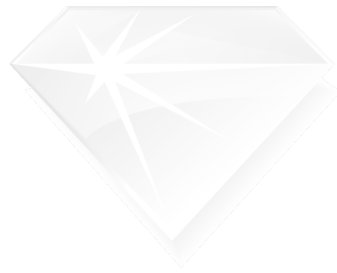
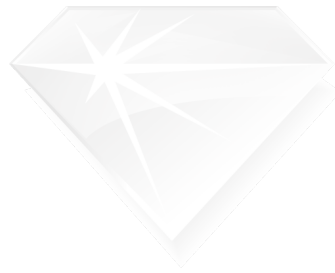


**TIMORESE UNIVERSITY STUDENTS' UTILIZATION OF YOUTUBE AS A  
LEARNING MEDIA TO IMPROVE ENGLISH SPEAKING SKILLS: A CASE  
STUDY OF FIRST-YEAR STUDENTS AT UNIVERSIDADE NACIONAL TIMOR  
LOROSA'E (UNTL)**



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(UNTL)



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This Independent Study Manuscript Presented to  
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Title: Timorese University Students' Utilization of Youtube as a Learning  
Media to Improve English Speaking Skills: A Case Study of First-Year  
Students at Universidade Nacional Timor Lorosa'e (UNTL)

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Timorese University Students' Utilization of Youtube as a Learning Media to Improve English Speaking Skills: A Case Study of First-Year Students at Universidade Nacional Timor Lorosa'e (UNTL) (74 pp.)

Advisor: Suwannams Lekngam Wongwilatnurak, Ph.D.

### **ABSTRACT**

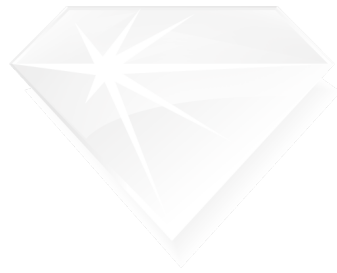
English is a compulsory subject and an essential tool for academic success, employment, and integration with ASEAN in Timor-Leste. However, many students still raise concerns regarding difficulties with speaking skills. With its rich resources and extensive content available on YouTube, it serves as a valuable learning tool for both students and teachers. Although prior research in Timor-Leste on the relationship between the impact of YouTube and students' English-speaking skills has been conducted, studies focusing on first-year students are limited. Thus, this study examines how YouTube is used to improve English-speaking skills among first-year students at Universidade Nacional Timor Lorosa'e (UNTL), Timor-Leste.

A qualitative approach was applied to obtain primary data. The researcher conducted focus group discussions with 10 students and in-depth interviews with 3 English teachers, combining these with classroom observations. The findings show that YouTube acts as a motivational tool, fostering students to obtain knowledge independently outside the classroom on their own time. Self-driven learning interest and approach are also boosted. YouTube benefits students in their pronunciation, vocabulary, and confidence in speaking. Teachers also view YouTube, as well as other social media platforms, as a valuable tool to enhance learning experience and interaction. They strongly recommend using it in combination with the traditional teaching method to achieve better performance from their students.

This research concludes that combining students' self-directed learning with teachers' teaching strategies creates a more engaging English learning environment and projects the potential of social media as a practical learning tool. It also suggests

that there is a need to incorporate digital-based learning programs into the national curriculum and allocate a national budget to maximize the benefits in this area.

*Keywords: YouTube, Learning Media, English-speaking Skills, Self-directed Learning*

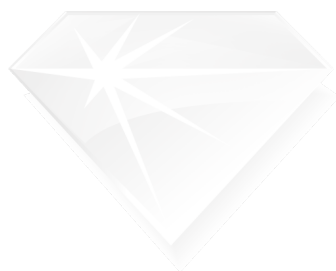


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Avito Julio Hendriques



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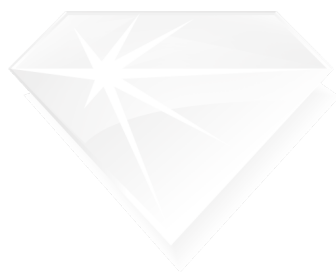
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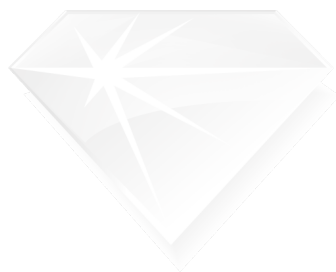
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background to the Study

#### 1.1.1 Historical Background of English in Timor Leste

English is taught as a compulsory subject in the newly independent country of Timor-Leste, from junior high schools to higher education. The English language is recognized as an essential global language for communication, business, and education (Macalister & Akoyt, 2024). After gaining independence from Indonesia in 2002, Timor-Leste adopted Portuguese as its official language. However, English was also recognized as a working language in government and education (Mutton & Ciriello, 2022).

From junior high school to higher education, English is taught in Timor-Leste to equip students with the necessary language skills to communicate effectively in an increasingly globalized world. English proficiency is also critical in attracting foreign investment and improving job opportunities for Timorese citizens (Macalister & Akoyt, 2024). Furthermore, using English as a medium of instruction in higher education is viewed as a means to enhance the quality of teaching and prepare students for international academic opportunities (Lopez & Valasco, 2017).

Historically, East Timor did not actively teach the English language due to its limited exposure to the language and the ban on English use during Indonesia's occupation. Today, English is studied in secondary schools and is available at the tertiary level. Sections 13 and 59 of the Timor-Leste Constitution stipulate and recognize the English language as the working language within the civil service, alongside the official language in Timor-Leste (República Democrática de Timor-Leste, 2022). However, it is essential to acknowledge that learning a language like English is not an easy task. As a result, many university students need to improve their English-speaking skills, particularly when they want to communicate with foreigners or those in a global setting.

Timor-Leste is a multilingual country, but there are different views about the number of indigenous languages (Taylor-Leech, 2009). While ethnologists count 20 languages, of which one is extinct (Lewis, Simons, & Fennig, 2013), Hull (2003)

listed 16 languages and several dialects. The 2002 Constitution of East Timor reflects this linguistic situation through an explicit choice for multilingualism, with Tetum listed as the lingua franca and Portuguese as the former colonial language. As the country's two co-official languages, the state will develop several regional languages, and Indonesian and English will be accepted as working languages (República Democrática de Timor-Leste, 2002).

According to the Asia Foundation (2004, p. 88), 88 percent of the East Timorese speak Tetum, 48 percent speak Indonesian, and Portuguese is spoken by only 7 percent of the population, mostly older, educated, higher-income earners who reside in Dili. According to the Education Monograph 2015, a research study conducted by the National Directorate of Statistics in Timor-Leste, proficiency in the English language was alarmingly low. The data reveal that 15.6% of the population possesses English language literacy skills. In stark contrast, the proficiency level in Portuguese and Tetum, the official languages of Timor-Leste, was significantly higher, with 38.8% and 62.5% of the population demonstrating literacy skills in these languages, respectively. This disparity underscores the need for targeted language education initiatives to promote English language literacy in Timor-Leste. However, it can be inferred that the use of English may be more significant among the more educated groups and that English use may have increased in the years since the survey was conducted, due to the colonial education system and the 23-year Indonesian occupation. By contrast, the 2004 census states that approximately 13.5% of Timorese speak Portuguese, 43.3% speak Bahasa Indonesian, and 5.8% speak English, resulting from the colonial education system under the 23-year Indonesian occupation. Although Tetum is widely spoken, only 46.2 percent of the population speaks Tetum Prasa, the form of Tetum that is dominant in the capital of Dili. The General Director of Statistics for 2015 states that the percentage of the English language spoken at home has significantly increased from 2014 to 2015, from 0.1% to 16% (Dialog in Van Klinken and Lucas, 2021). Nevertheless, according to the article Minority rights group in 2020, approximately 15.1% of the population in Timor-Leste speaks English, making it one of the languages commonly used in the country. Tetum, Portuguese, and other languages also contribute to the diverse linguistic landscape of Timor-Leste.

As a relatively young nation, the East Timor government is now establishing an increasingly large online presence to introduce the country to the world. For example, one of the ways the government has been promoting the country is through the website visit of East Timor ([www.visiteasttimor.com](http://www.visiteasttimor.com)), which provides information on the country's tourism industry, including visa requirements, attractions, and accommodation. Additionally, to promote tourism sector in the country, the government has been using social media platforms such as Facebook and Instagram. For example, the official page of the Ministry of Tourism, Commerce and Industry of Timor-Leste (@MTCITimorLeste) has over 17,000 followers, and its Instagram account (@timorleste.tourism) has over 1,500. The government's efforts to promote the country via online platforms were also recognized by the World Tourism Organization (UNWTO) by including the country as one of emerging tourism destinations in 2019.

Timor-Leste continues to develop its tourism industry and attract foreign investment; its online presence and promotion will play a crucial role in showcasing the country's potential to the world. Fiber optics is estimated to reach Dili, Timor-Leste, this year (De Araújo, 2023). This will increase the demand for the English language, as English is the dominant language widely used on the internet. Another reason English language proficiency matters in educational institutions is due to job opportunities, economics, diplomacy, and future adherence to the Association of Southeast Asian Nations (ASEAN). Although Timor-Leste was accepted by the Leaders of the Association of Southeast Asian Nations, gathering in Phnom Penh, the Kingdom of Cambodia, for the 40th and 41st ASEAN Summits and Related Summits, considering the outcomes of the Fact-Finding Missions to Timor-Leste conducted by the ASEAN Political-Security Community, ASEAN Economic Community, and ASEAN Socio-Cultural Community, and agreed:

- 1) In principle, Timor-Leste should be admitted as the 11th member of ASEAN.
- 2) To grant observer status to Timor-Leste and allow its participation in all ASEAN Meetings, including at the Summit plenaries. (<https://asean.org/asean-leaders-statement-on-the-application-of-timor-leste-for-asean-membership/>)

According to a study by Soares, Prabawa and Listyani (2025), English language proficiency significantly predicts academic achievement among university students in Timor-Leste. The study also found that those proficient in English had higher academic performance than those who were not. Another survey by Shobikah (2017) found that English proficiency was crucial for Timor-Leste's integration into the ASEAN community.

As reported on the government link [sefope.gov.tl](http://sefope.gov.tl), in 2019, the Australian government's Pacific Labour Scheme facilitated the annual recruitment of around 2,000 Timorese youth to work in diverse sectors in Australia, such as fruit picking, pruning, packaging, butchering, or within oil companies. Furthermore, Wigglesworth (2016) stated that labor migration to the UK and Northern Ireland has occurred each month since Timor-Leste's independence in 2002. It has been estimated that the flow of Timorese migrants to the UK since Timor's independence is in the tens of thousands, with an estimated 16,000-19,000 Timorese currently residing there. Approximately 3,000 Timorese live in Dungannon and its surrounding towns. This migration pattern results from the unique situation in which Timorese have the right to live and work in the UK as Portuguese citizens.

#### 1.1.2 Functions of English in East Timor

According to Kachru (1996), English serves four roles: interpersonal, instrumental, regulative, and inventive/imaginative. The interpersonal function of English in a society where people from diverse backgrounds live together and communicate with one another is considered a sign of freshness and higher status.

The country that adopts English in its curriculum serves an instrumental function. According to Kachru's framework, the language in East Timor serves all four previously mentioned purposes. Timor-Leste uses lexical English. It indicates how English is seen as one of the linguistic elements; it is a valuable instrument of communication in a multilingual society in Timor-Leste, as well as in schools. This also suggests that it may limit the English language's role in the future serious improvement of children, mainly because Timor-Leste's government considers Portuguese an official language and promotes a Portuguese identity (Macalister & Akoyt, 2024).

### 1) The Interpersonal Function

In Timor-Leste, English serves only the first of its two functions as a language of communication between speakers of different languages in a multilingual society (often mutually intelligible languages and dialects in linguistically and culturally pluralistic societies) (Kachru, 1996, p. 58). As mentioned earlier, the nation of East Timor speaks multiple languages. Language counts in Timor-Leste, according to Lewis (2009). One language is extinct, and the other 19 are still in use. English and Indonesian, two more "working languages" in Timor-Leste, are not included in this total. In the multilingual context of East Timor, English is viewed as a connecting language and was regarded as a vital language for communication from the moment Timor-Leste gained its independence. According to Appleby (2006), there was a particular need for English to be used as a common language of communication during the early years of Timor-Leste's sovereignty. The United Nations' adoption of English as the official language of communication during the transitional period, coupled with a wave of foreign influences, was the primary cause. The use of English was seen to be increasing at that time. According to Brunnstrom (2003), most international aid organizations prefer to hire local employees who speak English as their first language and use it as a common language. East Timorese youth place a high value on language as a crucial component, as stated by Owens (2001, p. 19), who stated that they "see English as their link to the rest of the world and are enthusiastic to learn it."

### 2) The Instrumental Function

Public confidence appears to be strong that speaking good English will open the door to the job market, as English is an international language. On the other hand, even people who speak poor English will earn more money than others, according to Grin (2001). Consideration of the benefits of the English language has increased dramatically in Timor-Leste. Although English is not considered an official language in Timor-Leste, private institutions and schools offer training or courses to their students to improve their fluency.

In the first-year bachelor's degree program at the National University of East Timor, university students study English as a compulsory language. On the other hand, students are motivated to learn English because they can access jobs

easily and can also continue their studies abroad. (Patricio, 2009). Although English in Timor-Leste is only an instrumental language, it is significant for education and employment, as Piedade (n.d.) notes. On the other hand, the government has implemented Portuguese as an official language, which poses a significant challenge for young people. In addition, many young people decide to take English language courses in private institutions outside rather than continue their education in the classroom. In Timor-Leste, it is necessary to improve the teaching of English. Since most official advertisements for economic activity were published in English, this is also supported by two public analysis studies in Dili (Macalister, 2012; Taylor–Leech, 2011), which are more closely related to the expenditure part of the economy. The presence of international companies operating economically in Timor-Leste indicates that the use of the English language will continue to grow.

### 3) The Regulative Function

In contexts where language is used to regulate conduct, such as the legal system and administration, English serves the regulative function, according to Kachru (1996, p. 58). In the Association of Southeast Asian Nations (ASEAN), where Timor-Leste has also been granted observer status and is theoretically on the verge of admission as a member for the 11th time in October this year, the role of a language with the status of "working language" is best illustrated. At their summit in Cambodia in November 2022, ASEAN leaders made the decision. English has always been the group's only official working language, according to Kirkpatrick, Deterding and Wong (2008). The ASEAN Charter states in Article 34 that "English is the working language of ASEAN." When it came to the process of English becoming the sole official language of ASEAN, Okudaira (1999) conducted interviews with several influential figures. There has been no regulation for using English, but it has been used in all actual situations, where he received responses. Other comments included that "the idea of English as the common language came out automatically."

English is one of the three languages used on the official website of Timor-Leste, along with Tetum and another language. While English will continue to be commonly spoken in Timor-Leste, it may not be granted official status due to not being an integral part of the country's national culture (Hull, 2003).

This finding is also consistent with the results of research by Leach (2003), which states that English is the primary language used in international communication services, but not as a component of their sense of self. English has been the official and regulatory language since the establishment of the United Nations Transitional Administration (UNTAET) in October 1999 (De Rham-Azimi & Chang, 2003). Although English was widely used during the transition period, it was still considered a working language alongside Indonesian. Portuguese and Tetum are the official languages (Appleby, 2006). There is empirical research that supports two anecdotes: although Portuguese has become the official language, many young people will be disadvantaged by it (Leach, 2002).

#### 4) The Innovative/Imaginative Function

"Students whose first language is not English speak very well in situations," according to Kachru (1996). Every literature has types of functions. Although Timor-Leste is a relatively new country, it has also written its literature in English. Nevertheless, most of them are written in Portuguese, Tetun, and Indonesian. The works written are not in contemporary Timorese literature, but they are written in English well for imaginative and innovative purposes.

##### 1.1.3 The Role of YouTube in English Teaching and Learning in Timor-Leste

Numerous studies have examined the efficacy of using YouTube to teach English. YouTube is among today's most visited websites (Alexa, 2011, as cited in Almurashi, 2016). It provides quick and enjoyable access to videos that highlight different cultures, instruction, and languages from around the globe (Tarantino, 2011 as cited in Almurashi, 2016). Furthermore, Watkins and Wilkins (2011) stated that using YouTube inside and outside the classroom can improve students' pronunciation and conversational abilities.

Furthermore, according to Watkins and Wilkins (2011), utilizing YouTube in the classroom allows students to interact with accurate English and gives them more control over their education (student-centered). Additionally, according to Anggraini (2021), watching YouTube videos can help students improve their proficiency in pronunciation, grammar, vocabulary, and fluency. Consequently, since YouTube videos are an IT-based medium, using them in the classroom to help students with their speaking can be advised.

Riswandi (2016) has found that using YouTube videos in the classroom can enhance students' motivation and public speaking abilities. YouTube videos have the potential to boost student engagement, diversify teaching methods, and sustain student interest.

YouTube has been considered as crucial in English teaching and learning in Timor-Leste, including at the National University of Timor Lorosa'e (UNTL), due to accurate and wide variety of resources that it offers as well as opportunities for language practice. According to Han (2019), UNTL students in Timor-Leste use YouTube in general for English language learning and speaking to improve their public speaking skills and to gain knowledge of different topics related to the target language and culture. YouTube can also enhance language acquisition by providing various contents, including videos that cover vocabulary, grammar, pronunciation, and cultural aspects. Additionally, the same study shows that YouTube fosters student autonomy, engagement, and motivation by letting students choose their own learning materials and environment. Also concurred that YouTube is one of the primary resources for self-learning and enhancing English-speaking skills among UNTL students. The study found that besides watching videos about pronunciation, intonation, and conversations, learners or students can also interact with other users to receive feedback on their language command on YouTube.

Additionally, YouTube's potential in language instruction and learning has also been acknowledged by educators or teachers. For instance, Da Fonseca et al. (2025) found that UNTL lecturers have been integrating YouTube in their lesson plans to offer students with access to a wide variety of resources, hence, this encouraging students' autonomy and engagement in learning. The study also concludes that learners' or students' motivation and interest in learning the target language and culture are increased.

A number of studies around this aspect are also consistent with the abovementioned findings. For instance, Paulina, Karani, Perdana and Bungai (2025) found that YouTube has been widely used as a tool for self-learning and enhancing language skills, particularly speaking skills, in Timor-Leste. Furthermore, by offering students a wide range of content that related to their needs and interests, YouTube can raise students' motivation and engagement levels. While Green (2017) also suggested

that YouTube can be a valuable resource for promoting students' engagement and motivation, especially when used with other teaching methods. In this regard, students can choose from various contents about sports, music, or movies, and they can practice their listening skills and pick up new vocabulary, as Green (2017) further explained. Furthermore, YouTube can help Timor-Lesteans students learn a language by providing them with access to tools such as YouTube search, suggested videos, and browse function, which are not typically found in textbooks or traditional classrooms.

Ultimately, YouTube plays a crucial role in English teaching and learning in Timor Leste, including at UNTL, by providing students with access to authentic and various videos, facilitating practice the use of language or conversation, and motivating students in their learning experience.

## **1.2 Objectives of the Study**

This qualitative research aims to understand YouTube's educational functions for English teaching and learning in Timor-Leste by examining how and why university students use YouTube to enhance their English-speaking skills. In addition to students' perspectives, this research will also explore how English teachers employ YouTube to teach English-speaking skills.

The research is conducted with two main research objectives:

1.2.1 To investigate how the East Timorese first-year university students utilize YouTube to learn and improve English-speaking skills, relevant learning difficulties, and their perspectives on YouTube's educational functions and impacts.

1.2.2 To examine how and why English teachers utilize YouTube to teach English-speaking skills and their perspectives on the educational functions and impacts of YouTube on English-speaking teaching.

### **1.3 Scope of Study**

This study focuses on first-year students at the Universidade Nacional Timor Lorosa'e within the English Department, Faculty of Education, Arts, and Humanities. Two strong reasons encourage researchers to conduct research in this department: the researcher is an alumnus, and this is the only department in the university that offers English language instruction.

The researcher will choose samples using purposive sampling. The interview participants comprise 10 first-year students from four different classrooms and three teachers, who teach three different subjects. The total number of participants in this study is 13.

This study examines the use of YouTube in English-speaking learning activities in the classroom and students' self-directed learning. In this context, students can find information and knowledge on how to improve their English language skills. For example, students can learn independently and acquire various English accents and pronunciations directly from native English speakers. However, YouTube videos have also been utilized as a popular learning resource for teaching and learning English language skills, as they can provide students with specific knowledge and instructions. This study focuses not only on the use of YouTube as a learning instrument in the English classroom, students' difficulties, and barriers to using YouTube to develop their English-speaking skills, but also on teachers' utilization and perspectives towards it.

### **1.4 Research Questions**

This study aims to answer the following main research questions:

1.4.1 How do the East Timorese first-year university students utilize YouTube to learn and improve English-speaking skills, and what are the relevant students' learning difficulties?

1.4.2 What are the perspectives of East Timorese first-year university students regarding YouTube's educational functions and impact on their English-speaking learning?

1.4.3 How do English teachers utilize YouTube to teach English-speaking skills?

1.4.4 What are the perspectives of English teachers towards the educational functions and impacts of YouTube on English-speaking teaching?

### **1.5 Significance of the Study**

The key significances of the study include benefits to:

#### 1.5.1 The students

Through this study, the researcher aims to enhance students' English-speaking skills by utilizing YouTube as a medium.

#### 1.5.2 English Teachers and relevant educational institutions

This study will provide English teachers at universities in various countries with alternative methods for utilizing YouTube and audiovisual materials in the teaching process, not only for the English Department at Universidade Nacional Timor Lorosa'e but also for many universities and educational institutions in non-English-speaking countries.

#### 1.5.3 Researchers

The results of this study can inform future researchers on relevant topics. The researchers can utilize the references at different student levels and the studies of teachers' and students' utilization of YouTube and audiovisual materials as teaching and learning materials for English speaking skills.

### **1.6 Definition of Terms**

High terminology is only familiar within the academic community. To avoid misinterpretation from different perspectives, clarification on each term related to the study is required. This section provides some definitions of the key terms as follows:

#### Learning

According to Merriam-Webster.com, learning is a relatively lasting behavior change from experience. Learning is the act or experience of one that learns, knowledge or skill acquired by instruction or study, or modification of a behavioral tendency by experience.

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al., 2010, p. 3). The change in the learner may happen at the level of knowledge, attitude, or behavior.

#### English Speaking Skills

English-speaking skills are the ability to communicate effectively and confidently in the English language. Speaking skills involve using words to communicate with others. They can be used for various purposes, such as expressing ideas, opinions, feelings, information, or emotions.

Speaking also requires the ability to use the appropriate language, grammar, pronunciation, vocabulary, and non-verbal signals in different situations and contexts. There are other definitions of speaking from various sources, but they all share some common elements. Here are some examples of how speaking is defined. According to the Merriam-Webster Dictionary, speaking is “the act or skill of giving a speech at a public event” or “using the stated language.” (<https://www.merriam-webster.com/dictionary/speak>)

According to Bailey, Onwuegbuzie, & Daley (2000), speaking is an interaction process in which speakers intend to build meaning through producing, receiving, and processing information. Meanwhile, according to Sudarmo (2021), speaking is an ability often taken for granted, learned through socialization and communication. Speaking involves using language in an ordinary voice, uttering words, and knowing and being able to use language effectively.

#### Improvement

In the Hornby, Wehmeier, McIntosh, Turnbull and Ashby (2007), "improving" means making or becoming better, or making good use of something. After implementing the action learning strategy while using YouTube as a medium for learning, the researcher employed this improvement keyword to determine how the students' speaking skills improved.

#### YouTube

YouTube is a social media platform that contributes to global education, where students can find, watch, download, explore, and share their knowledge or

skills. In this research, YouTube facilitates the development of students' speaking skills at the Universidade Nacional Timor-Lorosaé.

#### Media

Media refers to all forms of communication channels, including printed materials, digital data, television, radio, books, magazines, and the internet. It encompasses news, art, educational content, and any information that can reach or influence people.

#### Outline of the Study

Chapter one is an introduction that covers the background of the study, the statement of the problems, the study's objectives, the study's significance, the study's scope and limitations, the definition of terms, and the organization of the study.

Chapter two reviews the related literature on learning media, including the role of YouTube as a teaching and learning resource and the advantages of using YouTube as a learning medium. Teachers utilize YouTube as a teaching tool to enhance students' speaking skills. It also includes related concepts and theories of the conceptual framework.

Chapter three describes the research methodology, which includes research design, population and sampling, research instruments, data collection, and data analysis.

Chapter four reports its findings from two groups of respondents collected from students through focus group discussion and English teachers from in-depth interviews. Then the chapter also presents visual representation of the key research findings.

Finally, chapter five summarizes the keys findings, offers discussion findings based on past research outcomes, based on the relevant theory, and based on the researcher's expectation. And finally, the chapter carries out recommendations for further applications and further research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents the study obtained from reviewing related literature and previous studies. It consists of four parts. The first part will discuss learning media. The second part will discuss the Role of YouTube as a Teaching and Learning Resource. The third will discuss the advantages and disadvantages of using YouTube as a learning medium. The fourth one will discuss Teachers using YouTube as a teaching tool to increase students' speaking skills.

#### **2.1 Related Literature and Previous Studies**

##### **2.1.1 Learning Media**

Learning media are designed to support teaching and learning. Azhar (2002) defined learning media as those that convey educational messages or have instructional goals that encourage students to learn. Moreover, media can facilitate learning by providing access to information and knowledge that may not be available through traditional teaching methods. Media can also enhance students' engagement and motivation by providing interactive and immersive learning experiences, as well as multiple representations of information and concepts, which help students understand complex ideas and improve their information retention. These insights suggest that media can be a powerful tool for teaching and learning, and that educators should intentionally utilize media to support students' learning and achievement. According to Munadi (2013), teaching media is all about having tools to transmit a message from the intended source and create a favorable environment for a successful and efficient teaching and learning process. Therefore, educational media can be used to support and communicate ideas during the teaching and learning process.

These days, learning materials are not just books and whiteboards; technology makes many things more straightforward and enjoyable. The learning media indicate that the degree of engagement is contingent upon the creativity with which the teacher employs these opportunities. According to Falahudin (2014), a teacher's responsibilities include providing, modeling, instructing, clarifying,

assisting, encouraging, and guiding students as they engage with the range of available learning resources. Students can locate, select, and use any learning resource as their learning materials. As a result, there are many different forms of learning media in the technological sector; social media is one of these forms. According to the 2019 edition of the McGraw-Hill Dictionary, social media is a tool people use to maintain relationships. They can produce, share, and exchange knowledge and concepts in virtual communities. However, according to Taprial and Kanwar (2012), social media serves as a tool for social interaction, as it enables users to share news, videos, and pictures related to their activities. Social media and communication are deeply linked in this way. Anyone with a smartphone or other suitable electronic device can access social media at any time to communicate. Conclusion: Social media is a technological platform that facilitates information sharing and interaction, allowing people to discuss issues and opinions, as well as learn from others. It can also serve as a learning tool to help students enhance their speaking skills.

Learning media can be obtained from various social media platforms, such as Facebook, Wikis, YouTube, and Block forums, among others (Li, 2017). Li (2017) has argued that these platforms offer a wealth of information and resources that can be used to enhance the learning experience. Li (2017) highlighted the benefits of using Facebook for learning, such as creating groups and communities focused on specific topics and easing the sharing and discussing of content. He also emphasized the importance of Wikipedia as a source of reliable and accurate information, which can be used to supplement traditional learning materials. On the other hand, Bastos and Ramos (2009) stated that nowadays, the trend of using technologies for process learning focuses on the application-related web. 2.0 can encourage students to interact socially and create and share information. They also state that YouTube is an application in the form of channels that provide easier access for sharing videos from the video that was made. As a social media platform, YouTube can be an opportunity as a learning medium since it offers good benefits and can improve students' ability to learn in education, especially in language learning.

YouTube is a video repository founded in February 2005 (according to the About page of YouTube). YouTube not only provides students with the necessary information but also offers insights into knowledge, interests, and more. So, using YouTube is not limited to searching for information but can also develop creativity capabilities in line with the argument that YouTube is a social media website that provides various kinds of videos ranging from video clips, films, and Netflix, as well as the videos made by YouTube users. He also states that YouTube is now the most popular social media platform, based on sharing videos with long durations; many people use YouTube as a workplace, especially among young people.

Technologies offer a wide range of media types that can be utilized in teaching and learning. According to, teachers can increase learning engagement and success by integrating various medias into their teaching strategies. For example, they can use multimedia presentations, videos, or online quizzes, to complement traditional lectures and textbooks. She also emphasized the importance of creating a student-centered learning environment. This can be achieved by encouraging students to actively participate in the learning process, classroom discussion, and providing each other feedback and support. Furthermore, her study also suggests that teachers should be aware of the potential challenges related to using media of learning, such as technology-related issues and the need to adapt to different learning methods.

### 2.1.2 The Role of YouTube as a Teaching and Learning Resource

Social media is one of the most important teaching resources for sharing knowledge to students. YouTube is a global online platform that allows users to upload, download, watch, and share videos. Users can access any information or content they desire by visiting the website <http://www.youtube.com>, which offers a diverse range of content types. Teachers and students who teach English have benefited from using YouTube videos as audiovisual aids. Sanghvi (2014) emphasized that YouTube is a website where users can upload, share, and watch videos. Many types of user-generated video content, such as TV, music, and movie clips, are displayed using Adobe Flash Video technology. These may include impromptu material, such as brief original videos and video blogging. Ariyanto, Rochsantiningsih and Pudjobroto (2018) defined a YouTube video as one of the

audio-visual media available on the internet that anybody can access at any time, according to Hopkins.

YouTube videos offer a realistic setting for language use. As a result, students can work on speaking in more conversational ways that apply to everyday interactions. Smaldino, Lowther and Mims (2005) commented that "what is common to most clips is that they are amateur videos which document occurrences from the lives of non-celebrities," which supports this theory. Consequently, the videos offer an extensive multimedia collection of actual language spoken by actual people, making them potentially valuable resources for language acquisition or corpus building.

Over the past 20 years, YouTube has evolved into a central social media platform and a vital academic resource in classrooms. For instance, using a video can make it easier to encourage students to focus on a particular construction and think about it for the duration of the video (Fleck, Richmond, & Hussey, 2013). Because YouTube has a vast video library and location-appropriate content, it cannot be easily located in the classroom. As students put in much effort to comprehend the content they wish to access online, YouTube videos encourage them to improve their language skills. The students' drive to learn the language in the videos may spur them to put in more effort, which may help them improve their language proficiency. Thus, students can enhance their language proficiency by watching YouTube videos, which can increase their interest and engagement in language learning. Rahmatika, Yusuf and Agung (2021) argued that YouTube has numerous benefits as a learning medium in the classroom, as follows:

- 1) Increasing engagement and interest in learning

A 2013 study by the University of Washington found that students who viewed educational videos on YouTube were more engaged and interested in their studies. According to Guo, Kim and Rubin's (2014) study, learners exhibited higher motivation levels when presented with information in a visual and interactive format. Students can quickly locate relevant references, for instance.

Furthermore, studies show that disengaged students suffer from mood swings and have lower retention rates. Students are more likely to pay attention when watching YouTube videos than when listening to a teacher. Gredler (1992) pointed out that. YouTube videos are helpful when explaining a concept that may need

clarification when presented in a book. These videos can bring different perspectives when discussing specific ideas in the classroom. Moreover, learning can never be done singly. For example, there are several approaches to solving math problems, and a YouTube video may present these approaches. YouTube possesses the capacity to enhance student engagement by offering an interactive and captivating visual medium. The diverse viewpoints and resources available on YouTube can enhance students' learning experiences. To help students learn more effectively, YouTube allows them to access content at their own pace and customize their education to fit their needs and interests (Manalu, 2022).

#### 2) Providing access to diverse and up-to-date information

YouTube offers a diverse range of content that can enrich classroom instruction. These include educational videos from reputable websites such as TED-Ed, Khan Academy, and Crash Course. These videos, updated frequently with the most recent information, can help explain or clarify challenging concepts (Yahaya & Ahmad, 2025)

#### 3) Encouraging self-directed learning

YouTube allows students to learn at their own speed and on their own schedule. This lets students take charge of their education and promotes self-directed learning. According to Yahaya and Ahmad (2025), students can use YouTube to review material they might have missed in class or to access content on subjects that interest them.

#### 4) Enhancing critical thinking

YouTube videos can enhance critical thinking skills by presenting students with different perspectives and viewpoints. Many studies have found that a student's feelings about the learning experience significantly impact their learning, as it helps engage students in behavioral participation, cognitive effort, and emotional engagement. Additionally, deciphering and developing emotional engagement, interest, excitement, a sense of connection, concern, satisfaction, curiosity, a sense of achievement, and fulfillment are critical in any learning process. It has also been found that these emotions predict occupational engagement and whether or not the learning will be transferred to the workplace. Students can use these videos to analyze

and evaluate the presented information, forming their own opinions and conclusions (Guo et al., 2014).

### 5) Communicative Language Teaching

Communicative Language Teaching is an approach to language education that emphasizes the learners' ability to communicate effectively in real-life contexts. Unlike traditional methods that focus on rote memorization and grammatical accuracy, communicative language teaching aims to create meaningful and interactive language learning experiences. It views language as a tool for communication and encourages learners to engage actively in authentic communicative tasks. This approach prioritizes communication as the primary goal of language learning by emphasizing interaction between learners and the use of genuine texts, at both inside and outside classroom. It focuses on developing learners' ability to communicate effectively in real-life situations rather than focuses just on grammatical competence.

According to Lai, Chen, Yen and Lin (2020), the communicative approach through YouTube can help learners develop their speaking skills by exposing them to different accents and dialects. By using YouTube, it can also encourage students or learners to communicate with others or native speakers, thus, improving their fluency in the target language and their confidence.

#### 2.1.3 The Advantages of Using YouTube as a Learning Medium

According to Erben, Ban and Castañeda (2009), genuine videos spoken in the target language can improve students' speaking skills. YouTube offers a wide range of those authentic videos, as well as videos created by professors or experts, that can be used in classroom. Teachers can tap into students' interests by applying YouTube and providing motivating and engaging learning experiences. Gerson and Kanuka (2004) emphasized that YouTube is accessible to anyone with an internet connection, making it a valuable tool for reaching students who may not access traditional language learning resources. Furthermore, YouTube also allows for collaboration between users. Students can collaborate with other language learners on YouTube, practice speaking, and receive feedback from one another. The further advantage of utilizing YouTube for English learners can be explained as follows:

### 2.1.3.1 YouTube Helps Students to Improve Their Speaking Skills

YouTube makes many contributions to the teaching and learning process. Many videos on YouTube can help students in their studies. Huang (2015) in South Korea found that using videos with subtitles on YouTube improves English Language learners' speaking skills, fluency, and accuracy. At the same time, YouTube videos with subtitles expose students to natural, authentic language use. This can help students with their listening and speaking skills from hearing and practicing language use in real-life contexts. Huang's (2015) study also noted that subtitles in the video can help students improve their accuracy by providing visual support. This makes students better understand the meaning and structure of a language, and also help them in developing reading and writing skills. Huang (2015) also added it is important to select the right videos and subtitles that match to student's level of interest. She then suggested that teachers can use YouTube videos as a material for discussion and class activities, allowing students to actively practice their language skills.

Another survey conducted by Gayef and Çaylan (2021) discovered that using YouTube videos as a teaching tool can improve students' communication skills in three ways. First, YouTube videos expose students to authentic language use in different contexts, helping them to develop their listening and speaking skills naturally. Second, YouTube videos can help students develop their critical thinking skills by exposing them to different ideas. This can help students develop their ability to analyze, evaluate, and communicate their ideas effectively. Third, YouTube videos can allow students to practice their teamwork skills by allowing them to work together to examine and discuss on video content. Moreover, Gayef and Çaylan (2021) also emphasized the importance of selecting videos relevant to students' needs and providing guidance and support to help students develop their communication skills. Similarly, the study conducted by Mosully (2024) in Turkey found that using YouTube videos in language classes improved students' speaking, listening, reading, and writing skills.

Overall, YouTube videos offer a unique platform for students to practice and develop their communication skills in a more authentic and interesting way. YouTube can be a valuable tool for improving students' speaking skills. By

providing genuine videos, opportunities for discussion, and feedback from peer-students and teachers, YouTube can help students practice and improve their speaking skills in an active way.

#### 2.1.3.2 YouTube Videos Increase Students' Interest in the Learning Process

YouTube videos can increase students' interest in their learning process. A study of Chen, Liang, Lee, & Liao (2016) in China found that by integrating YouTube videos into classroom, students' motivation and engagement in learning were increased. In their study, students reported that they found the videos interesting, engaging, and informative, and they helped them better understand the course material. Similarly, Chen and Lin (2018) also argued that using YouTube videos in a physical classroom increased students' interest and engagement in the subject. Students reported that videos helped them better understand the concepts and the various learning materials available through the platform were interesting. Generally, researchers suggest that YouTube videos can increase students' interest and engagement in learning. By providing a more interactive learning experience, YouTube videos can help students better understand the course material and develop a deeper appreciation for the subject matter.

YouTube is a web-based platform that allows users to search for videos, comment on them, upload their own videos, and subscribe to other users (Srinivasacharlu, 2020). There are numerous types of videos such as movies, music, tutorials, and educational content, can be found on YouTube. Tahmina (2023) stated that YouTube provides entertaining videos and can be used as a medium to seek for educational content at all levels including beginner, intermediate, and advanced. Furthermore, he noted that YouTube facilitates language learning by providing learners with numerous resources to help them improve their target language. Sari and Margana (2019) in Indonesia also argued that YouTube is a learning platform that offers a broader space for students to practice their speaking skills and receive feedback from a large audience. Likewise, Jalaluddin (2016, p. 2) stated that there are several advantages of YouTube in improving students' Indonesian speaking skills, as follows:

1) Students can access the video to learn anywhere and anytime. Using YouTube videos, students can learn and practice speaking English in the classroom and at home. They will have more time to learn than only learning from the teacher at school.

2) Students can get a video of authentic English. Students can learn and improve their speaking skills through videos from native speakers on YouTube

3) Students can learn in a fun and exciting way. In the classroom, students learn through videos from YouTube that the teachers provide during the learning process, creating a different atmosphere than usual. Additionally, students can hear the pronunciation, expand their vocabulary, and observe the speaker's gestures and expressions in the video. In this context, students can also be motivated to learn and stay in the classroom for longer periods.

4) Students can focus more on the material and become interactive in learning. Relevant videos from YouTube can help students focus on what they hear and see during the learning process. Teachers can combine the activity by practicing what they can from the video in the classroom. Students will hear, see, and speak or produce what they see in the video.

5) Students can comment and make suggestions about the video they watch orally. YouTube offers the opportunity to discover a wide range of videos and enables users to upload their own content. In this context, the teacher can ask students to create a video and upload it to YouTube, and their friends will comment on or ask questions about the video during the next meeting. This activity will help students learn how to speak or express their opinions.

6) Students can find many authentic examples of several expressions in English that are usually used by people in their daily lives. YouTube not only contains tutorial videos to learn English, but also many videos of conversations can be a learning source, especially in improving speaking skills.

#### 2.1.3.3 Students Can Use YouTube Videos Both Inside and Outside Classroom

Outside the classroom, students can use YouTube videos to reinforce their learning and deepen their understanding of the material. For example, students can watch videos on YouTube to review course content, practice skills, or explore

topics that interest them. Kim and Kim (2021) conducted a study investigating the impact of using YouTube videos in a flipped classroom model on students' academic performance and satisfaction with the learning experience in South Korea, especially English Language Learners. Their study employed 70 undergraduate students enrolled in computer science courses, divided them into two groups: an experimental group that received a flipped classroom model which integrated YouTube videos, and a control group that received traditional instruction.

The result of their study showed that the experimental group had significantly higher academic performance than the control group. Furthermore, students in the experimental group also reported higher levels of satisfaction with the learning experience compared to those in the control group. The research suggested that using YouTube videos in a flipped classroom model can effectively enhance student's engagement and motivation in the learning process. Thus, their study also gave insight to teachers around the effects of YouTube videos on students' learning outcomes and satisfaction with their learning experience.

#### 2.1.4 Teachers' Utilization of YouTube as a Teaching Tool to Improve Students' Speaking Skills

##### 2.1.4.1 Using authentic videos

According to Vanderplank (2010), genuine or authentic videos spoken in the target language can improve students' speaking skills. Also, YouTube provides a wide variety of types of videos that can be utilized in classroom.

##### 2.1.4.2 Using videos with subtitles

Videos with subtitles can help students improve their listening and speaking skills. Kim and Kim (2021) study found that using videos with subtitles improved students' speaking fluency and accuracy, especially English for foreign language learners in South Korea. YouTube videos with subtitles expose students to natural and real language use. This can help students with their listening and speaking skills by allowing them to hear and practice language use in real-life contexts. Huang (2015) also noted that subtitles in videos can help students by providing visual support for language learning. This can help students better understand the meaning and structure of a language, and also help the development of their reading and writing skills.

#### 2.1.4.3 Providing opportunities for discussion

According to Erben et al. (2009), providing students with discussion opportunities can significantly enhance their speaking skills, particularly in English Language Learning in Thailand. This finding suggests that encouraging classroom discussion can effectively improve speaking abilities among Thai university students.

#### 2.1.4.4 Encouraging peer feedback

A study conducted by Bijami, Kashef and Nejad (2013) argued that encouraging peer feedback can allow students to provide constructive comments and suggestions on their peers' English language performance in South Korea. This approach aims to foster a collaborative learning environment, promote active learning, develop critical thinking and evaluation skills, and improve language skills through feedback and revision.

#### 2.1.4.5 Using YouTube channels designed for a language

Many YouTube channels are particularly designed for language learners. These channels provide instructional videos, practice exercises, and other resources to help students improve their speaking skills. For instance, the channel "Learn English with Emma" offers a variety of videos and exercises to help learners improve their speaking, listening, and grammar. Regarding the lesson, García-Sampedro (2021) recommended that the video help develop students' speaking skills, particularly when learning English as a foreign language in Spain.

## 2.2 Related Concepts and Theories

### 2.2.1 The Uses and Gratification Theory

Uses and Gratification Theory (UGT) is a theory that examines why and how people actively seek out specific media to fulfill their needs and desires. This theory suggests that individuals choose media based on their needs, motivations, and expectations. Media use is resulted from active decision-making, rather than passive consumption, as noted by Blumer and Katz (1974). For example, a person may choose to watch a particular news program because they need information and want to stay informed about current events. Alternatively, some may watch comedy shows to satisfy their need for entertainment and relaxation.

Numerous new theories have emerged due to the development of mass media, emphasizing the importance of examining the complex relationship between mass media and society. UGT has contributed to changing the conception of mass communication. These theories address media consumption and the motivations or stimuli that drive it. UGT was created by two communication researchers, Katz, Blumler and Gurevitch (1974), in response to conventional mass communication research that focused on what "the media do to the people." "What do people do with the media?" Katz et al. (1974) shifted their focus from media content to the media audience. According to the "uses" approach, audiences actively and voluntarily expose themselves to media. The term "gratification" refers to the benefits and contentment viewers experience after exposure to mass media.

Cragan and Shields (1998), in the early phase (1940-1950s), claim that UGT has undergone four developmental stages over four decades, from the 1940s to the 1970s, and has gained scientific acceptance. Communication researchers only acknowledged this after those four phases or stages were confirmed. The first developmental stage occurred in the 1940s, and the concepts and methodology were nearly flawless. Only radio and newspapers were available for study in the 1940s, so researchers had to focus exclusively on these two media. As one of the most significant sociological theories influencing methodology and novel paradigms, they supported UGT.

As mentioned, UGT was created in 1974 by Katz et al. (1974) in response to conventional mass communication research. Instead of focusing on media content, Katz et al. (1974) focused on the audience. Because media audiences are active rather than passive, this theory is unique. In addition to absorbing information, the audience unconsciously tries to understand the message's meaning within its context.

According to Katz et al. (1974), as cited in Bulduklu (2017), it has its roots in traditional mass communication research on how people seek and choose a particular medium to meet their needs. Media audiences were considered passive until 1974, when Katz et al. (1974) challenged the conventional wisdom regarding passive audiences. To meet their individual needs, people seek out specific media and content.

UGT talks about audience power, which is the ability to absorb any media message, interpret it, and apply it to one's life. The audience chooses the preferred media to satisfy their interests and feel satisfied. According to this theory, the media are therefore positioned to favor or oppose information sources in order to satisfy viewers. The selected media outlets have unique sources. According to Blumer and Katz (1974)'s notes, the research was conducted by Palmgreen and Rayburn (1979), who stated that audience satisfaction can come from at least three different sources: media content, media exposure itself, and the social context that characterizes the circumstances of media exposure. Audiences utilize the media in various ways. Every medium has a distinct purpose, whether to pass the time or serve as a social tool. Three categories can be used to study UGT theory. The first group tests the media's range of gratification. The second group examines the environmental and social factors influencing people's decisions to watch or listen to mass media. To meet the audience's needs, the third group asks about them.

The use of the UGT in improving students' speaking skills through YouTube can be conceptualized as follows.

According to Katz et al. (1974), gratification theory explains that audiences actively seek media to fulfill their needs and goals. In English language learning, students can utilize YouTube to improve their speaking skills.

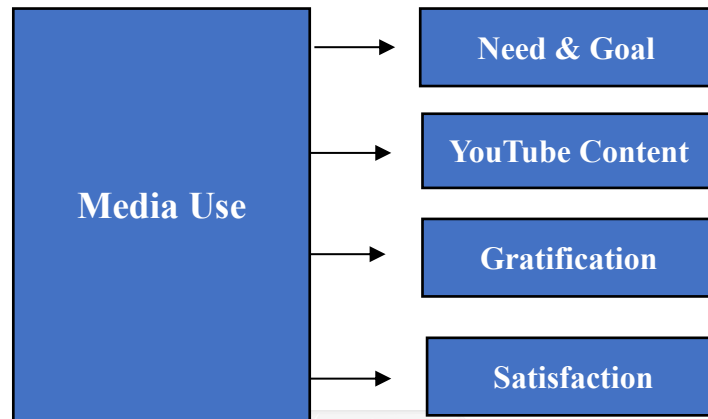
1) Need and Goals. Students have specific needs and goals for using YouTube, such as improving their speaking skills, enhancing pronunciation, and expanding their vocabulary

2) YouTube content: Students can utilize various types of YouTube content, including English language lessons, conversation videos, pronunciation tutorials, and vocabulary explanations.

3) Gratification. Students can derive gratification from using YouTube, such as improving speaking skills, enhancing pronunciation, and expanding vocabulary (Katz et al., 1974).

4) Satisfaction: Students can experience satisfaction from using YouTube to improve their speaking skills.

Figure 2.1: The Uses and Gratification Theory (UGT) for learning



As Katz et al. (1974, p. 20) noted, the audiences do not only passively receive the information or messages but also actively seek of media to fulfill their needs and goals. In English language learning, students can utilize YouTube to enhance their speaking skills. YouTube can be a practical resource for English language learning, particularly in improving speaking skills

Firstly, Using UGT in this study can help pinpoint the specific needs and incentives that motivate students to use social media for learning. For instance, a student may use YouTube to fulfill their cognitive need by learning a new skill, like cooking or playing an instrument. Alternatively, students can use YouTube to enhance their education and gain a deeper understanding of a subject at school. Like Norman, Luo and Muljana (2020) argued that students use YouTube to deepen their understanding of complex concepts. According to them, students accessed YouTube tutorials, lectures, and tutorial videos to aid their academic journey. To enhance students' learning experiences, the authors also recommended teachers to incorporate YouTube into their lesson plans.

Secondly, UGT can help students understand how they use social media to fulfill their educational needs while also finding entertainment. For example, students can watch engaging and entertaining educational videos on YouTube to meet their needs for both entertainment and education. Students use social media, including YouTube, for both academic and recreational purposes, according to a study of Wang, Chen and Laing (2011). In this regard, after studying, students use YouTube to relieve

stress by watching entertaining videos. Additionally, the authors recommended that teachers should integrate social media into their lesson plans and should also recognize its crucial role in students' lives.

Lastly, UGT can provide insights into the factors influencing students' decision-making on selected social media platforms and content. By analyzing the gratification that students seek from YouTube, educators can design educational content that meets students' needs, making the learning process more interesting and effective. Ahn (2011) found that students choose to use YouTube because it offers convenience and accessibility. The study also found that students value the possibility to access educational videos at any time and from any place. The author also suggested educators to consider this factor when designing educational content for YouTube.

So, it can be concluded that UGT can be employed as a valuable framework for analyzing students' utilization of social media, especially YouTube, as a means of education and entertainment. By understanding the motivation and needs that drive students' media use, educators can design educational content that effectively meets their students' needs and engages them in learning.

### 2.2.2 The Concept of Techniques of Students Using YouTube Videos in the Classroom

The educator may employ various strategies when incorporating video into the classroom setting. Below are several effective classroom video implementation techniques recommended by Cakir (2006).

#### 1) Active Viewing

Students must participate actively in the video since this technique requires them to focus on the video's main idea. Before playing the video, the teacher should write some critical questions on the board related to the video, so students get an overview of the content. Students may take notes while watching the video and then answer the questions orally. For detailed understanding, the students can be given a cue sheet or viewing guide, which will let them watch and listen to the specific information needed.

## 2) Freeze framing and prediction

It means stopping the video at a certain point so that a particular picture appears on the screen by pressing the pause button. Then, the students are asked to predict what action the character in the frozen picture on the screen will probably take, how they are feeling, what will probably happen, or answer any other related questions about the picture. Freeze framing fires the students' imagination by leading them to predict and deduce further information about the characters.

## 3) Sound on and vision off activity

This technique removes the visual element of the video, allowing students only to hear the dialogue while not seeing the action. Then, the students can be asked to guess the setting, action, characters, and so on, from the soundtrack.

## 4) Repetition and role-play

When problematic language points are in the video unit, repetition can be necessary for communicative production exercises. Through this technique, the teacher replays difficult points in the video and asks the students to repeat them individually or in chorus. After the students clearly understand that difficult point, they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the situation and the characters they are playing.

## 5) Jigsaw viewing

To implement this technique, the teacher can instruct half of the students to leave the classroom for a few minutes, and the rest will watch the video with the sound off. Then, the students switch places, and the second group watches the video while the pictures are off. Finally, they come back to share their ideas about what the video is about.

### 2.2.3 Auditory Learning Style Concept

YouTube videos also provide other language learning techniques, called the Auditory Learning style. Students can enhance their speaking skills by watching YouTube videos tailored to their auditory learning style.

The auditory learning style is one of the three primary learning styles, along with the visual and kinesthetic learning styles. According to this style, students learn best through listening and hearing. The students prefer to listen to lectures,

discussions, and conversations to understand the information. They also learn better by using audio tools such as recordings, music, and podcasts. Students with an auditory learning style can improve their language-speaking skills by listening to native speakers, imitating their pronunciation, and repeating what they hear.

YouTube has a wide variety of videos that supplies to different learning styles, including auditory; hence, students with an auditory learning style can use YouTube to improve their speaking skills by following the steps below:

1) Search for language learning channels

Students should search for language learning channels that support their auditory learning style. These channels should contain videos about pronunciation, speaking, and listening skills. Examples of these channels on YouTube include Learn with English Class101, English Teacher YouTuber channels Speak English with Vanessa, and Learn English with Alexa (<https://alsensei.com/teacher-interview-11-speak-english-with-vanessa>).

2) Listen and repeat

Once students find a suitable language learning channel, they should listen to native speakers and repeat what they hear. This technique helps students to improve their pronunciation and intonation. They can pause the video, wind back, and repeat until they master the correct pronunciation.

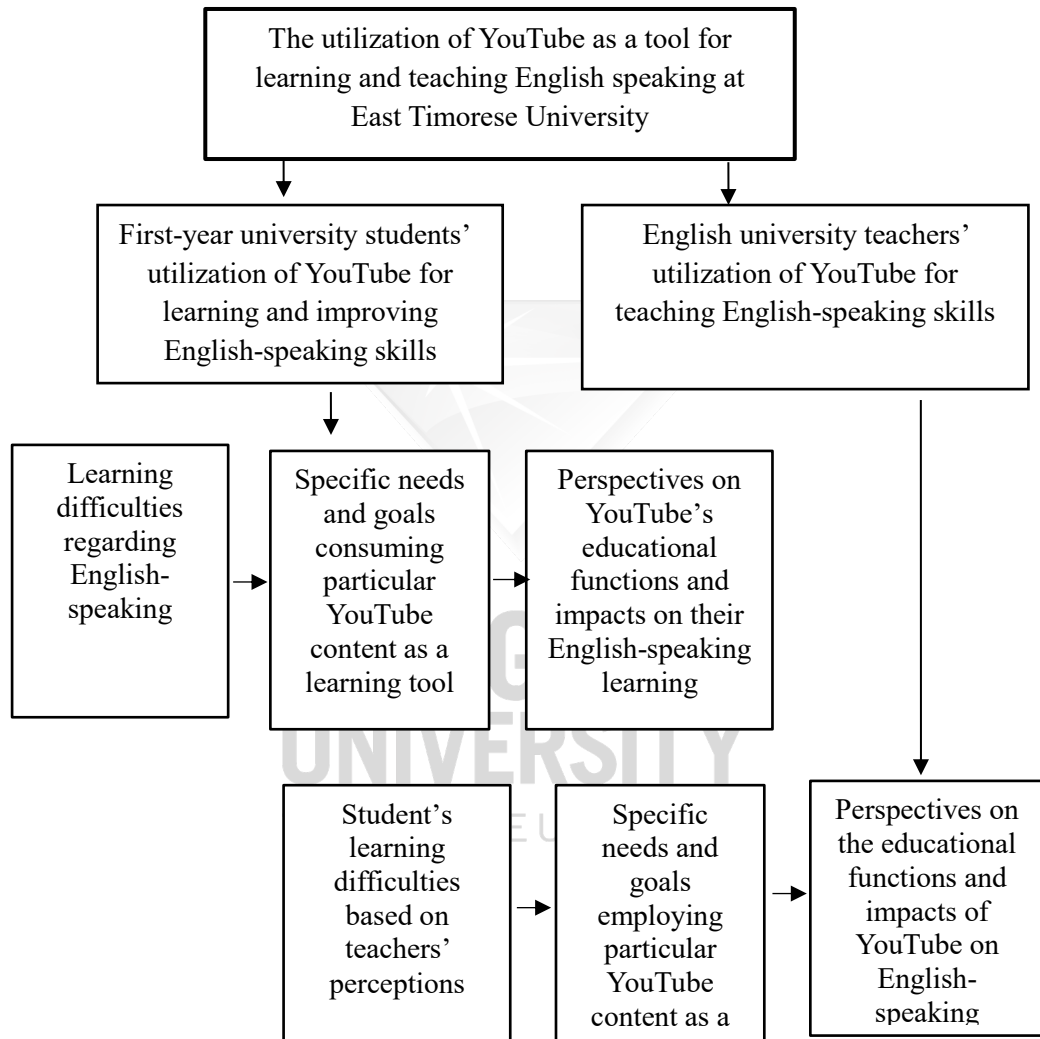
3) Record and compare

Students can also record themselves speaking and compare their pronunciation with the native speaker's pronunciation in the video. This technique helps students identify their weaknesses and strengths. They can then focus on improving their weaknesses by practicing more.

In Conclusion, YouTube is an excellent platform for auditory students or learners to improve their speaking skills. Students can use language learners' channels to listen to native speakers, imitate their pronunciation, and repeat what they hear. They can also record themselves speaking and compare their pronunciation with the native speaker's. By utilizing these techniques, students with an auditory learning style can enhance their speaking skills and increase their confidence in using language.

## 2.3 Conceptual Framework

Figure 2.2: Conceptual Framework



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This study aims to describe the implementation of YouTube as a learning medium by first-year University students of the Social Communication Department at Universidade Nacional Timor Lorosa'e in the academic year 2023, as well as the improvement of English-speaking skills achieved through the use of YouTube as a learning medium. This chapter includes research design, population and sample selection, research instruments, data collection procedure, and data analysis.

#### **3.1 Research Design**

In this study, a qualitative research approach was used to examine how students' speaking skills improve when they watch English educational videos on YouTube. Qualitative research is a multimethod approach that focuses on an interpretive and naturalistic perspective on its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves analyzing and collecting various empirical materials—case studies, personal experiences, introspection, life stories, interviews, observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives (Denzin & Lincoln, 2005, p. 2).

Qualitative research employs various methods, such as intensive interviews or in-depth analysis of historical materials, and it is concerned with providing a comprehensive account of a particular event or unit (Yu & Gao, 2022)

#### **3.2 Research Methods**

There are a few research methods that employed, such as:

##### **3.2.1 Focus Group Discussion**

Focus group discussion is a qualitative research method in which a small group of people, guided by a moderator, discusses a specific topic in depth to gather insights into their perceptions, attitudes, and experiences. Researchers use this approach to gather a diverse group of 5-10 participants, who then share information,

opinions, and perspectives on a specific topic or issue. According to Hennink (2014), this method involves an interactive discussion about a specific issue with a group of participants, led by a moderator. Focus group discussion brings together people with specific characteristics relevant to the topic (Krueger & Casey, 2015).

### 3.2.2 In-depth interview

This approach is used to gather additional opinions from the teacher to support and clarify what the students have said during the focus group discussion. In-depth interviews with teachers are essential for exploring their perceptions, experiences, and challenges in utilizing YouTube as a medium to improve students' speaking skills (Creswell, 2013). This qualitative approach enables researchers to gather rich, contextual data, providing insight into teachers' pedagogical decisions and practices. (Meriam, 2009). Another method of collecting data is through in-depth interviews (Sugiyono, 2011) argued that an interview is a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. This technique is used because the researcher needs to know a specific issue from the respondent.

### 3.2.3 Naturalistic observation

This method is employed because it is a valuable research approach that involves directly observing and recording behavior and interactions, or events, in their natural setting to collect accurate data (Bernard, 2013). The researchers would observe and record behaviors in their natural environment without intervention or manipulation, aiming to understand real-world behaviors and patterns. To be clear, naturalistic observation is frequently used to study behavior in a natural environment (Goffman, 1959), and because knowledge of the research can be expected to influence behavior, naturalistic observation implies that the subjects do not know that they are being observed and, hence, cannot give their free and informed consent (Lincoln & Guba, 1985).

### 3.3 Population and Sample Selection

#### 3.3.1 Population

The population is the number of inhabitants constituting a particular race, class, or group in the specified area. Sugiyono (2011, p. 80) defined “a population as a general place that covers subject and object for becoming a certain quantity and characteristic determined to be studied and concluded by the researcher. Referring to the above statement, the population of this study consists of students and English teachers at the English Department of UNTL, particularly first-year students in the 2025 academic year.

#### 3.3.2 Sample

A sample is a subset taken from a larger group (the population) so that researchers can examine it and gain insight into the larger group. Arikunto (1998, p. 117) defines a “sample as a part of the population (representative of the population to be researched) or a part of the population that the researcher chooses as the data resource to represent the whole population.” The sample is a subset of members selected from a population (Sugiono, 2011, p. 81). Thus, 10 students were randomly chosen as the sampling target at the English Department of Universidade Nasional Timor Lorosa’e, including three English teachers of the Department. The procedure for selecting a sample from students and teachers is as follows:

- 1) The students must have watched and used YouTube content for English speaking learning at least once a week.
- 2) The target age must be around 18-25. It is important to focus on specific age categories because the age mentioned above is the average age at which people access the University in Timor-Leste. Targeting a specific age group in research interviews can provide valuable insights into the unique perspectives and experiences of individuals within that demographic.
- 3) University Level. The research was conducted at Universidade Nasional Timor Lorosa’e and targeted students and English teachers in the English Department of the UNTL.
- 4) To investigate the level of proficiency of speaking skills and the effect of YouTube on improving students' speaking skills.

5) The researcher also interviewed three English Teachers who have been teaching English at the English Department to gain their insight and opinions about YouTube's impact on improving students' speaking skills.

### 3.4 Research Instruments

- 1) Interview guide (interview question list) for focus groups
- 2) Interview guide (interview question list) for in-depth interviews
- 3) Observation sheet for observation.
- 4) Interview Guide and Observation Sheet

#### Section 1: Interview guide (interview question list) for focus groups

- 1) How often do you watch YouTube videos? Why?
- 2) What type of content do you usually watch on YouTube? Why?
  - a. Education videos
  - b. Vlog English Teaching
  - c. Music videos
  - d. Western Movies
  - e. Western Cartoons
  - f. Product reviews
  - g. Other (please specify)
- 3) What do you use YouTube for to learn the English language or improve your speaking skills? Why?
- 4) How do you think watching YouTube Videos in class helped you overcome your speaking skills
- 5) What type of YouTube videos are most engaging and helpful for practicing speaking skills?

#### Section 2: Interview guide (interview question list) for an in-depth interview with an English teacher

- 1) What motivated you to use YouTube as a teaching tool to improve students' speaking skills?
- 2) How do you integrate YouTube videos into your speaking skills lessons, and what activities do you typically assign to students?

3) What specific speaking skills do you think YouTube videos can help improve, and why?

4) What speaking skills have you improved by watching YouTube videos? Please explain it in detail.

### Section 3: Observation sheet for observation

Table 3.1: Engagement States of Students

	Positive Engagement	Non-Engagement	Negative Engagement
Behavioral			
Emotional			
Cognitive			

Source: Trowler, V. (2010). Student engagement literature review. *The Higher Education Academy*, 11, 1-15.

### 3.5 Data Collection Procedure

The research was conducted at Universidade Nasional Timor Lorosa'e, particularly in the English Department under the Faculty of Education, Arts, and Humanities. The University is located in the heart of the capital city at Rua Avenida. Cidade de Lisboa, Dr. Francisco Machado, Dili, Timor-Leste. This is the only Public University in Timor-Leste, which was established on November 17, 2000.

#### 3.5.1 Before Field Research

There are several steps for conducting field research, such as:

- 1) Getting an investigation letter from the head of the Master of Communication Arts Program in Global Communications at Bangkok University
- 2) Delivering the permission letter to the Head of the Department and his staff, particularly the English Department of UNTL
- 3) Good cooperation with the English teacher at UNTL
- 4) Discussion of the schedule to conduct the research.

The setting of this research is the English Department of Universidade Nacional Timor Lorosa'e. The researcher chose this location because they are an alumnus of this university and would like to understand how and what the procedure of using YouTube as a medium for improving speaking skills inside the classroom entails. Furthermore, field research involves creating and collecting actual and authentic information within the operational field of any organization. The process determines what precise data is necessary and where this information must be obtained. After selecting this information, the data is gathered. Thus, this research technique is treated as the primary research approach because the data collected is specific to the purpose of gathering it. Therefore, field research is the appropriate setting (place) for the researcher to compile accurate data from the informant.

### 3.5.2 Field Analysis

As mentioned above, this is a qualitative study. It employs field analysis based on Miles and Huberman's Model (1994, p. 11). This framework, established in their seminal works from 1984 and 1994, emphasizes a systematic approach to qualitative data analysis that is both rigorous and adaptable to various research contexts as follows:

#### 1) Data Reduction

According to Miles and Huberman (1994, p 10), data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). Data reduction is part of the analysis. With data reduction, researchers can eliminate unnecessary parts and organize data to draw conclusions that can be verified.

#### 2) Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles & Huberman, 1994, p 11). They believe that better data display is the primary means for conducting valid qualitative analysis, which involves various matrices, graphics, networks, and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus, an analyst can see what is happening and determine whether to draw the

correct conclusions or continue the analysis according to the suggestions provided by the presentation as something that might be useful.

### 3) Conclusion Drawing/ Verification

According to Miles and Huberman (1994, p 11), the conclusion is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. While data collection was underway, the researchers reached a preliminary conclusion. To conclude, of course, it cannot be done haphazardly; it must be reviewed to verify the data. The conclusions do not only occur at the time of data collection but need to be verified so that they are truly accountable.

#### 3.5.3 Direct Observation

Data collection is the primary strategy in research because most things involve data collection. Without understanding, the collecting technique would not acquire the accuracy of the data that has been determined. Therefore, the researcher uses three methods for collecting data, as described below.

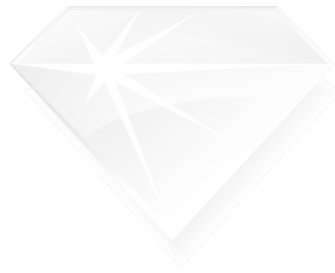
On the first day, the researcher observed the English teacher's methodology and found that students were learning English in a traditional classroom. Additionally, it was noted that some English teachers at the university have yet to utilize YouTube to enhance students' speaking skills. Instead, their instruction focused on grammar, language structures, and the eight parts of speech, including reading passages in the past tense. Nevertheless, the researcher noted that many students struggle to apply their speaking skills in a practical context. This is due to factors such as limited vocabulary, fear of pronouncing incorrectly, and even incorrect use of grammar. Therefore, many of the students passively participated in the classroom.

A direct observation technique is a way of collecting data by observing the research object directly in the field of study (Sugiono 2011, p. 227) states that in participant observation, the researcher observes what people do, listens to what they say, and participates in their activities.

### 3.6 Data Analysis

According to Gibson and Connor (2003), a formal system for the analysis of qualitative data is needed in order to help researchers get at the meaning of their data more easily, as follows:

- 1) Coding techniques for finding and marking the underlying ideas in the data;
- 2) Grouping similar kinds of information in categories;
- 3) Relating different ideas and themes to one another (Rubin & Rubin, 1995).



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## CHAPTER 4

### FINDINGS

This chapter presents the results collected by the researcher from field research conducted at the Universidade Nacional Timor Lorosa'e, which included focus group discussions with 10 students from the English Department and in-depth interviews with three English teachers. The chapter is divided into five main sections. To begin, the chapter outlines the characteristics of the participants involved in this research. Then, the second section of the chapter discusses findings from students' perspectives. Next are findings from teachers' viewpoints. The chapter then presents a visual representation of the key research findings. The conclusion will be provided in the last section of this chapter.

#### 4.1 Descriptions of Informants' Characteristics

Two different groups of respondents participated in the research. The first group consisted of 10 students who were in their first year of the English Department. A focus group discussion was utilized with this group of respondents to achieve the first research objective. Meanwhile, the second group of respondents, comprising three English teachers, participated in an in-depth interview to address the second research objective. Table 2 below presents detailed information on the respondent profiles.

Table 4.1: Profile of Respondents

Target Group	Names of respondents	Gender	Age	Class
Group I (Students)	Respondent 1	Male	18	C
	Respondent 2	Female	18	C
	Respondent 3	Female	20	A
	Respondent 4	Male	17	B
	Respondent 5	Female	17	A

(Continued)

Table 4.1 (Continued): Profile of Respondents

Target Group	Names of respondents	Gender	Age	Class
Group I (Students)	Respondent 6	Female	20	D
	Respondent 7	Female	19	B
	Respondent 8	Male	17	B
	Respondent 9	Male	18	C
	Respondent 10	Male	20	D
Group II (Teachers)	Respondent 11	Female	38	Conversation Class
	Respondent 12	Male	36	Linguistic I
	Respondent 13	Female	40	TEFEL

## 4.2 Insight from Students' Perspective

Data collected from Group 1 through focus group discussion can be presented as follows.

### 4.2.1 Frequency of Using YouTube

The study found that students spend from three times a week to several times a day watching videos on YouTube. The length of time using YouTube depends on how engaging the content is. Most students watch three times per week when they have free time and internet data to entertain themselves as well as to improve their knowledge. For the same reason, some students spend time to watch YouTube every day. Below are examples of the statement: (for this I cannot write specific time they spend in media per VDO, because no data related to this was collected in focus group discussion.)

“I watch YouTube 2 to 3 times a week when I have free time and internet data.”

“I watch YouTube 3 times a day.”

“I can watch many videos within a day. I usually watch videos for over 20-30 minutes if they are interesting. However, if the video is boring or does not interest me, I stop watching it. However, if I enjoy it, I continue until the end of the video”.

#### 4.2.2 Motivations for Using YouTube

According to UGT, individuals choose a particular medium to stay informed and to be entertained for their relaxation needs (Katz et al., 1974). Likewise, the focus group discussion with the students revealed that two primary reasons motivate students to use YouTube are educational and entertainment purposes. For educational reasons, data showed that all of the students utilize YouTube for the purpose of learning and improving their English in speaking skills, listening skills, and vocabulary. For example:

“I desire to increase my ability to speak English fluently.”

“[...] to seek out English podcasts that improve my speaking skills through conversation channels.”

“I also watch YouTube to improve my listening skills [...] as well as to refine my ability to pronounce some words and phrases correctly.”

“I want to learn new vocabulary and idiomatic expressions [...]”

At the same time, in addition to the motivation to learn English, students also seek knowledge on specific skills and on subjects that they study at the university by using YouTube as a medium:

“[...] Sometimes, I also watch a little tutorial on how to play the guitar, as I enjoy playing the instrument.”

“[...] and tutorials about cooking, as I love discovering new recipes.

Example: I watch how to make a pizza.”

“I watch educational tutorials relating to my subject that I am currently studying.”

The other main reason motivating students to use YouTube is for entertainment. They stated that they use entertainment content on YouTube to relieve stress, pass the time, and accompany themselves while living alone. For example, Respondent 1 (personal communication, April 8, 2025), “This is because I want to entertain myself while living alone in my home”. Lucia also responded that “[...] Additionally, I also watch humorous videos to pass the time and relieve stress”. Commonly, Respondent 9 and Respondent 7 (personal communication, April 8, 2025) concurred by commenting respectively that “The reason I watch YouTube is that I

have three reasons. One is entertainment by listening to music [...]”; “I watch YouTube almost every day to entertain myself by listening to music”.

#### 4.2.3 Types of YouTube Content Used and the Most Engaging Content

Based on what motivates all students to use YouTube, the content they watch can also be categorized into two types: educational programs and entertainment programs. The education program consists of tutorial videos produced by native speakers that focus on English pronunciation, grammar, vocabulary, and idioms. The program features vlogs on English teaching, such as 1. Learning English with Ema. 2. The English We Speak. 3. 6 Minutes English. 4. Luke’s English Podcast. 5. Real-life conversations with native speakers. Examples of this area are:

“I watched a video about how to pronounce English properly based on the International Phonetic Association (IPA) system of sounds. Additionally, I watched a vlog about teaching the English language, where the teacher explained idioms and their meanings.

“I use YouTube to learn English, especially a channel called ‘Learning English with Ema’”.

“Sometimes, I watch real-life conversations from native speakers relating to various topics, such as social, cultural, political, or economic issues”.

“I also watched and learned from the 6 Minutes English podcast”.

Additionally, besides English learning contents, students also reported seeking content serving their needs related to their further study plan:

“I usually watch YouTube videos on education because, as a student in the Faculty of Education, Art, and Humanities, this topic is more relevant to me, as I plan to become a language teacher in the future”.

“I used YouTube for students' vlogs on how to attend university in Western countries every day”.

Regarding entertainment content, data revealed that students mentioned music videos, movies, cartoons, sports, and product reviews in the English language. The statements below are examples in this area:

“[...] I also watch product reviews”.

“The types of YouTube content that I enjoy the most are [...] music videos, western movies, and western cartoons, such as Tom and Jerry”.

“[...] Furthermore, I also watched the music video “Uptown Funk” by Bruno Mars”.

“[...] Moreover, I also enjoy watching Western cartoons, especially Tom and Jerry, for fun”.

In terms of the most engaging types of content that contribute to the improvement of students’ speaking skills, the data showed that a variety of programs, stemming from both educational and entertainment content, were found to be highly beneficial to students. Those programs include English music videos, movies, daily Vlogs, and Vlog videos (such as Learning English with Ema, Luke’s English Podcast, and Speaking Like a Native) that serve the purpose of learning English:

“The most engaging YouTube content for me is Music videos, as they help me a lot with pronunciation and listening comprehension”.

“The specific YouTube videos I find most engaging are "Learning English with Ema" and "Speaking Like a Native" vlogs”.

“I watch daily vlogs, which help me improve my pronunciation and accent”.

“The types of videos on YouTube that I found most engaging and that help me practice my speaking skills are conversations, educational videos, and music videos”.

It can be seen that there is a wide range of content covering various subjects, from entertainment to educational content, that students have chosen to serve their purpose of enhancing their English-speaking skills. The students have selected specific programs, such as “Learning English with Ema” or “Speaking Like a Native,” to improve their English skills. Even when choosing entertainment content, such as music videos, cartoons, or daily vlogs, individuals can also acquire skills from these types of content.

#### 4.2.4 Perceived Benefits of Using YouTube

In terms of benefits, the research discovered from the focus group discussion that YouTube can have a positive impact on students’ speaking skills. All students expressed satisfaction with using YouTube for learning and improving their compound speaking skills, including vocabulary, accent, grammar, pronunciation, and other foundational skills for communication, such as listening skills.

Examples of this aspect were collected from the respondents and presented below:

“Yes, watching YouTube has helped me improve my speaking skills, [...]”.

“I have improved my listening comprehension, pronunciation [...]”

“I have improved my speaking in terms of pronunciation, accent, vocabulary, and grammar”.

“[...] Therefore, YouTube has been a significant help in my ability to speak effectively”.

“I watched these because they helped me develop my listening and speaking skills simultaneously. I feel I still lack these skills, so I consider this to be very important for me”.

“I gain much knowledge from YouTube. For example, I can listen to English music to learn new vocabulary and, at the same time, improve my listening skills. Why listening skills? Because sometimes the written vocabulary pronounces it differently. For instance, we usually say ‘LISTEN’, but the correct pronunciation is ‘LISEN’.

Interestingly, one student noted that YouTube has unintentionally improved his speaking skills. He asserted that: “For the first time, I primarily watched YouTube for entertainment, but after some time passed, I felt that I had improved my speaking skills in terms of pronunciation and grammar”.

This means that, although the first objective was only to entertain himself or pass the time by watching, the students also picked up new vocabulary, phrases, and ways to pronounce the words themselves.

Remarkably, in addition to improving students’ comprehensive speaking skills, the use of YouTube can also increase students’ confidence in public speaking. Here are examples:

“Meanwhile, watching YouTube also helps me become confident enough to speak up in public, as it improves my accent and pronunciation”.

“I have improved my listening comprehension, pronunciation, and confidence in public speaking”.

It can be seen that as students have improved their accents, pronunciation, and listening skills, their confidence in public speaking has also increased.

#### 4.2.5 How YouTube Contributes to Enhancing Students' Learning

The results found in this study form 3 significant aspects of how YouTube contributes to creating benefits for students' learning: 1) providing plenty of resources, 2) providing convenience to access, and 3) fostering students' self-directed learning.

First, YouTube was considered by all participants to be a platform that offers abundant resources to enhance students' learning experience and meet their needs. For instance, Respondent 4 (personal communication, April 8, 2025) stated that "YouTube contains a wealth of information and consistently provides what we are looking for, especially in improving my speaking skills and pronunciation". This can be regarded as beneficial for students seeking a better understanding beyond the class's lesson. Commonly, Respondent 8 (personal communication, April 9, 2025) concurred by commenting that:

"YouTube has significantly aided my English learning. Without YouTube, the process of learning English at this university would have been much more difficult for me, as professors often only explain concepts in a general sense and provide some related theory. Since I watch YouTube, I have learned a great deal, and my English has improved in terms of speaking, pronunciation, and grammar"

Additionally, students can also use YouTube as a source to look up information or knowledge on other subjects, including the subject they are interested in, for example, semantics and morphology. For example,

Respondent 5 (personal communication, April 8, 2025) said that "[...] I also use YouTube to search for other resources on other subjects, such as semantics and morphology". This indicates that students can utilize YouTube as a resource pool not only for English learning, but also for other subjects they enjoy.

Secondly, besides offering a wealth of resources, YouTube is straightforward to access, providing convenience and flexibility for students based on their schedules, as it only requires an internet connection. Examples of this area:

"[...] as I have a flexible schedule. YouTube also allows me to learn whenever and wherever I have time".

“I watch YouTube 2 to 3 times a week when I have free time and internet data”.

Last, for all students who participated in the study, YouTube also contributes to increasing interest in learning and encouraging self-directed learning. Students were found to be able to learn new vocabulary, pronunciation, and listening skills from entertainment content, such as music videos, which they considered a hobby. Below are the examples around this area:

“For example, I learn a lot from music, such as the meanings of words and phrases, as well as the overall comprehension of the lyrics. I listen to music as one of my hobbies”.

“Furthermore, I also watched the music video “Uptown Funk” by Bruno Mars to understand the meaning of the vocabulary in his lyrics”.

“I also watch product reviews, as I can pick up new vocabulary from the products being reviewed”.

“I watch daily vlogs, which help me improve my pronunciation and accent”.

Simultaneously, YouTube also allows students to take charge of their learning experience through their own learning strategy at their own pace. The self-learning strategy employed in this study involves repeating after or imitating, pausing, looking up information on Google for better understanding, and watching subtitles. These are examples discovered from the data collection:

“While watching it, I do not understand the meaning of vocabulary or phrases, so I must pause it, look up the definition on Google, and then re-watch it”.

“I also picked up new vocabulary when the students explained their daily routines, as well as imitated their pronunciation”.

“[...] watching YouTube has helped me improve my speaking skills, particularly through videos with subtitles”.

#### 4.2.6 Students' Perceptions about Integrating YouTube in Classroom

The study found that most of the students who participated in the research supported the collaboration of using YouTube during English lesson learning in the classroom. Regarding the positive views, most students concurred by narrating that:

“I think watching YouTube inside the classroom helped me a lot, as I could experience directly how native English speakers say or express their ideas. Many times, I do not have enough confidence to speak up because I am afraid of mispronouncing words; therefore, I must ensure that I watch videos frequently before expressing my ideas or engaging in conversations with my friends”.

“It is beneficial because it always provides me with general ideas and the correct answer to what I search for”.

“Watching YouTube inside the classroom is fantastic, as I can experience it directly from a native speaker and hear correct pronunciation. This is beneficial because I always ensure everything is in order before speaking. The teacher also allowed us to use YouTube for specific purposes, such as learning how to improve pronunciation based on the International Phonetic Alphabet (IPA) standard.

“I think watching YouTube inside the classroom is very helpful and entertaining, as I can watch and listen directly to how native speakers speak and pronounce the words [...]”.

However, two students disagreed, stating that integrating YouTube into the classroom was considered a distraction and a disrespect to other students and teachers, because it can be noisy and divert students’ attention. Here are examples:

“I think watching YouTube inside the classroom is not a good idea, as it is noisy and disrespectful to other students and teachers as well”.

“I do not think it is good because you cannot focus if you are trying to understand or listen to both at the same time”.

Although Respondent 9 (personal communication, April 9, 2025) expressed his favorable outlook, and Respondent 3 (personal communication, April 8, 2025) indicated an opposite opinion, they both agreed that it depends on teachers and teaching situation, for example, if the lessons are related to the YouTube videos:

“I think watching YouTube inside the classroom is very helpful and entertaining [...] However, some teachers allow us to watch, while others do not, because it is considered a matter of ethics and respect to pay attention when the teacher is explaining”.

“I do not think it is good [...] But it depends on the teacher and the situation. If the lessons relate to these YouTube videos, then you can watch them simultaneously”.

### 4.3 Insights from Teachers' Perspective

Data collected from the face-to-face and in-depth interviews with the teachers can be presented as follows.

#### 4.3.1 Types of Social Media Platforms Used in Teaching Methods

All respondents in the study have been using social media in collaboration with their teaching experience. Many social media platforms, including TikTok, YouTube, Facebook/Facebook groups, and WhatsApp, were utilized to serve different purposes. For instance, teachers use WhatsApp or Facebook pages to ease communication with students, while TikTok or YouTube serve educational purposes.

Regarding this, Respondent 11 (personal communication, April 9, 2025) stated, “I use TikTok because there is currently much debate about the languages Tetun and Portuguese.” For easing communication, Belina commented that “First, because communication is easy, I sometimes struggle to obtain each student's phone number. To address this, I created a Facebook page where students in my class can join. I do not have to repeat my announcement and send all materials to each student. Instead, I post it on Facebook so everyone can access it” and she continued that “I also use another platform, WhatsApp, and my students are usually more engaged with it”.

In terms of the frequency of integrating social media into their teaching experience, respondents use different kinds of platforms, from once a week to more often, based on the function they seek. For example, when asked “How often do you introduce TikTok in your classroom?” Respondent 11 (personal communication, April 9, 2025) replied that “It is not every meeting, but at least two or three times a week,” but she revealed that she uses other platforms more often: “We have a group chat, so sometimes I send them the link to watch it”. Respondent 13 (personal communication, April 9, 2025) also concurred, commenting that “I also use another platform, WhatsApp, and my students are usually more engaged with it; they frequently send me messages.”

#### 4.3.2 Contents Used Integrating with Teaching Experience

Data obtained from all respondents showed that the type of content they use to interact with their students is related to educational programs on various topics, such as social life, literature, TED Talks, and others. As Belina stated, “It is about education-related content”. Respondent 12 (personal communication, April 9, 2025) and Respondent 11 (personal communication, April 9, 2025) were in accord on this aspect by mentioning that:

“In my conversation classes, I have introduced a few channels that specialize in speech, not just teaching how to speak, but also presenting channels like TED Talk and TEDx, which are very useful” – Respondent 12 (personal communication, April 9, 2025).

“The type of social media I use to teach is social life, including linguistics and literature. I use TikTok because there is currently much debate about the languages Tetun and Portuguese,” – (Respondent 11, personal communication, April 9, 2025).

#### 4.3.3 Methods of Integrating Social Media with Teaching Strategies

From the interview data, teachers utilize social media in their teaching approaches, in addition to traditional approaches such as GTM and pre-listening, which were employed by one respondent in the biology department and the English department, respectively. Soares et al. (2025) from the English Conversation class revealed that:

“At this university, I used the GTM method for the biology department, but for the English department, I used pre-listening one”, and she continued that “It is because speaking and listening are integrated. Therefore, I played an audio so that students could hear it first before speaking, allowing them to imitate the accent or pronunciation”.

For approaches that teachers employ, social media is used in collaboration with traditional approaches, as presented in this section. The study illustrated that teachers employ a variety of methods to encourage students’ interaction and enhance the learning experience in both in-class and out-of-class environments. These methods include sending links to study materials before class to a group chat, posting study materials on a Facebook page, and encouraging observation skills and

classroom Q&A activities using content from social media in the classroom.

Examples of this area are:

“I asked my students to join the group so I can send them different links, channels, especially YouTube links, and then also PowerPoint materials that I uploaded to our Facebook page” – Respondent 13, personal communication, April 9, 2025)

“We have a group chat, so sometimes I send them the link to watch it, and then we discuss it in class. [...] Yes, for example, when teaching psychology of education, I asked students to watch a clip related to the condition, such as operant conditioning and classical conditioning. I asked students to watch the examples, which also helped them practice their listening comprehension. Afterward, I would ask the following questions in class: What have you learned from the videos? Can you tell me what the most interesting example is from the videos?” – (Respondent 11, personal communication, April 9, 2025).

“In my conversation classes, I have introduced a few channels that specialize in speech, not just teaching how to speak, but also presenting channels like TED Talk and TEDx, which are very useful. What I would do is ask students to assess mannerisms and the way people behave. At the same time, they talk, and also try to capture the differences between native speakers and nonnative speakers when they are presenting” – (Respondent 12, personal communication, April 9, 2025).

Remarkably, the study also discovered a case of a teacher using a rewarding technique through social media platforms to enhance students’ interactivity and encourage students’ self-directed learning. Belina was the respondent who mentioned this approach:

“In the past, I posted a question on Facebook and encouraged students to answer it in the comments, rewarding them with points. For example, if you participated in a discussion on our Facebook page, you would receive approximately 5%. Yes, with the grade I mentioned. They were motivated to make comments or answer questions”.

#### 4.3.4 Perceived Benefits of Integrating Social Media as a Medium for Learning

Data collected from the in-depth interviews revealed that teachers have a positive perception of the collaboration between social media and their teaching approach. They stated that it improves their students' speaking skills to some extent. Through follow-up observation, teachers can point out the extent of students' improvement differently. While Belina believed it was a significant change, Respondent 12 (personal communication, April 9, 2025) saw a slight change:

“Yes, they have shown significant improvement, I believe. I learned about it through a follow-up question, where I asked students how they watched the videos, and what they had gained by watching YouTube videos” – (Respondent 13, personal communication, April 9, 2025).

“Yes, there have been improvements, and the students have made some changes based on what they have learned through YouTube channels, TED Talks, and TEDx, but not significant ones” – (Respondent 12, personal communication, April 9, 2025).

#### 4.3.5 Recommendations from Teachers

This section describes the recommendations from teachers on two aspects related to developing their students' speaking skills. One aspect relates to specific skills to improve for enhancing speaking skills, and the other aspect involves recommendations on social media platforms and content that can be utilized to improve speaking skills.

Regarding specific skills that students should focus on to improve their speaking skills, teachers recommended various foundational skills. For instance, Respondent 11 (personal communication, April 9, 2025) strongly recommended reading skills as she concurred that

“I recommend reading more because it involves not only listening but also pronunciation and comprehension. When you read, you not only learn how to pronounce words correctly but also understand their meanings. Whereas, when asked “Is there a specific language skill that you would recommend to your students?”, Respondent 12 (personal communication, April 9, 2025) suggested listening and writing skills by narrating that:

“I have listened with my mind, because even though videos are visual, when it comes to language reception, it is mostly just the ears that listen to the messages. It can be music or spoken content, but it has to be a language that they can understand, and listening is the main point”.

And he continued:

“I believe that writing is the key to speaking, because writing is a more controlled medium. The more control you have over the words you say, the better it is. Speaking is loose, but when you have the ease of controlling what you want to say, it is easier to talk. However, writing takes time to organize your idea”.

In terms of recommendations for using social media such as YouTube to enhance students' language learning, all respondents tended to share similar points of view. They suggested using YouTube or TikTok to obtain educational content. For example, Soares et al. (2025) suggested that teachers can use TikTok, YouTube, and podcasts in the classroom. Moreover, Respondent 13 (personal communication, April 9, 2025) indicated strong opinion on using social media incorporating with her teaching strategy by commenting that

“Additionally, as a teacher, I am committed to utilizing social media platforms such as YouTube, TikTok, and TED Talks to enhance my students' learning”, and she suggested students to obtain not only contents related to language learnings, but also critical thinking skills. She continued to narrate that:

“The YouTube content I will suggest for my students to watch is relevant to critical thinking and features native English speakers. Additionally, we discussed this content inside the classroom, allowing students to practice their speaking skills as well”.

Whereas Respondent 12 (personal communication, April 9, 2025), while expressing caution on using social media platforms as they can be disturbing, still highly recommended using YouTube or TikTok for enhancing language learning, as he himself has also experienced gaining benefits related to language skills from the platform as well. Here is an example:

“I have recommended that students access social media platforms for language learning. Still, it has primarily occurred outside of class because phones tend to be very distracting when used inside the classroom. Nevertheless, it is highly recommended for them to use YouTube or TikTok for language learning”.

“Yes, I have learned a lot about English grammar through YouTube, including some fun games. [...] because I was having fun, and then I could capture the pronunciation”.

#### 4.4 Visual Representation of the Key Research Findings

Figure 4.1: Relationship between students’ goal of using YouTube and its impacts by using the UGT framework

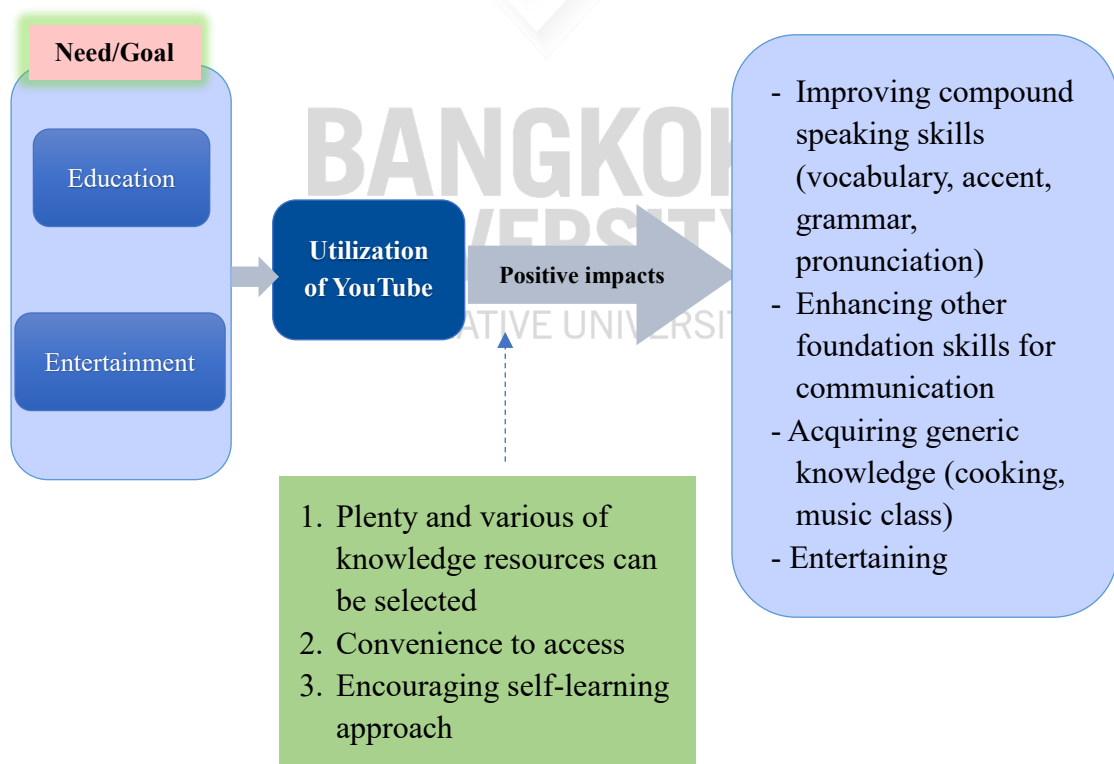
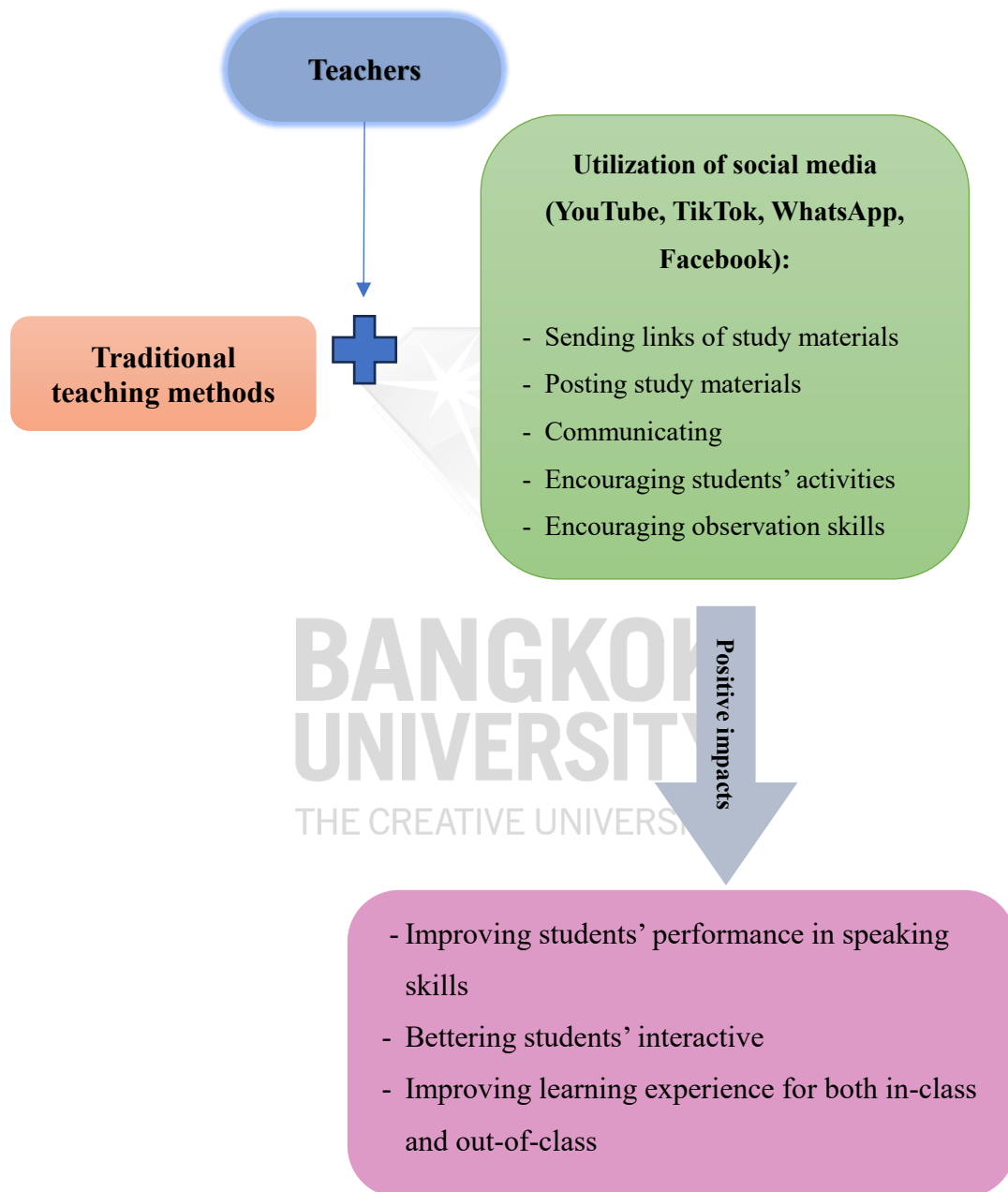


Figure 4.2: Utilization of social media by teachers and the impacts on students' performance



#### **4.5 Conclusion**

According to data analysis, it is evident that YouTube and other social media platforms play an important role in supporting English language learning. Students primarily use YouTube to improve their speaking, pronunciation, vocabulary, and listening skills, while also enjoying entertainment content. This allows learners to practice English outside the classroom, increasing their self-learning motivation and experience. Teachers, on the other hand, intentionally integrate social media platforms such as YouTube and TikTok into their lessons to enhance student engagement and provide exposure to real-life speaking dialogs. Both students and teachers highlight the benefits of such media, including improved confidence, fluency, and comprehension skills for communication.

Although the problem of distraction related to using YouTube in the classroom is a concern, the findings suggest that YouTube and other related social platforms are practical tools for language learning, predominantly when guided by teachers. Ultimately, combining students' self-directed learning with teachers' instructional strategies creates a more engaging English learning environment and harnesses the potential of social media as a supportive learning medium.

## **CHAPTER 5**

### **DISCUSSION**

This study aimed to describe the implementation of YouTube as a learning medium by first-year University students of the UNTL and their improvement of English-speaking skills through the use of YouTube as a learning tool. This chapter discusses the aim of the research based on past research findings, the relevant concepts and theories, and the researcher's expectations around the following research objectives:

1) To investigate how the East Timorese first-year university students utilize YouTube to learn and improve English-speaking skills, and their perspectives on YouTube's educational functions and impacts.

2) To examine how and why English teachers utilize YouTube to teach English-speaking skills and their perspectives on the educational functions and impacts of YouTube on English-speaking teaching.

First, a summary of findings is presented. Next, the chapter presents findings based on the outcomes of previous research, theoretical perspectives, and the researcher's expectations. Finally, the chapter also offers recommendations for future applications and research.

#### **5.1 Summary of Findings**

The primary data collected from focus group discussions revealed that first-year students of the UNTL frequently use YouTube for both educational and entertainment purposes. For educational purposes, students can seek not only English learning-related content but also other knowledge on subjects they are interested in, such as cooking, music, semantics, and morphology. While students also use YouTube for entertainment and to pass the time, they also tend to initiate self-driven learning from these content types, such as watching subtitles, reading music lyrics, and watching cartoons and movies. Moreover, students have seen improvement in their English-speaking skills, as well as gained confidence in speaking English, due to enhancements in their pronunciation, accent, and listening skills. Additionally, the study also found that YouTube creates positive impacts on students' learning because

it provides 1) plenty of resources, 2) convenient and flexible access, and 3) fosters students' self-directed learning. Regarding the use of YouTube in the classroom, the research found that nearly all students had a favorable view, while a few expressed concerns about it distracting students' attention.

Whereas the data collected from in-depth interviews with teachers revealed that a variety of social media platforms were used in addition to teachers' traditional teaching methods. Teachers not only use YouTube as a medium for teaching but also utilize TikTok for educational content, as well as WhatsApp and Facebook groups, to enhance communication with their students. This is useful and convenient for the teachers. Moreover, the study also found that teachers have noticed an improvement in their students' English language learning, particularly in terms of speaking skills. Regarding the integration of YouTube in class activities, although there were concerns about distraction, all teachers strongly recommend it. In conclusion, YouTube can be used inside the classroom, but it must be under teacher control.

## **5.2 Discussion Findings based on Past Research Findings**

### **5.2.1 How YouTube Has Been Utilized as a Learning Medium**

According to the students' insights, the study found that they regularly use YouTube in their free time to obtain educational content and to entertain themselves. Additionally, it can be observed that students have selected various content, from entertainment to educational videos, for the purpose of improving their English-speaking skills. For instance, the students have selected specific programs, such as "Learning English with Ema" or "Speaking Like a Native," to improve their English skills. The use of this type of video was also recommended in García-Sampedro (2021) study as a tool to enhance students' speaking skills, particularly when learning English as a foreign language in Spain.

Even when choosing entertainment content such as music videos, cartoons, or daily vlogs, students can also acquire skills from that content. This finding confirms previous studies which claimed that learners can select from videos covering various subjects, including sports, music, and movies (Green, 2017) and that YouTube provides entertaining videos and can be used as a learning medium to access educational content at all levels (Nasution, 2019).

According to previous research outcomes, YouTube has been shown to promote students' interest in learning (Chen et al., 2011), and making them participating more in their study (Guo et al., 2014). YouTube has been considered as a primary resource for self-learning and enhancing English-speaking abilities (Paulina et al., 2025). The data from this study shows that while using YouTube, students have employed several self-learning strategies, including repeating after or imitating, pausing to look up more information on Google for better understanding, and watching subtitles. In regard to learning through watching subtitles, a study of Huang in 2016 suggests that using videos with subtitles on YouTube improves students' listening skills, speaking skills, fluency, and accuracy in South Korea by allowing them to hear and practice real-life language (Huang, 2015). Additionally, his study also reveals that students' reading and writing skills can also be enhanced through visual support from subtitles in videos.

When examining the teachers' insights, the results from the interviews also align with the findings from previous studies on the role of educators and media in language learning. As consistent with Falahudin's (2014) study, the results highlight that teachers play a crucial role in facilitating their students' learning by not only integrating social media platforms, such as YouTube, TikTok, and Facebook, into classroom activities but also by guiding students on how to engage with these resources effectively. For instance, teachers have instructed learning strategies, such as pre-listening tasks or discussions in classroom, and this has provided support for students to benefit from the media content. The findings also support study of Gayef and Çaylan (2021), that emphasized the importance of selecting relevant and appropriate videos aligned with students' needs.

Additionally, findings on integrating multimedia tools with traditional methods is also aligned in this research's outcomes. Teachers employed videos alongside classroom discussions, debates, and peer feedback, creating a more engaging learning environment that promoted active participation and confidence-building. This aligns with the concept of student-centered learning, where technology is not used in isolation but as a complement to traditional approaches that enhance learning experiences.

### 5.2.2 Perspectives on YouTube's Functions and Impacts

The results collected from both students' and teachers' perspectives show that YouTube has provided various benefits on students' English-speaking skills. All students expressed satisfaction with utilizing YouTube for learning and improving their compound speaking skills such as vocabulary, accent, grammar, pronunciation and more as well as other foundation skills for communication such as listening skills. Alongside, all teachers also have noticed the improvement of their students to some extent when they have integrated YouTube and other social media platforms in their teaching methods. This reflects numerous previous research outcomes that widely project the benefits of using YouTube video contents on students' performance, thus also suggested the integration with traditional teaching to education providers. For instance, Watkins and Wilkins (2011), and Anggraini (2021) have argued that using YouTube both inside and outside the classroom can improve students' pronunciation, grammar, fluency, and conversational abilities; hence, incorporating YouTube into the classroom is recommended. Additionally, Riswandi (2016) found that incorporating YouTube videos into the classroom can enhance students' motivation and public speaking skills.

Gaining the confidence to speak in public can stem from the development of English communication skills, including accent, pronunciation, and listening skills, through the use of YouTube as a medium for English learning. As previous studies have also suggested, using YouTube can motivate students or learners to communicate with others, thus, improving their fluency and confidence in the target language (Han, 2019). The findings also further reflect previous studies that claim that YouTube offers a wide-ranging resource of actual language spoken by real people (Smaldino et al., 2005), therefore, it helps students develop speaking and listening skills by allowing them to hear and practice real-world language use in various contexts (Huang, 2015).

The primary data from this study also discovers that the contribution of YouTube to the development of students' English-speaking skills can account for 3 main factors: 1) it is a rich source of knowledge that students can seek for, 2) it offers convenience and flexibility to access, and 3) it boosts students' interest in self-directed learning. Supporting this, Jalaluddin (2016) highlighted that learning media,

such as YouTube, can serve as platform that provides a wealth information and knowledge to enhance students' learning experience. Additionally, various studies consider YouTube to be an online platform that anyone can access at any time and at any place (Bastos & Ramos, 2009; Jalaluddin, 2016; Lynch, 2020; Ariyanto et al. (2010). Students in this study frequently used YouTube in their own time to enhance their English learning.

In addition to this, YouTube provides a wide range of educational materials that can complement physical classroom lesson learning. Channels such as TED-Ed, Khan Academy, and Crash Course offer updated videos and recent information that help explain or clarify challenging topics (Yahaya & Ahmad, 2025). The accessibility of the platform supports its value as anyone with an internet connection can benefit from its resources (Gerson & Kanuka, 2004). This study also shows that students also reported using YouTube much or less frequently based on their internet data available.

The findings in this area further align with several previous research outcomes (Han, 2019; Lynch, 2020; Paulina et al., 2025; Rahmatika et al., 2021), which have highlighted YouTube as an effective tool for boosting self-directed learning. For instance, students have been found selecting relevant content that met with their learning goals. Moreover, students also reported repeating after or imitating, pausing videos to check more on Google for better understanding, practicing pronunciation, and engaging with various of content, such as English learning with native speakers, real-life vlogs, music videos, cartoons, or movies. These activities can reflect their autonomy or independent learning behaviors.

### **5.3 Discussion Findings Based on Relevant Theories**

The results of this study can be analyzed through the framework of Katz, Blumler and Gurevitch (1973), Uses and Gratifications Theory (UGT), which demonstrates that the role of audiences in choosing and consuming media to satisfy their specific needs is active, rather than passive, meaning they select the content they want and need. In the study, the utilization of YouTube and other social media platforms was confirmed as a key motivation for both students and teachers, in accordance with the UGT's framework.

According to Katz et al. (1973), the goals of media use can be divided into five categories:

- 1) Being informed or educated
- 2) Identifying self-expression
- 3) Building up social interaction
- 4) Being entertained
- 5) Escaping from everyday life

First, information or educational needs appeared as noticeable. Students actively engaged with YouTube to enhance their English skills, focusing on vocabulary, pronunciation, grammar, and confidence. This aligns with the UGT principle that audiences select media to fulfill information or educational needs, such as gaining knowledge and enhancing skills. Similarly, teachers integrated platforms like YouTube, TikTok, and Facebook into their teaching methods, reflecting strategies for using media to achieve learning goals.

Second, the need for entertainment and escaping from daily life also appeared as a strong motivator, especially among students. Music videos, movies, cartoons, and vlogs were consumed not only for entertainment or to fill their free time, but also as a medium for language learning. This demonstrates how students or learners acquire language skills while also seeking relaxation and enjoyment.

Finally, the need for social integration was also discovered. Teachers have used Facebook groups, WhatsApp chats, and classroom activities to encourage students' interaction and participation. This suggests that social media has served as a tool for social integration, facilitating easier and more engaging communication.

Therefore, the UGT framework applied in this study demonstrates that students' and teachers' behavior in using YouTube and other social media platforms during the English learning process is not passive but actively goal-oriented, aimed at fulfilling the needs of acquiring knowledge, entertainment, and social interaction.

#### **5.4 Discussion Findings Based on the Researcher's Expectation**

The findings of this study are generally consistent with the researcher's expectation that YouTube and other social media platforms play a significant role in enhancing students' English-speaking skills. The researcher expected that students would use YouTube not only for entertainment purposes but also for educational needs, and the results confirmed this expectation. Students have been found to engage with YouTube content to improve their speaking skills, including pronunciation, vocabulary, grammar, and building confidence in public speaking. This reflects the expectation that students have taken full advantage of the content on YouTube to support self-directed learning, despite the discovery of challenges related to classroom distraction, which both students and teachers raised.

Contextually, English has been considered necessary in the government and educational atmosphere in Timor-Leste, and the language is widely taught as compulsory at all levels of educational institutions. Several studies have found that in Timor-Leste, proficiency in English is associated with higher academic performance, and the country must integrate into the ASEAN community. Timor-Leste's young students place a high value on English, as it serves as a link to the outside world, and they are passionate about studying the language. However, learning a foreign language like English is not easy; thus, students need to seek ways to improve their language skills, especially speaking skills. According to a number of studies in Timor-Leste, YouTube is found to provide benefits to students' learning experience widely; it can also be seen to enhance students' self-directed learning and public speaking skills (Han, 2019; Paulina et al., 2025).

The first year is considered significant as it is a transitional period for students to adapt and also a time to build the foundations for their future academic success. Although prior research in Timor-Leste on the relationship between the impact of YouTube and students' English-speaking skills has been conducted, studies focusing on first-year students are limited. Thus, by addressing this gap through a qualitative research method, this study highlights the importance of supporting tools and methods at this critical stage of students' path towards the successful educational goals.

From the findings, concern related to using YouTube videos in classroom was reported by a few respondents, this was not expected by the researcher. Disturbance to students' attention would happen if there is no proper guideline offered by teacher in the class. This project the importance of teachers' teaching strategy in integration YouTube or other social media in the classroom. Despite this, overall, the findings are consistent with the researcher's expectation that YouTube serves as both a self-directed learning tool for students and a teaching aid for teachers, complementing their traditional teaching approaches.

## **5.5 Recommendations for Further Application**

### **5.5.1 Application for Communication Scholars**

For scholars, the research suggests that YouTube and other media platforms play a significant role in enhancing their learning experience by providing rich information and motivating self-directed learning, not only from educational content but also from entertainment content. The study also suggests that the earlier students are exposed to the platform, the more help students will absorb to develop their competence in English or language learning. Hence, students are strongly encouraged to continue using YouTube and other social media platforms, but with a wise selection of content.

### **5.5.2 Application for Government/Policy Marker**

Governmental stakeholders in the nation, especially those responsible for the education sector, should consider incorporating "digital-based learning programs" into the national curriculum. The national budget should be allocated for the development of digital infrastructure to ensure accessibility for students and educators in educational institutions. Regular training programs should also be provided to educators, teachers, and all relevant stakeholders to adapt to a digital-based teaching strategy.

### **5.5.3 Application for Communication Practitioners**

The study also encourages educators to utilize social media platforms, such as YouTube, in collaboration with traditional teaching approaches to enhance students' language skills. Learning through YouTube content should be strategically incorporated into class activities, and teachers should utilize the platform with

selective content to promote active participation and engagement within the classroom.

#### 5.5.4 Recommendations for Further Research

For future researchers, the study provides secondary data for relevant topics. Due to the scope of the study and research limitations, this study leaves room for further research addressing topics related to the relationship between social media and language learning. For example, future studies can investigate how different social media platforms distinctly affect communication or language learning skills, or how varying frequencies of exposure to digital learning content, or the types of content, can have different impacts on learning development. Challenges associated with media platforms used by students at different levels or from different cultures could also be studied. Additionally, future studies can also be conducted on a larger scale and use different research methodologies to cover the limitations of this research.

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