

COULD YOUTUBE BENEFIT SECONDARY EDUCATION'S ELT?

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Abstract

YouTube is definitely a digital platform that seems to be one of the most-used search engines nowadays. It offers an endless supply of authentic, real-life, up-to-date materials that may benefit English Language Teaching (ELT). This research aims to investigate to what extent the authentic materials through YouTube may benefit English Language Teaching of secondary education in Indonesia. This descriptive qualitative study employed questionnaires, classroom observations and textbook analysis as the data collection methods. A purposive sample of 125 XI graders of senior high school participated in this study. This primary research was followed by secondary one by reviewing recent literary works systematically. The results of the study suggest that Indonesian students seemingly need more exposure to English language and the advance of information and communication technologies (ICTs), particularly YouTube, is likely to foster English Language Teaching of secondary education in Indonesia since it provides abundant authentic materials related to real-life contexts.

Keywords: authentic materials, English language teaching, secondary education, YouTube

Introduction

The significance of English language in our globalized world is not arguable. Indonesia, which is located in South East Asia, is a country that endeavors to improve English Language Teaching (ELT) so as to equip its citizens facing this globalization. The advance of information and communication technology (ICT) has been part of the modern world's characteristics. However, Indonesia is still ranked 74th in the English Proficiency Index 2020 and lags behind its neighboring countries in the aforementioned region, like Vietnam, Malaysia, Philippines and Singapore (EF, 2020).

This research is concerned with the field of English language teaching and learning within the context of educational system in Indonesia. In this country, English is one of foreign languages progressively taught in schools even though the practice of ELT seems to vary in every school so that the use of English in the educational units occasionally needs to be revitalized (Inharjanto & Lisnani, 2020; Maili, 2018; Pranoto & Inharjanto, 2020). Generally speaking, language is perceived as a means of communication; consequently, it is necessary that people

learn some essential skills of communication in order to create effective and efficient communication. Further, since the importance of English as a global language or the lingua franca of today's world has continued to grow, researchers and English teachers have increasingly sought to deepen their understanding of the nature of English Language Teaching (ELT). One of the most discussed topics in the area of ELT is authentic materials.

The last two decades have seen increasingly rapid advances in ELT as a result of the development of ITCs especially the Internet. It is believed that for many years, the grammar-based teaching method has been prevalent in the practice of ELT in many parts of Indonesia. There is a challenge to implement some relatively innovative approaches, assisted by the advance in ITCs, for Indonesian schools. The Internet, for instance YouTube, has nowadays offered an endless supply of authentic, real-life, up-to-date materials that may be utilized in ELT.

Indeed, language teaching has its ultimate goal, that is, language acquisition. Of course, this acquisition process may be realized inside or outside school, or even along the course of one's life. It is quite interesting to note one of the claims that states ELT in Indonesia is not yet successful (Mistar, 2005). The account seems to be confirmed by another researcher who demonstrates the hindrances that Indonesian teachers had to face such as the lack of good authentic materials, the students' poor grammar mastery, the students' lack of positive attitudes towards learning, and the schools' shortage of appropriate facilities (Musthafa, 2001). Additionally, there are some typical problems identified concerning South-east Asian ELT, which definitely include Indonesia, and one of them is culturally inappropriate materials, listening and speaking that often terrify students (O'Sullivan, 1997). Despite the fact that English is a compulsory subject for secondary school students in Indonesia, there are cultural barriers hindering teachers from teaching English based on the target language situation (Larson, 2014).

This research is aimed at investigating to what extent the authentic materials exposed through YouTube may benefit English Language Teaching (ELT) for Indonesian senior high school students (aged 15-19). In the light of that, the first objective of this study is to assess students' motivation in their learning and need analysis, especially to figure out their perception of the aspects of authentic materials. Furthermore, the second objective is to observe the practice of the use of authentic materials in the classroom teachings. Next, the third objective is to analyze some textbooks used in the Indonesian schools whether or not they encourage the use of authentic materials. Apart from that, the primary research is supported by secondary one by reflecting and interpreting the involvement of recent related-literature review from previous researchers and experts in journal articles and scientific books that review YouTube specifically.

The reason why this study is important is the fact that English, despite being considered as a foreign language, is fast becoming a must for Indonesians. This fact is obviously driven by global and competitive market within South East Asian countries and in the world, international relations and communication, further education for younger generations and so forth. Indonesia is one of the 'expanding circle' countries in relation to the World Englishes (Baugh & Cable, 2013; Kachru & Nelson, 2006; Leimgruber, 2013). It is noted here that the 'expanding circle' refers to countries where English is fundamentally taught as a foreign language.

These countries consider English as important in current international affairs but have no significant history of British or American colonization. In fact, Indonesians may be learning English for international, educational, occupational, or social purposes; so, the issues of ELT are seen to be important at any particular point in time.

One of the background issues in ELT is the significance of language exposure. Innate mental capability plays an important role in this exposure (Harmer, 2007). Similarly, another expert suggests the idea of comprehensible input (Krashen, 1985; British Council & BBC, 2014). Another issue in language learning is the concept of “noticing” and its characteristic of salience. In relation to the view on noticing, it is argued that students acquire language best when they have focused on it either because they need it, or have come across it in a meaning-focused communicative task, or because somehow, they have noticed language relevant to them at a particular time (Harmer, 2007).

Furthermore, some experts emphasize arousal, affect and humanistic teaching and correlate a very high degree of attention with improved recall (Thornbury, 2001; Harmer, 2007). In fact, when learners are listless and disengaged, they are far less likely to remember what they encounter. Next, it can be highlighted that the use of authentic materials characterizes English language teaching and learning (Larsen-Freeman & Anderson, 2011). It is considered desirable to facilitate learners with a chance to develop strategies for understanding language as it is actually used. So, whenever possible, target language should be used not only during communicative activities but also for explaining activities or in providing tasks. Target language is a vehicle for communication, not just an object to be learnt.

The increase in the use of authentic texts is often associated with the growth of Communicative Language Teaching or CLT (Little & Singleton, 1988; Little et al., 1994). These writers underline those authentic materials reflect some of the day-to-day concerns of the native speaker of the target language. It is no wonder that this idea is echoed by other writers who appears to note that authentic texts provide learners with bridges to the world of the target language community (Ruschoff, 2010; McGarry, 1995). Thus, authentic materials can foster active, independent language learning, and can truly promote autonomous learning.

It is believed that authentic materials nowadays are available ubiquitously because of the Internet. YouTube is one of global phenomena and digital platforms which has influenced many people, especially younger generations, worldwide. English language is widely used in YouTube. Another interesting fact is that YouTube is fast and instantaneous and is easily accessed due to gadget advancement. Therefore, YouTube is possibly an alternative source of authentic materials and may bridge to the world of the target language community. YouTube may be integrated into language learning as a supplementary tool to deal with learners' difficulties and barriers in mastering language (Almurashi, 2016; Ahmed, 2017). In fact, digital technologies are a really big deal for people, both in and out of formal education settings.

YouTube-related research has become extensive nowadays. Some researchers have reviewed the potentials of YouTube in the learning English as a foreign language and discuss on its envisaged activities via the feature of online videos (Watkins & Wilkins, 2011). Another research has attempted to explore the benefits of YouTube as a whole website in mediating the development of language

skills like grammar and vocabulary, self-capacity in accomplishing tasks, and clinical characters of foreign language learners (Husna et al, 2019). Figure 1 below systematically shows and summarizes the findings of the aforementioned research. It should be noted here that the features of YouTube might assist the process of comprehending the materials since they become more digestible. Referring to participant-related results, students tended to show their eagerness and interest as part of positive psychological traits and attitudinal development. Further, YouTube might facilitate E-learning of English as a foreign language since it eased the three stages of learning, namely, preparation, implementation, and evaluation.

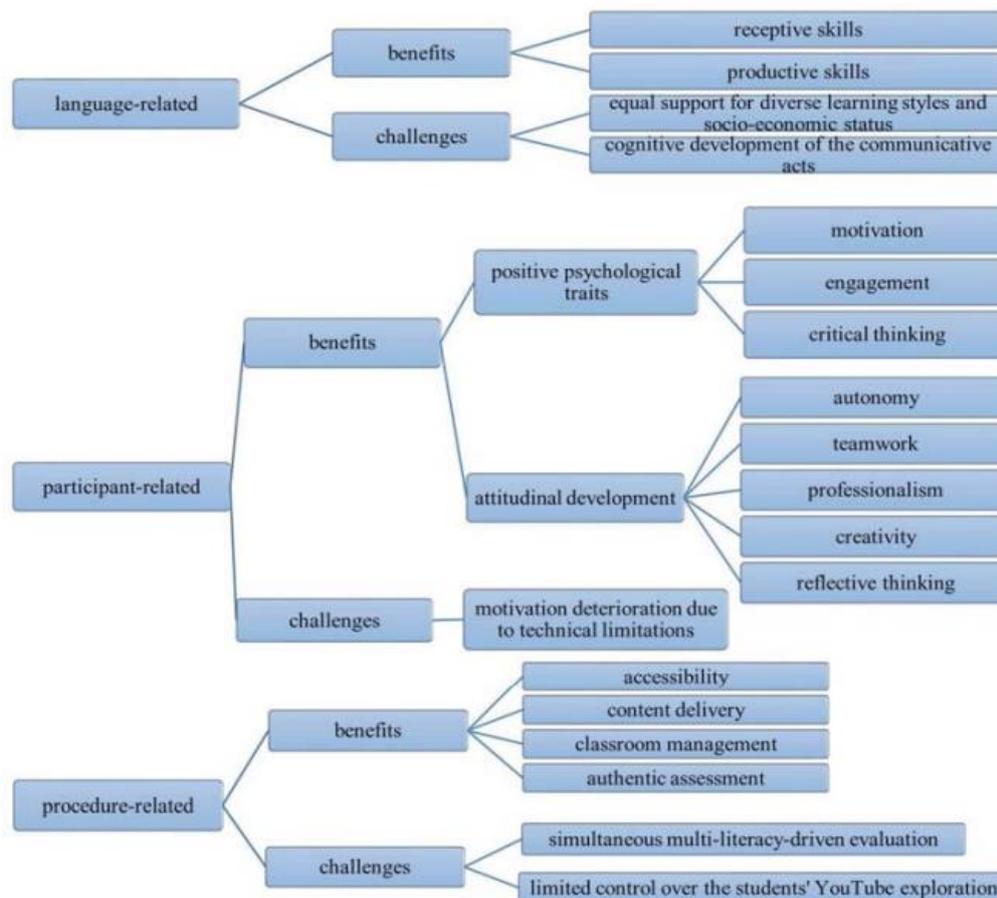


Figure 1. Threefold benefits and challenges of using YouTube (Husna et al, 2019)

Furthermore, YouTube that began in February 2005 and was founded by Chad Hurley, Steve Chen and Jawed Karim has gained an audience of billions of users including educators and scholars; consequently, the increased study of YouTube will provide more results besides affecting educational system (Alias et al, 2013). The popularity of YouTube among educators and students shows a rise since the digital platform has been used during college classroom instruction as a common learning tool (Fleck et al, 2014; Romanowski, 2014) which serves audio-visual media to achieve optimal learning (Suryanta et al, 2018; Nasution, 2019). Regarding the use of YouTube for educational purposes, it was also underlined that educational videos from YouTube aided students in preparing assignments, presentations and seminars, as well as helped them to achieve a better educational

outcome (Shimray & Ramaiah, 2019; Samosir et al, 2018). For example, uploading speaking assignment to YouTube channel can be viewed as an effort to increase student's pronunciation skill (Rahayu & Putri, 2018, Rachmawati & Cahyani, 2020). Finally, YouTube has developed into a successful platform for user-generated content because younger viewers are able to relate to its content's authenticity (Holland, 2016).

Method

This section explains the research approach, data collection instruments and participants and setting.

Research approach

This study, which involved primary research (i.e. based on primary or original data or information), employed qualitative method in order to gain insights into the research question. The researchers were interested in getting reliable observations that could help understand the phenomenon. The aims of the study (i.e. to 'observe' and 'describe'), coupled with the nature of the phenomenon, contributed to the justification for choosing the qualitative method. This method was best employed because the purpose was to understand the behaviour, beliefs, understanding, values, etc. of a particular group (or individual), to explore aspects of a world in its context (Richards et al, 2012).

Furthermore, the reason why the researchers used the qualitative method was strengthened by the accounts of some scholars (Esterberg, 2002; Mason, 1996; Holliday, 2010; Friedman, 2012). These writers suggest that qualitative research involves the scrutiny of social phenomena. Therefore, the researcher attempted to look beyond ordinary everyday ways of seeing social life and sought to understand it in novel ways. They also tried to understand social processes in context. In addition, this method's characteristics are inductive, naturalistic, descriptive & interpretative.

In brief, some advantages were noticeable due to employing the qualitative method. For example: the researchers were flexible that they could follow unexpected ideas during the study and explored processes effectively; they became sensitive to contextual factors such as schools or classrooms. However, the process of analysing data was undoubtedly facing challenges. Because the qualitative method consisted of words or verbal description, it involved complex issues of interpretation (Esterberg, 2002; Richards et al, 2012). Accordingly, the researcher had to develop analytical skills and apply them to texts.

Data collection instruments

As for data collection instruments, this study employed three various tools: questionnaire, classroom observation and textbook analysis. Indeed, the three data collection instruments are among the most common methods of qualitative data collection in second language acquisition research (Friedman, 2012). These multiple methods and sources of data were important to achieve triangulation and strengthen the validity of interpretation. The primary research was then supported by the secondary study by reflecting and interpreting the involvement of recent related-literature review from previous researchers and experts in journal articles and scientific books that reviewed YouTube specifically.

Participants and setting

The study used a convenience sample of 125 second year senior high school students (i.e. Grade XI in the Indonesian educational levels), with the composition of 25 random students from five private schools. The sample size was recruited in order to complete the anonymous questionnaire in relation to ELT. All of the participants were aged 16 and above. They were recruited from five private schools situated in urban and rural areas. Moreover, the classroom observations and the textbook analysis were conducted in the aforementioned contexts and settings.

In addition, the decision to employ a convenience sampling was based on the view argued by Cohen et al. (2011). These scholars consider that convenience (or opportunistic) sampling is selected from whoever happens to be available. Further, referring to those writers, the researchers had to decide the groups for which the research questions were appropriate, the context which was significant for the study, the time periods that would be needed, and the possible artefacts of interest to them as investigators. So, decisions were necessary on the sampling of people, contexts, issues, time frames, artefacts and data sources. Conclusively, this research was not conducted purely because it was a convenient sample; it was also an ideal environment for the research. Likewise, the research questions emerged because the researcher had access to a good sample.

Findings and Discussion

This section presents findings and discussion. The findings and discussion are categorised based on the primary and secondary research.

Student's perception, rating and preferences

Based on the questionnaires, in relation to English language skills, the students seem to be proficient in reading and writing, but not confident about their grammar, speaking and listening, as shown in Figure 2. Concerning English conversation, the results show 57.6% converse bilingually during class, 0.8% always, 41.6% seldom use English. It can be concluded that English is still challenging for students towards proficiency. It is evident that most classes did not use English fully during the process of teaching-learning.

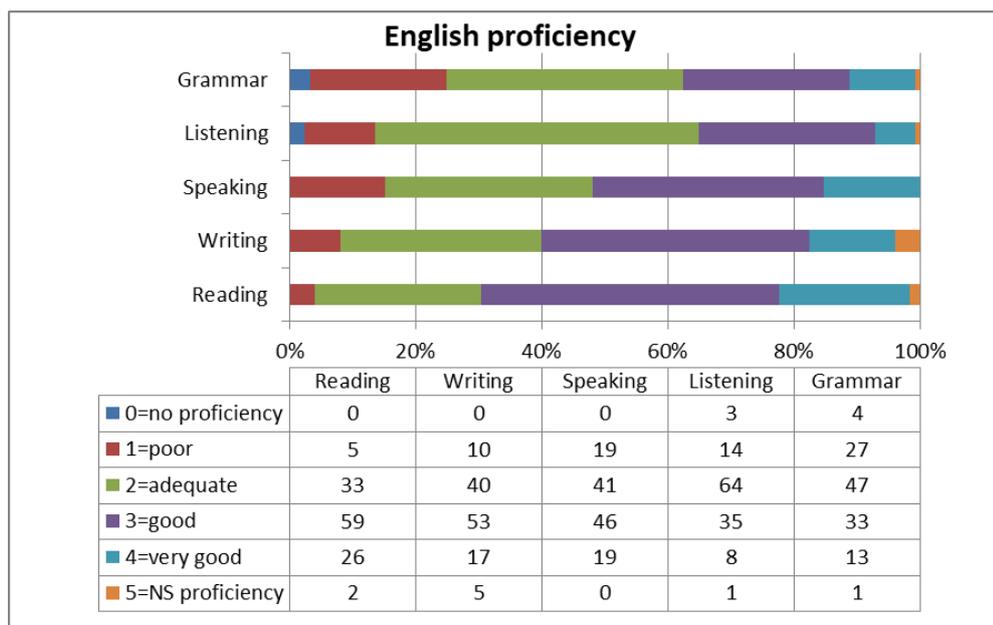


Figure 2. English proficiency rated according to the skills

Moreover, the advance of information and communication technology (ICT) has surely benefited ELT. For example, the frequent use of laptops or other types of computers, LCD projectors, language laboratory, audio-visual room, etc. Table 1 clearly demonstrates the practice of using teaching aids by teachers, which again involved ICTs. Further, majority of students agreed they learn English, mostly, via modern technology. Most students enjoyed learning English and one of the reasons is because considering the usefulness of English language nowadays. Listening to songs or music appears to be most favoured by students. It is followed by ‘watching YouTube’ and ‘watching TV’, which were in the second and third place respectively. In addition, activities such as watching films or videos were favourable too according to findings.

Table 1. Teaching aids used by teachers

Items	Frequency of responses
Laptops, notebooks, computers	65
LCD projectors	59
Audio, CDs/DVDs, cassettes, videos	36
Audio-visual room, laboratory, sound system	26
Radios, tape recorders, TVs	16
Films	13
Other aids (e.g. the Internet, drawing board, student working sheet, mobile phones, PPT, wall magazines, posters, newspaper, etc.)	33
Total responses	248

The findings from the questionnaire indicate that the vast majority of students appeared to enjoy learning English despite some hindrances. The comments show the elaborate answers of the respondents, which indicate that some students regarded learning English as enjoyable, fun, fascinating, beneficial and easy. Regarding the hindrances, several possible reasons include: students were unsure if they had good strategies for learning English, they picked up most English vocabulary with considerable effort; they learnt the four skills mostly in the classroom. It is shown that some students seemed to struggle for acquiring English, especially when they reported that English is a difficult subject, and it is demanding and hard to understand. Before the pandemic, students rarely used mobile phones during learning so the use of ICTs merely depended on the teacher's creativity. Regarding YouTube, it was only employed when the school had an excellent internet's connectivity. Otherwise, the learning process would face some delays and other problems.

Based on the results, the study reveals the significance of English skills, especially speaking, in the Indonesian context. A likely explanation for this result is the belief that English is an international language and it is essential for communication with foreigners, business and further studies. This finding is in agreement with previous studies, like Mistar's (2005) which underlines the importance of English for international communication. Additionally, the attitudes to improve their English proficiency can be noted from some students' eagerness to take private English classes. The researchers are convinced that during this pandemic era, the view of speaking English as international language will be even broader.

Another significant finding was that, although it might be expected that English as the target language was used entirely in student's conversations, most students reported they conversed with friends bilingually during the English class or seldom used English. This might signify the lacks of exposure to the target language which is actually expected in learning language, as suggested by Harmer (2007) and British Council & BBC (2014) who particularly refer to Krashen's comprehensible input. Next, as regards teaching aids which are part of the exposure and may foster communicative competence, this research found that the advance in ICTs had benefitted classroom teachings, as signified by the frequent use of technology-related aids by teachers.

It can be discussed here that at the present time, the availability of authentic materials is ubiquitous because of the Internet and YouTube is one of platforms that greatly influences students. The online and distant learning is likely to benefit from YouTube's advancement in the Internet. The easy access due to modern gadgets makes YouTube become even faster and more instantaneous. Therefore, as suggested by previous research (Almurashi, 2016; Ruschoff, 2010; McGarry, 1995), it can be underlined that YouTube is feasibly an alternative source of authentic materials, may bridge learners to the target language's world, and could be integrated into language learning as a supplementary tool to deal with learners' difficulties and barriers in mastering language.

Class description, ELT type, student-teacher roles

These findings are based on the classroom observations before the pandemic and mostly echo what has been discussed in literature review. First, the general

impression of the classrooms observed was that they had good facilities including ICTs or modern technology and enrolled a large number of students per class (approximately 25-40 students). The majority of these classes were a mixed-classroom. Moreover, the classes were taught bilingually but the interactions between students were most likely in Indonesian. As for classroom management, a teacher-centred classroom was perhaps the common feature when referring to seating arrangement. It meant that students were aligned in such a way so they all faced the front of the class. The teacher conducted the instruction from this 'front' position.

Secondly, the teaching at the schools observed was generally characterised by a strong commitment to the syllabus designed for Senior High School Grade XI. The teachers attempted to develop or master students' abilities in relation to English skills (i.e. speaking, reading, writing and listening) and areas such as vocabulary, grammar, and pronunciation. Thus, the aims of the lessons were mostly linked with the development or mastery of the above competencies. Besides, the design of the lesson appeared to relate to the need analysis as well.

Furthermore, the types of learning and teaching activities were closely linked with the lesson objectives. The creativity of teachers was crucial apparently. They seemed to play a significant role along the lesson to keep the class flowing, to manage the class, and to transfer the knowledge. Some elicitation might happen in some stages of the lesson. Additionally, there was a clear general emphasis in the practice as can be seen in some lessons (e.g. drama performance, writing composition or dialogues, debates). However, despite the efforts of the teacher to encourage students' participation in speaking activities particularly, a large class seemed to cause students' limited participation. Only few students gained an opportunity to practise their oral skills in the target language.

Considerable variety was apparent, generally speaking, in the linguistic content and skills being practised. Nevertheless, one lesson was relatively common to have only one skill or area to be practised. Next, communicative approach to the teaching and learning seemed to occur when student-centred/led activities took place, when English was used in real communicative functions, when activities such as dramas, role-plays, debates were practised. Perhaps the most interesting examples of communicative activities were the debate organised by one of the teachers when he arranged the seating according to student-centredness. However, the use of authentic materials via YouTube for instance was still rare. The students seemed to use their mobile or smartphones mainly for social or entertainment purposes (i.e. chatting, gaming).

In relation to student roles, the most common role students played along the lesson was in fact to do the task provided by the teacher. Of the few instances of student-centred/led activities observed in the course of the visits (e.g. drama, debates, paired/group work), however, the effectiveness and the efficiency of the method or approach were likely to be questioned. For example: one of the teachers let his students write a dialogue for almost two hours and at the end, the dialogues were never performed or practised. Besides, the students' participation was seemingly minimal as a consequence of a large class. It is noticeable that the creativity of the teachers is crucial, especially their courage and eagerness to use authentic materials provided by the Internet.

It was common that the lesson observed used relevant materials and some of them were of course related to real-life situations. For example: performing drama with the theme of Indonesian legend, writing day-to-day expressions, debating the topic related to students' programme, composing narrative texts based on authentic sources. Further, some teachers seemed to benefit from the use of textbooks, ICTs (e.g. laptop and LCD projector), language laboratory, and so forth. However, it is noticeable that students were rare to use the Internet such as YouTube and some crucial factors were the Internet connection and the availability of gadgets. So, the question rises in relation the exposure to the target language and the idea of comprehensible input.

Based on those findings, which are the results of observations, the researchers need to discuss further. This study set out with the aim of investigating the frequency of four skills-related activities. It is common knowledge that the skills of speaking, reading, writing and listening are often associated with the advance of communicative approach. The current research found that, with reference to speaking, class presentations and discussions were reported to be most frequently practised. Turning to most frequent reading activities, they included reading novel, stories, textbooks, any other books, dictionaries and also reading aloud before the audience.

Next, these activities were regarded the most frequent one in terms of writing: social networking (i.e. texting, blogs, email, Facebook, etc.), writing stories or narrative texts, diaries or reflections, and doing textbook-based assignments. Finally, as for listening activities, it is interesting to note that listening to songs or music to be most favoured by students, which was followed by the activities: watching YouTube and TV. So, these activities which appeared to involve communicative target language use support some characteristics of the communicative approach suggested by previous studies (Larsen-Freeman & Anderson, 2011; Little et al., 1994) who have highlighted the significance of the use of authentic materials. Overall, by using the authentic materials and by practising the target language through communication in the context of Indonesian students are likely to foster active, independent language learning and may promote learner autonomy.

Now, the most important clinically relevant finding was the notion of learning English through modern technology, especially the phenomenon of the Internet. The results indicate most respondents seemed to agree with the idea. The previous paragraph also shows that teachers were in favour of using technology-related aids in their classroom teachings. Of course, this finding might be related to the notion of bridging the gaps between Indonesian learners and the world of the target language community, which has been argued by McGarry (1995), because the advance of information technology has seemingly made the world like a small village, meaning what is happening in other part of the world can be heard or seen immediately in other parts. The results reveal that, in order for the students to learn English from its native speakers or real-life contexts, it is now available in a myriad of sources, especially from the Internet and modern technology. Optimising the usage of ICTs may, therefore, support learning via language use and learning through communication.

Prior studies that have noted the importance of language exposure and student-centred learning could be contrasted with the findings. In general, it seems

that students need much more exposure to the target language, as discussed previously, especially when English is employed in real communicative functions, and that student-centred/led activities should be preferred more. Although there is some evidence from the findings showing teacher roles as facilitator, group process manager, counsellor, co-communicator and need analyst, if referred to the literature review, for instance Harmer (2007) and Larsen-Freeman & Anderson (2011), indeed, there seemed to be a general impression that the teacher was a central figure in classroom. Lastly, teaching practitioner seemingly has come to a common term that language advising is essential in language learning especially in fostering language learner autonomy (Ahsanu, 2017).

In terms of student roles, despite the evidence of student centred/led activities in the lessons observed, it seemed that students' participation was minimal, which was contrary to expectations. It was also a general feature of these lessons that the method or approach implemented seemingly lacked its effectiveness and efficiency in spite of the relaxed atmosphere and generally good teacher-student relations which appeared to prevail in these classrooms. Finally, regarding materials, this research produced results which corroborate the findings of some previous work in this field. It is encouraging to compare the findings, which particularly shows the use of relevant and authentic materials and the practices of using ICTs, with those suggested by the scholars mentioned in the previous section.

Course books: purpose, organization, authenticity, learner autonomy

It should be underlined here that this study was limited to the major textbooks despite the fact that the teacher also used other supplementary textbooks or sources. The course book observations attempted to investigate the use of authentic materials. Now, grounded on the textbooks analysed, it was noticeable that they catered for senior high school students, in particular Grade XI. It should be noted that this grading system (i.e. Grade XI) is obviously different to the specific proficiency in English language (e.g. elementary, intermediate and advanced) because the grade is based on the overall result of subjects taught in class.

One of the textbooks is English Alive 2 which is organised structurally based on the various topic (e.g. friendship, leisure, careers, etc.). It covers four skills of listening, reading, writing, and speaking that are graded and related to real-life situations. Grammar point is also included within the unit. The texts presented vary and are made with comprehensive skills that are age-appropriate, friendly-user, environmental aware, and easy to comprehend. So, the use of authentic material (e.g. national newspaper) makes it relevant and interesting to a wide range of students. Further, the textbook includes some encouragement that allows for learner autonomy inside and outside the class. It makes extensive use of pair and group work as well which guarantees especially plenty of speaking activities. Even though the book does not involve YouTube, the digital platform is believed to be beneficial tool during the era of online learning due to global pandemic.

Next, Interlanguage is another textbook used in secondary education. Its preface states that the materials and tasks in this textbook are organised with the principles of communicative approach in order to develop the four skills. The authors appear to organise the textbook functionally as can be seen, for instance, on Unit V 'Long, Long Time Ago' which consists of expressing pleasure, relief and pain and then functional text (i.e. narrative texts). It is noticeable that materials and

tasks are structured into two circles of learning process (i.e. oral and written circles). Further, the oral and written skills encourage the integrated skills. There are four types of learning procedure within the book: lead-in, exposure to the target language, explanation of some aspects of language, and structured or freer communication's practices on the target language. Moreover, a wide range of authentic materials is used in this textbook. Therefore, it would be relevant and enjoyable to students. As well as that, the book provides the evaluation in each unit, supplemented with homework and review, and allows for autonomous learning. Here is the chance to employ the Internet, especially YouTube to search and browse more information and examples to enrich the discussion.

Moreover, the results of this study indicate that learner autonomy or autonomous learning is fostered in the senior high school textbooks analysed, as can be seen in the reflections, homework, reviews, freer practices, etc. which are included within the textbook's sections. Next, another clinically relevant finding is the common pattern of utilising pair and group work within the textbooks in order to approach tasks given. Consequently, these present results are significant to encourage students and teachers to practice collaborative learning, including to employ YouTube to foster their learning. It is because YouTube provides many beneficial sources that may enrich their learning and teaching. This popular digital platform has the capacity needed, is attractive, bridges to the world of target language, and promote student-centred learning.

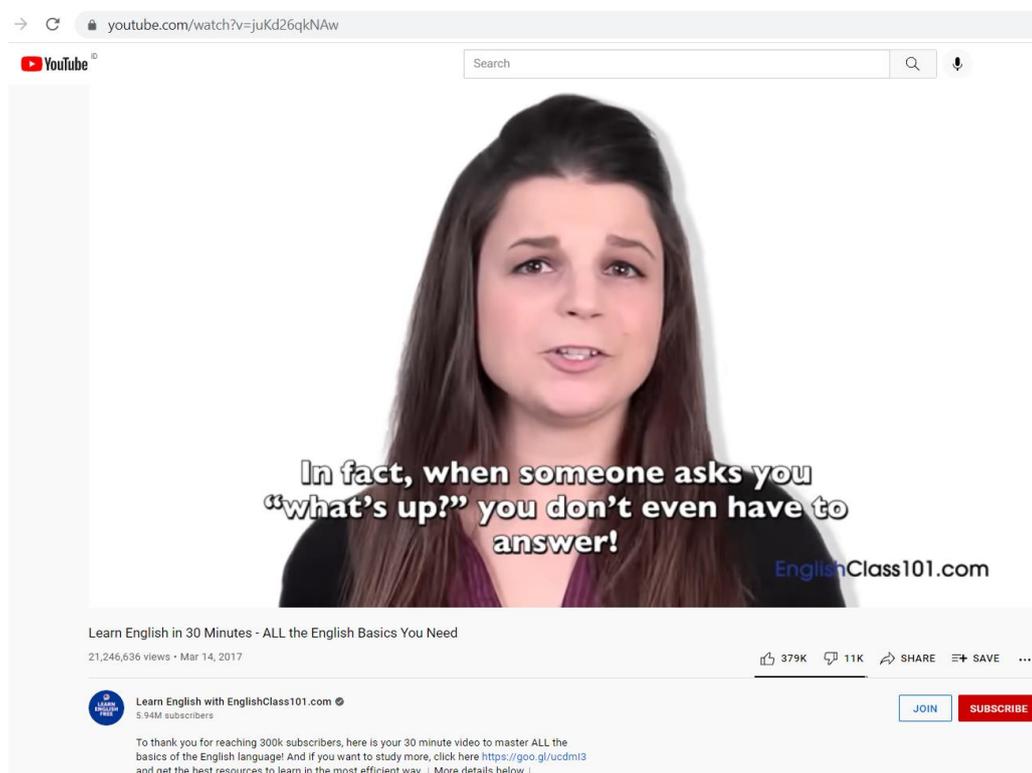
To conclude, the initial assumption that grammar-translation methods still prevailed in the Indonesian Senior High School textbooks are not supported by the results of the textbook analysis. The textbooks seem to have been developed to meet students' needs but still based on the curriculum designed and supervised by the government. However, the data from the textbook analysis must be interpreted with caution because each school appears to decide which textbook they use for teaching the English subject. So, this description cannot be over generalised.

Global pandemic's impact, YouTube's phenomenon

Since this research was mostly conducted before Covid-19 pandemic, the impact of the global crises should be considered too by reviewing the phenomena of utilizing YouTube as a digital platform in language learning. It is believed that the pandemic has been drastically changing the lives of people, including young people. Schools and universities have closed, examinations and educational events postponed, socializing with friends and families is highly discouraged and so forth. In brief, the education has been delivered mainly through online platforms since. So, it can be assumed that YouTube is becoming one of most-used digital platforms in today's world and the platform can be integrated in the Learning Management System (LMS) used by almost all schools and universities, that considerably becomes popular after coronavirus outbreak.

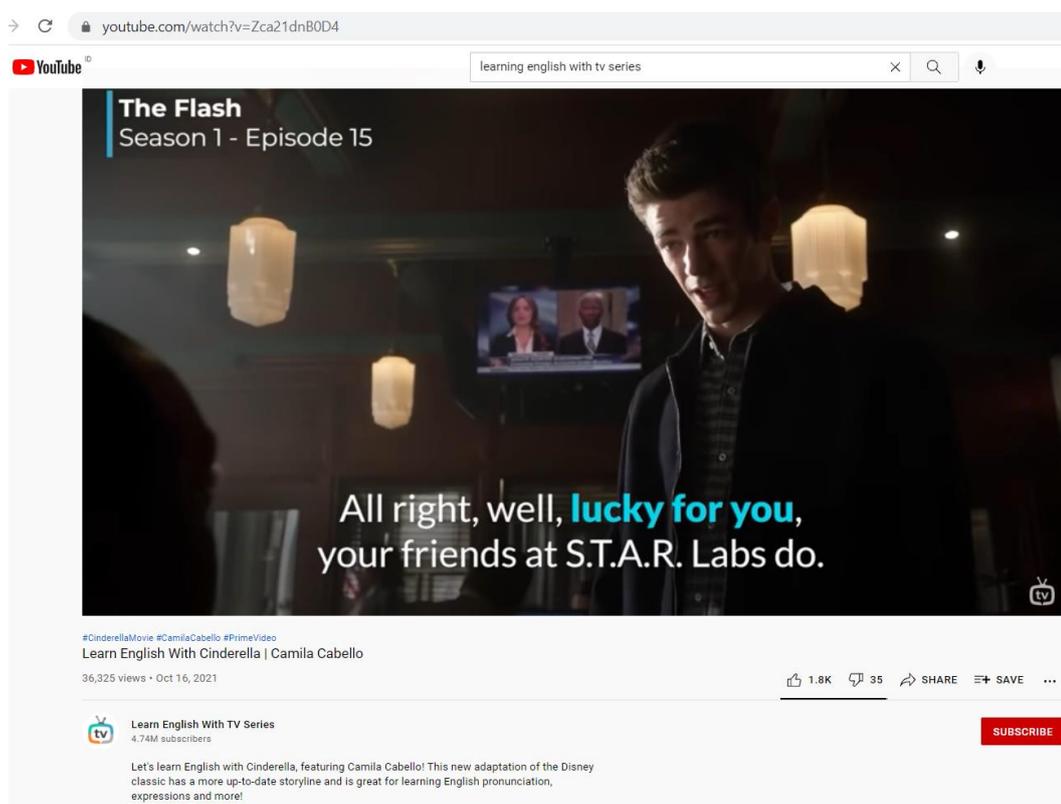
As mentioned in the literature review, YouTube has demonstrated its potentials for learning many positive things and fostering English language teaching (ELT). This study confirms the benefit of YouTube in mediating the development of language skills like grammar and vocabulary, self-capacity in accomplishing tasks, and clinical characters of foreign language learners. Indonesia's secondary school students, who are younger generations, are likely to more eager and interested in learning English, as part of positive psychological

traits and attitudinal development. Further, the features of YouTube might assist the process of understanding the materials because they are now more digestible. Figure 3 and 4 illustrate how YouTube has many channels that offer English learning freely and facilitates numerous individuals or groups to creatively design the contents, like to including popular films or dramas.



Picture 1. One of many channels offering English learning

According to these data, it can be inferred that educators, scholars, students are among the users of YouTube. It is evident that YouTube has been affecting educational system and used during classroom instruction as a common learning tool, as suggested by Fleck et al (2014) and Romanowski (2014). The popular platform feasibly encourages teachers and students to achieve optimal learning (Suryanta et al, 2018; Nasution, 2019). Thus, senior high schools in Indonesia may benefit from the advancement of YouTube in the context of English language teaching because, during Covid-19 pandemic, all schools began to implement online learning and the use of ICTs should be embraced. Lastly, this successful and popular digital platform, which is user-generated content, is a great opportunity to improve ELT in Indonesian context.



Picture 2. YouTube channel offering English learning through films or TVs

Conclusion

The present study was designed to determine the use of authentic material via YouTube to foster ELT in Indonesian Senior High Schools. Generally, Indonesian students perceived English as an important language to learn due to its international status and learning English should therefore be enjoyable, fun and interesting. Despite this positive attitude towards and motivation for learning, they seemingly strove for better acquisition. This fact is due to some challenges, for instance: the lack of exposure to the target language, the more teacher-centred classrooms, the cultural backgrounds (e.g. the reluctance to speak), and the relatively minimal implementation of well-designed and encouraging textbooks. Therefore, it is hoped that the advance of ICTs (e.g. the Internet, laptops/computers, interactive board, language laboratory) might benefit classroom teachings because Indonesian schools, teachers and students have increasingly been familiar with it. Finally, authentic materials, provided by YouTube, are likely to foster ELT in the context of senior high school students. It is because YouTube may attract students' eagerness towards learning, bridge to the target language, and is popular to date.

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