teacher more questions regarding the content.”*  
(P4, script 4, line 113, interview data)

As she explains, she experiences frustration when the video quality is poor (e.g., low resolution or difficult-to-hear audio). This disrupts his learning and makes it harder to focus. When faced with these challenges, he prepares by asking the teacher additional questions about the content to ensure understanding.

#### 5) Mental Distraction and Lack of Engagement

Sometimes, the distraction is internal. P5 pointed out that her attention wavers when the video content fails to capture her interest, or when her mind drifts elsewhere.

*“The distraction is usually my lack of focus. It could be because the video is less interesting, or because my mind is elsewhere. If that's the case, I usually try to listen more and focus on the lesson again.”* (P5, script 5, line 115, interview data)

P5's main distraction is a lack of focus, which can be caused by the video not being engaging or her mind wandering. When she finds herself distracted, she makes an effort to refocus by listening more attentively to the lesson and trying to re-engage with the material.

#### 6) Disappointment Due to Unclear Sound and Focus Loss

P6 reported that poor video and audio quality directly affect his comprehension, leading to disappointment and disrupted focus.

*“Poor video quality or unclear sound can distract me and make it hard to understand the lesson. It makes me feel disappointed when learn the materials in the classroom. And thing that I prepared is write the material on my book”* (P6, script 6, line 114, interview data)

P6 is distracted by poor video quality or unclear audio, which makes it difficult to understand the material. This leads to feelings of disappointment in the classroom experience. His strategy for dealing with these distractions is to write down the material in his notebook, helping him focus and retain the content.

#### 7) Disruption from Buffering and Lags

Technical disturbances such as buffering or lagging videos hinder smooth learning flow and create gaps in understanding.

*“Sometimes the video buffers or lags, which interrupts my concentration, my preparation if this happen is to ask the teacher to change the video with a better one.”* (P7, script 7, line 107, interview data)

As he explains, he experiences disruptions when the video buffers or lags, which prevents him from following the lesson smoothly. In these

situations, he prepares by asking the teacher to replace the video with a better one to ensure the learning experience is uninterrupted.

#### 8) Distraction from Environmental Noise

Background noise either in the classroom or embedded in the video can be a major disturbance. It diverts attention and makes concentration difficult.

*“For me background noise in the video or in the classroom can be a big distraction. When this happens. I usually tell my friend to shut down or be quiet to pay attention with the materials”* (P8, script 8, line 105, interview data)

P8 is distracted by background noise, either from the video itself or the classroom environment. When this happens, he asks his classmates to quiet down so he can focus on the material. This strategy helps him stay engaged with the lesson.

#### 9) No Notable Distractions Due to Conducive Environment

Not all students experienced distractions. P9 explained that the classroom environment and the videos themselves supported uninterrupted learning.

*“Regarding disturbances during the learning process, I did not experience any significant distractions while watching YouTube videos in class. The environment was conducive to learning, and there were no interruptions that affected my concentration or the overall flow of the lesson. As a result, I was able to focus on the material and absorb the information presented in the videos without any major issues.”* (P9, script 9, line 111, interview data)

P9 does not experience significant disruptions during video-based learning sessions. The learning environment is conducive to concentration, and there are no interruptions that negatively impact his ability to focus or

understand the material. This allows him to absorb the content effectively without distractions.

#### 10) Buffering Issues Leading to Loss of Flow

P10 shared that buffering not only disrupted the continuity of learning but also required active strategies to catch up.

*“Sometimes the video lags or buffers. It disrupts my learning since I am unable to follow the instruction smoothly. When this occurs, I normally take notes or ask the teacher to clarify further. This helps me catch up.”* (P10, script 10, line 112, interview data)

P10 is also affected by video buffering or lag, which disrupts his ability to follow the lesson smoothly. To handle these disruptions, he takes notes during the video or asks the teacher for clarification, which helps him catch up on the missed content.

### 3) Technology Availability & Internet Access

The availability of technology and internet connection is the primary foundation for advancing the use of YouTube videos as English learning media for students in schools. With proper access and facilities, learning will proceed as planned.

*“I think it is not yet fulfilling and adequate in supporting English learning. I have experienced it sis, usually what happens is that the network constraints are not supported, and the solution from me is that the teacher uses photos, hhhmmmm what is it called, eehhh his laptop displays material in the form of photos”* (P1, script 1, line 119, interview data)

P1 feels that the current availability of technology and internet access is not yet adequate to support English learning. She mentions frequent network issues which disrupt the learning process. As a solution, she suggests that the teacher displays the learning materials in photo format using a laptop, especially when videos can't be played properly.

*“When it comes to accessibility, I think the availability of technology and access to YouTube in my class is already sufficient. I don't feel like we lack any important tools or resources. So far, I've never experienced major issues regarding access or connectivity. It's been smooth and reliable for me.”* (P2, script 2, line 117, interview data)

P2 expresses satisfaction with the technological and internet infrastructure in his class. She believes the availability is sufficient and reliable, with no major connectivity issues encountered. She doesn't feel there is a lack of tools or resources necessary for effective YouTube-based learning.

*“I feel that the technology in the classroom supports English learning, like the tools are available. Fortunately, the technology in our classroom is rather good. We have the required tools for English learning, such as projectors, speakers, and reliable connections. I've never had any serious access concerns, and I don't think my teacher has either. If I were to make a suggestion, I'd probably say improve the internet quality so that the movie goes smoothly without lagging or delays.”* (P3, script 3, line 120, interview data)

P3 expresses satisfaction with the technological and internet infrastructure in his class. She believes the availability is sufficient and reliable, with no major connectivity issues encountered. He doesn't feel there is a lack of tools or resources necessary for effective YouTube-based learning.



*"I believe that the availability of technology and internet connection here is pretty beneficial, however the network is not always reliable or fast. My solution for the teacher is to improve the network quality." (P4, script 4, line 116, interview data)*

P4 considers the technological and internet facilities beneficial, but notes that the network is not always stable or fast. As she suggests that teachers should improve network quality to avoid delays and interruptions during lessons.

*"The technology at my school is pretty good. But sometimes we have internet problems. The Wi-Fi doesn't work well, and we can't play the videos. When that happens, we just try to switch to a different Wi-Fi so that the video can be access and learning is run as planned." (P5, script 5, line 119, interview data)*

P5 describes the school's technology as quite good, but admits that there are occasional Wi-Fi issues. When that happens, the class switches to a different network to ensure that videos can still be played and lessons continue as planned.

*"I sometimes have problems with the internet connection, which makes the video stop or load slowly. My suggestions for the teacher to prepared an alternative way to access the media as well so that learning can be more efficient." (P6, script 6, line 119, interview data)*

Based on the statement, P6 sometimes faces slow internet connections, which cause videos to buffer or load slowly. He suggests that teachers should prepare alternative media access methods, so the class doesn't rely solely on one source and learning can continue efficiently.

*“Not everyone in my class has access to a good device or stable internet, so it can be a challenge, Teachers must pay more attention to the quality of the internet and the availability of technology that fits the class's requirements and needs so that learning may continue to occur.” (P7, script 7, line 116, interview data)*

P7 notes a serious challenge: not every student has access to a proper device or stable internet. This inequality affects the learning experience. He emphasizes that teachers must pay more attention to students' varying access to technology, and ensure resources are aligned with class needs.

*“Technical problems like slow Wi-Fi or broken speakers make it hard to follow the lesson. My proposal or advice is that the existing school network's quality and performance be reinforced and made more adaptable so that it does not create interruptions that include shutting down.” (P8, script 8, line 118, interview data)*

P8 reports technical issues, such as slow Wi-Fi or broken speakers, which make following the lessons difficult. He recommends improving the school's network infrastructure to prevent learning disruptions and ensure more adaptable and reliable performance during YouTube-based instruction.

*“Neither the videos themselves nor the internet connection presented any issues for me in terms of accessibility. The internet infrastructure and technology in our classroom were adequate to facilitate YouTube's use as a teaching tool. The videos were always available to me without any issues, and the streaming quality was consistently consistent. Because of this, the learning process ran smoothly and without interruption, enabling me to get the most out of the resources offered.” (P9, script 9, line 117, interview data)*

P9 says he encountered no significant issues related to internet or technology. His classroom has adequate infrastructure, and he always had consistent and smooth access to YouTube videos. He feels that this reliability supported effective learning without interruptions.

*“In my school, I think the technology and internet are good. I have not faced any big problems accessing the videos. Everything runs well most of the time, and the connection is stable. So basically I don’t have any suggestions for the teacher”* (P10, script 10, line 115, interview data)

P10 also confirms that technology and internet access in his school are sufficient. He hasn’t experienced any major problems while accessing YouTube content. Because the connection is generally stable and smooth, he doesn’t have any suggestions for improvement.

#### **4) Advertisements in YouTube Video**

Advertisement on YouTube videos typically show up when we're watching the video of our choice; occasionally, these commercials are unskippable, which makes us uneasy and uneasy and diverts our attention from the content we like. In the educational setting, students will concentrate on the YouTube videos that the instructor provides during class, but advertisements are frequently a distraction. Based on the problem formulation and research aims, the researcher hopes to gather interview data addressing students' perceptions of YouTube video ads and make inferences.

*“I find that YouTube videos' advertisements interfere with my ability to study, which is really bothersome because it takes up time. My recommendation is that teachers get YouTube Premium.”* (P1, script 1, line 128, interview data)

P1 finds YouTube advertisements highly disruptive to her learning process, as they consume valuable time and distract her focus. She recommends that teachers subscribe to YouTube Premium to eliminate this issue.

*“As for advertisements, I honestly don’t have a solution to that problem, Personally, I don’t feel very affected by ads while studying using YouTube videos like they don’t bother me much. Although I must say, sometimes I do feel a bit distracted when an ad suddenly appears in the middle of the learning video. It slightly breaks my focus. However, I also don’t really have a solution to think of for solving that particular issue.”* (P2, script 2, line 130, interview data)

Based on her statement, reports minimal disruption from advertisements, stating that they rarely affect his concentration. While he occasionally feels slightly distracted, he does not have a concrete solution to address the problem.

*”Yes, I think the ads really affect my focus while learning in class. One of the most annoying parts of using YouTube for learning is the advertisements. They often pop up right in the middle of a lesson, and they really throw off my focus. I’ll be paying attention and then, boom! an ad shows up. It completely breaks the rhythm of the lesson. If there’s a solution, I think it would help if the teacher used YouTube Premium to remove the ads so we can stay focused throughout the learning process.”* (P3, script 3, line 130, interview data)

P3 expresses that advertisements significantly interrupt her focus during class. She describes them as one of the most frustrating aspects of YouTube-based learning. Her solution is for teachers to use YouTube Premium to prevent ads from appearing.

*“Advertisements that occur in the middle of videos may be rather distracting, especially when I’m trying to focus on the lesson. It would be preferable if the videos could be seen without*

*advertisements, perhaps by using YouTube Premium.” (P4, script 4, line 125, interview data)*

As she explains, she finds mid-video advertisements distracting, especially when he is trying to concentrate. She suggests using YouTube Premium to avoid such interruptions in the future.

*”The ads are super annoying. Just when I’m really focused, an ad pops up and ruins it. It really breaks the learning flow. I think using YouTube Premium would be a good solution to avoid that. Even though there is a price, if it is for educational purposes, why not?” (P5, script 5, line 127, interview data)*

P5 finds ads extremely annoying, noting that they often appear just when she is most focused, disrupting the learning flow. She supports the idea of using YouTube Premium, particularly for educational purposes.

*“For me, it's quite distracting, because it breaks my focus when I'm learning in class, and I find the ads annoying. My solution for teachers is to replace apps that don't have ads.” (P6, script 6, line 127, interview data)*

P6 describes advertisements as distracting and irritating during class. He proposes that teachers switch to alternative apps or platforms that are free of advertisements.

*“I find YouTube video advertising unpleasant since they distract me from learning. That truly bothers me. And my response to my teacher is to try to replace the video to one that is devoid of advertisements.” (P7, script 7, line 129, interview data)*

P7 views advertisements as unpleasant interruptions that affect her ability to concentrate. He recommends that teachers select videos that are free from ads to ensure smoother learning.

*“I am not convinced that advertisements on YouTube videos interfere with my studying, and I am unaffected by ads shown on videos during class. Nevertheless, I have a solution or recommendation for teachers so that advertising that can be*

*missed are skipped without having to wait for them to finish airing."* (P8, script 8, line 126, interview data)

P8 claims he is not personally affected by advertisements but acknowledges their potential to disrupt learning. He suggests that teachers skip ads whenever possible to minimize distraction.

*"However, one factor that influenced my learning experience was the inclusion of commercials in YouTube videos. I discovered that advertisements could disturb the flow of the lecture and occasionally break my concentration. The unexpected presence of advertisements in the middle of a film was distracting and could disrupt my comprehension of the topic. Although my teacher and I tried to ignore the advertisements, their presence remained a visible distraction during the learning process. Unfortunately, no practical solution was devised to totally eradicate these advertisements, thus we had to accept them as part of the experience."* (P9, script 9, line 132, interview data)

He admits that advertisements disrupt the flow of lessons and occasionally affect his concentration. Despite attempts to ignore them, he considers ads a visible distraction. He notes that no effective solution has been implemented so far.

*"YouTube advertisements may be really obnoxious. Ads can occasionally be excessively lengthy and disrupt the learning process. I don't like that it causes me to lose focus. However, frequently the teacher downloads the videos beforehand, so the advertisements don't show up in class. It's a smart solution."* (P10, script 10, line 128, interview data)

P10 finds ads intrusive and distracting. However, he notes that his teacher often pre-downloads videos, which prevents ads from appearing during lessons, a strategy he considers effective.



## **B. Discussion**

This section discusses the findings based on the research questions, including: (1) What are the students' psychological aspects in utilizing YouTube videos as English language learning media in the classroom? and (2) What are the students' obstacles in utilizing YouTube videos as English language learning media in the classroom. Based on the interview findings, six key psychological aspects were identified: motivation, interest, attitude, talent, intelligence, and anxiety. In addition, the study also revealed several challenges encountered by students during the use of YouTube, including issues related to video content, distractions, technological access, and advertisements. Each of these elements plays a crucial role in shaping students' learning experiences and outcomes.

### **1. Students' Psychological Aspects in Utilizing YouTube Video as English Language Learning Media in the Classroom**

#### **a. Motivation**

The use of YouTube videos significantly enhanced students' motivation in learning English. All ten participants expressed that watching YouTube videos in the classroom made them feel more enthusiastic and encouraged to engage with the lesson. The materials presented through video were perceived as more enjoyable and easier to understand compared to conventional learning



resources. This is line with Hasan (Hasan et al., 2018) that YouTube video serves as learning media which has a lot of good video content for students, so that it can increase students' motivation in learning English.

This increased motivation reflects the importance of media that can emotionally engage learners and sustain their attention. Students noted that they felt inspired to continue studying English even after the class ended. The positive emotional response stimulated by the videos encouraged more active participation and fostered a greater sense of commitment to learning. This is line with (Hia, 2021) emphasized that, YouTube has many kinds of entertaining English-learning videos to boost student's motivation for learning English language.

Thus, YouTube videos serve not only as instructional tools but also as motivational stimuli that energize the learning environment and influence students' desire to improve their English proficiency.

#### b. Interest

Interest was another dominant aspect highlighted by the students. Most participants found YouTube videos to be engaging, fun, and easy to follow. This align in Bakhtiar et al. (2024) that YouTube videos serve as a learning medium that assists students in understanding multiple topics in English courses, since they allow students to master all of the material presented by their teachers. In addition, this is line in (Angelia et al., 2024), it shown

students are interested in studying English utilizing YouTube videos because they assume that it will make learning more enjoyable and help pupils understand the subject taught in class.

They expressed that their curiosity toward learning English increased when materials were presented through videos, especially on topics such as vocabulary and grammar. This is line in R. Lestari (2017), YouTube provides as media offers engaging, entertaining, and educational video content for students who want to learn. YouTube also serves as a facilitator for students who need broader knowledge that is easily accessible.

The enjoyable nature of the videos, combined with their relevance to students' learning needs, sparked sustained interest and attention. Several students mentioned that YouTube videos helped prevent boredom and increased their willingness to explore English topics in greater depth. This is relevant with Nabilla (2024), YouTube offers various content for learning English, It may ignite students' interest in learning English and motivate them to stay immersed in the learning process.

When students are interested in the learning materials, they are more likely to concentrate, ask questions, and retain what they learn. Therefore, the presence of interest as a psychological response strengthens the value of YouTube as a preferred medium in language education.

### c. Attitude

Students also demonstrated positive attitudes toward the use of YouTube videos in the classroom. Most participants reported feeling more focused, confident, and receptive when learning through videos. They did not feel afraid of the content or of participating during lessons. Some even mentioned that they became more attentive and disciplined because they enjoyed the learning process. This is line with Puji Wahyuningsih et al. (2022) shown YouTube video allows students to increase student's knowledge and discipline whilst learning English in class. YouTube also offers a simple yet flexible learning environment, allowing students to learn in tranquility and comfort.

The integration of multimedia in the classroom appears to foster a more open and accepting attitude toward language learning. When students approach learning with a positive mindset, they are better equipped to handle challenges, stay engaged, and apply themselves more fully to the tasks at hand. This is supported in (Jailani, 2022), YouTube offers educational video content that is fun for students to learn, by making good use of YouTube videos, learning will take place comfortably and enjoyably.

The findings suggest that YouTube videos create a supportive learning environment that promotes constructive attitudes and behavior among students.

#### d. Talent

Another psychological aspect that emerged from the findings is the development of students' individual talents in English learning. Several participants mentioned that using YouTube videos helped them discover and strengthen their natural abilities in areas such as speaking, writing, reading, or vocabulary acquisition. Through repeated exposure to visual and auditory input, students were able to engage more deeply with the content and explore their own learning styles. This aligns in Pamungkas et al. (2022), YouTube video can improve students' ability to master subjects or topics in English, with good use and selection of the required content students can learn with enthusiasm.

For instance, students felt that the variety of explanations and examples provided in YouTube videos allowed them to better understand complex language elements. Some students acknowledged that their ability to memorize vocabulary or use grammar structures had improved after learning through videos. This suggests that YouTube serves not only as an instructional tool but also as a media for self-discovery, where students can develop their language-related talents at their own pace.

The findings support the idea that learning media should facilitate the growth of individual student potential. When students are provided with meaningful and stimulating resources, such as YouTube videos, they are more likely to explore and refine their skills in language learning. In this

context, talent is not merely innate, but something that can be nurtured and enhanced through appropriate learning experiences.

e. Intelligence

The interviews also revealed that YouTube videos positively contributed to students' cognitive development and intellectual engagement in English learning. Students reported that their comprehension, critical thinking, and response accuracy improved when lessons were delivered using YouTube videos. The multimedia format allowed them to process information in a more meaningful and effective way.

Several students indicated that they were better able to follow classroom discussions, answer questions, and retain information after viewing the content. This suggests that the cognitive demands of language learning were more easily met when supported by multimedia materials. The students' ability to understand vocabulary, sentence patterns, and language use indicates that their learning intelligence was being stimulated through multimodal exposure. This is line with Sutarti & Astuti (2021), YouTube videos can be utilized as English learning media to assist students achieve their learning goals. YouTube videos are a fantastic resource for instructors because they are widely accessible and offer a diverse range of content.

Moreover, some students noted that when they encountered unfamiliar or difficult material, they were more willing to revisit the videos and rewatch the lessons until they fully understood the content. This kind of reflective and

self-regulated learning is a strong indicator of growing academic intelligence and maturity in learning behavior.

In this sense, YouTube videos function not only as instructional content but also as cognitive scaffolds helping students to internalize complex material, think critically, and become independent learners. The development of intelligence, therefore, is supported through active engagement with content that is visually and aurally rich, relevant, and appropriately challenging.

f. Anxiety

Language learning anxiety is a common emotional barrier for students, especially in speaking and comprehension. However, the findings of this study show that most students experienced a reduction in anxiety when using YouTube videos in the classroom.

Students stated that they felt more relaxed and less nervous when engaging with English content presented in video format. The calm and clear delivery of material helped ease their fears of misunderstanding or making mistakes. Some also mentioned that the videos gave them more confidence to speak and respond in front of their classmates.

While a few students still experienced occasional anxiety, especially when faced with difficult content or unclear explanations, they acknowledged that repeated exposure to the videos gradually improved their confidence. The familiar format of YouTube videos provided a safe and supportive

environment for learning, which helped lower emotional barriers and encouraged greater participation. This is line with Sabila (2023), YouTube serves as a learning media that reduce student's anxious in learning, and YouTube videos are able to increase students' confidence to dare to learn and master the material being taught.

These interviews suggest that YouTube videos can play an important role in managing students' emotional states and creating a positive affective atmosphere for language learning.

## **2. Students' Obstacles in Utilizing YouTube Videos as English Language Learning Media in the Classroom**

While the use of YouTube videos provides a number of psychological benefits, students also faced several obstacles that hindered the effectiveness of the learning process. These challenges include issues related to video quality and content, classroom distractions, technology availability and internet access, and advertisement within the videos.

### **1) Video Content and Comprehensibility**

One of the most frequently mentioned obstacles by participants was the lack of clarity or complexity of certain video content. Some students found that the explanations in the videos were too fast, too advanced, or lacked depth, making it difficult for them to fully

understand the lesson. This align with Widiastuti & Fauziya (2024), YouTube video content has several drawbacks, such as poor content, poor video quality, irrelevant content and explanations in videos that are too fast.

These challenges highlight the importance of content selection and alignment with students' proficiency levels. Instructional media must be not only relevant but also comprehensible to its target audience. When videos fail to meet these expectations, students may lose motivation and rely heavily on teacher intervention to grasp the material. Therefore, teachers must curate videos carefully, ensuring that the language, speed, and structure are appropriate for junior high school learners.

## 2) Distractions During Learning

Another major concern was distraction, both from the classroom environment and from within the media itself. Several students reported that classroom noise, lack of focus, or poor audio-visual quality disrupted their concentration while watching the videos. In some cases, buffering or technical interruptions also broke the continuity of the lesson. This is line in Widiastuti and Fauziya (2024), Disruptions in the student's environment can have an impact on student learning outcomes since students must focus and concentrate fully in order to get the best learning results, one of which is learning English. According to the



statistics, common complaints among students include boisterous classes and sluggish audio.

Distraction reduces the efficiency of learning and negatively affects information retention. When students are unable to focus on the content, the educational impact of the video diminishes. As such, it is essential for schools and teachers to establish a well-managed, supportive environment during video-based lessons, one that minimizes noise and encourages active attention.

### 3) Technology Availability and Internet Access

Although some students reported that their classroom was adequately equipped, others mentioned problems related to unstable internet connections, slow-loading videos, or limited access to digital tools. These issues created interruptions and delays in the learning process. This aligns with Tampubolon et al. (2023). A poor internet connection is a regular disruption in modern learning, limiting the capacity to make the best use of YouTube videos for English language acquisition.

This obstacle underlines the need for consistent and equitable access to technological resources in schools. Without stable internet or suitable hardware, the implementation of YouTube-based instruction cannot run smoothly. It is the responsibility of the school and educators to ensure that the necessary infrastructure such as reliable Wi-Fi,

speakers, and projection tools is available and functional before conducting video-based learning activities.

#### 4) Advertisements in YouTube Videos

Advertisements within YouTube videos were also perceived as a disruptive element by many students. Sudden, unskippable ads often appeared in the middle of a lesson, interrupting students' concentration and disrupting the flow of instruction. This is relevant in Widiastuti & Fauziya (2024), Although it appears insignificant, advertisements on YouTube are one of the problems for students. This is because advertisements on YouTube frequently come unexpectedly in the middle of studying, which can dampen students' excitement to learn and remain engaged in class learning.

Although some students were able to ignore the ads, most expressed frustration and suggested that teachers consider using ad-free videos. This could be addressed by downloading the videos beforehand, using trusted YouTube channels with fewer interruptions, or subscribing to YouTube Premium to eliminate advertisements entirely. A learning environment free from advertising distractions allows students to maintain better focus and engagement throughout the lesson.

In conclusion, although YouTube videos serve as an engaging and beneficial media for learning English, the success of their implementation depends on several supporting factors. Teachers must

address issues of content suitability, minimize distractions, ensure technological readiness, and provide continuous support to accommodate students' diverse learning needs. By anticipating and overcoming these obstacles, the full potential of YouTube as a learning medium can be effectively realized.