

**PORTRAYING TEACHERS' CREATIVITY IN EFL
LEARNING USING YOUTUBE VIDEOS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Achieving the Bachelor's degree in English Language Education



By:

Firda Fitria Husna

2103046034

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF WALISONGO
SEMARANG**

2024

THESIS STATEMENT

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I am the student with the following identity:

Name : Firda Fitria Husna
Student Number : 2103046034
Department : English Language Education

Certify that the thesis entitled:

PORTRAYING TEACHERS' CREATIVITY IN EFL LEARNING USING YOUTUBE VIDEOS

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Semarang, 16 December 2024

The Researcher


METRAI
TEMPEL
FEB87AMX044790654

Firda Fitria Husna

NIM. 2103046034

THESIS APPROVAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS APPROVAL

To:

The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University
Semarang

Assalamu'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statute that the final project belongs to the student as below:

Name of Student : Firda Fitria Husna
Student Number : 2103046034
Department : English Language Education
Title : Portraying Teachers' Creativity in EFL Learning Using
YouTube Videos

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.
Wassalamu'alaikum Wr. Wb.

Semarang, 16 December 2024

Advisor,

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang
Telp. 024-7601295 Fax. 024-7615387 Semarang.50185

RATIFICATION

Thesis with the following identity:

Title : Portraying Teachers' Creativity in EFL Learning Using
YouTube Videos
Name : Firda Fitria Husna
Student Number : 2103046034
Department : English Education

Had been ratified by the board examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 27 December 2024

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Tarwivah, S.S., M.Hum.
NIP. 197211081999032001

Examiner I,

Savvidatul Fadlilah, M.Pd.
NIP. 1981090820071102001

Secretary,

Dr. Muhammad Nafi Annurv, M.Pd.
NIP. 197807192005011007

Examiner II,

Dr. Siti Mariam, M.Pd.
NIP. 196507271992032002



Advisor,

Dr. Muhammad Nafi Annurv, M.Pd.
NIP. 197807192005011007

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Portraying Teachers' Creativity in EFL Learning Using YouTube Videos**

Name of Student : Firda Fitria Husna
Student Number : 2103046034
Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 16 December 2024

Advisor,

Dr. Muhammad Nafi Annury, M.Pd
NIP. 197807192005011007

ABSTRACT

Title : Portraying Teachers' Creativity in EFL Learning Using YouTube Videos
Name : Firda Fitria Husna
Student Number : 2103046034

Creativity is the ability to think, discover and develop new ideas and innovative concepts to create quality and meaningful learning. In the context of teaching English as a Foreign Language (EFL), teacher creativity plays an important role in increasing student engagement and creating an interesting learning atmosphere. This study aims to describe teachers' creativity in integrating YouTube videos in the learning process. This study used a descriptive qualitative research design. The subjects in this study were three English teachers who have more than five years of teaching experience. Data collection procedures were conducted through observation and interviews. The results showed that EFL teachers at SMP N 1 Pecangaan, Jepara demonstrated diverse creativity in the use of YouTube videos. They adapted the video content to match the curriculum and utilized interactive methods in teaching. Their creativity is seen in the selection of relevant videos, the development of activities that engage students, as well as the use of collaborative techniques to increase participation. In addition, teachers actively reflect and adapt their teaching methods based on student feedback. The creative use of videos and the development of innovative learning activities highlight their commitment to creating engaging and meaningful learning experiences for students.

Keywords: English as a Foreign Language Learning (EFL Learning); Teacher Creativity; YouTube Videos;

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This thesis, titled "Portraying Teachers' Creativity in EFL Learning Using YouTube Videos," is the result of my academic work and a requirement for achieving a bachelor's degree (S.1) in the English Language Education program at the Faculty of Education and Teacher Training, State Islamic University of Walisongo Semarang. Throughout the writing process, I faced various challenges, but I was able to overcome them with the help and guidance of numerous individuals who provided moral and material support.

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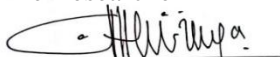
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Semarang, 14 December 2024

The Researcher



Firda Fitria Husna

NIM. 2103046034

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TABLE OF CONTENTS

THESIS STATEMENT	i
THESIS APPROVAL	ii
RATIFICATION	iii
ADVISOR NOTE.....	iv
ABSTRACT	v
ACKNOWLEDGMENT	vi
DEDICATION	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Question.....	5
C. Objective of the Research	6
D. Significance of the Research	6
1. Theoretical Benefit	6
2. Practical Benefit	7
E. Scope and Limitation of the Research.....	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	9
A. Literature Review.....	9
1. Teacher Creativity	9
2. YouTube Videos.....	11
3. English as a Foreign Language Learning	15
B. Previous Research	18

C. Conceptual Framework	27
CHAPTER III RESEARCH METHOD	29
A. Research Design.....	29
B. Research Setting.....	30
1. Place	30
2. Time.....	30
C. Research Participants	30
D. Source of Data.....	31
E. Research Focus	32
F. Data Collection Technique.....	32
G. Data Analysis Technique	37
CHAPTER IV FINDING AND DISCUSSION	39
A. Finding	39
Finding 1. The Use of YouTube Videos, Creative Strategies, and Interaction between Teachers and Students in the Learning Process.	39
Finding 2. Teaching Goals, Challenges, and Solutions in the Creative Use of YouTube Videos in EFL classroom.	52
B. Discussion	66
Discussion 1. The Use of YouTube Videos, Creative Strategies, and Interaction between Teachers and Students in the Learning Process.	66
Discussion 2. Teaching Goals, Challenges, and Solutions in the Creative Use of YouTube Videos in	

EFL classroom.	69
CHAPTER V CONCLUSION AND SUGGESTION.....	72
A. Conclusion	72
B. Suggestion.....	73
REFERENCES	75
APPENDICES.....	82

LIST OF TABLES

Table 3. 1. Table Reasearch Schedule	30
Table 3. 2 The Name of EFL Teachers at SMP N 1 Pecangaan...	32
Table 3. 3 Observation Sheet.....	34
Table 3. 4 List of Interview Question.....	36

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research question, the objective of the research, the significance of the research, and the scope and limitation of the research.

A. Background of the Research

In the increasingly advanced digital era, the use of technology in education has become commonplace. One popular method is the integration of YouTube videos in classroom learning. YouTube, as a video-sharing platform, provides dynamic opportunities for innovative teaching approaches that can enhance student engagement and understanding. However, despite the advantages of this approach, many teachers struggle to incorporate these resources creatively into their teaching practices. The lack of creativity in using YouTube videos can lead to a monotonous classroom atmosphere, reducing student interest, motivation, and engagement in the learning process. This issue is particularly pressing in the context of English as a Foreign Language (EFL), where interactive and engaging learning experiences are crucial for effective language acquisition.

YouTube as a video sharing platform, offers dynamic opportunities for effective and non-traditional teaching approaches. Alwehaibi & Bint (2015) highlight that YouTube has significant potential in education, particularly in enhancing student engagement. Various studies have shown that YouTube videos can help improve student understanding and involvement in the learning process. One relevant study by (Orús et al., 2016) found that student-created content on YouTube positively influenced learning outcomes and student satisfaction.

This research indicates that when students engage in content creation, they are more likely to grasp the material being studied. Additionally, (Fleck et al., 2014) provide insights into students' perceptions of YouTube in the classroom, emphasizing the platform's role in facilitating discussion and reinforcing learning. Berk (2009) also notes that multimedia resources, including YouTube, help maintain student attention and encourage active learning. Collectively, these studies underscore the potential of YouTube as a valuable educational tool in enhancing students' learning experience.

However, to achieve optimal results, teacher creativity is essential in innovatively integrating YouTube videos into the learning process. Mauliya et al. (n.d.)

emphasize the importance of teacher creativity in utilizing YouTube to enhance students' learning experience. While the potential of YouTube videos in EFL learning is considerable, many teachers still adopt traditional approaches and lack creativity in their utilization. Fauzi & Sastra Khusuma (2020) note that teachers often just play videos without actively engaging students, leading to passive learning and reduced motivation.

Lack of teacher creativity in presenting YouTube videos can make the classroom atmosphere monotonous and boring for students (Sari et al., 2020). This can reduce students' interest, motivation and participation in the learning process, hindering the achievement of the expected learning objectives. Other research also confirms that a less creative approach will significantly reduce student interest and participation (Elicker et al., 2022). Other impacts are low student learning outcomes, decreased critical thinking skills (Buzzetto-More, 2014), and lack of collaboration and interaction in the classroom (Heflin et al., 2017).

In addition, many teachers have difficulty in selecting and integrating YouTube videos that are relevant to the teaching material. Wang et al. (2020) point out that these challenges can reduce the effectiveness of videos in

aiding the understanding of key concepts. As a result, the videos often do not meet the expected learning objectives. Overall, the existing literature suggests that while YouTube has great potential as an educational tool, challenges related to creativity and integration faced by teachers must be addressed in order to maximize the benefits of this platform in EFL learning.

Previous studies have explored the benefits and role of YouTube videos in English language learning. However, while the benefits of using YouTube video in EFL learning have been widely explored, there are still gaps in research on innovative strategies to enhance teacher creativity in integrating YouTube video into teaching and learning. The lack of practical guides and models that can help teachers design creative learning activities and actively engage students by utilizing YouTube videos is a challenge (Fauzi & Sastra Khusuma, 2020). In addition, there have not been many studies that examine in depth the factors that support or inhibit teacher creativity in using YouTube videos for English language learning. Exploration of teachers' perceptions of creativity and the challenges of implementing it when using YouTube videos in the classroom is also limited (Fazil et al., 2021).

This study aims to investigate how teachers portray creativity in the use of YouTube videos for English language learning in EFL classrooms, as well as identify the challenges they face in the process. By examining these aspects, this study seeks to give insight into effective strategies to encourage teacher creativity and increase student engagement.

The research results are expected to provide practical strategies that can be implemented by teachers in integrating YouTube videos into the learning process. With clear and structured guidelines, educators can design learning activities that are more interesting, interactive and involve active student participation. Ultimately, through the exploration and development of innovative strategies in this research, it is expected to maximize student learning outcomes as well as create a more interesting, fun and informative learning atmosphere in the process of teaching English in today's digital era. Teachers' creativity in integrating YouTube videos into EFL learning will be the key to increasing students' interest, motivation and engagement, and achieving optimal learning objectives.

B. Research Question

The based explanation above, the researcher provides the research question as follows:

1. How do teachers portray creativity in the use of YouTube videos for English language learning in EFL classroom?
2. What are the challenges in portraying teachers' creativity in using YouTube videos for English language learning in EFL classroom?

C. Objective of the Research

According to the problem of the study, the main objective of this research is as follows:

1. To describe how teachers portray creativity in the use of YouTube videos for English language learning in EFL classrooms.
2. To explore the challenges teachers' face in portraying creativity through the use of YouTube videos for English language learning in EFL classroom.

D. Significance of the Research

1. Theoretical Benefit

This study is expected to deepen the theoretical understanding of the importance of portraying teachers' creativity in optimizing the use of YouTube videos as an effective media for English language learning. The research findings will enrich the literature by exploring the factors that drive teacher creativity and identifying innovative strategies for integrating YouTube videos in

teaching. This will open new perspectives and strengthen conceptual basis in the teaching of English in the digital era, as well as contribute to the development of language education theory and practice according to the current demands of the times.

2. Practical Benefit

a. For Students

This research has the potential to improve the quality of English language learning through the use of YouTube videos with a creative approach. The strategies found can create an interesting and interactive learning environment, increase student motivation and engagement, and support the achievement of better learning outcomes.

b. For Researcher and Teachers

This research provides concrete guidelines for English teachers to improve teaching quality through the creative use of YouTube videos. The research findings offer practical strategies, such as active learning methods, educational games, collaborative projects, interactive technology and multimedia approaches.

c. For other researchers

This research can be a reference for prospective teachers to develop skills and knowledge in teaching creatively, especially in utilizing technology such as YouTube videos. In addition, it is hoped that this research will become a source of reference for similar research.

E. Scope and Limitation of the Research

This research focused on exploring the portraying of teacher creativity in integrating YouTube videos into the teaching of English as a Foreign Language (EFL) at the junior high level. Specifically, the research will be conducted on 3 English teachers who teach at SMP N 1 Pecangaan.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main points: First, a review of related literature will scientifically discuss the general concept of teacher creativity, the role of YouTube videos in EFL learning, and the challenges that affect their effective integration into the teaching process. Secondly, previous research both qualitative and quantitative related to the use of YouTube videos in EFL learning, focusing on the challenges and strategies of teacher creativity in depicting YouTube videos in the learning process. Finally, the conceptual framework supporting this research will be presented, illustrating the interconnectedness of these elements in representing the use of YouTube in English language education.

A. Literature Review

1. Teacher Creativity

Teacher creativity is an important aspect in creating an innovative, engaging, and effective learning environment. However, the definition of teacher creativity varies in the literature and is often difficult to explain thoroughly. Hosseini (2013) defines teacher creativity as the ability to generate new and unique ideas that can be applied in the teaching and learning process. This definition emphasizes the importance of innovation in improving the quality of learning. Meanwhile, research by Simpson et al. (2023) offers a broader perspective,

describing teacher creativity as the ability to develop new and unique solutions to classroom challenges. This suggests that creativity is not only limited to the creation of ideas, but also includes the implementation of those ideas in a real context.

In the context of English as a Foreign Language (EFL) learning, teacher creativity is defined as the ability to design active and meaningful learning activities for students (Sihombing & Sijabat, 2023). This definition highlights the important role of creativity in creating an interactive learning environment, which can increase student engagement and motivation. Fang et al. (2021) added that teacher creativity includes several important aspects, such as their divergent thinking ability, cognitive flexibility, intrinsic motivation, and classroom management skills. This definition suggests that creativity involves not only new ideas, but also the ability to adapt and manage the classroom well.

Li (2023) emphasized that understanding teacher cognition is the key to educating students who are open and capable of critical thinking. Thus, teacher creativity serves not only in creating an engaging learning environment, but also in developing higher-order thinking skills in students. Lin (2011) notes that enhancing creativity in teaching starts with teacher education itself.

Universities that produce prospective teachers should provide adequate means to develop creativity, including the use of innovative learning media.

In addition, [the author] proposed a comprehensive framework for creative pedagogy that highlights the importance of creative teaching, teaching for creativity and creative learning. This framework suggests that teacher creativity is not only about innovative practices in the classroom, but also about the promotion of an environment that fosters students' creative abilities. By fostering a supportive atmosphere, teachers can inspire creativity through imaginative approaches and dynamic pedagogical strategies, which can further enhance student engagement and motivation.

Overall, even though there are various definitions and perspectives on teacher creativity, at its core, teacher creativity refers to the ability to develop new ideas, innovative strategies and creative solutions in the teaching process. This creativity can manifest in various aspects, such as designing teaching materials, choosing learning methods, and managing and evaluating learning in the classroom.

2. YouTube Videos

YouTube videos have become one of the popular and widely used learning media in the world of education,

including in English language teaching. YouTube videos can increase students' motivation and interest in learning English. Through YouTube videos, learning materials become more interesting, contextual, and close to students' daily lives (Sari et al., 2020).

In line with these findings, YouTube-based teaching materials can improve students' learning styles both inside and outside the classroom (Marhamah et al., 2022). The use of YouTube videos allows students to study independently outside of class hours, thus maximizing their learning process.

In addition, YouTube videos can be used to improve students' speaking skills in learning English. Through watching videos and doing presentations, students can develop their speaking skills in a more engaging and interactive way (Binmahboob, 2020).

However, the successful use of YouTube videos in English language learning also depends heavily on the creativity and innovation of teachers in designing learning activities that involve these videos. Effectiveness of the use of video in learning depends largely on the creativity and innovative approaches used by teachers (Berezki & Kárpáti, 2021).

In relation to English language learning, the use of YouTube videos combined with active learning

methods such as group discussions, presentations, and collaborative projects can improve communication, critical thinking, and problem-solving skills in English (Cahyana, 2020).

Similar findings were also revealed in research conducted by Dubovi et al. (2018), which highlighted the importance of developing YouTube video-based tasks that engage students in activities such as quizzes, games, and collaborative projects. Thus, students not only watch passive videos, but also actively engage in the learning process through activities creatively designed by the teacher.

While YouTube videos offer many benefits in learning English, there are some challenges to be aware of. Research conducted by Wang et al. (2020), revealed that one of the main challenges was selecting and integrating YouTube videos that were relevant to the subject matter. If the video chosen is inappropriate or lacks contextuality, this can hinder students' understanding of the concept being learned.

In addition, the delivery of YouTube videos that are less innovative and creative can cause students to become bored, unmotivated, and fail to understand the material well (Alwehaibi & Bint, 2015). Therefore, teachers must be able to design learning activities that

involve YouTube videos in a way that is engaging, interactive, and involves active student participation.

In this context, research conducted by Ramlatchan (2019) highlights the importance of using a multimedia approach in the presentation and delivery of YouTube videos to create a more dynamic and engaging learning atmosphere. By combining video, audio, text, and other visual elements, teachers can increase student engagement and understanding of the material presented.

In addition, YouTube videos offer a variety of resources ranging from education, movies, and others that can be utilized in English language learning (Muico, 2019). This diversity of content provides opportunities for teachers to utilize YouTube videos that match the interests, needs, and ability levels of their students.

However, on the other hand, YouTube videos are considered a valuable learning tool due to their effective and engaging use, as well as supporting students' learning independence, but there are potential risks such as exposure to content that is not suitable for children if not properly supervised (Heriyanto, 2015). Therefore, teachers must be selective and wise in choosing YouTube videos to be used in learning.

Overall, YouTube videos offer a great opportunity to support English learning in today's digital age.

However, to maximize this potential, creativity and innovation from teachers are needed in designing learning activities that involve YouTube videos effectively, interestingly, and meaningfully for students.

3. English as a Foreign Language Learning

English as a Foreign Language (EFL) learning is one of the challenges often faced by students and teachers in various countries, including Indonesia. Research conducted by Marhamah et al. (2022), revealed that in this increasingly advanced digital era, the use of technology in English learning has become commonplace. Educators have utilized technology in their teaching and learning activities, such as using computers, the internet, video conferencing applications, and online learning platforms.

Technological improvements especially in English language learning, have a significant positive impact (Dudeney & Hockly, 2012). These rapid technological advances have changed the role of teachers and students in foreign language learning, opening new opportunities to increase effectiveness and enrich the learning experience.

However, in the context of learning English as a foreign language, there are unique challenges that teachers and students must face. Research conducted by

Danan (2010) revealed that the presence of technology in English language education not only increases the effectiveness of learning, but also creates a more interesting and creative atmosphere. However, it is important for teachers to continue to adapt to the latest technological developments to maximize the potential of learning English as a foreign language in this digital era.

One technology that is widely used in English learning is YouTube videos. YouTube can provide appropriate learning materials to positively influence teacher creativity and student affective filters (Khaliq & Nasution, 2019). In other words, the use of YouTube videos in English language learning can help increase student motivation, interest, and engagement, and encourage teachers to be more creative in designing learning activities.

However, as discussed earlier, the effectiveness of using YouTube videos in English learning depends heavily on the creativity and innovation of teachers in integrating them into the teaching and learning process. YouTube videos combined with active learning methods such as group discussions, presentations, and collaborative projects can improve communication, critical thinking, and problem-solving skills in English (Almurashi, n.d.).

The importance of developing YouTube video-based tasks that engage students in activities such as quizzes, games, and collaborative projects (Dubovi et al., 2018). Thus, students not only watch passive videos, but also actively engage in the process of learning English through activities creatively designed by the teacher.

In addition, research conducted by Genç et al. (2016), shows that the use of collaboration platforms and online quizzes in YouTube video-based English learning can increase interaction and cooperation between students, as well as facilitate more effective formative assessments. Importance of integrating interactive technologies such as learning apps and multimedia presentation tools in YouTube video-based English learning to create a more engaging and interactive learning environment (Shoufan, 2019).

However, while YouTube videos offer many benefits in learning English as a foreign language, there are some challenges to be aware of. One of the main challenges was selecting and integrating YouTube videos that were relevant to the subject matter (Wang et al., 2020). If the video chosen is inappropriate or lacks contextuality, this can hinder students' understanding of the concept being learned.

In addition, research conducted by Berk (2009) found that the delivery of YouTube videos that are less innovative and creative can cause students to become bored, unmotivated, and fail to understand the material well. Therefore, teachers must be able to design learning activities that involve YouTube videos in a way that is engaging, interactive, and involves active student participation.

B. Previous Research

The use of YouTube videos in English language learning has become a topic of interest to many researchers.

1. The previous research on the potential of YouTube videos in education was conducted by Sheetz (2009) with reference to Bonk's (2009) book entitled "The World is Open: How Web Technology is Revolutionizing Education."

This study highlighted the use of YouTube as an engaging social media for English language teaching. In her study, Sheetz used a qualitative approach to explore the benefits and challenges of using YouTube videos in an educational context. The main objective of the study was to understand how YouTube videos can enhance students' understanding of learning progression and educational ideas. The findings show that YouTube videos not only

enrich the learning experience, but also encourage students' active engagement in the learning process.

2. The previous research was conducted by Berk (2009) with the title “Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom.”

This research focused on the use of videos, particularly YouTube videos, as learning tools in the college classroom. The research utilized a literature review and analysis of studies that examined the impact of video on teaching and learning. The purpose of this research is to explore the effectiveness of meaningful and relevant videos in a learning context, and how videos can be used as an introductory tool for new topics. The findings show that the use of videos with appropriate dialog or narration is highly effective for beginning students, increasing their interest and understanding of the material being taught.

3. The previous research was conducted by Khaliq & Nasution (2019) with the title “YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text”.

This study focused on the use of YouTube as a learning media in English language teaching, especially in the context of procedure text. This research uses a qualitative approach to explore the effectiveness of

YouTube videos in enhancing teacher creativity and student engagement in the classroom. The purpose of this study is to find out how YouTube videos can help teachers in designing interesting learning activities and increase students' motivation and emotional engagement. The research findings show that with a variety of video sources, teachers can create more innovative learning experiences, while students become more motivated and active in the learning process.

4. The previous research was conducted by Aditya et al. (2021) with the title “The Development of Interactive Multimedia Based on the Quiz Education Game on the Content of Social Studies Learning in Basic Schools”.

This research focuses on developing quiz game-based interactive multimedia to support social studies learning in elementary schools. The method used in this research is research and development with the Dick and Carey model. The research was conducted on fifth grade students at SD Negeri Margahayu XXIII, Bekasi, Indonesia. The purpose of this study was to create interactive and interesting learning media, in order to improve student learning outcomes. The research findings show that the use of interactive quizzes is effective in increasing student engagement and can be used as ice-

breaking at the beginning of learning, creating a more enjoyable learning atmosphere.

5. The previous research was conducted by Watkins & Wilkins (2011) with the title “Using YouTube in the EFL Classroom”.

This study focused on the use of YouTube videos as learning media in the context of learning English as a foreign language (EFL). The research shows that YouTube videos can enhance student learning through repeated discussions with peers, both inside and outside the classroom. The purpose of this study is to explore how YouTube not only serves as a learning resource, but also encourages interaction and collaboration between students in understanding and discussing learning materials. The research findings highlight the importance of YouTube integration in teaching to increase student engagement and their understanding of the subject matter.

6. The previous research was conducted by Brame (2016) with the title “Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video.”

This research focused on the use of video as an educational tool to increase student engagement and promote active learning. The research methodology includes a literature review of cognitive load theory and

multimedia learning, as well as an analysis of teaching practices using videos. The purpose of the study was to explore principles that can assist instructors in designing and implementing effective videos. The research findings suggest that strategies such as cognitive load management, use of visual signals, and information segmentation can significantly improve student learning and understanding.

7. The previous research conducted by Muslem et al. (2022) with the title “YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning.”

This study focused on the effectiveness of using YouTube teaching materials with peer support to improve students' mastery of subject content learning. The study used a pre-experimental design with pre-test and post-test, as well as an open-ended questionnaire to collect data from 60 university students attending the English Teaching Methods Course in Banda Aceh, Indonesia. The purpose of this study was to explore the improvement of students' mastery of the material, motivation, problems, and benefits in learning through this medium. The findings showed that the use of YouTube teaching materials with peer support significantly improved

mastery of the course content compared with without peer support.

8. The previous research was conducted by Rinkevich (2011) with the title “Creative Teaching: Why it Matters and Where to Begin.”

This study focused on the importance of creativity in teaching and its benefits for students. This article uses a qualitative analysis approach to identify barriers that hinder teacher creativity in the classroom. The purpose of the research is to explore the characteristics of teachers who are considered creative and provide recommendations and strategies to increase the level of creative teaching in the classroom. The findings suggest that teacher education needs to be designed to give prospective teachers the skills and knowledge they need to become innovative and creative educators.

9. The previous research was conducted by Bereczki & Kárpáti (2018) with the title “Teachers' Beliefs about Creativity and Its Nurture: A Systematic Review of the Recent Research Literature.”

This research focused on understanding teachers' beliefs about creativity and how to nurture it in an educational context. The research utilized a systematic review design, which included an analysis of 53 studies

published between 2010 and 2015. The purpose of this study was to identify, describe, and synthesize empirical evidence regarding K-12 teachers' beliefs that function in developing students' creativity. The findings show that teachers' beliefs have a significant influence on the learning practices they implement, and identify various contextual factors that influence these beliefs.

10. The previous research was conducted by (Li, 2023) with the title “Understanding Teacher Cognition: A Key to Fostering Critical Thinking in Students.” This research focused on understanding teacher cognition as a key factor in educating students to become open-minded individuals who are able to think critically. This study used a qualitative approach with in-depth interviews with teachers, classroom observations, and pedagogical document analysis to collect data from various schools in China. The purpose of this study was to explore the role of teacher creativity in creating an engaging learning environment and its impact on the development of higher order thinking skills in students. The research findings show that teacher creativity not only increases student engagement, but also helps in developing critical and analytical thinking skills.

11. The previous research was conducted by Heriyanto (2015) with the title “The Effectiveness of Using YouTube for Vocabulary Mastery.”

This study focused on improving vocabulary comprehension of English as a foreign language students at SMK Maárif 1 Kebumen through the integration of YouTube in reading classes. The study used an experimental design with two groups, namely an experimental group that watched YouTube videos during reading activities and a control group that was not exposed to the videos. Data were collected through pre-test and post-test as well as questionnaires. The purpose of the study was to evaluate how much effect the use of YouTube has in improving students' vocabulary acquisition and how students and teachers perceive the use of YouTube in learning. The findings showed that the group that watched the YouTube videos experienced a significant increase in vocabulary acquisition compared to the control group. Students and teachers also gave a positive assessment of the use of YouTube in the learning process.

12. The previous research was conducted by Annury (2016) with the title “The ICT Development for the Young Learners as Media Education”.

This research focused on the development of Information and Communication Technology (ICT) for children's learning as an educational medium. This study used a qualitative approach with observation, interview, and document analysis methods to collect data from several elementary schools in the Semarang area. The purpose of this study is to explore the effectiveness of ICT use in improving young students' learning engagement and motivation, as well as to identify the challenges faced by educators in integrating ICT into the curriculum. The findings show that the use of ICT, such as interactive learning applications and digital media, can increase students' interest in learning. However, there are some obstacles, such as lack of teacher training and limited access to ICT tools.

13. The previous research was conducted by Muico (2019) with the title "A Quintessential Tool in Teaching: A Case Study on Teachers Using YouTube Videos."

This research focused on the views and insights of teachers who use YouTube videos in the classroom. The research method used was a multiple case study with qualitative analysis. Three teachers as participants were selected through purposive sampling, and data were collected through semi-structured interviews. The study aimed to explore teachers' experiences in utilizing

YouTube videos to enhance the learning process, as well as the themes that emerged from the interviews. The findings showed that the teachers identified various themes, such as improved learning outcomes, easy access, and student motivation, all of which contributed to the positive experience of using YouTube videos in the classroom.

Overall, past research has provided valuable insights into the role of YouTube videos in English language learning, as well as the importance of teacher creativity in integrating YouTube videos into teaching and learning. These findings provide a strong foundation for further research to explore innovative strategies that can increase teacher creativity in utilizing YouTube videos as an effective and engaging learning medium for students.

C. Conceptual Framework

The conceptual framework of this study illustrates the interaction between various elements in teaching English as a Foreign Language (EFL) using YouTube videos. At the top of the framework is EFL Learning, representing the overarching goal of improving language acquisition through innovative methods. Beneath it, YouTube Videos serve as the primary tool for enriching the learning experience, with teachers acting as mediators who utilize these videos to develop engaging strategies tailored to students' needs.

The framework also considers challenges teachers face, such as limited resources and institutional support, which can impact the effective integration of YouTube videos into their teaching practices. This diagram, displayed on the adjacent page, provides a visual representation of the relationships among these elements, offering insights into how the use of YouTube videos and the challenges encountered influence the EFL teaching and learning process.

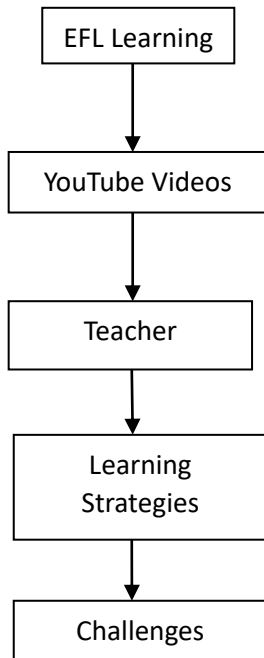


Figure 2 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter provides an overview of the research method employed in this study. Before conducting the research, the researcher must carefully assess credible sources and utilize suitable methodologies to ensure accurate data collection. In this section, the researcher outlines the research design, the research setting, the sources of data, the research focus, the techniques for data collection, and the measures taken to ensure data validity and reliability. Additionally, the chapter discusses the data analysis techniques that will be applied to interpret the gathered information effectively.

A. Research Design

This research used a qualitative case study design because it aims to explore teachers' creativity in integrating YouTube videos into English as a foreign language (EFL) learning at the junior high school level. The qualitative method is an interpretive approach that seeks to obtain a deep understanding of the specific meanings and behaviors experienced in a social phenomenon through the subjective experience of the participants (Palmer & Bolderston, 2006). Researchers chose the case study design as the research design because it was considered most suitable to explore teachers' creativity in using YouTube videos in depth in a specific school environment.

B. Research Setting

1. Place

This research was conducted at SMP N 1 Pecangaan located on Krasak Rt. 04 Rw. 03, Jepara Regency. This study involved three teachers who taught English subjects.

2. Time

This research was conducted in November 2024. The research lasted for two weeks, from November 18 to 30. The details of this field research setting are outlined in the form of a schedule as follows:

Table 3. 1. Table Reasearch Schedule

Date	Activity
Nov 18, 2024	Observation with teacher A
Nov 20, 2024	Interview with teacher A
Nov 28, 2024	Observation with teacher B
Nov 28, 2024	Observation with teacher C
Nov 29, 2024	Interview with teacher C
Nov 30, 2024	Interview with teacher B

C. Research Participants

Observations were made directly on 3 teachers involved in using YouTube in English language learning. Teachers are asked to teach 90 minutes where the observations made include observation of teacher interaction

with students, learning strategies, and teacher creativity in delivering YouTube video material in learning. The sample selection criteria are that teachers have taught at the junior high school level, must have worked for more than 5 years, and as English maple teachers (Bereczki & Kárpáti, 2021).

D. Source of Data

This study used two main data sources. First, primary data sources were obtained directly from the research subjects, namely English teachers at SMP N 1 Pecangaan. Primary data includes field notes from classroom observations when teachers integrated YouTube videos into learning. The notes include teacher-student interaction, learning strategies used, and teacher creativity in delivering YouTube video-based materials. In addition, primary data was also obtained from transcripts of interviews with English teachers regarding their perceptions of creativity, challenges faced, and strategies in utilizing YouTube videos creatively. Audio recordings of the interviews were also made to ensure the accuracy of the data and facilitate the analysis process. There were three English teachers from SMP N 1 Pecangaan. The number of teachers who became the subject of this study can be described as follows:

Table 3. 2 The Name of EFL Teachers at SMP N 1 Pecangaan

No	Name of Teachers
1.	Hasan Anwar, S.Pd (Teacher A)
2.	Lailin Ni'amah, S.Pd (Teacher B)
3.	Anis Mawarti, S.Pd (Teacher C)

Second, secondary data sources obtained from literature reviews, previous research, or other sources relevant to the research topic. These secondary data are used to enrich the analysis and help in interpreting the primary data. All data collected, both primary and secondary, will be used to explore and explain the role of teacher creativity in integrating YouTube videos into English as a foreign language (EFL) learning at SMP N 1 Pecangaan.

E. Research Focus

The focus of this research is the portraying of teachers in representing YouTube videos in English learning and also explores the challenges that influence teacher creativity in integrating YouTube videos into EFL learning.

F. Data Collection Technique

Data collection is one of the essential stages in scientific research. Meanwhile, the data collection techniques commonly used in qualitative research are

observation and interview. In this study, the researcher used observation and interview to collect the data.

1. Observation

Observations focused on how teachers use YouTube videos, creative strategies applied, and interactions between teachers and students during the learning process. Observations were made directly on 3 teachers involved in the use of YouTube videos in English learning selected using purposive sampling. Purposive sampling in a qualitative evidence synthesis on vaccination communication ensured a wide geographic spread, rich data, and a focus that closely resembled our synthesis objective (Ames et al., 2019).

Teachers are asked to teach for 90 minutes, and observations made include observations of teacher interactions with students, learning strategies used, and teacher creativity in delivering YouTube video material in learning. The sample selection criteria are teachers who have taught at the junior high school level, have worked for more than 5 years, and are teachers of English subjects (Bereczki & Kárpáti, 2021).

In this study, researchers used non-participant direct observation methods with the aim of observing

how teachers implement the use of YouTube videos in classroom learning, especially to increase teacher creativity in integrating YouTube videos into learning English as a foreign language (EFL). According to Sugiyono, 2011: 145), non-participant direct observation is an observation method in which researchers are not involved as participants, but only act as observers. Researchers observed the interaction of teachers with students, the learning strategies used, and teacher creativity in delivering material by utilizing YouTube videos.

Table 3. 3 Observation Sheet

Observation Aspect	Description	Notes
Use of YouTube Videos		
Video selection	How teachers select videos that are appropriate to the material and students' level	
Video integration in learning	How YouTube video is integrated into the lesson plan	
Creative Strategies		
Method of delivery	How the teacher presents the video (before, during, or after the explanation)	
Video-related activity	Types of activities designed based on the video	

The use of YouTube features	Utilization of features such as subtitles, playback speed, etc.	
Teacher-Student Interactions		
Facilitating discussion	How teachers facilitate discussions based on video content	
Student enquiry handling	How the teacher responds to questions related to the video	
Student engagement	Level of student participation during and after watching the video	
Challenges and Solutions		
Technical issues	Types of technical issues that arise and how teachers resolve them	
Timing constraints	How do you manage time in using the video	
Differences in student ability	Teachers 'in overcoming differences in students' understanding of video content	

2. Interview

Interview is one of the qualitative research data collection techniques. In this study, researchers used semi-structured interviews to explore teachers' perceptions and views on creativity in integrating YouTube videos into English as a foreign language (EFL)

learning. According to (Creswell, 2018) Semi-structured interviews provide flexibility for researchers to ask questions beyond a pre-prepared list of questions. This allows the researcher to gain a deeper understanding of the topic under study through further exploration of the responses and experiences of the research subject.

Interviews were conducted to explore teaching goals, challenges and solutions factors in the creative use of YouTube videos. The list of interview guidelines is as follows (Gralewski, 2016):

Table 3. 4 List of Interview Question

Teaching Goals and Use of YouTube Videos	
1.	How do you choose YouTube videos that suit your learning objectives?
2.	How do you integrate the use of YouTube videos into your EFL lesson plan?
Creative Strategies in Using YouTube Videos	
1.	What creative methods or strategies do you use in integrating YouTube videos into EFL learning?
2.	How have you adapted or modified the content of YouTube videos to meet the specific needs of your EFL students?
3.	In your experience, does creativity in using YouTube videos increase students' engagement and motivation in learning English? Why?
Supporting and Inhibiting Factors	
1.	What factors do you think promote teacher creativity in

	using YouTube videos for EFL teaching?
2.	What challenges do you face in applying creativity when using YouTube videos in the EFL classroom?
3.	What do you think can be done to further encourage and develop teachers' creativity in using technology, especially YouTube videos, in EFL teaching?

G. Data Analysis Technique

The data analysis technique used the steps suggested by Matthew B. Miles A et al. (2019) namely data reduction, data presentation, and conclusion/verification. The following are the details of the stages in analyzing the data:

1. Data Reduction

Data reduction means summarizing, selecting, and focusing on important data. After data were obtained from observations and interviews, they were identified and classified. Next, the data were analyzed to extract important information regarding teachers' creativity in utilizing YouTube videos in English teaching.

2. Data Presentation

Once the necessary data are collected and identified, they are presented in the form of a description of how teachers utilize YouTube videos for English language teaching.

3. Verification/Conclusion

The results of the analysis process produce conclusions as research findings. In this study, the conclusion consists of a description of how teacher creativity is portrayed in the use of YouTube videos to support English language teaching.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the final data as the findings of this study. The data included here is the culmination of observations and interviews that focused on exploring the representation of teachers using creative English strategies in integrating YouTube videos into the EFL classroom at SMP N 1 Pecangaan. This section aims to highlight the teachers' creative approach strategies and the challenges they face in using these multimedia tools effectively in their teaching practices.

A. Finding

Finding 1. The Use of YouTube Videos, Creative Strategies, and Interaction between Teachers and Students in the Learning Process.

This study observes the interaction between teachers and students, the learning strategies used, and the creativity of teachers in delivering material by utilizing YouTube videos. This process is an important part of designing and implementing effective and adaptive teaching strategies. In this context, the use of YouTube videos serves not only as a teaching tool, but also to increase student engagement. Through the observations made, it can be seen how teachers

integrate YouTube videos into learning to create a learning experience that is relevant, engaging, and motivating for students. The following is a more in-depth explanation of this finding based on the results of observations at SMP N 1 Pecangaan.

a. Uses of YouTube Videos

There are two important points expressed by teachers related to the selection of appropriate videos and how to integrate them into the lesson plan.

1. Video Selection

Teacher A

The videos used have been pre-downloaded to ensure smoothness when displayed. This process shows the seriousness of teachers in preparing teaching materials, so that there are no technical disturbances that can distract students. By preparing videos in advance, teachers can focus more on teaching students.

Teacher B

Teachers browse YouTube to find some videos that are relevant to the material being taught. Teachers choose videos that are clear and easy to understand, and make sure the video duration is no more than 5 minutes. With this duration limit, teachers try to keep students' attention from being

distracted. The selected videos are then downloaded for easier viewing and can be integrated into presentations using PowerPoint or Canva. This approach shows the teacher's understanding of the importance of visualization in increasing the attractiveness of teaching materials.

Teacher C

The selection of videos is carried out by considering the suitability of the video content with the material taught, namely the procedure text. Teachers are looking for videos that are not only relevant, but also have content that is informative and easy for students to understand. The teacher makes sure that the video is not too long and can clearly illustrate the steps in the procedure text.

2. Integrating Video into a Learning Plan

Teacher A

Teacher integrates videos in an engaging way by asking a stimulating question before showing the video. This aims to attract students' attention and create a context that is relevant to the material to be taught. In this way, students are expected to be more prepared and interested in listening to the video that will be shown.

Teacher B

Teachers use video as part of a broader PowerPoint presentation, where video becomes an element that enriches the learning experience. The teacher invited students to discuss after watching the video, so that students could relate the information in the video to the knowledge they already had. In this way, video integration is not just about showing, but also involving students in the process of reflection and analysis.

Teacher C

The teacher highlights that the videos are selected and integrated directly with the teaching materials. Each video slide is discussed and explained in depth, which shows a strong integration with the material being taught. After watching the video, the teacher invites students to discuss the steps in the procedure text shown in the video. It helps students understand the context and application of the material they are learning.

b. Creative Strategy

Teachers apply various creative strategies in delivering learning materials through YouTube videos. Two important aspects were identified: the method of delivery and video-related activity. The following is a

detailed explanation based on observations with the three teachers in the class.

3. Delivery Method

Teacher A

The teacher starts the learning process by asking stimulating questions designed to arouse students' curiosity. After that, the teacher played a video relevant to the teaching material, followed by a re-explanation of the material. This approach shows the existence of a repetitive process in the delivery of material, which helps students remember and understand information better. In addition, teachers also give assignments contained in the Student Worksheet after the video screening, which directs students to apply their understanding. The existence of explanations in Indonesian in the video also makes it easier for students to understand the material being taught.

Teacher B

The teacher has a similar approach, where before showing the video, the teacher asked stimulating questions and questions related to the material in the video. During the video screening, students are asked to listen carefully to answer the questions that have been given. After the screening,

the teacher provides reinforcement of the material to ensure that students understand the content that has been presented. The activity designed after the video screening is to answer questions related to the material, which aims for students to be able to internalize their understanding of the learning that has just been done.

Teacher C

Teachers add elements of creativity by using stimulating questions and providing examples from real life, such as displaying pictures of Indonesian foods, to clarify the concepts taught. This is a creative strategy that not only makes the material more relevant, but also helps students to relate learning to everyday experiences. At the end of the session, the teacher reflects on the question, "What did you learn this lesson?" which serves as an evaluation of the student's understanding. Interactive discussions during the video screening and at the end of the session show activities designed to improve overall student understanding.

4. Video-Related Activities

Teacher A

The teacher directs students to do the assignments contained in the student worksheet after

watching the video. This activity is designed to encourage students to apply their understanding in a practical way. With clear instructions and explanations in Indonesian, students can more easily complete the assignments given. In addition, teachers also invite students to discuss their answers after completing the student worksheet, so that a deeper interaction is created between students and teachers.

Teacher B

Teachers design activities that involve students answering questions related to the video material. After watching, the teacher asks students to discuss in small groups regarding their answers, which provides an opportunity for students to share their understanding and learn from each other. This activity not only strengthens students' understanding of the material, but also improves their communication skills. In this way, students can be more actively involved in learning and feel more responsible for their learning process.

Teacher C

The teacher engages students in interactive discussions during and after the video screening. He asks open-ended questions that stimulate students'

critical thinking, such as asking them to provide other examples of everyday life related to the concepts being taught. In addition, reflection at the end of the session with the question "What did you learn this lesson?" encourages students to reflect and formulate their understanding personally. This activity not only helps students relate the material to their experience, but it also allows teachers to evaluate students' level of understanding more effectively.

c. Teacher-students Interaction

Interaction between teachers and students is an important aspect in creating an effective and enjoyable learning atmosphere. In this study, three main elements were identified: facilitating discussion, student enquiry handling, and student engagement. Here is a detailed explanation based on class observations with the three teachers.

1. Discussion Facilities

Teacher A

Teacher shows a proactive approach by going around the classroom to make it easier for students to ask questions. In this way, teachers create an environment that encourages interaction and active involvement in discussions. Teachers give students the opportunity to ask questions directly,

which helps clarify their understanding of the material. The observation results showed that students seemed to pay close attention to the video and understand the content of the material, which reflected a high level of engagement.

Teacher B

Teachers take a group approach by dividing students into small groups. Students are given questions related to the material in the video to be discussed in groups. After the group discussion, the teacher asks students to share the results of the discussion with other groups. This approach not only encourages students to actively participate but also improves their collaboration and communication skills. Students look enthusiastic in listening and asking questions based on the video material, creating a dynamic learning atmosphere.

Teacher C

Teachers focus on questions and answers as a method to increase student participation. By actively inviting students to discuss, teachers create an interactive atmosphere. He explains the steps and provides relevant examples to answer students' questions directly. Although there were some students who seemed sleepy, most students remained

focused and engaged in learning, indicating that this method was effective in keeping students' attention.

2. Handling Students Question

Teacher A

The teacher gives specific attention to students who want to ask questions, ensuring that all questions are answered clearly. This helps students feel valued and motivated to actively ask questions.

Teacher B

The teacher also encourages students to ask questions during group discussions. In this way, students learn to think critically and analyze the material that has been studied. Teachers respond to each question by providing additional explanations, which helps students understand more complex concepts.

Teacher C

The teachers answer students' questions directly and in detail, so that students feel supported in their learning process. This approach increases students' confidence in asking questions and participating in discussions.

3. Students Engagement

Teacher A

Teachers note that students seem active and engaged, especially when they are given the opportunity to interact with the video and ask questions. The high level of concentration of students reflects the effectiveness of the teaching methods applied.

Teacher B

Students are very engaged in group discussions. Each student can speak up and share their views, which increases a sense of belonging and responsibility in learning.

Teacher C

Teachers realize that even though there are some students who seem to lack focus, most students are still engaged in learning. This shows that the designed activity has successfully captured students' attention and encouraged their engagement.

4. Challenges and Solution

In this study, the challenges faced by teachers in using YouTube videos as learning aids as well as the solutions applied to overcome them were identified. The three main aspects discussed include the types of technical problems that arise and how teachers solve them, time management when using videos, and teachers' strategies in overcoming differences in students'

understanding of video content. Here is a detailed explanation based on class observations with the three teachers.

a. Technical Problem

Teacher A

No technical problem arises during the learning process, as the videos have been downloaded beforehand. By preparing the video before class, teachers can prevent technical disruptions that often happen during the learning process.

Teacher B

Just like teacher A, no technical problem arises during the learning process, as the videos have been downloaded before. By preparing videos before class, teachers can prevent technical disruption that often occurs during live broadcasts.

Teacher C

There is no technical problem either, as there is thorough preparation of the video beforehand.

b. Time Management in Using YouTube Videos

Teacher A

Teachers make good use of time, where the first hour is used to watch videos and the second hour learning is for assignment delivery. This strategy ensures that all aspects of learning can be delivered without any delay.

Teacher B

Teachers choose videos with a very short duration, a maximum of 5 minutes, which makes it easy for students to listen without losing focus. If repetition is required, this short duration allows additional time not to be an obstacle. This way, teachers can optimize the time available and keep students engaged in learning.

Teacher C

Though it is challenging with student focus during the day, manage time by integrating interactive discussions and Q&A. In this way, the available time can be used to clarify concepts that students may not have understood.

c. Differences in Students' Understanding of Video Content

Teacher A

Demonstrate strategies by going around the classroom to help students who may be struggling. In this way, teachers can address differences in

students' abilities directly and provide the support needed to understand the material.

Teacher B

Teachers apply the method of discussion and equalization of perceptions in groups. This way, students can learn from each other, and teachers can provide material reinforcement to ensure that all students understand the video content well.

Teacher C

Teachers also use question-and-answer strategies and provide additional explanations to help students who may not fully understand the content of the video. In this way, it creates opportunities for students to ask questions and get clarifications, so that differences in understanding can be effectively addressed.

Finding 2. Teaching Goals, Challenges, and Solutions in the Creative Use of YouTube Videos in EFL classroom.

a. Teaching Goals and Use of YouTube Videos

In interviews with three teachers, it was revealed how they selected and integrated YouTube videos to achieve learning objectives in the context of teaching English as a Foreign Language (EFL).

Teacher A explained that the selection of videos is done carefully to match the material and learning

objectives. *“I choose the videos according to the material and my learning objectives, so I make sure the videos are really relevant so they can support what we want to teach”*. This shows teachers' awareness of the importance of the relevance of video content to the learning objectives. By choosing the right videos, Teacher A not only ensures that the information is accurate, but also that the videos can relate to the concepts being taught in a way that is interesting to students.

Teacher A also highlighted the importance of arranging the videos in a systematic way. *“I start with videos that provide an introduction, and then continue with videos that go deeper into the material.”* This approach reflects strategic thinking in planning learning activities. By starting with an introductory video, students are given sufficient context to understand the more complex material to come. This serves to build a strong knowledge base, so that students can more easily take in more in-depth information.

By providing an introduction first, students are expected to understand the background and relevance of the material before going into further details. This not only enhances their understanding but also encourages students to think critically about the relationship between the concepts introduced. In this way, Teacher A creates a

supportive learning environment. Students can feel more confident in exploring more complex topics, as they already have a strong foundational understanding. This explains why careful selection and arrangement of videos is crucial in the learning process, as it optimizes student engagement and understanding of the material being taught.

Teacher B takes a practical and systematic approach in selecting videos to support the learning process. In her explanation, she revealed that the video selection process begins with a thorough search related to the material to be taught. *“Teachers browse related learning materials, select and download related videos, by adjusting the duration, images, and content that are interesting and clear and easy for students to understand,”* she explained. Teacher B really pays attention to various aspects of the video to be used, including the duration, image quality, and content displayed.

The duration of the video is an important factor, where Teacher B tries to choose videos with a suitable running time so as not to make students lose focus. *“I choose videos that are not too long, so that students don't feel bored and remain interested,”* she added. Furthermore, she makes sure that the video content is

interesting, clear and easy for students to understand. The videos chosen by Teacher B not only serve as teaching tools, but also as additional sources of information that complement the material from the textbook. *“I see videos as a source of information that can enrich students’ understanding after they read the book,”* she says.

In this way, videos act as a kind of bridge between the theory taught in the classroom and the practical applications that students can see in the videos. In her lesson plan, Teacher B implements the presentation of the video in the learning activity session or after the apperception. This shows that she understands the importance of context in learning, where videos can be used to reinforce material that has been previously introduced. *“In this way, the video becomes engaging for students and supports deeper exploration of the material,”* she explains. This approach creates an interactive learning atmosphere, where students are not just passively receiving information, but are also encouraged to ask questions and discuss the video content.

Teacher C highlighted the importance of matching the videos with the curriculum. *“I choose YouTube videos that are in line with the existing materials and curriculum,”* she said. In the context of procedure

text learning, Teacher C makes sure that the videos chosen are not only relevant, but also able to provide a clear description of the steps in a procedure. Teacher C uses the video as an introductory tool for discussion. She applies this strategy carefully, where after students watch the video, she holds a discussion to explore the content of the video.

“After watching, I hold a discussion to explore the content of the video. I like to ask students questions and see them realize the answers themselves, so the discussion is livelier.” This approach not only keeps students more engaged, but also helps them understand the material better. By encouraging students to actively participate in discussions, Teacher C creates an interactive learning atmosphere. Students are not only passive listeners, but also can share their views and understanding, which in turn reinforces the understanding of the concepts taught.

Thus, the matching of the videos with the curriculum, coupled with effective discussion strategies, creates a more meaningful and well-rounded learning experience for students. This approach not only emphasizes the importance of video content, but also how videos can be a bridge to build better interactions between students and learning materials.

From this theme, it can be found that the selection and integration of YouTube videos into the EFL lesson plan is greatly influenced by the relevance to the material and learning objectives. Teachers use a variety of ways to ensure that the videos selected can support teaching and encourage student interaction in the learning process. These different approaches show how video can be used creatively to enhance student understanding.

b. Creative Strategies in Using You Tube Videos

In interviews with three teachers, insights were obtained about the creative methods they applied in integrating YouTube videos into EFL learning, as well as how they adapted video content to meet the specific needs of students.

Teacher A explained the simple method used after watching the video. *“I ask the children to summarize and write important things related to the material they get from the video,”* he said. This method helps students to understand and remember the content of the video better. Teacher A also adapts and modifies the videos by selecting the most relevant and suitable videos for the students' needs. *“We connect several videos and rearrange them according to students' ability and understanding,”* he said. This approach ensures that all students can follow the learning well. The use of

YouTube videos significantly increases student engagement. *“They are directly involved in watching, which motivates them to learn English,”* he says. By watching videos, students are not only passive receivers, but also actively participate in the learning process.

The visualizations presented in the videos help students to understand concepts that may be difficult to explain with text only. *“The visualization in the video helps them better understand concepts that may be difficult to explain with just text,”* he added. Thus, the combination of summarizing, video modification, and visualization are the key elements that make video learning more effective and enjoyable for students.

Teacher B shared that the use of Three Phase Technique (TPT) is an effective strategy to integrate You Tube videos in learning. *“The video can be applied in Pre-activity where students can observe the video as an image as well as a triggering question,”* she explained. At this stage, the video functions not only as a tool, but also as an introduction that attracts students' attention before entering the subject matter. By presenting relevant videos, teachers can stimulate students' interest and make them more ready to engage in learning.

In the Whilst-Activity stage, students are invited to build language skills by listening carefully to the video.

“Teachers must be really careful in choosing the right videos that are suitable for the material and the level of the students,” she said. careful selection of videos is very important, because the content presented must be in line with students' comprehension abilities and relevant to the curriculum being taught. By showing videos that are rich in information, students not only learn from the text, but also from various audiovisual sources that enrich their knowledge.

By seeing images and listening to language being used in a real context, students can more easily understand the nuances and uses of language. *“Videos provide a clearer context compared to traditional teaching methods.”* added Teacher B, emphasizing that this approach can create a more interactive and engaging learning experience. Thus, the integration of videos in TPT not only makes learning more enjoyable but is also effective in improving students' understanding of the material being taught.

Teacher C stated that one of the strategies used was role play. *“After watching the video, students are asked to play the role of the character in the video,”* she said. With this approach, students are not just passive audiences but are actively involved in the learning process. For example, when the material taught is

procedure text, this method proved to be very effective in teaching students how to give instructions in activity steps. *“They get more involved and understand the concept well,”* she says, pointing out that active involvement in the role helps students internalize the material.

Teacher C also adapted the video content by adding local explanations of terms that students may not be familiar with. *“If there are difficult words, I ask if anyone knows the meaning. If not, I will explain so that they understand the context.”* This approach shows the teacher's attention to students' needs, ensuring that all learners can follow the lesson well without feeling alienated by difficult vocabulary. She stresses that students' direct involvement while watching the video greatly motivates them to learn. *“Videos provide a clearer visualization than just listening to a normal explanation,”* she explains.

By showing real-life situations through videos, students can see how the concepts taught are applied in everyday life. This makes the material more relevant and interesting for students. *“This way, they feel more interested and understand the material more easily,”* she added. Through this role play strategy, Teacher C not only helps students understand the content of the video, but

also develops speaking and critical thinking skills. Students are expected to apply what they learn in an interactive and fun way, improving their understanding of the subject matter and preparing them for real situations in the outside world. This approach shows that the use of videos in learning, when combined with active methods such as role play, can create a holistic and in-depth learning experience.

In this theme, teachers apply various creative strategies in using YouTube videos for EFL learning. Methods such as summarizing, Three Phase Technique, and role play not only improve students' understanding but also their involvement in the learning process. Adapting video content according to student needs is the key to creating a more effective and engaging learning experience. This diverse approach shows that videos can be an invaluable tool in improving students' motivation and understanding in learning English.

c. Supporting and Inhibiting Factors

In interviews with three teachers, it was revealed that various factors drove their creativity in using YouTube videos for teaching English as a Foreign Language (EFL), as well as the challenges they faced.

Teacher A shows that student enthusiasm is the main factor that encourages creativity. *“When students*

show interest and enthusiasm, it makes us as teachers more motivated to be creative in the learning process,” he said. This reflects the importance of a positive learning environment, where student engagement can spark innovation in teaching methods.

Teacher A believes that when students actively participate and show curiosity, teachers feel encouraged to explore various creative approaches in delivering the material. However, she also notes device-related challenges, such as bringing laptops and internet signal issues. *“Fortunately, our class already has a projector, so we don't have to bring devices anymore, but when there are technical problems, we can find a solution by moving the class to another room,”* he said.

Teacher A also suggested that it is important to encourage learning using YouTube by keeping up with the digital era. She highlighted that participation in seminars that discuss the use of technology in education can provide inspiration and new insights for teachers. *“It can inspire and expand our knowledge in teaching,”* he adds, highlighting that continuous professional development is crucial in improving the quality of teaching. With this approach, Teacher A hopes to create a more engaging and relevant learning experience for students. He believes that by utilizing technology

effectively, teachers can increase student engagement and help them understand the material in a more fun and interactive way.

Teacher B highlighted some factors that help increase students' motivation. She stated that low interest and motivation in students can be increased through interesting video shows. *“The utilization of information technology in learning and the variety and innovation of English learning that is interesting to students are very important,”* she said. This approach demonstrates Teacher B understanding of how audiovisual media can be an effective tool to attract students' attention and make the subject matter come alive.

However, she also mentioned the time challenge of choosing the right videos. *“Lack of time to select and determine the right videos for students can be an obstacle,”* she said. This suggests that while the use of videos has a lot of potential, the time-consuming selection process can hinder their effectiveness. To overcome this challenge, Teacher B suggests that teachers consider integrating ice-breaking activities or games, both manual and online, such as Quizizz and Wordwall. *“These activities not only make learning more interesting, but can also help build a positive classroom atmosphere,”* she says. By adding game elements,

students can feel more engaged and motivated to learn, thus creating a more dynamic learning environment.

Teacher C underlined the importance of support from the school in providing facilities and infrastructure to create a creative learning environment. *“This support is very helpful in creating a creative learning environment,”* she said. With good facilities, such as projectors and stable internet connections, teachers can more easily integrate technology, including video, into the learning process. This shows that a good education infrastructure is instrumental in improving the quality of teaching.

Teacher C emphasized the importance of collaboration with fellow teachers to share ideas and open new insights. *“The more knowledge I have, the more creative I can be in integrating video into learning,”* she added. By collaborating, teachers can give each other feedback and share best practices, which will lead to innovations in teaching methods. A collaborative environment can also increase teachers' enthusiasm to keep learning and adapting to the latest developments in education.

Teacher C also noted some challenges faced, such as unstable internet connections and students' lack of focus. *“Some students were seen sleeping or talking*

during the lesson,” she said. These challenges can disrupt the classroom atmosphere and reduce learning effectiveness. This shows that student engagement is crucial to creating an optimal learning experience, and teachers need to find ways to keep students' attention during the learning process.

Teacher C recommends training or workshops to continue learning and developing more creative teaching methods. *“In PMM (Platform Merdeka Mengajar), there are many videos that we can follow and use as references,”* she said. Hence the importance of continuous professional development for teachers. By attending training and utilizing existing resources, teachers can enrich their skills and find new ways to interest students.

In this theme, student enthusiasm, school support, and collaboration between teachers are factors that drive creativity in the use of YouTube videos for EFL teaching. However, challenges such as technical issues, lack of time, and student attention also need to be overcome for learning to go well. By participating in trainings, seminars, and utilizing facilities from the Ministry of Education and Culture such as PMM (Platform Merdeka Mengajar), teachers can continue to develop more innovative and interesting teaching

methods, creating a more effective learning environment for students.

B. Discussion

The discussion section in this study aims to analyze and interpret the findings that have been presented previously. In this session, the research results will be discussed in depth by relating the findings to the theories described in the literature review, as well as examining how these findings support or contradict previous research.

Discussion 1. The Use of YouTube Videos, Creative Strategies, and Interaction between Teachers and Students in the Learning Process.

In terms of integrating videos into lesson, implementing a technique that uses stimulating questions before showing the video is an approach that serves to activate students' pre-knowledge, so that they are better prepared to receive new information. This technique is in line with the findings of Fang et al. (2021), which showed that connecting new material with existing knowledge can significantly improve students' understanding and engagement. In this way, students are not only passively listening, but also invited to actively participate in the learning process. After watching the video, the in-depth discussion conducted by the teacher confirms that students are not only passive spectators, but also active participants

engaged in dialog and reflection on the material that has been learned. This reflects the importance of interactive strategies, as proposed by (Bereczki & Kárpáti, 2021). These strategies not only enhance students' understanding of the material, but also encourage them to apply and analyze the information they have learned in a broader context.

Teachers apply various creative strategies in delivering learning materials through YouTube videos, which include two important aspects: delivery methods and video-related activities. Teachers start the learning process by asking stimulative questions to arouse students' curiosity, followed by playing relevant videos and providing re-explanations. This approach creates a repetition process that helps students remember and understand the information, in line with research by Hattie & Donoghue (2016) which shows that repetition improves information retention.

Teachers use an element of creativity by using examples from real life, such as pictures of Indonesian food, which makes the material more relevant and helps students relate learning to everyday experiences. This approach is in line with Khaliq & Nasution (2019) findings showing that the use of YouTube videos in teaching procedure texts can increase teacher creativity and student engagement. With diverse video sources, teachers can create more innovative learning experiences, so students become more motivated and

active in the learning process make more words and add the literature review.

Application of different strategies to facilitate discussion. Uses a proactive approach by moving around the class, which encourages student participation and creates a space where students feel comfortable to ask questions. This is in line with the definition of teacher creativity expressed by Hosseini (2013) regarding the ability to generate new ideas to improve learning. On the other hand, Teacher B divided students into small groups for discussion, which created a sense of community and collaboration among them, in line with the findings of Marhamah et al. (2022) on the importance of interaction in learning. Meanwhile, Teacher C focused on question and answer sessions to enhance interaction, although some students showed signs of lack of focus.

In the observation activities, there were no technical problems faced by the teachers during the observation due to careful preparation. All teachers in this study did not experience technical problems during the learning process because they had downloaded the videos beforehand. This is in line with the findings in the literature showing that good preparation can reduce technical glitches and improve the smoothness of learning (Hosseini, 2013). Thus, this strategy

demonstrates the importance of prior planning in optimizing the learning experience.

Discussion 2. Teaching Goals, Challenges, and Solutions in the Creative Use of YouTube Videos in EFL classroom.

The findings from the interviews with three teachers show the variety of creative strategies they employ in integrating YouTube videos into English as a Foreign Language (EFL) learning. Each teacher has a unique approach that focuses on adapting the video content to meet students' needs, which is crucial in creating an effective and engaging learning experience. This is in line with the view expressed by Sihombing & Sijabat (2023) that teacher creativity in designing learning activities can increase student motivation and engagement. In addition, teachers' ability to select and modify videos to be relevant to students' needs shows attention to diverse learning abilities, which is a key element in inclusive learning.

The application of the Three Phase Technique (TPT), which shows the importance of the preparation stage before entering the core material. By using videos as an introductory tool, teachers can capture students' attention and prepare them to learn. This approach reflects the principles in active learning theory, which emphasizes student participation in the learning process (Khaliq & Nasution, 2019). The application of the Role Play strategy after watching the video, which

allows students to be more involved and active in learning. This approach not only helps students understand the video content, but also develops speaking and critical thinking skills. In line with the findings of Rinkevich (2011) by linking teaching materials with real situations through videos, teachers create greater relevance for students, thus increasing their interest in learning.

Lack of time to select the right videos, as well as low student attention are challenges in the application of YouTube videos in learning. The selection of appropriate videos requires sufficient time, and lack of attention from students, such as students who look sleepy or talk in class, can disrupt the learning atmosphere. This is in line with research Rinkevich (2011) which shows that student engagement is crucial to creating an optimal learning experience. Participation in training and seminars, as well as utilizing resources such as the Platform Merdeka Mengajar (PMM), can help teachers develop more innovative and interesting teaching methods.

Training and workshops to continue learning and developing more creative teaching methods. This is in accordance with student research Dudeney & Hockly (2012) that continuous professional development is essential to improve teachers' skills and find new ways to attract attention. Thus, the combination of student enthusiasm, school support,

collaboration between teachers, as well as continuous professional development is the key to creating effective and enjoyable learning experiences in EFL teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the research by summarizing the key findings from the data analysis. It offers practical suggestions for teachers and students on utilizing innovative strategies, particularly the use of YouTube videos in EFL learning. Additionally, recommendations for future researchers will be provided to explore further avenues in pronunciation learning and effective teaching practices.

A. Conclusion

First, This research concludes that teachers demonstrate creativity in using YouTube videos as a tool for English language learning in EFL classrooms. By selecting relevant videos and integrating them into lessons, teachers create engaging experiences that enhance student motivation and participation. Strategies such as stimulating questions, discussions, the Three-Phase Technique, and role-play activities help students better understand the material and connect it to their daily lives. These creative approaches foster a more interactive classroom environment, improving student engagement and learning outcomes while enriching the overall EFL learning experience.

Second, This research identifies several challenges in using YouTube videos for teaching English as a Foreign Language (EFL). Technical issues, such as unstable internet

connections, often disrupt lessons and hinder student focus. Time constraints in selecting suitable videos aligned with the curriculum can lead to rushed content choices. Additionally, maintaining student attention during video playback remains a challenge, especially with lengthy or unengaging videos. To address these challenges, schools need to provide stable internet access, adequate devices, and training for teachers on effective video integration. Interactive teaching strategies, such as using trigger questions and group discussions, alongside selecting engaging and concise videos, are essential to sustaining student engagement. By combining these efforts, YouTube videos can maximize their potential in creating an effective and enjoyable learning environment.

B. Suggestion

This study presents a number of suggestions derived from the results and analysis previously presented. Taking into account the findings that have been described, here are some recommendations that can be implemented to improve the effectiveness of English as a Foreign Language (EFL) learning through the role of teacher creativity in using YouTube videos:

1. For Students

For students, it is crucial to be actively involved in the learning process by participating in discussions about the YouTube videos used in class and providing feedback to the teacher on what interests them. They should also

explore additional resources independently, suggest videos that are relevant to their learning objectives, and collaborate with peers on projects that utilize the videos to encourage cooperation and improve understanding.

2. For Researcher and Teacher

For researchers and teachers, attending professional development workshops that focus on creatively integrating technology into the classroom is essential. They should experiment with innovative teaching strategies, such as gamification and project-based learning, that integrate YouTube videos to increase student engagement, while also establishing feedback mechanisms to refine their practices based on student input.

3. For Future Researcher

For future researchers, it is recommended to conduct a longitudinal study to assess the long-term impact of YouTube videos on EFL learning outcomes. Expanding the study to include diverse educational contexts and different demographics will provide a broader understanding of YouTube's effectiveness. In addition, investigating the specific creative strategies implemented by teachers in using YouTube may reveal its link to student engagement and learning outcomes.

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APPENDICES

Appendix 1

Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 25 April 2024

Nomor : 0631/Un.10.3/J4/DA.04.09/04/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Firda Filtria Husna
NIM : 2103046034
Judul : Portraying Teachers Creativity in EFL Learning Using Youtube Videos

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan
Koran Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 5008/U.n.10.3/K/KM.00.11/11/2024

Semarang, 15 November 2024

Lamp : -

Hal : Izin Riset/Penelitian

Kepada Yth.
Kepala Sekolah SMP N 1 Pecangaan
di Jepara

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : **Firda Fitria Husna**
NIM : 2103046034
Semester : VII

Judul Skripsi: PORTRAYING TEACHER'S CREATIVITY IN EFL LEARNING USING
YOUTUBE VIDEOS

untuk melakukan riset/penelitian di SMP N 1 Pecangaan yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 18 November 2024 sampai dengan tanggal 30 November 2024.

Demikian, atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 3

Letter of Completion of Researcher



PEMERINTAH KABUPATEN JEPARA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 PECANGAAN
Jalan Raya Krasak Km 16,5 ☎ 0291-755143 Pecangaan Jepara
Email : smpn1pecangaan@yahoo.co.id Website : <http://www.smpn1-pecangaan.sch.id>

SURAT KETERANGAN

Nomor : 070/639/2024

Yang bertanda tangan dibawah ini :

N a m a : Drs. BAMBANG JOKO ISH, MPd
N I P : 196912261999031002
Jabatan : Plt.Kepala Sekolah
Unit Kerja : SMP Negeri 1 Pecangaan

Menerangkan bahwa :

N a m a : Frida Fitria Husna
NIM : 2103046034
Fakultas : Pendidikan Bahasa Inggris
Program Studi : Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Benar-benar telah melaksanakan Riset di SMP Negeri 1 Pecangaan pada tanggal 18 sd 30 November 2024 untuk keperluan Skripsi yang berjudul " 'PORTRAYING TEACHER'S CREATIVITY IN ELF LEARNING USING YOUTUBE VIDEOS"

Demikian keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Pecangaan, 30 November 2024

Kepala Sekolah

Drs. BAMBANG JOKO ISH, MPd
NIP. 196912261999031002

Appendix 4

Observation Sheets

Teacher's Name : Hasan Anwar, S.Pd

Class : VII H

Date of Observation : November, 18 2024

Observation Aspect	Description	Notes
Use of YouTube Videos		
Video selection	How teachers select videos that are appropriate to the material and students' level	The videos used have been pre-downloaded to ensure smooth when displayed.
Video integration in learning	How YouTube video is integrated into the lesson plan	Videos are integrated after the trigger questions to grab students' attention.
Creative Strategies		
Method of delivery	How the teacher presents the video (before, during, or after the explanation)	The teacher starts with a lighter question, then plays the video, and after that explains the material again. This shows that there is a repetitive process in the delivery of material.
Video-related activity	Types of activities designed based on the video	The assignments in the LKS are given after the video screening, which directs students to apply their understanding.
The use of YouTube features	Utilization of features such as subtitles, playback speed, etc.	The explanation using Indonesian in the video makes it easier for students to also

		understand the material
Teacher-Student Interactions		
Facilitating discussion	How teachers facilitate discussions based on video content	Teachers go around the classroom to make it easier for students to ask questions, showing active involvement in the discussion
Student enquiry handling	How the teacher responds to questions related to the video	Teachers give students the opportunity to ask questions directly, which helps their understanding
Student engagement	Level of student participation during and after watching the video	Students were seen paying attention to the video and understanding the content of the material, which showed a good level of engagement
Challenges and Solutions		
Technical problem	Types of technical problem that arise and how teachers resolve them	No technical problem were reported, as the videos were pre-downloaded
Timing constraints	How do you manage time in using the video	The use of videos and explanations is carried out according to the time of the lesson. The first hour to watch the video, the second hour to deliver the assignment

Differences in student ability	Teachers' in overcoming differences in students' understanding of video content	By going around the classroom to help students, teachers show strategies for dealing with differences in abilities
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Teacher's Name : Lailin Ni'amah, S.Pd
 Class : VIII E
 Date of Observation : November 18, 2024

Observation Aspect	Description	Notes
Use of YouTube Videos		
Video selection	How teachers select videos that are appropriate to the material and students' level	Teachers browse through You tube several videos related to the material and then choose videos that are clear and easy to understand, with a maximum duration of 5 minutes.
Video integration in learning	How YouTube video is integrated into the lesson plan	Videos are downloaded first to make it easier to watch. It can be integrated in powerpoint or canva or separately.
Creative Strategies		
Method of delivery	How the teacher presents the video (before, during, or after the explanation)	Before showing the video, the teacher gave triggering

		questions and questions related to the material in the video. Then during the video screening, students listened to answer related questions. After the video screening, the teacher provided reinforcement material.
Video-related activity	Types of activities designed based on the video	The activity is designed for students to answer questions related to the material in the video with the aim that they can understand the learning material.
Teacher-Student Interactions		
Facilitating discussion	How teachers facilitate discussions based on video content	The teacher divides students into groups, students are given questions related to the material in the video to be discussed in groups.
Student enquiry handling	How the teacher responds to questions related to the video	The teacher asks the students in other groups to then discuss together.
Student engagement	Level of student participation during and after watching the video	Students actively participate in listening and asking

		questions based on the video material.
Challenges and Solutions		
Technical Problem	Types of technical problem that arise and how teachers resolve them	No technical problem were reported, as the videos were pre-downloaded
Timing constraints	How do you manage time in using the video	The selected video is a very short video with a maximum duration of 5 minutes. If it requires repetition, it won't take long.
Differences in student ability	Teachers' in overcoming differences in students' understanding of video content	Through discussion and equalization of perceptions, as well as material strengthening.

Teacher's Name : Anis Mawarti, S.Pd

Class : IX F

Date of Observation : November 28, 2024

Observation Aspect	Description	Notes
Use of YouTube Videos		
Video selection	How teachers select videos that are appropriate to the material and students' level	The video is selected according to the material taught, namely the procedure text.

Video integration in learning	How YouTube video is integrated into the lesson plan	Each video slide is discussed and explained, demonstrating deep integration with the material.
Creative Strategies		
Method of delivery	How the teacher presents the video (before, during, or after the explanation)	Teachers use trigger questions and provide examples from real life (e.g. displaying pictures of Indonesian foods) to clarify the concept, which is a creative strategy in delivering the material, and Reflection at the end of the lesson with the question "what did you learn this lesson?" shows the development of the material and the evaluation of students' understanding.
Video-related activity	Types of activities designed based on the video	Interactive discussions during the video screening and at the end of the session show activities designed to improve student understanding.

Teacher-Student Interactions		
Facilitating discussion	How teachers facilitate discussions based on video content	Teachers actively invite questions and answers, increasing student participation.
Student enquiry handling	How the teacher responds to questions related to the video	By explaining the steps and giving examples, the teacher answers the students' questions directly
Student engagement	Level of student participation during and after watching the video	Although some students seem sleepy, the majority remain focused and engaged in learning
Challenges and Solutions		
Technical issues	Types of technical issues that arise and how teachers resolve them	-
Timing constraints	How do you manage time in using the video	Classes during the day may affect students' focus, which is a challenge in time management
Differences in student ability	Teachers' in overcoming differences in students' understanding of video content	Strategies to invite questions and answer questions and provide additional explanations help overcome differences in student understanding

Appendix 5

Transcript of Interview

Teacher's Name : Hasan Anwar, S.Pd

Date of Interview : November 20, 2024

<p>A: In advance, thank you Mr. Hasan for taking the time for this morning's interview. This interview is part of my thesis that explores how teachers use YouTube videos in the learning process, the creative strategies applied, as well as the challenges faced in their use. here I may have some questions sir</p> <p>B: of course I will answer it</p>	
<p>Teaching Goals and Use of YouTube Videos</p>	
1.	<p>A: How do you choose YouTube videos that suit your learning objectives? B: we choose the video selected according to my material and learning objectives. So, we make sure that the videos we choose are really relevant so that they can support what we want to teach.</p>
2.	<p>A: How do you integrate the use of YouTube videos into your EFL lesson plan? B: I usually choose a few videos that are relevant to the topic to be taught. After that, I arranged the order so that it could flow well in the lesson. For example, I start with a video that gives an introduction, then continue with a more in-depth video about the material. This way, students can understand the context before going into the details.</p>
<p>Creative Strategies in Using YouTube Videos</p>	
1.	<p>A: What creative methods or strategies do you use in integrating YouTube videos into EFL learning? B: I use a fairly simple method. After watching the video, I asked the children to summarize and write down important things related to the material they got from the video. This helps them to better understand and remember the content of the video.</p>
2.	<p>A: How have you adapted or modified the content of YouTube videos to meet the specific needs of your EFL students? B: we adapt and modify that is, by taking how many videos are continuously selected which one is more suitable and according to the needs of students. After that, we connect some videos</p>

	and rearrange them according to the student's ability and understanding. This is important so that all students can follow the learning well.
3.	<p>A: In your experience, does creativity in using YouTube videos increase students' engagement and motivation in learning English? Why?</p> <p>B: eee... in using YouTube videos obviously increases student engagement because they are directly involved in watching. It also motivates them to learn English, because by watching videos, explanations become clearer. Sometimes, visualizations in videos help them better understand concepts that may be difficult to explain with just text.</p>
Supporting and Inhibiting Factors	
1.	<p>A: What factors do you think promote teacher creativity in using YouTube videos for EFL teaching?</p> <p>B: The enthusiasm of the students is certainly very encouraging. When students show interest and enthusiasm, it makes us as teachers more motivated to be creative in the learning process.</p>
2.	<p>A: What challenges do you face in applying creativity when using YouTube videos in the EFL classroom?</p> <p>B: Some of the difficulties we face are device-related, such as carrying a laptop or other device. Sometimes there are also problems with the internet signal. Fortunately, there was already a projector in our classroom that we didn't have to bring anymore, but when there was a technical problem, we could find a solution by moving the class to another room, such as a laboratory.</p>
3.	<p>A: What do you think can be done to further encourage and develop teachers' creativity in using technology, especially YouTube videos, in EFL teaching?</p> <p>B: I think it's important to encourage learning to use YouTube by keeping up with the current digital age. We can look for interesting videos for learning, and attend seminars that discuss the use of technology in education. This can inspire and broaden our horizons in teaching.</p>

Teacher's Name : Anis Marwati, S.Pd

Date of Interview : November 29, 2024

<p>A: Good morning ma'am. Thank you for taking the time to talk to me today. My name is Firda Fitria Husna, and I am here as a researcher. I am conducting this interview as part of my thesis research. The purpose of this interview is to understand how teachers use YouTube videos in the learning process, the creative strategies applied, as well as the challenges faced in their use. here I may have some questions ma'am.</p> <p>B: morning miss firda, of course I will answer it</p>	
Teaching Goals and Use of YouTube Videos	
1.	<p>A: How do you choose YouTube videos that suit your learning objectives? B: I choose YouTube videos that fit the existing material and curriculum. For example, for yesterday's material, we discussed the procedure text, and the curriculum still uses the Independent curriculum. So, I made sure the video was relevant to what I wanted to teach.</p>
2.	<p>A: How do you integrate the use of YouTube videos into your EFL lesson plan? B: When integrating YouTube videos, I usually use them as an introduction. After watching, I held a discussion to dig deeper into the content of the video. I like to ask students questions and see them realize their own answers, so the discussion is more lively.</p>
Creative Strategies in Using YouTube Videos	
1.	<p>A: What creative methods or strategies do you use in integrating YouTube videos into EFL learning? B: One of the strategies I use is "role play." After watching the video, students are asked to play the role of a character in the video. For example, for procedural text, this is very effective for teaching students how to give instructions in the steps of the activity. They become more involved and understand the concept well.</p>
2.	<p>A: How have you adapted or modified the content of YouTube videos to meet the specific needs of your EFL students?</p>

	B: I adapted by adding local explanations of terms that students may not be familiar with. For example, if there are difficult words, I ask if anyone knows what they mean. If not, I will explain so that they understand the context.
3.	A: In your experience, does creativity in using YouTube videos increase students' engagement and motivation in learning English? Why? B: sure, when students watch videos, they are directly involved and it motivates them to learn. Videos provide a clearer visualization than just listening to a regular explanation. So, they are easier to understand and feel more interested.
Supporting and Inhibiting Factors	
1.	A: What factors do you think promote teacher creativity in using YouTube videos for EFL teaching? B: I think the support from the school such as infrastructure is very helpful. Then also with co-workers, we usually share ideas with other teachers and it can open up new insights. The more knowledge I have, the more creative I can be in integrating video into learning.
2.	A: What challenges do you face in applying creativity when using YouTube videos in the EFL classroom? B: The challenge sometimes lies in an unstable internet connection. Not to mention, there are children who sleep or chat with their own friends during learning. It can disrupt the atmosphere of the classroom.
3.	A: What do you think can be done to further encourage and develop teachers' creativity in using technology, especially YouTube videos, in EFL teaching? B: Usually, training or workshops are very helpful. In addition, in PMM there are many videos that we can follow and can be used as a reference. By participating in such activities, we can continue to learn and develop more creative teaching methods.

Teacher's Name : Lailin Ni'amah, S.Pd

Date of Interview : November 30, 2024

<p>A: Good morning ma'am. Thank you for taking the time to talk to me today. My name is Firda Fitria Husna, and I am here as a researcher. I am conducting this interview as part of my thesis research. The purpose of this interview is to understand how teachers use YouTube videos in the learning process, the creative strategies applied, as well as the challenges faced in their use. here I may have some questions ma'am.</p> <p>B: morning miss firda, of course I will answer it</p>	
Teaching Goals and Use of YouTube Videos	
1.	<p>A: How do you choose YouTube videos that suit your learning objectives? B: Teachers browse related learning materials, select and download related videos, by adjusting the duration, images and content that are interesting and clear and easy for students to understand.</p>
2.	<p>A: How do you integrate the use of YouTube videos into your EFL lesson plan? B: Material videos are used to explore the material more deeply where this video is an attraction for students in learning as well as a source of information after the book. In the learning plan, video writing is applied to the learning activity session or after the perception.</p>
Creative Strategies in Using YouTube Videos	
1.	<p>A: What creative methods or strategies do you use in integrating YouTube videos into EFL learning? B: Teachers can use the TPT (Three Phase Technique) method, in which case video can be applied in Pre-activity where students can observe the video as a picture as well as a triggering question, or Whilst-Activity where students build language skills by listening to videos.</p>
2.	<p>A: How have you adapted or modified the content of YouTube videos to meet the specific needs of your EFL students? B: Teachers must be really careful in choosing the right videos that are appropriate to the material and level of the students</p>

3.	<p>A: In your experience, does creativity in using YouTube videos increase students' engagement and motivation in learning English? Why?</p> <p>B: Yes, very helpful. By showing videos, students can learn from various sources, especially audiovisual media. They listened to explanations of the material and example sentences from native speakers. In addition, they also gain knowledge related to foreign cultures and cultures. This of course increases students' interest and motivation to learn English.</p>
Supporting and Inhibiting Factors	
1.	<p>A: What factors do you think promote teacher creativity in using YouTube videos for EFL teaching?</p> <p>B:</p> <ol style="list-style-type: none"> 1. Low interest and motivation in students in learning English will increase through attractive video shows 2. The use of information technology in learning 3. The need for students to know English through foreign speakers and related cultures. 4. Interesting variations and innovations in English learning for students 5. Providing insight for students that English is not a difficult and scary lesson, but an interesting and enjoyable lesson.
2.	<p>A: What challenges do you face in applying creativity when using YouTube videos in the EFL classroom?</p> <p>B: Lack of time to select and determine the right video for students.</p>
3.	<p>A: What do you think can be done to further encourage and develop teachers' creativity in using technology, especially YouTube videos, in EFL teaching?</p> <p>B: Can be integrated with ice breaking, games both manual and online such as quiziz, wordwall.</p>

Appendix 6
Documentation

Classroom
Observation with
Mr. Hasan Anwar,
S.Pd



Classroom
Observation with
Mrs. Lailin
Ni'amah, S.Pd



Classroom
Observation with
Mrs. Anis Mawarti,
S.Pd



Interview with Mr.
Hasan Anwar, S.Pd



Interview with Mrs.
Lailin Ni'amah,
S.Pd



Interview with Mrs.
Anis Mawarti, S.Pd



Appendix 7

Curriculum Vitae

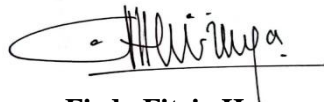
Personal Details

Name : Firda Fitria Husna
Student Number : 2103046034
Place and Date of Birth : Jepara, 26 July 2003
Address : Pecangaan Wetan, Jepara
Gender : Female
Religion : Moslem
Phone Number : 085878138873
Email : firdafina5@gmail.com

Education Details

1. SDIT Sultan Agung 05
2. MTs Muhammadiyah Kudus
3. MA Muhammadiyah Kudus
4. English Education Department of Walisongo State Islamic University, Semarang

Semarang, 14 December 2024



Firda Fitria Husna
NIM: 2103046034