

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter conveys the study's findings and discussion. The findings relate to the research question on students' mastery goal orientations in learning speaking from YouTube videos. The results of this study are further explored in the discussion section and relate to relevant previous research findings.

4.1 Findings

The findings discuss the result of data collection analysis through written reflection and semi-structured interviews. The aim is to reveal what has been discovered in research on students' mastery goal orientations in learning speaking from YouTube video. Seven main themes identification emerged to reveal the research findings based on the results of data analysis from participant reflections, namely: (1) Exploring Different Types of YouTube Channels, (2) YouTube Channel Has Been Considered as Source of Knowledge, (3) Accessing the YouTube Channel at a Certain Time, (4) Attempting to Understand the Content, (5) Solving Problems while Watching, (6) Affected by the Content and (7) Comparing of Learning Outside and Inside the Classroom. The details will be presented as follows:

4.1.1 Exploring Different Types of YouTube Channels

This section described the research findings, showed the channels or videos that participants often watch, and their purposes for watching the video.

The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection on the channels or videos that participant often watches and their purposes for watching the video. This aligns with the opinions of P1, P2 and P3, which state the frequently watched English language channels.

“The channel/video I watch the most on YouTube is English Conversation. Because I felt that was what I needed most, the things I needed were all there. One of them is additional vocabulary. And I visit the site very often. I usually visit the site 3 to 4 times a week.” (P1)

“I often watch several YouTube channels, such as TEDx Talks and Little Big Shots. Suppose the percentage is about 70% when I have free time outside college hours. The reason why I chose two channels for mmm TEDx Talks happened to be the channel that the lecturer recommended. The little big shot there is that the channel presents a lot of talents, some of the talents of five-year-old children who have talent there; I get a lot of inspiration, and the second one makes me fun, too.” (P2)

“I often watch videos on the Dive Studio podcast and TedxTalk at least 2 times a day if I'm not busy with college assignments. I watch these two channels because their videos are related to anything related to me, so it's easy to remember. Also, there, I can improve my pronunciation and find out the sentence patterns commonly used by native speakers so that learning feels more real.” (P3)

In light of the response above, it is clear that the first participant (P1) watched the English conversation channel, and the content provides the need for learning English, especially to increase vocabulary and regularly access it 3 to 4 times a week. This differs from the Second participant (P2), who watched several YouTube channels such as TEDx Talk and Little Big Shot and accessed about 70% when she had free time outside of class hours. TEDx Talk is a channel

recommended by teachers, and the Little Big Shot presents content featuring five-year-olds with talent so that there is a lot of inspiration that can be obtained and makes the atmosphere fun. Last, a similar perception was also expressed by the third participant (P3), who watched content on the TEDx Talks and Divestudio Podcast video channel 2 times a day when she was not busy with teacher assignments. Its content provides something that can be related to oneself and makes it easier to understand and remember. She can also improve her pronunciation and find the sentence patterns commonly used by native speakers so that learning feels more real.

4.1.2 YouTube Channel Has Been Considered a Source of Knowledge

This section describes the research findings, showing how much the participants enjoy the English Channel or video. The participants express their viewpoints by presenting various reasons to back their claims.

The participants mentioned the following statements in direct quotations in their reflection on how much they enjoy the English Channel or video. This is in line with the opinions of P1, P2, and P3, which state that passion and enjoyment of the English Channel video are affected by the English Channel video and the information found on the English Channel video.

“I enjoyed it because I could follow the conversation of the native in the video. Even though it's a native video, I can follow it well because the pronunciation is very clear and not fast. And what I like about the English Conversation channel is that it displays a lot of conversations that are often used in everyday life, so I'm very excited and enjoy the videos.” (P1)

“I enjoyed it because what I watched was actual and interesting educational content, for example, in the TEDx Talks channel, which presented several native speakers from various parts of the world and age groups who brought topics that we didn't expect and even realised. From the channel's content, I can observe how the speaker speaks and his demeanour in front of the audience. I visited because I could see how the speakers speak and how to get our audience to pay attention, Sis. What's unique about the content is that all the speakers use several accents, meaning that they are from India and Vietnam and speak using their own distinctive accents. How do the speakers stand up? How do they demonstrate body language? How do they smile and stand calm? This is especially true if they are on the podium like those whose names look nervous and are gone.” (P2)

“Yes, I enjoy it because there is a lot of information that can be obtained starting from people's life experiences that can be imitated, how to change my irregular habits, how to change the worries that I have experienced for a long time when talking to other people, how to improve my good learning skills in speaking. The podcast educates me on obtaining information that can be used as a reference to answer a question my friend suddenly asked.” (P3)

In light of the response above, it is clear that the first participant (P1) enjoys the content from the video channel because it is very easy to follow the conversation from a native who has very clear and not fast pronunciation so that it can be followed well. The content also displays a lot of conversations that are often used in everyday life, so it is enjoyable to watch them. Another perception is that the second participant (P2) enjoys the content from the video channel because it has educational content and is interesting to watch. The TEDx Talk channel has content that provides speakers from all over the world and from different age groups. The speakers provide unexpected topics. It can be observed how the speaker talks to the audience, his demeanour to the audience, how he dominates the audience so that his attention goes to the speaker, how the speaker stands still, how he demonstrates body language, how he smiles so that when speaking it

looks natural and not nervous. The content is also interesting because the speakers use their distinctive accents. Last, the third participant (P3) enjoyed the content from the channel because it has a lot of information, such as someone's life experience that can be imitated, how to make irregular self-habits, how to change the worries that have been experienced for a long time when talking to other people, how to improve learning skills both in speaking. In podcasts, she gets a lot of educational information and can be used as a reference to anticipate when friends ask questions.

4.1.3 Accessing the YouTube Channel at a Certain Time

This section describes the research findings, showing how often the participants access the English Channel or video. The participants express their viewpoints by presenting various reasons to back their claims.

In their reflection on how often they accessed the English Channel or video, the participants mentioned the following statements in direct quotations. This is in line with the opinions of P1, P2, and P3, which state the students' frequency of watching English channel videos, students' access to the YouTube channel, and students' challenges in facing the YouTube channel.

“I usually visit the English Conversation channel 3 to 4 times weekly. Yes, because I think Sis three to four times is an ideal time for me to learn using YouTube, right to collect materials, such as a collection of vocabulary and body language, so I might use the rest to memorise the vocabulary, use it, put it into practice, right, to practice, try to use the vocabulary in my conversations or I make sentences like that, right, and also I can use the rest of the day to do assignments from campus, Sis.” (P1)

“In a day, I usually access the channel 2 times by spending about 2 hours to watch it. I have a feeling that in two days, and that's precisely me, I can watch Mi in my free hours, like morning or before noon. The first one I watch is what makes it fun.” (P2)

“When I have finished all the lectures, but I am often faced with many assignments, at the same time I watch less videos. So, I'm trying to relate what I've learned from the podcast or the TEDx Talk.” (P3)

In light of the response above, it is clear that the first participant (P1) often accesses the video channel 3 to 4 times a week. This is an ideal time to learn by using YouTube to collect learning materials such as vocabulary collections and body language. The rest of the time is spent memorising vocabulary, implementing it in daily conversations, and making sentences. So, the rest of the day is used to do lecture assignments. Another perception is that the second participant (P2) accesses the channel 2 times a day by spending 2 hours watching it. Mornings and afternoons, especially before noon, are the time to watch video channels that have fun content. Last, the third participant (P3) accesses the video channel when they have completed their lecture assignments. But over time, the time to watch it becomes less because it faces many tasks. So, she tries to relate what she has learned from podcasts and TEDx Talks to keep learning.

4.1.4 Attempting to Understand the Content

This section describes the research findings. Participants showed persistence in trying to understand when they failed to understand the content of the English Channel video being watched. The participants expressed their viewpoints by presenting various reasons to back their claims.

The participants mentioned the following statements in direct quotations in their reflection on their persistence in trying to understand when they failed to understand the content of the English Channel video being watched. This is in line with the opinions of P1, P2, and P3, which state the students' difficulty in understanding, the students' misunderstanding of the content, and the students' effort to understand the content.

“Often, I fail to understand or interpret the meaning of words or even phrases or idioms that natively use, which I do not understand. But I'm happy about it because I want to increase my vocabulary or phrases and idioms that I can use daily.” (P1)

“Of course I did. There was a moment when I saw the highlight of one of the videos on the TED channel, entitled Life is Easy. Why do we make it hard? -Jon Jandai. Before looking further at the content, I have predicted that this content will discuss ways to make our lives easier. But that was all Mr. I wanted to explain. There are some facts humans don't realise all the activities they do to make them feel easy. It's just that we make it difficult. My attitude is not to leave the channel or not to leave the video. I didn't leave the video until I learned English. I use English subtitles and see points like new vocabulary I don't know.” (P2)

“Yes, when I watched it from the beginning, but I couldn't practice speaking, then I tried to copy all the words in it into Word and print it into hardcopy; after that, I marked difficult words and tried to understand the sentence structure, patterns of tenses used because I can not only rely on my very minimal background knowledge, so I try to understand the contents at least and be able to at least practice it and relate it to the simple things that I experienced.” (P3)

In light of the response above, it is clear that the first participant (P1) often feels that they fail to understand or interpret the meaning of words, phrases and even idioms that are natively used in the video. However, he considers something that can be learned, such as increasing vocabulary, phrases, and even idioms that can be implemented in everyday life. Another perception is that the second

participant (P2) misunderstood the content of the video channel. It means misunderstanding when trying to predict the content. The prediction was wrong when watching one of the Life Is Easy contents. Why We Make It Hard? The speaker is Jon Jandai. She thought the content contained how to make life easy. However, the actual content is that humans are not aware of all the activities that are carried out to make life easier. So, the student's attitude is not to leave the video channel until she understands the content by using English subtitles to see the points, such as unknown new vocabulary. Last, the third participant (P3) has difficulty practising speaking while watching. So, she tried to copy all the words in the content and then transferred it to Word and made a hard copy, highlighting the difficult words and trying to understand the sentence structure and the pattern of using the tenses. At the very least, I need to understand the contents and be able to practice them by relating them to the simple things I have experienced.

4.1.5 Solving Problems while Watching

This section describes the research findings and shows participants' challenges when watching the English Channel video and how they overcame them. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflections on the challenges they faced when watching the English Channel video and how they overcame them. This aligns with the opinions of P1, P2 and P3, which state that students are limited to accessing

English YouTube channels, face unavailable subtitles, and need available subtitles.

“The challenge I face is a network problem, but this is a common thing; the way to solve it is to find a place with good network quality. Also, the limitations of internet quota; since offline lectures in Kendari, I am very burdened with this problem because previously, when studying online at home, I was facilitated with WIFI. But that doesn't mean I should stop watching English Conversations on YouTube. I often overcome this problem by buying unlimited YouTube packages in 1 week, which is at least more effective. Problems like Time Management are not too heavy if it's because you said earlier that I was making a study schedule. Sis, I made a study schedule. So, after the peg, each schedule. For monotony, it's three to four times a week. Yes, it has to be at least three times. It should be so in a week. So, thank God I have handled time management that way. I made a schedule. For me to monitor, to stay consistent when watching.” (P1)

“So far, the challenge I faced when the video didn't have English subtitles built in. If you depend on Turn On, the automatic subtitles are sometimes missed. On average, the speakers are natives whose accents and intonation their way of speaking fairly fast; that's my challenge. Yes, my solution is if, for example, I don't understand the content regardless of the automatic subtitles, it also doesn't support it. I saw the description of the content. Keep reading the comments, people who have watched it. It's finished so far. Read the comments, and keep looking; what's the description? Additional information.” (P2)

“When other people can watch without subtitles, I can't. Because I can't understand what he's talking about, I'm afraid there will be a lot of misunderstanding that I will experience, from the spelling they say. Try to read while listening because it can train your memory when you get the word in the textbook because what I read and listen to can be stored longer in memory.” (P3)

In light of the response above, it is clear that the first participant (P1) experienced network problems when he wanted to access English Channel videos and had limited internet quotas because the lecture process was offline. Previously, lectures were held online or through their homes, so they were

facilitated with WIFI. However, this can easily be overcome by buying an unlimited YouTube package. There are no obstacles to time management because he already has a learning schedule so that learning time can be organised efficiently. Another perception: the second participant (P2) has difficulty when videos on the channel don't have built-in English subtitles, so she has to rely on the automatic turn-on subtitle feature, and even then, they are still sometimes missed because, on average, the speakers are a very fast way of speaking. So, he tries by looking at the video's description or by viewing or reading the comments of YouTube users who have watched it. From there, she can get the content and additional information. Last, the third participant (P3) has difficulty watching without subtitles because it is difficult to understand what is conveyed in the content. So, turning on the subtitles will make it easier to understand by reading while listening to the contents so that what is obtained can be stored in memory.

4.1.6 Affected by the Content

This section described the research findings showed the influence of English channels or videos on the experience of learning English, especially speaking. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection on the influence of English channels or videos on the experience of learning English, especially speaking. This is in line with the opinions of P1, P2 and P3, which state the student gets new vocabulary from the

YouTube channel, the student gets to apply it based on the content in the YouTube channel and the student's process of learning English from the YouTube channel.

“It is very influential, as I said before, that just by watching the English Conversation Video, I can learn a lot of vocabulary, phrases, and idioms. Not only that, I see a lot of advantages of studying by watching, which I can't get any other way. By watching, I can also see and listen directly to the speech from the native and immediately imitate it. I can also see the body language of the natives that are used when speaking, and then I can imitate it. Which in that way can make me even cooler in speaking. The learning method of watching videos greatly improves my skills.” (P1)

“I watch this content because the speakers talk like it's natural to talk. The speakers are from abroad, so if they can do it, why not? Why can't I, too? And applying it is like there's an idiom that I just heard. I pause, and then I repeat it. I keep talking and keep on talking until it sounds like there's something the speaker is saying.” (P2)

“The influence is very big because of all my learning processes from all the processes I experienced during college. I got more from the videos from the podcast because sometimes I feel that the lecture material is not acceptable to my learning model.” (P3)

In light of the response above, it is clear that the first participant (P1) feels the impact of watching the English Conversation Video by getting a lot of vocabulary, phrases and idioms. Also, many see the advantages of learning by watching, which cannot be obtained any other way. By watching, he can see and listen directly to the speech of the natives and immediately imitate it, and he can also see the body language the natives use when speaking and then imitate it. That way, it can make it even cooler to speak. The learning method of watching videos greatly improves skills. Another perception is that the second participant (P2) feels that watching this content can help her learn how to speak naturally. The

speakers are from abroad, so they can be imitated. If they can, why not? Why can't we? Apply it like there is an idiom you just heard, pause it, repeat it, and keep practising until it sounds like the speaker's words. Lastly, the third participant (P3) feels that the influence is very big because of all the processes she experiences during lectures; she gets more from the videos from the podcast because sometimes she feels that the lecture material is not acceptable with the preferred learning model.

4.1.7 Comparing of Learning Outside and Inside the Classroom

This section describes the research findings and shows the differences or similarities in the English learning experience between learning directly from teachers inside or outside the classroom and learning from videos on YouTube. The participants expressed their viewpoints by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection: what are the differences or similarities in the English learning experience between learning directly from teachers inside or outside the classroom and learning from videos on YouTube? This is in line with the opinions of P1, P2 and P3, which state the student gets a new vocabulary on the YouTube channel, the student gets the same content the teacher and content on the YouTube channel, and the student understands the English content on the YouTube channel.

“From my experience with the similarities between studying with lecturers and studying on YouTube, I have learned much about body

language while speaking. The difference is that learning on YouTube is a means for me to get many vocabulary phrases, idioms, and body language, and in my class, I practice speaking more. Then I use phrases and idioms I learned from watching on YouTube.” (P1)

“The experience of learning English from lecturers and videos on YouTube, of course there are similarities and differences. Now, the similarities from the presented content without us realising that the knowledge in it is also often taught by lecturers, especially Speaking lecturers. Regarding the difference, maybe we can judge from the frequency of continuous access. All ideas or information we learn can be repeated according to need.” (P2)

“The difference is that sometimes there are lecturers whose teaching methods are difficult for me to understand. Maybe I can't understand it, but other friends can understand it, and the material makes me dizzy; different from what is on YouTube because here I can choose the material I will study, and it certainly can make it easier for me to learn to improve my speaking skills because my goal in college is just to be able to speak English fluently. The similarity is that both can provide a lot of educational information when studying.” (P3)

In light of the response above, it is clear that the first participant (P1) explains the similarities between studying with lecturers and studying on YouTube, finding many ways to demonstrate body language when speaking. Learning on YouTube means learning vocabulary phrases, idioms, and body language. In class, he needs more practice speaking and then using words, phrases, and idioms that he gets from watching on YouTube. In other perception, the second participant (P2) explained the experience of learning English from lecturers and videos on YouTube. There are similarities and differences. The similarities from the content presented without being aware of its knowledge are also often taught by lecturers, especially Speaking lecturers. Meanwhile, the difference can be judged from the frequency of continuous access to all the ideas or information learned and can be repeated at any time as needed. Last, the third

participant (P3) explained the difference that sometimes there are lecturers whose teaching methods are difficult to understand. Maybe they can't understand it, but other friends can understand it. The material is confusing and different from what is on YouTube because she can choose the material she wants to learn here. Of course, she can make learning and improving her speaking skills easier because studying is only about speaking English fluently. The similarity is that when studying both can provide a lot of educational information.

4.2 Discussion

In this part, the researcher discusses the study's findings. This section discussed research findings about EFL Students' Mastery Goal Orientations in Learning Speaking from YouTube Video. The data were obtained through students' reflection and four themes based on the concept of mastery goal orientation, namely, Exploring Different Types of YouTube Channels, YouTube Channels Has Been Considered as a Source of Knowledge, Accessing the YouTube Channel at a Certain Time, Attempting to Understand the Content, Solving Problems while Watching, Affected by the Content, and Comparing of Learning Outside and Inside the Classroom.

To begin with, the findings show that all participants in this study indicate that the channel they watch is TEDx Talks because it provides learning resources to improve English skills, especially speaking and gesture skills. In this case, they previously realised that there were limitations in their abilities, so they watched the Channel to facilitate them in their efforts to learn. The participant's reflection

evidences this: "I often watch videos on Divestudio podcast and TedxTalk at least 2 times a day if I'm not busy with college assignments. I watch these two channels because their videos are related to anything related to me, so it's easy to remember. Also, there, I can improve my pronunciation and find out the sentence patterns commonly used by native speakers so that learning feels more real." This aligns with research results conducted by Sohrabi & Iraj (2016), who stated that watching TED videos Talks provides an overview of the content structure, helping to understand the content very well.

Furthermore, this study found that participants showed that a YouTube channel had been considered a source of knowledge because they enjoyed watching the English channel or video. After all, it was very helpful in their learning efforts. As noted in the participant's reflections, "I enjoyed it because I could follow the conversation of the native in the video. Even though it's a native video, I can follow it well because the pronunciation is very clear and not fast. And what I like about the English Conversation channel is that it displays a lot of conversations that are often used in everyday life, so I'm very excited and enjoy the videos." According to research conducted by Deci & Ryan, 1985 Harackiewicz & Sansone, 1991, White, 1959., individuals who enjoy what they are doing spend more time developing their skills in an activity, leading to increased performance. On the other hand, students also enjoy watching podcasts because it can help them as a reference when conversing with their friends. As quotes reflected by the participant, "I enjoy it because there is a lot of information that can be obtained starting from people's life experiences that can be imitated, how

to change my irregular habits, how to change the worries that I have experienced for a long time when talking to other people, how to improve my good learning skills in speaking. The podcast educates me on obtaining information that can be used as a reference to answer a question my friend suddenly asked.” This aligns with research results conducted by Vajoczki, Watt, Marquis & Holshausen (2010), who stated that video podcasts were enjoyable to watch.

In addition, from participant data, it was found that participants showed accessing the YouTube channel at a certain time by accessing English channels or videos with a time that, according to him, 2, 3 to 4 times a week is the ideal time to study because in the remaining time so that they can take time to do other activities. This is proved through the participant's reflection, stating that “very often, I usually visit the English Conversation channel 3 to 4 times a week. Yes, because I think Sis three to four times is an ideal time for me to learn using YouTube, right to collect materials, such as a collection of vocabulary and body language, so I might use the rest to memorise the vocabulary, use it to put it into practice, right, to practice, try to use the vocabulary in my conversations or I make sentences like that, right, and also, I can use the rest of the day to do assignments from campus.” This is in line with research results conducted by Allman (2000), who stated that a successful learner possesses a positive attitude towards the target language.

Moreover, students’ effort in learning activities refers to the action behaviour that students do to improve their skills. In this case, students’ effort to try to understand the content in the English Channel or video. According to Pace

(1998) in Pass (2013, p.44), “quality of student effort is defined as how much voluntary behaviour or personal investment a student makes for their education. It has been examined how often students carry out learning activities, such as taking detailed notes during class.” This is in line with the findings of this study; the participant stated, “Yes, when I watched it from the beginning, but I couldn't practice speaking, then I tried to copy all the words in it into Word and print it into hardcopy, after that I marked difficult words and tried to understand the sentence structure, patterns of tenses used because I can not only rely on my very minimal background knowledge, so I try to understand the contents at least and be able to at least practice it and relate it to the simple things that I experienced.” Pass (2013) states that the intensity of student effort is conceptualised as the student's perception of how hard he or she works on an activity.

Besides, from participant data, it was found a problem watching my students feel challenged when watching English channels or videos; there are no subtitles, so that makes students find it difficult to understand the content. This is proved through the participant's reflection: "When other people can watch without subtitles, I can't. Because I can't understand what he's talking about, I'm afraid there will be a lot of misunderstanding that I will experience, from the spelling they say. Try to read while listening because it can train your memory when you get the word in the textbook because what I read and listen to can be stored longer in memory.” This aligns with research results conducted by Boster et al. (2006), which state that videos can positively affect educational achievement. The absence of subtitles may distract students from understanding the video's

messages. So, using subtitles in the video can support understanding; as stated by Zanon (2006), the benefit of using subtitles is that they support understanding by image, sound, and text, which are related.

Then, this study found that watching English channels or videos greatly improves participants' speaking skills. This is proved through the participant's reflection: "It is very influential, as I said before, that just by watching the English Conversation Video I can get a lot of vocabulary, phrases and idioms. Not only that, I see a lot of advantages of studying by watching, which I can't get any other way. By watching, I can also see and listen directly to the speech from the natives, and I can immediately imitate it. Also, I can see the body language of the natives that is used when speaking, and then I can imitate it. Which in that way can make me even cooler in speaking. The learning method of watching videos greatly improves my skills." This is in line with research results that were conducted by Anggraeni (2012) and Pratiwi (2011), who stated that the use of videos helps students organise ideas, choose the right words, create coherent sentences, and use the correct mechanics of writing (punctuation and spelling). Also, supported by Riswandi (2016) showed that using YouTube resulted in clear progress in the students' speaking skills, especially vocabulary, grammar, pronunciation, and fluency.

Lastly, there are differences or similarities in the English learning experience between learning directly from teachers inside or outside the classroom and videos on YouTube. This study found that learning through videos on YouTube makes students more interested in improving their English abilities,

especially speaking skills. The participant's reflection proves this, stating, “The difference is that sometimes there are lecturers whose teaching methods are difficult for me to understand, maybe I can't understand it, but other friends can understand it, and the material makes me dizzy, different from what is on YouTube because here I can choose the material I will study and certainly can make it easier for me to learn to improve my speaking skills because my goal in college is just to be able to speak English fluently. The similarity is that both can provide a lot of educational information when studying.” This is also supported by Mujianto (2019), who stated that using YouTube as a learning medium responds strongly to the learning process, as seen from students' interest in learning and motivation increases.

