

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, the advancement of Information and Communication Technologies (ICTs) has brought significant impact as an integral part of human life (Akhy & Iswari, 2021; Sailun & Idayani, 2017; Taghizadeh & Yourdshahi, 2019). The emergence of these digital tools has greatly influenced all features of living including the educational field (Hussain, 2017; Sailun & Idayani, 2017; Suganthi & Manimozhi, 2022). Besides, the popularity of ICTs has been widely used as an effective tool in English language teaching and learning in both ESL and EFL contexts (Brahim & Nesba, 2019; Lestari, 2019; Masruddin, 2018). In fact, some scholars have proposed numerous benefits for teachers and students through ICTs integration into English language teaching and learning. For instance, ICTs are effective tools to increase students' motivation, personal engagement, collaboration, and communication like Web 2.0 tools (Hussain, 2018). It is a potential tool to increase students' participation in class since it can change students from passive become active students (Lestari, 2019). Last but not least, it provides language learners with a variety of ways to communicate in the target language (Akhy & Iswari, 2021). Thus, it can be assumed that ICTs have a very essential role in improving and supporting the quality of language teaching and learning.

Regarding the rapid growth of ICTs in the 21st century, Social Networking Sites (SNS) are one of the most popular Web 2.0 tools that have been widely used by almost all individuals across the world recently (Ariantini et al., 2019; Citrawati et al., 2021; Khoiroh, 2021). It is because the number of SNS platforms and their users has increasingly continued over the years (Chowdhury, 2021; Zainuddin & Yunus, 2022). Interestingly, it is found that the number of SNS users is dominantly attractive and accessible among the younger generation (Pikhart & Botezat, 2021). In general, Social Networking Sites (SNS) refer to those web-based platforms that enable their users to communicate, share information and express their feelings, thoughts, experiences, and ideas virtually and socially connected (Al-Jarrah et al., 2019; Alnujaidi, 2017; Chowdhury, 2021; Haruna, 2019; Jamshidian & Salehi, 2020; Pikhart & Botezat, 2021). The impact of SNS has completely transformed the way people learn, work, communicate and interact with each other both at personal and professional levels (Abraham et al., 2018; Haruna, 2019). Alnujaidi (2017) points out that the utilization of SNS in language learning has given experiences for language learners to interact in authentic ways to express themselves in understanding the target language. It is because incorporating SNS into language learning can foster a positive relationship among students which allows them to build interaction among peers, instructors, and native speakers of the target language (Alnujaidi, 2017; Al-Jarrah et al., 2019). As quoted by Zainuddin & Yunus (2022), a wide range of benefits and opportunities can be obtained by language learners from the use of SNS platforms such as acquiring limitless knowledge, borderless communications, interactive discussions and

engagements, community support, and authentic language learning. Thus, since most of the studies have claimed positive outcomes of incorporating SNS platforms into language classrooms, it is important to utilize them wisely and effectively for educational purposes both inside and outside the classroom.

Among the number of existing SNS platforms such as Twitter, Instagram, Facebook, Myspace, Flickr, Academia, WhatsApp, LinkedIn, Google Plus+, English Baby, and others, YouTube is considered as one of the most preferred popular SNS platforms which have attracted millions of users including students of all ages (Al-Jarf, 2022; Alkathiri, 2019; Alnujaidi, 2017; Ariantini et al., 2019; Hamad et al., 2019; Haruna, 2017; Jamshidian & Salehi, 2020; Sakkir et al., 2020). The current research put interest in YouTube due to its increasing popularity and numerous advantages provided for teachers and students in English language learning and teaching both in ESL and EFL settings (Albahiri & Alhaj, 2020; Al-Jarf, 2022; Binmahboob, 2020). This is supported by a growing body of research that has shown significant findings affirming the role of YouTube in language learning and teaching. For instance, Maryani & Aguskin (2019) found that EFL undergraduate students' understanding of American Culture improves since they can watch video clips containing authentic cultural information from American life events from YouTube videos. Besides, the use of offline YouTube videos allows students to learn or hear native speakers speak English directly so they can practice how to correctly pronounce English words (Yusuf, 2020). Nova (2017) found that using YouTube videos is very beneficial in terms of delivering the material as experienced by Indonesian EFL teachers and it also increases students' motivation

and interest in learning since the material is presented using audiovisuals media. YouTube is also claimed appropriate for improving students' 21st-century learning skills namely creativity, critical thinking, communication, and collaboration (Sari & Margana, 2019; Rohayati & Rachmawati, 2021). Since most of the studies argue that YouTube is a very effective tool in providing language learners with visualization in a real environment, it is claimed as a leading source of language learning in language classrooms (Binmahboob, 2020). Therefore, it is suggested for teachers and students wisely integrate YouTube into English language teaching and learning.

Moreover, numerous studies regarding the role of YouTube in improving students' English language skills had been conducted by previous scholars which had brought enormous benefits to the field of English language teaching and learning. For instance, most of the previous studies found there was a significant effect of using YouTube as a learning media in increasing students' speaking skills including fluency, vocabulary, pronunciation, grammar, and content after implementing YouTube learning media (Meilinda, 2018; Rachmijati, et al., 2019; Anggraini, 2021; Saed et al., 2021; Syafiq et al., 2021; Hamad, et al., 2020). Watching YouTube videos helps students to organize and classify their learned vocabulary leading to the improvement of vocabulary mastery (Jati et al., 2019; Kaboocha & Elyas, 2018; Wang & Chen, 2020). YouTube videos give students the opportunity to learn to speak and imitate how native speakers speak with proper expression, intonation, and gestures (Meinawati et al., 2020; Saraswati et al., 2021). The effectiveness of YouTube videos increased EFL students' reading skills since

they can use them as a learning resource to improve their reading comprehension (Kurniasari et al., 2022; Hayikaleng et al., 2016; Hutagaol, 2021). It was also found that YouTube videos improved students' listening ability since the audiovisual assists learners to get a better description of the language and students felt more interested and motivated to learn listening comprehension (Ayu, 2016; Shafwati et al., 2021; Qomariah et al., 2021). In addition, some studies found that using YouTube videos can increase students' ability in writing since it can be used as a medium in online learning which attracts students' interest in learning (Conny & Manik, 2021; Muthoharoh et al., 2021). Therefore, YouTube is an effective learning media providing students with essential learning resources to improve students' English skills such as listening, speaking, reading, and writing including other language components authentically.

Furthermore, the studies on the perception of integrating YouTube into ESL/EFL classrooms had been studied by previous scholars across the globe. Kabooha & Elyas (2018) conducted a study in the Saudi Arabia context concerning the effect of YouTube as Multimedia instruction for vocabulary learning involving Saudi EFL undergraduate female pre-intermediate level and female NNESTs through questionnaires showed students positively viewed the use of YouTube in their lessons as they understand the target English vocabulary better and increased self-confidence. Another similar study conducted in Saudi EFL classrooms by Alkathiri (2019) resulted that Saudi EFL university students showed positive attitudes toward the use of YouTube in improving their motivation to speak and practice the language in class. Zaidi et al. (2018) also conducted a perception study

to investigate Malaysian university students' perceptions of YouTube usage in (ESL) classrooms and revealed that students positively perceived the use of YouTube in learning English in the classroom since it helped to enhance their English lessons and tasks assigned to them. Binmahboob (2020) investigated EFL male English language instructors (NNESTs) perception in the Saudi context had found that English language instructors have positive perceptions of using YouTube as an instructional tool to develop secondary school students' speaking skills as it helps students to lessen learning anxiety and increase learning motivation. Mazariri et al. (2020) conducted a similar study on the perception of university students in South Africa towards YouTube as an educational tool for learning through surveys and found that the use of YouTube in a formal learning environment was positively received. Similarly, a study conducted in the Indonesian context by Sakkir et al. (2020) investigated EFL university students' perceptions of the use of YouTube in EFL classrooms and showed positive perception and a willingness to use YouTube in the EFL classroom since it helps them to enhance their English language level proficiency. Thus, these findings indicated that YouTube had been perceived positively by both students and teachers since it provided them with a bunch of opportunities for a new way of teaching and learning language-based technology integration in the ESL/EFL classroom contexts.

Regardless of YouTube usage perceptions positively perceived by students and teachers across levels and countries for its beneficiary effects, several studies had also pointed out the challenges and problems faced by both students and teachers towards the implementation of YouTube videos in language classrooms. It

was found some inhibiting factors experienced by elementary teachers such as unstable internet connection, the limited availability of facilities and infrastructure, and also the wasteful internet data usage when implementing YouTube videos (Anastasya et al., 2022; Gracella & Nur, 2020). Similarly, Cahyana (2020) also found that teachers experienced difficulties while implementing YouTube videos in the stage of the preparation of the assessment process such as the internet connection, the student's readiness, and also teaching techniques that can make students better understand the topic. Another finding found by Khoiriyah (2020) stated teachers experienced challenges during implementing YouTube videos in terms of estimating the exact duration, filtering the suitable content, covering students' capability, integrating language skills, and dealing with unclear trouble. Nova (2017) pointed out that teachers usually found obstacles in terms of difficulties in finding suitable videos and a lack of skill in editing videos. Reflecting on those studies, it can be concluded that generally most of the challenges faced by teachers in implementing YouTube videos were in terms of technical issues and also the difficulties in selecting appropriate videos as teaching media that meet students' needs and learning objectives. Therefore, this study was conducted to investigate the criteria for selecting effective YouTube videos for teaching English to get the maximum benefit.

Reflecting the previous studies on YouTube practices most of them just focused on examining the effectiveness of implementing YouTube videos for increasing English skills and most of them were conducted in the context of developed nations. Besides, there is limited research and discussion in the literature

exist on the implementation of YouTube videos as teaching media for educators in a primary school setting with the ground realities existing in Indonesia. Additionally, the previous research just focused on studying the implementation of YouTube at the higher education level such as Secondary and University students which results in the utilization of YouTube videos in teaching English to primary school students still has a small amount of attention. Moreover, the result of reviewing a number of relevant local research had shown a limited number of studies were undertaken concerning the topic of the present study in the Indonesian context. Some of the previous studies used NNESTs and ESL/EFL students as the subjects of the study in the Indonesian context. In other words, there is a lack of studies and little empirical evidence exists demonstrating how YouTube videos can be integrated into English language teaching performed by native English-speaking teachers in Indonesia. This study was an effort to fill this research gap. It provided information about how native English-speaking teachers used YouTube videos and how their teaching practices and pedagogy were reflected in their use of YouTube videos in the context of an international elementary school setting.

Therefore, this current study was aimed at finding out how YouTube videos are implemented by native English-speaking teachers for teaching English to primary school students including the criteria used by native English-speaking teachers for choosing YouTube videos for teaching English, the challenges faced by native English-speaking teachers in using YouTube videos for teaching English, and the mitigation taken by native English-speaking teachers in overcoming the challenges of using YouTube videos for teaching English to primary school

students. This study was conducted at an international school in Bali namely Taman Rama Intercultural School. According to the Minister of Education and Culture No. 31 of 2014 concerning Cooperation in the Implementation and Management of Education by Foreign Educational Institutions and Educational Institutions in Indonesia, Collaborative Education Units are educational units organized or managed on the basis of cooperation between Accredited or recognized Foreign Educational Institutions (LPA) in their countries and Indonesian Educational Institutions (LPI) on formal or informal channels in accordance with statutory provisions. Based on this regulation, it is stated that the requirement for teaching an international program in Indonesia must own the *Satuan Pendidikan Kerjasama* (SPK) status. It means that all programs in this school are separately inspected and approved by the Indonesian Ministry of Education. Taman Rama Intercultural School is a private *Satuan Pendidikan Kerjasama* (SPK) school ranging from Preschool, Cambridge primary, Lower secondary, IGCSE and Cambridge advanced serving the educational needs of the local and expatriate families that make up the community of Bali. In addition, this school has been a registered Cambridge international school since 2003 with the goal is to preparing students for national and international examinations and assisting their progress to universities in Indonesia or overseas. Therefore, the underlying reason for selecting this school was due to the preliminary data obtained at this school showing that during teaching and learning activities teachers often adopt YouTube videos as media for teaching English subject. In addition, none of the previous studies were conducted in this school concerning how these teachers implement YouTube videos as media for

teaching English during the teaching and learning process. Thus, the findings of the current study were expected to contribute to the study of instructional media implemented in English language teaching. Besides, the findings expected can give benefits and guidelines for English educators for selecting material from YouTube videos based on the criteria provided in this study. Moreover, the findings of this study benefitted content creators including non-NEST teachers and public to make educative English material videos content or instructional audio-visual media content by using the preference criteria for selecting YouTube videos offered by the teachers in this study.

1.2 Problem Identification

Related to the background and based on the preliminary observation in the study site, it was found that some problems were experienced by English teachers with YouTube video usage as media in teaching English. The problems that happened can be identified as follows:

1. The implementation of integrating technology media such as using YouTube videos in ELT classrooms needed to be addressed
2. Criteria for selecting appropriate instructional media such as YouTube videos for teaching English needed more investigation from the existing ground realities
3. Challenges encountered by NESTs in finding appropriate techniques for integrating YouTube videos needed further attention

4. Integrating YouTube videos into the teaching stages by demonstrating the preparation, implementation, and assessment needed for further exploration.

1.3 The scope of the study

This study focused to find out how NESTs implement YouTube videos for teaching English to primary school students including the criteria used by native English-speaking teachers for choosing YouTube videos for teaching English subject, the challenges faced by native English-speaking teachers in using YouTube videos for teaching English subject, and the mitigation taken by native English-speaking teachers in overcoming the challenges of using YouTube videos for teaching English subject to primary school students. This study was conducted in the English classrooms at an international school namely Taman Rama Intercultural School Primary in Denpasar, Bali. The study focused to investigate the implementation of YouTube videos particularly in Years 1, 2, 3, and 4 in the second semester of the academic year 2023/2024. This study was also limited in terms of the number of observations that could be carried out due to limitations of time, funds, resources, and ethical procedures. The subject of this study was five native English-speaking teachers who teach English for years 1, 2, 3, and 4 at Taman Rama Intercultural School Primary. While the object of this study was YouTube videos used by native English-speaking teachers in teaching English subject to international primary school students.

1.4 Research Questions

According to the background of the study, problem identification, and also the scope of the study as explained above, the researcher decided to formulate three questions related to this problem. Therefore, the problems of this research were formulated as follows.

1. How do native English-speaking teachers implement YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?
2. What criteria do native English-speaking teachers employ in choosing YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?
3. What challenges do native English-speaking teachers encounter in using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?
4. What are the mitigation taken by native English-speaking teachers in overcoming these challenges of using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?

1.5 Purposes of the study

Based on the statement of the problems as explained above, the purposes of the study were formulated as follows:

1. To investigate how YouTube videos are implemented by native English-speaking teachers for teaching English to primary school students in Taman Rama Intercultural school.
2. To describe the criteria employed by native English-speaking teachers in choosing YouTube videos for teaching English to primary school students in Taman Rama Intercultural school.
3. To uncover the challenges encountered by native English-speaking teachers in using YouTube videos for teaching English subject to primary school students in Taman Rama Intercultural school.
4. To find out the mitigation taken by native English-speaking teachers in overcoming the challenges of using YouTube videos for teaching English subject to primary school students in Taman Rama Intercultural school.

1.6 Significances of the study

This current study on YouTube videos implementation by Native English-speaking teachers was important to be conducted as it provided significances both theoretically and practically. Thus, the explanation of theoretical and practical significances of the study is presented as follow.

1.6.1 Theoretical

The findings of the study were expected to contribute in terms of enriching theories and practices in teaching English through instructional media (YouTube)

to primary school students in English classrooms. With the exponential growth of ICTs in the education system, it is recommended that Web 2.0 tools such as the SNS platform can be utilized by educators to solve the shortcomings of formal programs that might happen in the context of English language teaching and learning. The findings of this study addressed teachers to be highly competent in integrating technology-based tools while capable of guiding students to make use of technology at the same time in order to effectively get the benefits of ICTs. For instance, the use of audiovisual media has been claimed as one of the effective instructional systems which can be used as instructional aids in the teaching and learning process. YouTube videos as audiovisual media have been claimed as a great source of authentic teaching and learning aids which are found to be interesting and effective for facilitating language learning. Therefore, teachers are recommended to be able to provide this type of audiovisual media since gives many positive benefits both for students and teachers.

Furthermore, when integrating YouTube videos into teaching and learning activities, teachers play a crucial role since they are highly responsible for creating a successful language learning environment through designing activities and strategies in the use of videos as teaching and learning aids. Considering their role is very important in the implementation of YouTube videos in the classrooms, it is highly recommended that teachers be familiar with the video materials before they are used in class in order to achieve successful language teaching using videos by considering students' levels, learning objectives as well as students' active learning.

Therefore, this study was very important to be conducted to investigate criteria for selecting effective educational YouTube videos which will be useful for enriching the theory of instructional design by integrating audiovisual media into English language teaching and learning context.

1.6.2 Practical

1. English Teachers

The findings of this study are expected to be useful for English teachers first, they can use it as a reference to implement effective teaching media through YouTube videos in teaching English to primary school students in all school settings. Second, the findings of this study can be used as guidelines for English practitioners to be more creative in delivering the subject by adopting educational videos available on YouTube platforms based on the good criteria for selecting YouTube videos suggested in this study. When integrating YouTube videos, they are expected to not rely solely on textbooks and other printed materials. It is because teachers are demanded to develop innovative instructional media in teaching 21st-century classrooms where the generations are digital natives. Lastly, the findings of this study can be used as principles for overcoming problems in selecting appropriate YouTube videos by adapting or adopting the strategies offered by the subjects in this study.

2. Students

The findings of this study are expected to give students resources for learning English by watching educational videos available on YouTube provided in this study. They can watch those YouTube videos for free and learn from the videos by accessing the YouTube videos link provided in this study. In addition, using YouTube videos in the classroom can make the learning process more enjoyable and interesting so that it can attract students' engagement and increase students' interaction and motivation in learning English through good educational videos available on YouTube. Videos from YouTube are free and accessible for students which can provide students the convenience of learning independently at their own pace since they can access the educational videos channel provided in this study.

3. School

The findings of this study are expected to be useful for school management in either public school or international school settings that provide supported devices to access YouTube videos. Since the findings of this study provide criteria for selecting educational YouTube videos for teaching English, it will inspire other schools such as public schools to use effective and relevant YouTube videos as instructional media to teach English to primary school students as their common practice. In addition, since the teachers need to carefully select YouTube videos for the teaching materials, it will motivate schools to carry out adequate training for primary English teachers regarding the criteria for selecting educational videos for teaching English.

4. Future Research

The result of this study is expected to be used as an insight to conduct further research. For instance, the findings of this study can be extended to research and development and ADDIE in terms of developing learning media-based YouTube. In addition, since this study focuses on the preference of Native English-speaking teachers, it is also expected that further research can be conducted to investigate the preference of non-NEST.

5. Content Creator

The result of this study is expected to be used as guidelines and references to create educative YouTube content related to English materials based on the criteria for selecting good educational videos provided in this study. In addition, content creators can also make instructional audio-visual media content by using the preference criteria for selecting YouTube videos offered by the teachers in this study.

1.7 Definition of Key Terms

This part explains the definition of key terms for the present study consisting of conceptual definition and practical definition. Thus, the explanation of each key term is presented as follow.

1.7.1. Conceptual Definition

1. YouTube Video

According to Alexa (2011) YouTube is one of the social media platforms that was founded by Chad Hurley, Steve Chen, and Jawed Karim in February 2005. Currently, YouTube is also categorized as one of the largest social media platforms commonly used for sharing videos, uploading, commenting, and downloading videos free of charge. Therefore, it is categorized as a social networking site since it allows users to interact worldwide as they are connected through the internet. Thus, there are millions of people using YouTube for a variety of purposes such as business-based purposes, and entertainment-based purposes including educational-based purposes.

2. Native English-Speaking Teachers

According to Medgyes (2006) native English-speaking teachers is defined as teachers who come from native-English-speaking countries teaching students English as a second or foreign language context. In other words, NESTs mostly work in non-English speaking countries, for instance, in the context of Asian countries where most people do not use English as their first language. The major characteristics of NESTs is how they acquire English as their first language since they have been exposed to the English language since they were a kid and actively participated in its usage. Thus, they are addressed as NESTs since they have acquired their mother tongue as their native language without having to learn it to start with.

3. International School

According to Hayden & Thompson (2013) international schools is defined as schools that provide education for children of expatriate professionals working abroad over long periods. It is organizations that offer their students an international education through the medium of their curriculum which is planned learning meaning that curriculum that is not included in the host country despite all differences between the countries. Nowadays, the majority of international schools are being established in non-native-English speaking countries with the prospect of developing English fluency and acquiring an internationally recognized end-of-school qualification that can be used as the primary basis for further studies at overseas universities in English-speaking countries such as Harvard, Yale, Oxford, or Cambridge which will be leading students to global careers.

4. Elementary School

According to Dwiwarna & Rahadian (2018) elementary school is categorized as the most basic level of formal education level in Indonesia. Further, they described that students enrolled in elementary school are known as young learners with ages starting from 7 to 12 years old from grades 1 to 6. Surprisingly, elementary school level claimed to be the right time to introduce children to English since it is the golden time for their language development as it is the basis of all knowledge which makes students quickly master any language and easily accept the language inputs as there has not been a separation process on children's right and left-brain functions. Thus, it can be concluded that it is the golden age for

children learning any language specifically English since their brains easily receive any language inputs leading to their language acquisition development.

5. Criteria of YouTube Videos Choice

According to Brame (2016) there are three important elements as criteria for effective educational YouTube videos. The first element is cognitive load. It has been claimed that cognitive load is one of the most important considerations when constructing educational materials such as using YouTube videos. The second element is student engagement. Student engagement is very crucial in determining the success of learning because it is the biggest part of students' experience of the learning process when they are engaged with the material such as when they are watching YouTube videos attentively otherwise, they will not learn anything from the videos. The third element is active learning. It is the next element that should be considered when creating educational materials since students need to pay attention during video viewing so it can enhance student learning from this medium. Thus, these three elements are very crucial to be considered as criteria for effective educational YouTube videos.

6. Challenge

According to Horikoshi (2023) challenge is a broad term that can be described into three interconnected aspects. First, a challenge can be described as difficult, new, or complex. Second, challenge can be compared to skills or resources that may be put to the test or eventually developed by pushing own limits. Third, challenge can be interpreted as and eventually transformed into opportunities,

including for action, learning, growth, or developing skills and resources that are associated with adaptation in some studies. Thus, based on these three aspects so challenges are situations, tasks, or problems that is difficult, new, or complex presenting the possibility of testing skills or resources and being interpreted as or transformed into an opportunity (Horikoshi, 2023).

7. Mitigation

According to Martinovski et al. (2005) mitigation is a broad term covering a cognitive, a linguistic and a social phenomenon which is applied to describe both expressions of politeness and reactions to stressors, such as blame. Linguistically, mitigation can be described as weakening or downgrading of interactional parameters which affects allocation and shuffling of rights and obligations to ease the anticipated unwelcome effect or as the reduction of vulnerability. Thus, mitigation is described as a dynamic appraisal process, in which cognitive and linguistic procedures and variables are mapped into each other.

1.7.2. Operational Definition

1. YouTube Video

In this research, YouTube videos are used as teacher's teaching aid by the NESTs in English language classrooms in the context of international elementary school. Kind of YouTube videos used are educational-based-purpose videos as teachers' media in implementing teaching-based technology during the teaching

and learning process in an international elementary school. The YouTube videos were chosen according to certain criteria preferred by the teachers in this study. Therefore, the study was conducted to investigate how YouTube videos were performed by the teachers in the classrooms.

2. Native English-Speaking Teachers

There were five native English-speaking teachers participated in this research. They come from English speaking countries such as America, South Africa, Wales, and Ireland. They have been teaching in an international elementary school for a couple of years. They teach grade 1 to grade 4 of elementary school students. Based on the observation, they used YouTube videos for the teaching and learning process in classrooms. Thus, they are addressed as NESTs.

3. International School

The school is called Taman Rama Intercultural School. The Taman Rama Intercultural School, situated in North Denpasar, is a private *Satuan Pendidikan Kerjasama* (SPK) school serving the educational needs of the local and expatriate families that make up the community of Bali. It provides high-quality education from Preschool to Year 12. This school addressed as international school since it offers criteria such as using internationally Cambridge curriculum program, English as medium of instruction, having students from different countries and nationalities, some subjects such as Math, English, Science, and SOSE are taught by English

native-speaking teachers, with internationally accreditation system. Thus, since the school fulfilled the criteria, it is addressed as international school.

4. Elementary School

The elementary school used in this study is called Taman Rama Intercultural School Cambridge Primary. The students in this Cambridge primary program consisting of year 1 to year 6. Their age ranges from seven to twelve years old. There are seven classrooms in this Cambridge primary program which each classroom has been provided with sufficient facilities and resources for the teaching and learning activity. The classrooms consist of one homeroom teachers and subject teachers for each subject. The number of students in each classroom is maximum 26 with equal comparison between the males and females. Thus, Cambridge primary program is addressed as elementary school since it has fulfilled the criteria.

5. Criteria of YouTube Videos Choice

Criteria of YouTube videos used by the NESTs in this study consist of three elements namely cognitive load, student engagement, and active learning. The cognitive load element consists of signaling, segmenting, weeding, and matching modality. The student engagement element consists of keeping the videos short, using a conversational style, the video narrator must speak relatively quickly and with enthusiasm, creating and/or packaging videos to emphasize relevance to the course in which they are used. Meanwhile, the active learning element consists of packaging videos with interactive question, using interactive features that give students control, use guiding questions in the videos and making video part of a

larger homework assignment. Thus, these three elements are very crucial to be considered when teachers create or select effective educational videos.

6. Challenge

The challenges faced by NESTs in this study were challenges when implementing YouTube videos. These challenges were resulted from various sources ranging from technical, pedagogical, and knowledge of YouTube videos. Thus, the challenges of YouTube video implementation occurred during the teaching and learning stages which can be categorized into challenges faced in the pre-class, in-class, or post-class.

7. Mitigation

The mitigation taken by the NESTs in this study were mitigation of implementing YouTube videos. The mitigation was addressed regarding mitigation taken in the pre-class or when preparing the YouTube videos, mitigation taken in-class stage or during the implementation of YouTube videos in the classroom and mitigation taken in post-class stage or when evaluating the implementation of YouTube videos.