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YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning

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Abstract

This study investigated the effectiveness of using YouTube teaching materials with peer support on students' mastery of subject content learning, motivation, obstacles, and benefits they acquired in learning through this media. This study involved 60 undergraduate students attending the English Language Teaching Method Course (ELTMC) at a university in Banda Aceh, Indonesia. The study used mixed methods: quantitative and qualitative. A quasi-experimental with pre-test and post-test design was used to see the effectiveness of using YouTube teaching materials with peer support and without peer support on students' mastery of the course. The instruments used to collect the data were tests and an open-ended questionnaire. The findings revealed that using YouTube teaching materials with peer support significantly improved students' mastery of the subject content of ELTMC compared to those without peer support. The study also reported that only 13 of 30 students had problems learning the subject via the media in the experimental group with peer support. The problems were the speed of speaking by the native speakers,

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lengthy videos, different English accents that were difficult to absorb, and unclear video sounds. Meanwhile, the benefits include the presence of the native speakers in the videos who are creative and accurate in the language being learned (i.e., English), the joy and positive challenges they got from watching the videos and having discussions afterward with peers. The availability of peer assistance enabled students to comprehend the teaching material delivered through actual media on YouTube on a deeper level.

Keywords: Authentic media, English language, peer support, teaching method, YouTube.

1. INTRODUCTION

Teaching and learning English in Indonesia is conducted mainly by English teachers who have graduated from university in English language education from various universities in Indonesia and overseas. Usually, these teachers teach English using the same skills and knowledge. Nowadays, teachers cannot only use traditional methods to teach English in the classroom. Instead, they need to also use media such as computers, the Internet, mobile phones, YouTube, Zoom, Google Meet, and Google Classroom (Marhamah et al., 2022; Muslem et al., 2019). Consequently, governments, teachers, and other parties involved in increasing the quality of education in Indonesia should work harder to compete with technology development.

Researchers have done much previous empirical research on how the use of technology such as videos, YouTube, CALLs, and mobile phones can improve students' learning outcomes and performance levels (Alshumaimeri, 2015; Hussin et al., 2020; Pasaribu, 2020; Sevy-Biloon & Chroman, 2019). Terantino (2011) pointed out that YouTube can be used in the classroom to teach foreign languages and subject content because it is believed that in some way, the use of the media of YouTube in the classroom can replace the role of teachers. YouTube is now very popular globally, with more than two billion viewers. In addition, 51% of YouTube viewers go to YouTube weekly, and 52% of teenagers and adults often share videos with other people worldwide (Terantino 2011). Videos from YouTube have also been used in classes in language learning contexts to enhance students' competence and motivation (Oddone, 2011).

Today, lecturers teach English teaching methods using individual or group lectures, discussions, and presentations in the teaching and learning process. Lecturers use PowerPoint to describe topics to students. Instructors provide topics for class assignments. However, the implementation of YouTube videos in the English Teaching Methodology Course (ELTMC) is still limited. Furthermore, non-native teachers and trainers still have difficulty applying these media in the classroom (Pasaribu, 2020). Therefore, the present study investigated the effectiveness of using authentic media on YouTube with peer support on the students' abilities to master the subject and their motivation levels in the Indonesian context. Moreover, the objectives of this study are to find the answers to the following research questions:

1. Does the use of YouTube teaching materials with peer support improve students' mastery of the English Language Teaching Method Course (ELTMC)?

2. Does the use of YouTube teaching materials with peer support and without peer support increase students' motivation in learning the English Language Teaching Method Course (ELTMC)?
3. What problems do students face in learning the subject matter by using YouTube teaching materials with peer support?
4. What advantages do students gain in learning the subject matter by using YouTube teaching materials with peer support?

2. LITERATURE REVIEW

2.1 The Use of YouTube Teaching Materials in English Language Teaching

The term 'technology' is a common aspect of education. Mitcham (1987) defined technology as humans making or using material artifacts in all forms and aspects. Nowadays, technology is a part of the needs of the lives of human beings for various purposes. Technology such as mobile phones, Facebook, and Twitter is a means of communication worldwide (Tri & Nguyen, 2014). Mobile phones are used for communication purposes and for teaching subject matter (Dunn et al., 2013; Thomas & Muñoz, 2016; Yudhiantara & Nasir, 2017). Additionally, YouTube can also play as a media form for teaching a subject matter to students (Berk, 2009; Fleck et al., 2014).

Implementing authentic media of technology with peer support has been found to improve students' learning of a subject matter (Hussin et al., 2020). It enables students to learn through repeated discussion (i.e., conversation) with their peers either inside or outside the classroom (Watkins & Wilkins, 2011). Students learned about native English speakers' cultures through this media (Almurashi, 2016; Kim and Kim (2021)). YouTube teaching videos through peer support may create innovative and exciting learning experiences to increase students' mastery of the concepts of a particular subject and increase motivation levels. Brame (2016) claimed that the effective use of videos as an educational tool can enhance students' engagement and promote active learning. Therefore, YouTube may also enable students to obtain new, authentic teaching materials, and with peer support, this is a reform compared to the traditional classroom lectures that students typically received in the past. By employing this media in the process of teaching and learning English in the EFL context, students do not only acquire knowledge from the native speaker presented in the YouTube teaching videos but also understand the native speakers' body language and actions that are visually visible through the presentation of these materials (Richards & Renandya, 2002).

2.2 Authentic Media of YouTube in English Language Teaching Method

Today, YouTube is a medium prepared for teaching and learning purposes (Sevy-Biloon & Chroman, 2019). YouTube is not a new tool in education in developed countries and using and browsing it is relatively easy (Alfarwan, 2019). But, it is not the case in developing countries like Indonesia, where YouTube in the classroom is something new. Sevy-Biloon and Chroman (2019) reported that many teaching and

learning processes now use this media for teaching purposes, especially in countries where English is a foreign language. In this case, students lacked access to authentic English speakers and thus YouTube can be one of the ways to solve this problem. They also noted that using this media enabled students to develop skills for more precise communication between the students and fluent English speakers.

YouTube teaching materials allow students to deal with native speakers' lectures in the classroom through videos. Teachers or lecturers can access the teaching media from YouTube, then select the appropriate teaching material relative to the subject they teach. However, they need to be effective in finding suitable materials that can help them temporarily replace their role in the classroom. By using the videos from YouTube, they can send the materials via e-mail, WhatsApp, Facebook, or other electronic means to their students (Annamalai, 2015; Tri & Nguyen, 2014). Moreover, they should be creative in providing authentic teaching media in the classroom to create a situation that enables their students to participate in a real-life learning context (Alfarwan, 2019). When using these sorts of media in teaching are used and the class becomes student-centered, teachers or lecturers become facilitators in the classroom during the teaching and learning process (Keiler, 2018). Their role inside or outside should facilitate students' learning process in solving their learning problems.

2.3 Peer Support in Learning English Language Teaching Method Course

Cooperative learning is one of the most effective ways of learning and is used mainly by students to improve their learning performance (Ivone, et al., 2020). Many collaborative learning models exist in learning in or outside the classroom. Lecturers or students can also use virtual learning to learn the subject matter, especially when discussing complex subjects involving peer support. Students can discuss a particular topic through peer support. They can share knowledge and experience to enrich their achievements through this support. Peer support plays an essential role in the learning process either in or outside the classroom among their peers (Visser, 2005).

There have been many previous studies regarding the implementation of peer support in language learning and content subject learning (De Guerrero & Villamil, 2000; Ertmer et al., 2007). Grgurovic and Hegelheimer (2007) studied multimedia with subtitles and peer interaction to improve English language skills among high and low-achieving students. Through peer support, students shared their experiences and knowledge and gave feedback to other students (Bold, 2008; Chu & Chu, 2010; Martin, 2010). Peer support arrangements have also been found to represent a practical and promising approach for supporting regular students and those with disabilities who can access the learning and social opportunities within inclusive classrooms (Carter et al., 2015).

2.4 Motivation in English Learning English Language Teaching Method

Motivation is one of the primary variables influencing the process of teaching and learning a second language or any other subject inside and outside the classroom. There is a strong correlation between students' achievement and motivation in learning English (Masgoret & Gardner, 2003). Motivation and ability can play an essential role in learning a second language (Gardner, 2010). According to Oletic and Ilic (2006), the reason why students persevere and attempt to learn English is due to their ability

and motivation. For instance, if someone has the motivation to get a higher score on a TOEFL test, he or she will increase their learning effort to get the highest score. Motivation is divided into two categories, namely, intrinsic and extrinsic motivation (Ryan & Deci, 2020). Intrinsic motivation comes from inside a person, whereas extrinsic motivation comes from outside when undertaking a task. Lack of motivation in learning decreases students' abilities to achieve and advance language proficiency and subject content (Sevy-Biloon & Chroman, 2019).

The variable motivation refers to the driving force in any situation. In the context of social education as a learning engine, the model has three motivational factors for learning a second language or a subject (Gardner, 2010). First, the motivated individual expends effort to learn the language or subject matter (persistent and consistent attempt to understand the material by doing homework, seeking out the opportunities to learn more, doing extra work, and others). Second, the motivated individual wants to achieve the goal by expressing a strong desire to learn the language and achieve success. Finally, the motivated individual enjoys learning the language (such an individual will say that it is fun, a challenge, and enjoyable, even though at the time when enthusiasm may fade). In this case, all three elements, effort, desire, and positive affect, are necessary to distinguish between more motivated individuals and those who are less motivated (Gardner, 2010).

Many previous studies have been conducted in the field of language and content subject learning through multimedia learning devices with peer support to enhance students' motivation (Berk, 2009; Burke & Fedorek, 2017; Klobas et al., 2018). The findings by Berk (2009) demonstrated that both the verbal and visual components of a video provide the ideal fit for the qualities of the need of students today, referred to as the Net Generation. Learning through videos is a viable method of tapping their many bits of intelligence and learning styles. Selecting relevant video clips for certain classes, and implementing those clips as a systematic teaching method is among the ways to reach effective learning outcomes (Berk, 2009). Furthermore, Burke and Fedorek (2017) research on flipped classrooms. They found that this type of classroom increases student involvement and knowledge of class material. The active learning environment of the flipped class created higher levels of student involvement.

Finally, Klobas et al. (2018) explored the impact of excessive YouTube viewing on academic motivation. The results of their study revealed that stronger motivation to use YouTube for information and learning was linked to less obsessive behavior, whereas stronger motivation to use YouTube for amusement was linked to more compulsive behavior. To conclude, YouTube addiction has a negative impact on academic motivation (Klobas et al., 2018).

3. METHODS

This current study employed a pre-experimental approach with pretest and post-test design, and an open-ended questionnaire, to observe the effectiveness of using YouTube teaching materials with peer support to students attending the English Language Teaching Method Course (ELTMC). The problems and benefits of the application of this method were also explored.

3.1 Participants

The participants of this study consisted of 60 undergraduate students enrolled in the ELTMC at the Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia. They consisted of 54 female and six male students from various regions around Indonesia with heterogeneous English proficiency levels. Of these students, 30 students were in the experimental group and the other 30 students were in the control group.

Usually, the first researcher taught the class using conventional media, discussing, and lecturing techniques. However, for the present study, he used YouTube teaching materials with and without peer support to teach the subject inside and outside the classroom. Students had a small amount of YouTube teaching materials when they had previously learned the ELTMC; thus for this study, he utilized more YouTube teaching materials with peer support and without peer support to study their improvement in grasping the subject, motivation to study, and examine the problems and benefits of this method during the learning process. The teaching materials used in the present study were teaching methods that the researchers have selected to meet the subject contents. The coordinator of the course had also validated these materials.

3.2 Research Procedure

First, the students were given a pretest before delivering the treatment to the class. The test consisted of all teaching methods outlined in the course syllabus. The pretest was given to both the experimental and control groups. After that, the researchers started the teaching and learning process using YouTube teaching materials with peer support and without peer support. The students obtained the same teaching materials for the subject matter. However, the way of learning is different. The experimental group with peer support learned and discussed the teaching materials with their peers. While the control group was taught without peer support and learned the teaching materials individually. A learning process in and out of the classroom was where the researchers enter their respective classrooms to teach instructional materials to two of these groups.

The researchers played a YouTube video related to ELTMC at each meeting. Each meeting discussed a technique for both groups. After watching the teaching material, the researchers asked the students in the experimental group to sit in pairs and discuss the material they watched with their peers. Meanwhile, the control group students studied individually. The students first paid attention to the presented video, and then the researchers played the video the second time. The students noted what they could get from the video for the second time. Here, in the experimental group, they worked in groups, meanwhile, in the control group they work individually. Next, the researchers instructed the students to discuss the teaching materials presented in the video with their peers for ten minutes. Next, the researchers led the discussion by engaging students to interact with other students to discuss what they had obtained from the submitted material.

This course consisted of ten meeting sessions for each group. The topics of the learning materials covered eight methods of English Language Teaching, namely, Grammar Translation Method, Audio-Lingual Method, Direct Method, Total Physical Response, Communicative Approach, Silent Way Method, Community Language

Learning, and Problem Based Language Teaching and Learning. Finally, the researchers involved the students from both groups in summarizing the lesson they had learned, followed by reflection on what they had learned in that class session, each of which lasted for 90 minutes.

A post-test after the treatments was also given to examine if the material mastery improved for both groups. The data from these pre-tests and post-tests were analyzed using SPSS (Arkkelin, 2014). Finally, the researchers distributed an open-ended questionnaire (Züll, 2016) to all of the 30 students to find out the problems they had encountered and the advantages they had gained during the teaching and learning process using YouTube videos. The open-ended questionnaire was separated into four categories to study students' motivation in learning with authentic media on YouTube with peer support: attention, relevance, confidence, and satisfaction.

The researchers sent the open-ended questionnaire to the students via email. The students also responded to these questions via e-mail to the researchers. The reasons for choosing this approach to collect data for the second research question were that first, face-to-face interviews with the students were not possible during the time due to Covid-19 and the governments' social restrictions. Second, despite phone calls were possible, the researchers wanted to gain data from all of the participants, therefore, the open-ended questionnaire was the most feasible way to do so within the time limitation. The qualitative data were then analyzed based on the stages of qualitative analysis as proposed by Braun and Clarke (2006), which are being familiarized with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

4. RESULTS

Paired t-test in the experimental group with peer support was done to determine the difference in the post-test and pretest scores, to see whether there was an increase using N-Gain, and to select the difference in mean before and after treatment. The results are presented in Table 1.

Table 1. The results of the experimental group with peer support.

Group		Mean	N	Std. Deviation	N-Gain
Pair 1	The learning achievement of the experimental group with peer support (before)	54.0333	30	9.36790	0.74
	The learning achievement of the experimental group with peer support (after)	88.3333	30	6.53021	

Table 1 shows the experimental group's mean, standard deviation, and N-gain. From the mean value before and after treatment, it can be seen that students' learning achievement using YouTube teaching materials in the learning process is better, namely getting an average deal after treatment of 88.33 and 54.03 before treatment. Meanwhile, the deviation of the data from average was 6.53, meaning that the data spread from the standard when compared to the pre-treatment value of 9.36. While the N-gain value is 0.74, indicating that using YouTube teaching materials in the learning process increased student learning outcomes and is categorized as high.

Meanwhile, paired t-test of the control group without peer support was done to determine the difference in the post-test and pretest scores, whether there was an increase or not using N-Gain, and the difference in the mean before and after using the same method in the learning process. Detailed values can be seen in Table 2.

Table 2. The results of the control group without peer support.

Group		Mean	N	Std. Deviation	N-Gain
Pair 1	Learning achievement of the control group without peer support (before)	52.6667	30	7.48946	0.21
	Learning achievement of the control group without peer support (after)	63.0667	30	6.24739	

Table 2 shows the control group's mean, standard deviation, and N-gain. From the mean value before and after processing, it can be seen that the learning results of students using YouTube teaching materials without peer support in the learning process were not better than those of the experimental group with peer support, with an average score of 52.66 before treatment. The deviation of the data from the average is 6.24, meaning that the data was not too spread out from the norm compared to the pre-treatment value of 7.48. The N-gain value is 0.21, indicating no increase in students' learning outcomes (categorized as low) by using traditional methods in the learning process.

4.1 T-test Comparison of the Groups With and Without Peer Support

The unpaired t-test of the groups with peer support and without peer support was conducted to determine the difference in post-test scores on the learning outcomes, whether there was an increase or not using N-Gain, and the difference in mean between the experimental group and the control group using the independent t-test and sample t-test. It can be seen in Table 3.

Table 3. Learning achievement results in the groups with and without peer support.

Groups	N	Mean	Std. Deviation	N-Gain	t-count	t-table	Sig.
The experimental group with peer support	30	88.3333	6.53021	0.74	15.313	2.04	.000
The control group without peer support	30	63.0667	6.24739	0.21			

Based on Table 3, the output group statistics show the number of subjects from the groups experimented, 30 students with peer support and 30 students without peer support. When viewed from the mean (average) value, students' learning achievement in the experimental group with peer support using YouTube teaching materials was higher than without peer support. The value of the standard deviation of the experimental group with peer support is 6.53, meaning that the data is more varied than the average when compared to the Standard Deviation value of the control group without peer support (6.24). The experimental group's N-Gain value with peer support is 0.74. The experimental group without peer support was 0.21, which means that the N-Gain value of the experimental group using YouTube teaching materials during the learning process was better than that without peer support. A more significant increase

in students' learning outcomes is included in the high category. In contrast, the N-Gain value in the control group without peer support obtained lower learning achievement results.

Based on the independent sample t-test statistic results, it was found that the $t\text{-count} > t\text{-table}$ and the Sig. (2-tailed) were 0.000. Because of the value of Sig. (2-tailed) $0.000 < \text{significant level } (\alpha = 0.05)$, then there is a significant difference between students' achievement in the experimental group taught using YouTube teaching materials with peer support and without peer support. So it can be concluded that there is a significant influence of YouTube teaching materials with peer support in the learning process.

4.2 The Students' Motivation in Learning the Subject by Using YouTube Teaching Materials with Peer Support

The open-ended questionnaire to explore the students' motivation in learning using YouTube teaching materials with peer support was divided into four parts: attention, relevance, confidence, and satisfaction. Table 5 shows that the level of motivation for engagement was 67.89%. It can be concluded that the students' learning motivation on the attention indicators is within the high category. Next, the percentage obtained for the fitness indicator is 73.78%, which indicates that the relevance of using YouTube in learning is high. Then, the confidence indicator reports 84.93%, which is in the very high category. Moreover, the analysis showed that the percentage value obtained for the satisfaction indicator is 87.24%, which is in the same category as the confidence indicator. Thus, it can be concluded that using YouTube teaching materials with peer support had motivated students to learn the ELTMC significantly.

Table 4. The summary of students' motivation learning using YouTube teaching materials with peer support.

Indicators	The total score of each indicator	Percentage (%)	Category
Attention	1833	67.89	High
Relevance	664	73.78	High
Confidence	637	84.93	Very high
Satisfaction	916	87.24	Very high

4.3 The Problems Faced by Students in Learning Using YouTube Teaching Materials with Peer Support

The results of the open-ended questionnaire received from the 30 students revealed that 13 of the 30 respondents stated that they sometimes had some problems learning the lesson using this media. The following are some themes that emerged from the response of the participants who claimed to have problems.

4.3.1 *The speed of speaking*

The first theme which emerged as the problem is the speed of speaking of the native speakers from the videos presented by their lecturers in the ELTMC.

- (1) Yes, sometimes I have (problems). The difficulty I have is usually about the speed of speaking of the speakers in the videos. It is harder for me to translate than comprehend it since they speak English very fast, and English is not my native language. That is the only difficulty for me. (Student 1)
- (2) Sometimes I have difficulty understanding the material presented, because of the uncomfortable classroom situation and the language in the videos that is difficult to understand because it is too fast...their use of language is sometimes difficult to understand due to the lack of vocabulary knowledge. (Student 4)
- (3) I find it difficult if native speakers speak very fast. (Student 6)
- (4) Yes, I have difficulty because sometimes the native speakers speak fast, not clear...so sometimes I cannot catch what they say. (Student 10)

4.3.2 The sound quality of the videos

Besides the speed of the native speakers which was deemed fast to the ears of the EFL students, the sound quality of the videos also effected their comprehension. These are as stated by the following students.

- (5) Yes, sometimes. If the speaker does not talk clearly, or maybe the sound system, is more like old videos, so the sound quality is bad...difficult for me to understand. (Student 2)
- (6) There may be some difficulty such as when the speaker in the video is talking too fast, so it is difficult to understand or grasp the meaning of the speaker...the speaker's voice in the video is also difficult to hear because the volume of the speaker's voice is weak, this also makes it a bit difficult for us to know what the speaker is talking about. (Student 18)
- (7) Yes, sometimes I have difficulty hearing because some learning videos explain the pronunciation material too fast, and some are unclear, so I find it difficult to understand. (Student 19)
- (8) Yes, sometimes I have difficulty because some learning videos explain the material too fast, so I find it difficult to understand. (Student 24)

4.3.3 Lengthy and tedious videos

Other students reported on the duration of the video which was considered lengthy and caused boredom. This further led them to lose focus on the lesson being learned. These problems are as reported by the following students.

- (9) For understanding the lesson, I do not have problems, but there is one video, and the duration is too long, which makes me feel bored and so sleepy to watch, and sometimes the sound is small and unclear. (Student 3)
- (10) Maybe there are some, sometimes you provided us videos of long duration material. It makes it difficult for us to understand and remember the material presented because if we watch it too long, we become confused and lose focus. And then sometimes the sound is small, so it is hard to translate, but after discussing it with friends, I think I can handle it. (Student 21)

4.3.4 Varieties of English accents

The accent was also a challenge to the students. Not all native English speakers speak in the same accent. The videos shown could be from native speakers of

American English, British English, and Australian English, hence, they all exhibited differences in pronunciation, causing the students to have difficulty detecting the words being said.

- (11) Yes, I found some difficulties when watching because some of the videos used were of poor sound quality and not interesting. I also had difficulty understanding if the speaker in the video had a different and difficult accent (to me), (the accent) I rarely hear. (Student 23)
- (12) Yes, I have. I felt the main difficulty was hearing what the speaker said in the video. Sometimes the speaker talks too fast, with different pronunciations (i.e., accent) and there are no subtitles. In addition, the quality of the speaker's voice and speed are also very influential in the learning process like this. (Student 26)

4.4 The Advantages of Learning Using YouTube Teaching Materials with Peer Support

On the contrary, the other 17 respondents claimed they did not have any problems learning the subject matter taught using YouTube teaching materials with peer support. In addition, they enjoyed the lessons. The themes which emerged for the advantages of learning with this method are as the following.

4.4.1 Native speakers are more creative and accurate in the videos

Among the reasons they provided was that the natives were seen to be more creative and accurate in providing explanations and examples of the topic being learned.

- (13) Yes, because the native speakers are very creative in explaining the material or giving examples, which makes it easy for me to understand the contents of the material. (Student 23)
- (14) No, I do not find any difficulty with it. The explanation is clear, and I thought authenticity is one of the best ways the teacher can employ in the classroom. Students can be more creative because the materials are based on daily activities. (Student 13)
- (15) I do not have any difficulty understanding the lesson via YouTube that I watched; the explanation was clear. (Student 14)

4.4.2 Joyful and challenging

Despite some students having difficulty in understanding native speakers of different accents, some found them joyful and challenging positively. When the voices are clear, these students found no obstacles in understanding the speakers, as expressed in the following excerpts.

- (16) I do not have any difficulty learning the lesson because the explanation of the speakers on the YouTube I watch is very clear. I enjoyed the videos. (Student 12)
- (17) Not all videos I watch are easy to understand because of the use of language that is difficult to understand in pronunciation, but if the voice is clear, it helps me to understand better. So I can summarize easily. It is challenging but in a positive way. (Student 5)

4.4.3 Peer support helped improved their knowledge and language skills

When the researchers asked for further clarification from the respondents on whether the use of YouTube teaching materials, with peer support, could enhance their knowledge and understanding of the lesson, most students said that they agreed and supported the researchers in using this media in the learning process because they could improve their knowledge and understanding by learning from each other. The learning process was also claimed by the students to increase their speaking and listening skills.

- (18) Yes, of course, it can increase my knowledge and understanding of this subject matter, because, in all the videos, there are many explanations, step by step, and also many examples...we (me and my peer) can repeat and replay the videos until we really understand the materials presented in the videos. (Student 8)
- (19) Yes, media is very important in teaching language because it creates new opportunities for engaging students and improves my knowledge and understanding of the subject matter. It is fun to watch and increases my interest in learning. I can discuss it with peers if I don't understand. (Student 11)
- (20) Yes, it can improve my knowledge and understanding of the subject matter. I learned a lot from the videos. The materials presented in the videos covered all the subject matter contents, and even the examples provided were clear. My peer and I can see and discuss directly the first-hand practice in teaching using each teaching method shown in the video. Moreover, it can improve my listening and speaking skills. (Student 15)

5. DISCUSSION

This study showed that using YouTube teaching materials with peer support could significantly improve the students' achievement in learning the ELTC. This result is supported by several previous studies which also revealed similar outcomes to the research (Almurashi, 2016; Hussin et al., 2020; Watkins & Wilkins, 2011). Kim and Kim (2021) further acknowledged that educational YouTube videos help expand students' perspectives on cross-cultural understanding as it leads them to academic pursuits and engagement while watching the videos.

The current study results are also in line with previous studies in that the use of technology can improve students' performance (Dunn et al., 2013; Thomas & Muñoz, 2016; Yudhiantara & Nasir, 2017). Using YouTube teaching materials as the authentic media can also help students improve their language skills; listening, speaking, reading, and writing because they listen directly to a native speaker in the media. Fleck et al. (2014) also reported that using YouTube videos in teaching and learning English could improve students' achievements. A study conducted by Sevy-Biloon and Chroman (2019) reported that the implementation of YouTube videos in the teaching and learning subject matter could also improve students' outcomes. The use of YouTube teaching materials can also enhance students' learning styles either in or outside the classroom.

Another finding of the current study was that using YouTube teaching materials with peer support improved students' motivation in learning in the ELTMC. Motivation is essential when undertaking any activity, therefore, using the right media is critical in influencing students' motivation and performance (Masgoret & Gardner,

2003). In other words, the students' motivation increased due to the media and support from partners with whom they comprehensively discussed the teaching materials. This activity made students learn together to understand the teaching material. As a result, their motivation increased compared to when they learned individually (Sevy-Biloon & Chroman, 2019). Additionally, Klobas et al. (2018) also found that compulsive YouTube videos can increase students' motivation to learn. From the videos, they can improve the contents of the subject matter and their English, especially listening and speaking skills. Therefore, this media does not only offer content of the subject but also improves language skills (Muslem et al., 2019).

The students' motivation in this study is high using this method assumably due to the advantages that they posed in the open-ended questionnaire. The first one was that they deemed the native speakers in the videos to be more creative and accurate in the language being learned (i.e., English). Richards and Renandya (2002) have noted that this media assists students in not only acquiring language knowledge from the native speakers in the YouTube videos but also learning their body language and actions. The second one was the joy and positive challenges they got from watching the videos and further discussing the materials with peers. Peer involvement in learning and discussion (Hussin et al., 2020) and recurring discussion among them (Watkins & Wilkins, 2011) promote learning enthusiasm. The third one was that the presence of peer support helped students to understand on a deeper level the authentic teaching materials from YouTube. After watching the material from the YouTube videos, students can discuss and share the information. Previous studies supported this finding (Chu & Chu, 2010; Martin, 2010) as they reported that media learning with peer support improves students' learning experiences, reflections, and self-efficacy. Students can repeat and review their lessons multiple times using this media until they fully understand the teaching materials. Therefore, having YouTube videos delivered by native speakers as the teaching materials can improve their subject matter mastery and language skills more effectively.

Nevertheless, several problems were also exposed by the students, such as the speed of speaking by the native speakers, lengthy videos, different English accents that were difficult to absorb, and unclear video sounds. From these findings, recommendations can be put forward to the lecturers, that is they are to thoroughly check and study the educational YouTube videos before presenting them to the students. This process is important because the effective use of videos as an educational tool enhances students' engagement and encourages active learning (Brame, 2016).

6. CONCLUSION

Implementing authentic YouTube teaching materials with peer support can significantly improve students' achievement. Additionally, the study also revealed that using this media can increase EFL students' motivation to learn English. Even though most of the students did not find any difficulty while learning with this method, some of the students did. And the problems they faced while using this method included the fast speed of the native speakers' speaking in the videos, lengthy and tedious videos, a variety of English accents that led to confusion, and low quality of video sounds. Nevertheless, the benefits they expressed in the open-ended questionnaire made this

method ameliorate or more acceptable. They are the presence of the native speakers in the videos who are creative and accurate in the language being learned (i.e., English), the joy and positive challenges they got from watching the videos and having discussions afterward with peers. The availability of peer assistance enabled students to comprehend the teaching material delivered through actual media on YouTube on a deeper level.

However, there are also some limitations of the present study. This study only involved 60 students who attended one course. A larger sample size and availability of other control groups, such as with traditional instruction or in-person instruction with a native speaker, will provide a better understanding of the effect of YouTube teaching materials with peer support.

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