

The Effectiveness of YouTube as an E-Resource on Students' Writing Learning

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ABSTRACT

The purpose of this research was to find out the effectiveness of YouTube as an electronic learning resource in English writing learning. An exploratory mixed method was used in this study. Research instruments included tests, observations and questionnaires. The participants in this study were all third-semester English majors at Bina Sarana Informatika University in Jakarta. The participants were 100 students that were taken randomly. The researcher collected the data from September until December 2021. The result of the English essay writing test was analyzed by using a t-test. The observation was be done during the learning process and the questionnaire used to get students' input about the effectiveness of YouTube as an e-resource. The results of the study concluded that YouTube as an e-resource has a positive impact on the ability to write English essays. The test results before and after implementing YouTube as an e-resource were $t\text{-stat} (8.76) > t\text{-table} (2.022)$, which means H_0 was rejected and H_1 was accepted. While the Pearson correlation was 0.732. Students also gave a positive view of the use of YouTube during essay writing activities. This can be seen in the average value which was dominated by strongly agree answers. This study concluded that learning resources for writing should be presented as learning resources that involve audio-visual and interesting so that story ideas can be developed.

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1. INTRODUCTION

Writing essays is often considered difficult by students. They often write essays since high school. However, essay writing activities in college have a different orientation (Murray, 2012). This means that the secondary education passed by students is oriented toward the development of the discipline. Students are taught to build a body of knowledge that will prepare them to face the

outside world, both social and work. On the contrary, university education exists to build on that foundation to further develop the student's intelligence and analytical powers, specific knowledge of the subject you have chosen to study and ability to play a role in advancing that field of study through their ideas and creativity. The shift in emphasis as you move from high school to university is reflected in the expectations tutors have of your writing (Murray, 2012). From this assumption, teachers have big challenges in developing learning to write English in the classroom. It means that teachers must prepare appropriate learning resources so that the teaching and learning process was in the level of ability needed in higher education.

The results of the analysis of learning documents that have been carried out in the 2020-2021 academic year in writing courses 1 and 2 concluded that electronic learning resources have not been widely used and the development of English writing skills tends to refer to teaching materials that have been prepared by teachers so that students have low creativity in developing their writing. At the end of the lesson, the students gave the questionnaire to give their perspectives about the learning. It was found, including 1) students prefer electronic learning resources that can be accessed via smartphones, 2) students want essay writing activities directed at the development of new stories that can provide benefits for writing a thesis or final project, and 3) students prefer audiovisual writing reference sources.

The use of subtitled audiovisual aids in teaching foreign language classes is in line with the principles outlined by the Cognitive Theory of Multimedia Learning and Cognitive Burden Theory (Frumuselu, De Maeyer, Donche, & Colon Plana, 2015). Furthermore, YouTube has had a positive impact on the ability to speak English (Meinawati, Harmoko, Rahmah, & Dewi, 2020). This study will analyze the effectiveness of YouTube as an e-resource in English essay writing skills. At this time, students can access all electronic learning resources. This means that digital resources are currently responding to global challenges, industry, technological developments, and changes in human life that continue to develop the quality of human resources (Khusniyah, 2021). There is a rapidly growing interest in the need to use technology in language learning at an early age. Young learners need motivation and they can easily lose concentration during a lengthy language-learning process. Technology can be one way to create a real and fun atmosphere for young language learners when used properly and effectively (İlter, 2015; Pazilah, Hashim, & Yunus, 2019). Students are digital natives nowadays, so it can help the teacher to use digital resources in learning (Thompson, 2013). Technology is not only a digital resource but also can build student collaboration (Martins, 2015). The fact that technology plays a much bigger role in the digital era than in previous generations has made the current generation have a high level of technological literacy (Hashim, 2018). So, it can be concluded that technology has had a pending role at this time as the summer of electronic learning. Teachers can innovate various electronic learning summers that attract students so that their interest in learning is higher. Moreover, this e-resource can also be easily accessed anywhere and anytime using a smartphone or laptop.

From the data described above, the findings become the reason for this research activity. This study offers a different concept as a novelty, namely the analysis of YouTube as an electronic learning resource to improve English essay writing skills. The e-resource is a challenge for students to develop stories from YouTube into new essays. So, the videos used from YouTube are not teaching materials on how to write essays, but videos in the form of short films or storytelling. Because the learning materials used are sourced from learning websites, e-books or other videos.

Being exposed to a variety of media and technology sources, from audio to printed materials, students lack the motivation to learn the conventional way. This is the main reason why English teachers are always looking for more motivating teaching resources. The course books and CDs offered in English classes turned out to be fake and not very attractive to students. One way of bringing variety into the classroom is the use of films in teaching EFL. Films grab students' attention, present language in a more natural way found in textbooks and offer visual context aids that help students understand and improve their study skills (Ismaili, 2013; Ergenekon, 2016; Bonsignori, 2018;

Meinawati, 2020; Meinawati et al., 2021). The selection of clips from films and TV series can also provide a choice of genres that you want to learn for writing activities (Bonsignori, 2018). So, it can be concluded that learning resources are not only oriented to printed books, but audiovisual-based learning resources such as videos provide attraction and interest in learning.

The purpose of this research was to find out the effectiveness of YouTube as an electronic learning resource in English writing learning. The results of the study were expected to be useful for teachers to use digital technology in the form of video or audiovisual as learning resources so that they can increase student interest in learning. Moreover, the current conditions have supported technology as a learning resource. Students already have a strong ability to use digital technology or technology applications.

2. METHODS

An exploratory mixed method was used in this study. It is related to qualitative and quantitative data (Creswell, 2012). This study was not only taking the final score from the result of the essay writing test but also analysed their perception of the implementation of YouTube as an e-resource in essay writing class. The technique of collecting data includes tests, observation and questionnaires. The participants in this study were all third-semester English majors at Bina Sarana Informatika University in Jakarta. The participants were 100 students that were taken randomly. The researcher collected the data from September until December 2021. The data was gathered using observations obtained from the activity learning. While the essay writing test was held at the end of the semester or the last meeting in the class. The following criteria were used to evaluate English academic writing (D. Brown, 2004):

Table 1. Indicators to assess the essay writing test

	Component	Indicator	Score
1	Organization	1. Introduction 2. Body 3. Conclusion	20
2	Logical development of ideas	1. Content	20
3	Grammar	1. Construction is simple and complex but effective 2. Syntax rules	20
4	Punctuation, spelling, and mechanics	1. Punctuation and spelling 2. Writing rules	20
5	Styles and quality of expression	1. Diction (word choosing) 2. Useful words, and 3. Choosing and expression, and vocabulary construction.	20
	Total		100

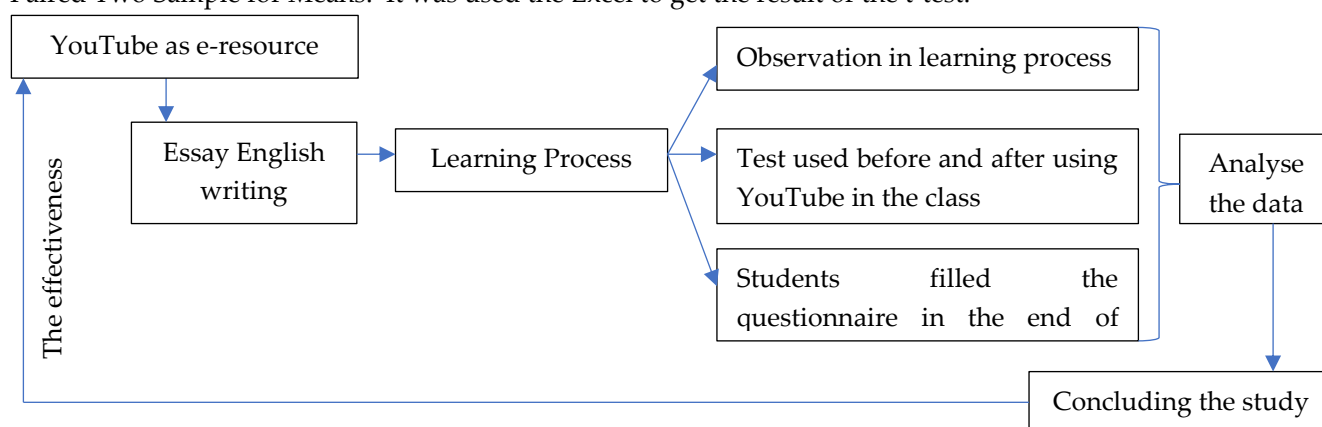
The data collection procedure includes;

1. Learning activities to provide treatment were carried out in 14 meetings.
2. Before applying YouTube as a learning resource, students were given a pre-test.
3. Learning activities are carried out using YouTube as a learning resource. Learning activities are still carried out online via zoom. Before the teacher explains the core material about writing English essays every week, YouTube will be displayed as a substitute for PowerPoint teaching

materials. Furthermore, the lecturer conducts interactive discussions with students. After this discussion is over, the teacher provides writing exercises and students are given the freedom to find reference sources using YouTube. During the learning process, the lecturer always observes student activities using YouTube.

4. In the last meeting (meeting 14), students were given a post-test. This test is shown via PPT during zoom and students are asked to work for 60 minutes. After the test was conducted, students were also asked to fill out a questionnaire to find out their perspective on the effectiveness of YouTube as an e-resource.

While the questionnaire was given to the students at the end of learning to know their opinion about YouTube as an e-resource in essay writing class. The questionnaire included 15 items. It identified problems of resources, priority identification of a resource, writing ability, attitude, and solution (Saed, Haider, Al-Salman, & Hussein, 2021; Brown, 1995). It used the Likert scale. It assessed validity and reliability. The Pearson Product Moment was used by the author to assess its validity. The result of r-count is 0.672 and after consulting with the r-table value with $n = 20$ 5% error level, 0.444 and 1% error rate = 0.561, it turns out that r-count is greater than r-table for 5% and 1% error levels. (0.672 0.561 0.444), it can be concluded that the research instrument is valid. While Alpha Cronbach's alpha was used to assess reliability. The reliability coefficient obtained is 0.735, the reliability level is included in the high category. The validation and reliability results showed that all of the items in the questionnaire were valid and appropriate as an instrument to measure the students' perceptions. The result of the English essay writing test was analyzed by using the t-Test: Paired Two Sample for Means. It was used the Excel to get the result of the t-test.



Picture 1. The Process of Study

3. FINDING AND DISCUSSIONS

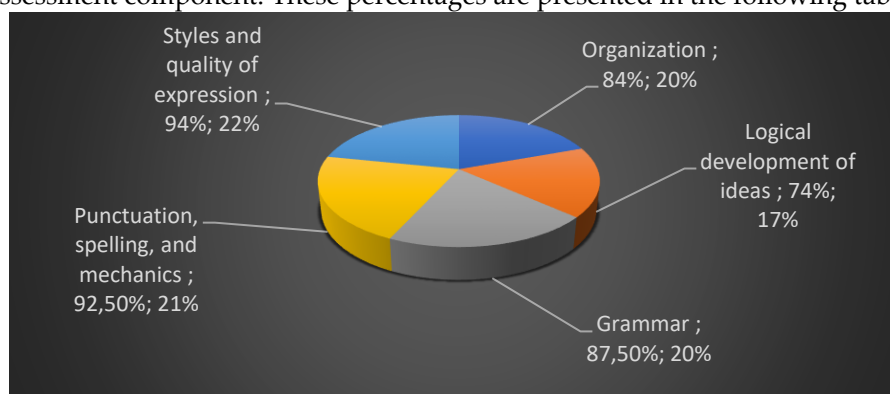
The results of the English essay writing test are presented in the form of a t-test test table which is equipped with the percentage of each assessment indicator for the essay writing test. While the results of the analysis of student input on the use of YouTube as an electronic learning resource are presented in the table of averages.

The results of the pretest and post-test data analysis are as follows;

Table 2. t-Test: Paired Two Sample for Means

	Mean	Variance	Pearson Correlation	t-stat	t Critical two-tail
Pretest	68,5	42	0,732	8,76	2,022
Posttest	87,82	60,72			

Table 2 concluded that $t\text{-stat} (8.76) > t\text{-table} (2.022)$, which means H_0 is rejected and H_1 is accepted. YouTube as an e-resource in essay writing learning gave a positive impact on students essay writing. The results of the average pre-test that was given before the essay writing learning by using Youtube activity was 68.5 and increased to 87.82 after students were directed to use YouTube as an e-resource. This increase shows the effectiveness of YouTube as an authentic electronic learning resource. Students can use their imaginations after watching the YouTube story. Because it has all of the features that will pique students' interest in learning with audiovisual technology. Then, the results of the English essay writing test were also processed to determine the percentage level of each essay assessment component. These percentages are presented in the following table;



Graph 1. Percentage of Essay Writing Components Assessment

From graph 1, it is known that the lowest aspect or component of the essay writing test is the logical development of ideas at 74%. This is supported by the results of observations during essay writing activities that students often find it difficult to develop topic ideas. While the first highest component is styles and quality of expression at 94% and the second component is punctuation, spelling and mechanics at 92.5%. Students have received the writing 1 course which is related to basic writing skills, so this component is not difficult for students to master. Likewise with the grammar component of 87%. Essay writing lessons are given to third-semester students so that in semesters one and two they have received basic grammar and writing courses. These two previous courses have helped students in organizing their essays.

Furthermore, the result of the questionnaire is presented in the following table. It gave the emphasis perception of the students in using YouTube as an authentic e-resource.

	Statements	SA	A	N	NA	SDA
1.	Developing ideas from the story on YouTube	0,75	0,20	0,05	0	0
2.	I like using YouTube as an e-resource to finish a writing project.	0,85	0,1	0,05	0	0
3.	I can access YouTube using my smartphone anywhere	0,9	0,1	0	0	0
4.	Audiovisual on YouTube made fun of learning	1	0	0	0	0
5.	Story on YouTube is a variation	0,8	0,1	0,05	0,05	0

6.	I get values from the story on YouTube to support the idea.	0,7	0,2	0,05	0,05	0
7.	Every student can have a different story from YouTube, then it makes enrichment the idea of writing	0,65	0,2	0,05	0,05	0,05
8.	I can watch YouTube at home to find ideas for writing that is appropriate to the theme of learning in each meeting	0,9	0,1	0	0	0
9.	I do not feel bored when I write after watching YouTube	0,8	0,1	0,1	0	0
10.	The story on YouTube can give ideas to make the supporting sentences	0,75	0,05	0,1	0,05	0,05
11.	I can improve my idea.	0,7	0,2	0,1	0	0
12.	The story on YouTube is not only from Indonesia, but also abroad so it makes me getting inputs	0,8	0,1	0,1	0	0
13.	Many lessons in writing on YouTube	0,9	0,1	0	0	0
14.	It is audiovisual media as a good complement to written texts	0,7	0,1	0,1	0,05	0,05
15.	The condition of learning is fun.	0,9	0,1	0	0	0

Note;

SA : Strongly Agree on A : Agree
 N : Neutral NA : Not Agree
 SDA : Strongly Disagree

The results of the questionnaire that have been presented in table 3 show that students gave a positive perception of the use of YouTube as an electronic learning resource in the essay writing class. This can be seen in the dominance of the average score of the questionnaire in the answers to strong agree (SA) and agree (A). Thus, it can be concluded that this finding contributes to learning resources for writing English. The results of the comparison of pre-test and post-test scores also give the same conclusion as the results of the questionnaire analysis. In addition, YouTube has a variety of videos containing learning materials as well as short stories that contribute to the development of writing ideas. So far, many studies have used YouTube as a source of learning to speak English (Lee & Liang, 2012; Arroyyani, 2018; Kartikasari, 2018; Prasetyaning Jati, Saukah, & Suryati, 2019; Tristiana & Swondo, 2020; Sanoussi, Al Jawad, & History, 2020; Nuha & Saputri, 2021; Syafiq, Rahmawati, Anwari, & Oktaviana, 2021), but this research has made a different contribution, namely the development of writing skills. This finding also illustrates that feedback from the use of digital video-based learning resources is very good (Prilop, Weber, & Kleinknecht, 2020).

During this time, the active use of YouTube has been developed as an educational tool (Smith, 2014). Students can enjoy watching YouTube and provide a sense of pleasure during the learning process. Moreover, writing activities are often considered boring because students have difficulty writing and developing stories. So, learning resources that involve the use of audio-visual have become a good complement to writing activities. In the current condition, students feel bored learning theory and only do assignments. From YouTube, students can get more ideas and develop supporters in their writing.

The results from observations of student learning activities during teaching and learning activities, also show that students were more enthusiastic about using YouTube as an e-resource in writing learning. The themes given to students can be developed into several essay writing ideas. Moreover, after they watched a short film or documentary piece on YouTube, it has added a better

enthusiasm for learning. So, videos provide a lot of input to students, both in terms of vocabulary and story ideas. Another finding from this study showed that students' communication skills increased because discussion activities were more lively. They could share and learn about different opinions and get different perspectives on the perception of stories on YouTube. Then, they could write about what they got in the discussion to become good writers. The video was a unique learning medium, especially for learning to write. Because visuals could help students. The writing was a form of visual communication. Video as a source of authentic material in teaching English as a Second Language for writing.

4. CONCLUSION

According to the study's findings, YouTube as an e-resource has a positive impact on the ability to write English essays. It is effective as an e-resource. The results of the tests before and after implementing YouTube as an e-resource are $t\text{-stat} (8.76) > t\text{-table} (2.022)$, indicating that H_0 is rejected and H_1 is accepted. The Pearson correlation coefficient is 0.732. The results of the analysis of each component in the assessment aspect of essay writing show that the level of knowledge of punctuation, spelling, mechanics, styles and quality of expression is very good. This can be seen in the percentage that is already more than 90%. Meanwhile, organization and grammar have been mastered well because they have more than 80%. The lowest writing component is the logical development of ideas at 74%, but it is included in the good category. However, the results of the learning activities showed that the level of student story idea development was good. Students were also enthusiastic about the use of YouTube during the essay writing activity. This can be seen in the average value, which is dominated by answers that are strongly agreed upon. The findings of this study indicate that writing learning resources should be presented as audio-visual and interesting learning resources for story ideas to be developed.

The results of this study are still limited to testing the use of YouTube as an e-resource for learning activities to write English essays, but these findings are still general and have not been linked to the student's background. The research is also only focused on the D3 study program so the results of this study cannot be generalized to students majoring in English at the undergraduate level. However, the results of this study have an impact on the level of understanding of teachers related to technology learning resources that involve audio-visuals that can be utilized optimally in English writing classes. Therefore, the learning process in the classroom must be designed according to the needs and learning materials.

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