

Youtube Videos as Supplementary Materials for Teaching English Literature

Niña M. Acuña¹ and Merlyn L. Estoque²

B. Vasquez Memorial Central Elementary School, DepEd, Surigao City Division, Surigao City¹
Surigao del Norte State University, Surigao City²

Abstract: *This study determined the effective use of YouTube videos as supplementary materials in teaching English. It utilized quantitative design using quasi-experimental approach to the Grade 6 pupils of Bernardo Vasquez Memorial Central Elementary School who were randomly assigned into two groups: the experimental group, who watched YouTube videos during the conduct of English lesson, and the control group, who were not exposed to YouTube videos. It used the researcher-made questionnaire as assessment tool to determine the effectiveness of YouTube videos as supplementary material in teaching English.*

Based on the results of the study, the following findings were identified: The performance in English of the participants in both control and experimental groups have improved as per pretests and posttests results in the writing and speaking tasks. However, the experimental group has higher post-test results after using YouTube relevant videos in the English class in both writing and speaking perform ancethan the control group.; There was a significant difference between the pre-test and post-test results of each group in terms of writing and speaking; There exist a significant difference on the post-test English performance between the control and experimental groups after controlling the effect of the pretest.

From the findings of the study, the following conclusions were drawn: (a) The performance of the pupils in writing and speaking in English in both groups prior and after the use of relevant Youtube videos as supplementary material to teaching English have improved after the conduct of the study; (b) The students in both experimental and control classes demonstrated the skills as expected of them in the teaching of language, but the experimental group performed better, and (c) the YouTube videos used to teaching language are effective in teaching language.

Keywords: Youtube videos

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