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Effectiveness of YouTube In Improving the English Writing Skills of Grade 10 Students of Salawag National High School

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ABSTRACT: This action research paper explores the integration of YouTube videos into English language classes to enhance students' writing skills specifically writing conventions and proposes several teaching strategies to enhance the augmentation of online video-sharing platforms such as YouTube in English classrooms. This action research used a quantitative method to see the progress of the students in language conventions and quantitative method. The study highlights the positive impact of YouTube on language learning experiences. Findings reveal improvements in retention, comprehension, grammar, and spelling, attributed to the interactive and dynamic nature of the YouTube content. However, challenges such as discrepancies in closed captions and difficulties in learning from mistakes were identified. Recommendations include ensuring the accuracy of video content and providing support for effective error correction. The paper emphasizes the importance of leveraging YouTube's potential to engage students and cater to diverse learning preferences and accuracy of information. By addressing challenges and maximizing the benefits of digital media integration, educators can create a more engaging and effective learning environment for English language learners.

INTRODUCTION

Speaking and writing are two forms of communication. These are included in the macro skills that English teachers are trying to improve in their students, but not all of these are being focused by each teacher, so this study would try to improve one of these macro skills, writing. In terms of writing, a lot of students are left behind. Learners commonly make mistakes in using proper punctuation marks, spelling, and grammar in their writing tasks. Through the help of YouTube, the researchers would like to see if there will be improvement in the writing skills of the students.

In recent years, there has been a shift in the way education is delivered, with technology playing a crucial role. YouTube, as a widely used platform, has become a valuable resource for educational content. Investigating YouTube's impact on writing skills addresses the evolving nature of education.

The chosen topic is determining the effectiveness of YouTube in improving the writing skills of Grade Ten students. The central argument of the statements is that YouTube can be effective in improving students' writing skills. To unpack the argument, the research objectives are to:

- Identify the improvements of the language conventions used in writing after using YouTube videos; and
- Conclude the learning experiences of using YouTube in writing instructions from the perspectives of the students.
- Determine the teaching strategies used to integrate YouTube videos into writing instructions

THEORETICAL FRAMEWORK

Augmentation in Substitution, Augmentation. Modification and Redefinition (SAMR) Model

The SAMR Model, developed by Puentedura in 2006, is a four-level taxonomy-based framework for integrating technology in education, specifically in K-12 settings. The acronym SAMR stands for Substitution, Augmentation, Modification, and Redefinition. The model represents a ladder, where each level signifies a different way of incorporating technology into teaching practices. The levels, in increasing order of complexity, are:

- **Substitution**: Technology is used as a direct substitute for a traditional tool, with no functional change.
- **Augmentation**: Technology provides functional improvement over traditional methods, enhancing the task or tool.
- **Modification**: Technology allows for a significant redesign of the task, leading to new possibilities.
- **Redefinition**: Technology enables the creation of entirely new tasks that were previously inconceivable.

In the context of the SAMR Model, "augmentation" refers to the second level in which technology is used to provide functional improvements to a task without fundamentally changing it. In the research articles provided, augmentation might involve using

technology to enhance existing teaching methods or tools, leading to a positive change in the learning environment. For example, the articles may discuss instances where technology is introduced to improve traditional instructional practices or provide additional resources that contribute to a more effective learning experience.

Examples of augmentation in the classroom, based on the SAMR Model, could include:

- **Traditional Approach:** Using printed worksheets for grammar exercises.
- **Augmentation:** Using educational software or online platforms to provide interactive grammar exercises, offering immediate feedback and additional resources such as video explanations or interactive quizzes.
- **Traditional Approach:** Written essays reviewed by the teacher.
- **Augmentation:** Using collaborative writing tools like Google Docs, allowing real-time editing and commenting, providing students with immediate feedback, and encouraging peer collaboration.

Considering the concerns raised in the articles about the SAMR Model, it's crucial to approach technology integration, including YouTube, with a critical mindset. The SAMR Model can be a valuable framework, but educators should be mindful of its potential limitations, such as the absence of context, a rigid structure, and an emphasis on products over processes. While using YouTube to enhance English writing skills for Grade 10 students, educators should strive for more than mere substitution or augmentation. They should aim for modifications and redefinition, fostering creativity, collaboration, and novel ways of engaging with English writing tasks.

In conclusion, the effectiveness of YouTube in improving English writing skills can be maximized when educators carefully align their instructional strategies with the SAMR Model, ensuring thoughtful integration that goes beyond basic substitution and augmentation. It's essential to consider the unique context of the students and the learning environment, fostering a holistic approach to technology integration for meaningful educational outcomes.

REVIEW OF RELATED LITERATURE

Since the creation of YouTube, it has been famous as a video-sharing website (Cuthrell & Jones, 2011). It uploads the videos as flash videos which can be also retrieved with the same quality (Mayora 2009) Users will be requested to create an account for easy access to videos that will be accessed. Sweeny (2009) explained that YouTube users can create their own network identity when using YouTube. With the change to curriculum like K-12, innovation in technologies also allows teachers to vigorously use every form of technology in their classrooms. Through this teacher can cater to the necessities of their diverse learning through different types of instruction (Johnson,2010). This is supported by Rapp (2009), she explained in her research that she discovered that visual tools are very beneficial to visual-spatial learners such as photographs, icons, or videos, and visual tools are already used in classrooms since the creation of filmstrips until these years wherein digital videos are being patronized. With the help of YouTube teaching and learning may seem easier but some challenges may be encountered under the access and copyright. The study suggested evaluating the videos being viewed to maximize the YouTube for learning experience (Cuthrell & Jones, 2011).

Educators who utilize YouTube and other social media websites use technology to circulate information. Teachers are using it to include in everyday learning instructions. Nowadays, teachers use YouTube as an educational tool to improve and innovate learning experiences (Cuthrell & Jones, 2011).

Trang (2022) explores the utilization of YouTube videos to bolster learner autonomy in English writing classrooms. Employing survey questionnaires, semi-structured interviews, and student/teacher diaries, the research employs content analysis and thematic coding to delve into the impact of online videos on students' autonomous learning experiences during the COVID-19 pandemic.

Basoglu (2017) investigates the integration of YouTube as a technology-mediated learning tool for Teaching English to Speakers of Other Languages (TESOL). The study, presented in the International Journal of Humanities, Arts and Social Sciences, scrutinizes the potential of YouTube, or "Writing Tube," as a pedagogical tool, emphasizing its role in enhancing TESOL practices.

Chooprayoon and Sa-Ngiamwibool (2020) delve into the efficacy of YouTube videos in enhancing sustainable management awareness among Net generation students. The study, featured in the IOP Conference Series: Earth and Environmental Science, highlights the positive impact of YouTube in fostering cognitive learning, positive attitudes, and increased consciousness regarding sustainable management through meaningful discussions and presentations.

Mohamad, Ghazali, and Hashim (2018) investigate secondary school students' perceptions of the use of Google+ to improve English as a Second Language (ESL) writing skills. Published in the International Journal of Emerging Technologies in Learning, the study sheds light on how students perceive the integration of Google+ as a tool for enhancing ESL writing skills.

Alobaid (2020) delves into the role and impact of smart multimedia learning, specifically YouTube online English learning resources, on language learners' writing fluency. Published in Smart Learning Environments, the study emphasizes the significance of YouTube as an example of smart multimedia learning in improving language learners' writing proficiency.

Alobaid (2020) revealed that the features of YouTube are handy in the effectiveness of the application for improving the students' writing fluency for daily written communication. The students are able to use the language well and express themselves. Students prefer using multimedia educational tools to others. The study is found to take in considerate the high engagement, sufficient

exposure time, the comprehensibility of the learning, the capability for enhancement, and the quality of the learning materials. In conclusion, a multimedia educational tool like YouTube made language learning formal and informal but more effective, engaging, flexible, shareable, and attainable.

METHODOLOGY RESEARCH DESIGN

The study is action research with mixed research design; qualitative and quantitative research design. Since this is an action research, researchers are expected to formulate a particular practice to improve the writing skills of grade 10 learners.

QUESTIONNAIRE DESIGN

Since there are two research designs used, there will be interview questions and standardized test scores: Cambridge English Langauge Assessment for Students.

I. Interview questions:

1. How often do you use YouTube to enhance your English writing skills?
2. Are there specific YouTube channels or creators you find particularly helpful?
3. Did you use the YouTube closed captions and its adjustable settings related to font size, color, opacity, and playback speed for learning and improving writing?
4. Did the closed caption help me correct and improve my vocabulary, grammar, spelling mistakes and language use through checking my writing with the language used in some video content?
5. Does YouTube promote a flexible, interactive, interesting, and dynamic learning environment?
6. Is it easy to learn and develop writing due to the availability of new language input in every class?
7. Are the ideas or topics for writing tasks easy to understand?
8. Is it easy to learn from mistakes and corrections and improve my writing accuracy?
9. Is YouTube helpful to a wide types of learners like visual or auditory learners?
10. How do you think that the affordances of YouTube videos made learning and improving writing easy for you?
11. Is it helpful for you if YouTube is used in class and after class?
12. Are you satisfied if YouTube videos are used in English classes?
13. Have you noticed any improvements in your English writing skills since incorporating YouTube into your learning?
14. What suggestions do you have for improving the integration of YouTube into English language education at the school?

II. Standardized Test Scores: Cambridge English Langauge Assessment for Students.

1. Could you tell me your surname?
a. Would you like me to spell it?
b. Do you like my family name?
c. How do I say that?

2. This plant looks dead.
a. It’s in the garden.
b. It only needs some water.
c. It’s sleeping

3. I hope it does not rain.
a. Of course not.
b. Will it be wet?
c. So do I.

4. Are you going to come inside soon?
a. For ever.
b. Not long.
c. In a minute

5. Who gave you this book, Lucy?
a. I bought it.
b. For my birthday.
c. My uncle was.

6. Shall we go out for pizza tonight?
a. I know that.

b. It's very good.
c. I'm too tired.

7. Do you mind if I come too?
a. That's fine!
b. I 'd like to
c. I don't know if I can.

8. There's someone at the door.
a. Can I help you?
b. Well, go and answer it then.
c. He's busy at the moment

9. How much butter do I need for this cake?
a. I'd like one.
b. I'll use some.
c. I'm not sure.

10. How long are you here for?
a. Since last week.
b. Ten days ago.
c. Till tomorrow.

11. Have you guys had enough to eat?
a. That's all right.
b. Is there any more rice?
c. It's not the right time.

12. That's my coat over there.
a. Will you take it off?
b. No, you haven't!
c. Here you are.

13. Let's go by bus.
a. The train was expensive.
b. We'll buy a ticket.
c. It'll take too long.

14. Do you know my brother Charlie?
a. Sorry, he's not here.
b. I don't think I do.
c. I know.

15. Would you like some ice in your drink or not?
a. I hope so.
b. Yes, I shall
c. I don't mind.

16. I hope I have not __you any trouble by changing the arrangements.
a. put
b. caused
c. made
d. done

17. The floor is wet: don't run or you might _____!
a. stoop
b. spill
c. slip
d. spin

18. When you come to my house, _____your camera with you.
a. take
b. show
c. fetch
d. bring

19. Paul arrived at the shop _____as the manager was closing for the day.
a. even
b. just
c. still
d. right

20. I would _____to stay at home and relax for a change.
a. rather
b. better
c. prefer
d. enjoy

21. Is there _____of food for everyone?
a. adequate
b. enough
c. sufficient
d. plenty

22. Lily says she's happy at school but she's _____complaining.
a. rarely
b. sometimes
c. always
d. often

23. _____the step when you go in.
a. consider
b. mind
c. attend
d. look

24. _____stay the night if it's too difficult to get home.
a. at all costs
b. by all means
c. in all
d. on the whole

25. No _____Hannah is happy when you think how many prizes she has won recently.
a. surprise
b. problem
c. question
d. wonder

DATA GATHERING PROCEDURE

When it comes to the data gathering, there will be **surveys and interviews**. The survey is divided into two: **the pretest and the post-test** which will test and determine the problems of the **thirty-five Grade Ten students** in writing skills specifically, the language conventions: the **spelling; grammar, and proper use of punctuation marks. I**n between the pre-test and the post- test (**CEFR-based English Level Test)**, the English teacher must use several YouTube videos from the channels: **BBC Learning, TED-ED and TedX.**

The following videos will be used:

- Day 1: How to Write a Story: Ted Ex; The Road not Taken| Irfan Mohammed| TEDxOOBSchool; and "The Road Not Taken" by Robert Frost
- Day 2: British Council Learn English: How to improve your writing; and British Council Learn English: "Grammar Snacks"

Series: Question words in English

- Day 3: British Council Learn English: Present simple tenses:
- Day 4: British Council Learn English: How to agree or disagree in English; and Ted Ex: How to write a story

After the students answer the pre-test, the English teacher will incorporate the videos from **BBC Learning and TedX in the Lesson for at least four consecutive classes**. Afterward, the English teacher will ask the students to answer the post-test. Here the researchers will know the difference in writing skills of the students before and after using YouTube videos in an English classroom.

The participants will be randomly chosen from **two students for the interview.** These will establish the credibility of the data resulting from the surveys. Then, the researchers will compare the pre-test and post-test and will come up with a conclusion. The entire data collection targets to give an intervention for three hundred hours. Each participant has their own will to participate or not in this study. Any change of mind while answering the written interview is possible and the information given will not be used in this study.

DATA ANALYSIS

Upon summarizing the results of the standardized test (pre-test and post-test), a paired test will be used to compare the data collected by the researchers. The researchers will present the data through tables and pie charts in accordance of the analysis of the paired test and the comparison of the pre-test and post-test writing proficiency level of English Users. Below are the corresponding English User writing proficiency levels in the test scores.

Table 1. Corresponding English user writing proficiency levels in the test scores

English Writing Proficiency Level	Scores
A1 Basic English User	1-5
A2 Basic English User	6-17
B1 Independent English User	18-20
B2 Independent English User	21-22
C1 Proficient English User	23
C2 Proficient English User	24-25

For the data analysis of the gathered answers to interview questions, thematic analysis will be used. The researchers will find common learning experiences of the students while using YouTube while learning writing, specifically improving writing conventions.

ETHICS

Each participant has their own will to participate or not in this study. Any change of mind while answering the written interview is possible and the information given will not be used in this study. The researchers can ensure that the data gathered from the interview will be solely used for the research. You will also have the right and freedom to deny providing personal information, or you may choose to make your information undisclosed. Your contact details will strictly remain private and will only be used for communication if it is needed. The participants have the capability to withdraw their participation if they felt uncomfortable at any time of the research study. For interview, each learner provided alias for their safety.

RESULTS

A result serves as the portion where researchers report the verdict or data of a study based on the stratagem or method used in collecting data or gathering information. This section shall exhibit findings of a research organized in a reasonable array without partiality or subjective insights (University of Southern California, 2017).

In this part of the paper, the results of the quantitative study will be shown while for the quantitative research can be seen in the appendices

Below is the table that shows the English level of each participant.

Table 2. Participants' test score and corresponding English writing proficiency level

Participant	Pre-test Scores	Post Test Scores
1	17 - A2 Basic English User	19 - B1 Independent English User
2	18 - A2 Basic English User	15 - A2 Basic English User
3	11 - A2 Basic English User	20 B1 Independent English User
4	18 A2 Basic English User	20 B1 Independent English User
5	18 A2 Basic English User	21 - B2 Independent English User
6	9 - A2 Basic English User English User	11 - A2 Basic English User
7	12 - A2 Basic English User	8 - A2 Basic English User
8	14 - A2 Basic English User	9 - A2 Basic English User
9	13 - A2 Basic English User	12 - A2 Basic English User
10	12 - A2 Basic English User	14 - A2 Basic English User
11	14 - A2 Basic English User	15 - A2 Basic English User
12	17 - A2 Basic English User	18 - B1 Independent English User
13	12 - A2 Basic English User	8 - A2 Basic English User
14	19 - B1 Independent English User	24 C2 Proficient English User
15	20 - B1 Basic English User	21 - B1 Basic English User
16	21 - B1 Independent English User	22 - B2 Independent English User
17	16 - A2 Basic English User	19 -B1 Independent English User
18	10 - A2 Basic English User	12 - A2 Basic English User
19	21 - B1 Independent English User	24 - B2 Independent English User
20	13 - A2 Basic English User	17 - A2 Basic English User
21	12 - A2 Basic English User	20 - B1 Independent English User
22	12 - A2 Basic English User	16 - A2 Basic English User
23	15 - A2 Basic English User	16 - A2 Basic English User
24	13 - A2 Basic English User	13 -A2 Basic English User
25	7 - A2 Basic English User	12 - A2 Basic English User
26	15 - A2 Basic English User	13 - A2 Basic English User
a27	10- A2 Basic English User	13 - A2 Basic English User
28	13 - A2 Basic English User	14 - A2 Basic English User
29	10 - A2 Basic English User	14 - A2 Basic English User
30	11 - A2 Basic English User	18 - B1 Independent English User
31	11 - A2 Basic English User	15 - A2 Basic English User
32	15 - A2 Basic English User	7 - A2 Basic English User

Here is the table that shows the number of students at each English writing proficiency level in pre-test and post-test.

Table No. 3 The number of participants in each English writing proficiency level

English Proficiency Level	Pre-Test	Post-Test
A1 Basic English Users	0	0
A2 Basic English Users	28	20
B1 Independent English Users	4	8
B2 Independent English Users	0	3
C1 Proficient English Users	0	0
C2 Proficient English Users	0	1

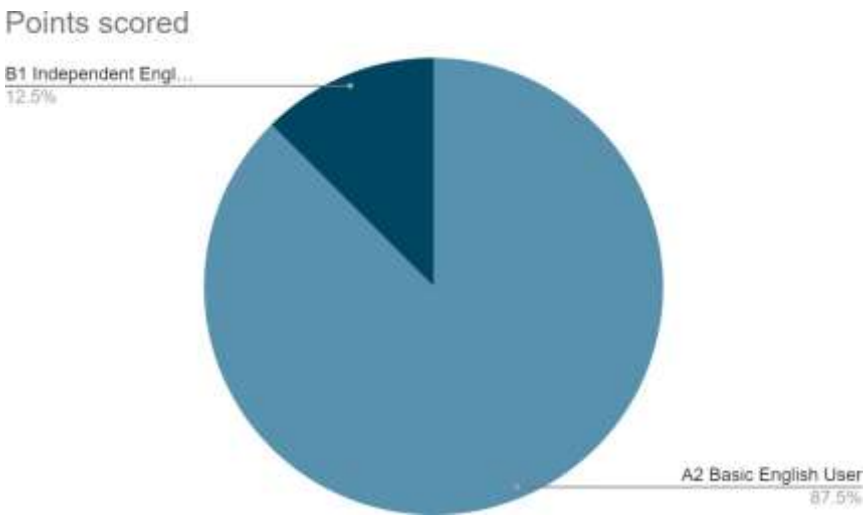

Figure 1. Percentage of Students according to their English level during Pre-Test

There are 28 learner who are A2 Basic English Users which is about 87.5% and 4 learners who are B1 Independent English Users which is about 12.5% during the pre-test.

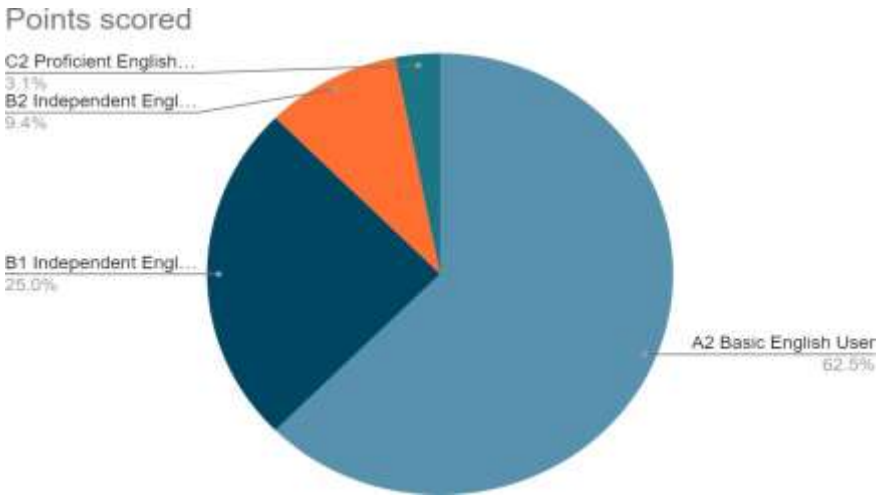

Figure 2. Percentage of Students according to their English level during Post Test

There are 20 learners who are A2 Basic English Users which is about 62.5%, 8 learners who are B1 Independent English Users which is about25%, 3 learners who are B2 Independent English Users which is about 9.4%, and 1 learner who is C2 Independent English User1 which is about 3.1% during the post-test.

Data Analysis Paired T-Test

Table No. 4 Mean and population size

		Mean	N
Pair 1	PRETEST	14.03	32
	POSTTEST	15.63	32

The mean of the test scores is 14.03 during the pre-test. For the post-test, the mean of the test scores is 15. 63 during the post-test. The data shows that there is an increase in the score of the students. There is an improvement after the four days the students used

Table No. 5 Paired T-test

		Mean	Std. Deviation
Pair 1	PRETEST - POSTTEST	1.594	3.697

In comparing the pre-test and post-test, the mean in difference is 1.594. This means that there is a positive difference between the pre-test and post-test. There is an increase between the pre-test (first measurement) and post-test (second measurement). The standard deviation is 3. 697. The standard deviation entails the differences between the scores in both pre-test and post-test in each learner,

THEMATIC ANALYSIS

Here are the themes of the qualitative study:

Category	**Key findings**
A. Improvements	**Improvements in Retention, Comprehension, Grammar, and Spelling** - Both Teytey and Rin noted improvements in their English writing skills since incorporating YouTube into their learning routines.
	- Teytey mentioned that it's easier for her to remember and understand what she has studied, indicating potential improvement in retention and comprehension.
	- Rin mentioned that YouTube videos helped her with sudden lessons and corrected her grammar and spelling, suggesting improvements in language conventions.
B. Learning Experiences	**Interactive, Flexible, and Dynamic (In Favor of Auditory and Visual Learners)** - Both students acknowledged that YouTube promotes a flexible, interactive, and dynamic learning environment.
	- They found videos interesting and interactive, indicating that YouTube enhances engagement and participation in learning activities.
	- Rin mentioned preferring video essays, suggesting that YouTube accommodates different learning preferences, catering to both auditory and visual learners.
C. Teaching Strategies	**Augmentation** - Incorporating video essays into writing instructions can provide engaging and informative content relevant to learning objectives.
	- Using closed captions on YouTube can facilitate language comprehension, vocabulary acquisition, and grammar correction.

DISCUSSION

- **Objective No. 1:** Identify the improvements of the language conventions used in writing after using YouTube videos.
  In the Cambridge English Language Assessment given, it is shown that there is an improvement after the 4-day incorporation of YouTube in daily English classes. It is supported by the interview both learners agreed there is a definite help in improving their grammar and spelling skills, while there is no mention of the proper punctuation marks used.
- **Objective No. 2:** Conclude the learning experiences of using YouTube in writing instructions from the perspectives of the students.
  The learners describe the learning experiences as interactive, flexible, and dynamic. The activities became more engaging to students. It became flexible and dynamic as it caters to visual learners and auditory learners.
- **Objective No. 3:** Determine the teaching strategies used to integrate YouTube videos into writing instructions.
  Teachers may augment YouTube in their English classes to help improve the English writing skills of the students especially in language conventions. This will help regarding the comprehension and focus of the students. Also, utilize the closed captions of YouTube for vocabulary acquisition, and grammar correction.

CONCLUSION

Upon the results of quantitative and qualitative analysis, we educators must look for more materials or YouTube videos that will

improve the punctuation mark as it is the least improved during the study. This will help improve the English writing skills of the learner.

The use of YouTube will surely help us educators in making our activities more engaging. Since, it was mentioned by the participants that it would help auditory and visual learners. Video essay is recommended to the students. We must look for videos that are age-appropriate and aligned to the lesson objectives also. In this way, we can nurture inside and outside the classrooms by providing the right videos on YouTube to watch.

During the interview with the learners, one of them said that sometimes there is a flaw in the YouTube closed caption regarding spelling, so teachers must be cautious. If teachers saw a mistake in closed captions, it must be clarified to the students. As educators, we must guide our learners well.

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APPENDIX A

INTERVIEW WITH Teytey:

Shiela 12:28

Hello, Christy. Can you hear us? Hello, Christy. Can you hear us? Hello, christie. Can you hear me po?

Teytey 13:19 Yes po ma'am.

Shiela 13:20

Okay, thank you. So, hello again, good morning. So, I have Yobi here. So, you might be confused? Yangmei Li is her Chinese name and Yobi is her English name?

Yangmei 13:37

Good morning, Teytey.

Teytey 13:40

Good morning po ma'am Yobi.

Shiela 13:45

Okay, so Teytey, are you ready? yes po (Teytey) Just for a while. Rin is here for a while. Good. I'll be asking the first seven questions. Are you ready?

Teytey 14:54 Yes po.

Shiela 14:57

Let's have a profile. How old are you? Teytey? 16 po (Teytey) okay, then let's go to the first question. So, since we have been using YouTube, our videos for a few days already, I just would like to ask for. So how often do you use YouTube to enhance your English writing skills? Or how do you often use YouTube?

Teytey 16:37

I don't personally use YouTube, especially to enhance my English writing skill, but this can be a valuable resource for my learning.

Shiela 16:50

okay So thank you. Christie. And then now let's have the second one. Are there specific YouTube channels or creators you find particularly helpful?

Teytey 17:01

There are channels like DDE English with lucy and BBC learning English that provide helpful ways in English writing skillfully. Thank you.

Shiela 17:25

And then for the third one, did you use YouTube captains? And it is just like adjustable settings are related to the franchise color, opacity and playback speed for learning. for example, the symbol that is stating this below. Sorry again? (Teytey)
Shiela 17:56
do you use dcc below the one that gives us a title.do you use it often or always or barely?
Teytey 18:06
Sometimes slang po ma'am.
Shiela 18:10
okay so sometimes. How about the playback speech? For example, do you have to repeat a certain time? Do you usually playback the video if you need to? Yes po. (Teytey)
Shiela 18:32
Thank you. And for the next one, in a closed caption, help you to correct and improve your vocabulary. Let's have vocabulary first. Do you think you will use the close capture on dcc below? It helps to improve your vocabulary. Yes, po ma'am (Teytey). Okay, how about for grammar? Do you think it also helps? Yes, po maam (Teytey) and for spelling. Yes, po maam (Teytey)? How about in general learning the English language? Do you think it helps? Yes po (Teytey) okay and for the 5th one, does YouTube promote flexibility? And how flexible is the learning environment for you?
Teytey 19:23
closed captions help in correcting vocabulary, also, the grammar and spelling, by comparing a writer. when writing with the language used in virtual content po
Shiela 19:42
Do you find the usual videos interactive? Yes, po ma'am (Teytey) How about something interesting? Yes, po ma'am (Teytey) And for dynamic. When we say dynamic. It's sort of like you have a lot of things to learn. It's not only English; it's not only on the content that they have.
Teytey 20:10 Yes po ma'am.
Shiela 20:13
Thank you Teytey. And next one, is it easy to learn and develop writing when we are in class?
Teytey 20:28 easy po ma'am?
Shiela 20:29
Okay, why do you say that it's easy?
Teytey 20:51
Because student can view international video on YouTube whenever it's convenient of them po
Shiela 21:02
Okay, exactly, very good. Thank you. Also, it is convenient. Next one. so, we had several writing activities in class, so we had a movie review. and also let you write an essay.
the second part I didn't give you probably it's without the section, so movie review. Are you done with that?
Teytey 21:42
Sorry, your connection is not good.
Shiela 21:47
Sorry. Are you done with the movie review? Did you submit that work already? Yes po (Teytey). So how did you find our writing task movie reviews? Is it good? How do you find writing?
Teytey 22:06
its pressure to a new language po? Then certainly I am learning and developing writing skills po.
Shiela 22:16
Yes, thank you, Teytey. I just want to ask you the last question from me. So are the ideas or topics that you had for the writing task. The movie review. Is it easy to understand? No po (Teytey) okay, Thank you. That's all for me Teytey. Yobi, now it's your turn.
Yangmei 22:48
Hi, Teytey, nice to meet you.
Teytey 22:51
Ma'am nice to meet you.
Yangmei 22:55
I will continue the questions. I would like to ask you, " Do you think it is easy to learn from mistakes and corrections to improve your writing accuracy? "
Teytey 23:10 Again po?
Yangmei 23:11

Is it easy for you to learn from mistakes and corrections to improve your writing skills?
Teytey 23:19 actually no po?
Yangmei 23:24
Could you tell me why?
Teytey 24:00
It's difficult for me, because I have a short-term memory book about a lesson
Yangmei 24:13
I see, thank you. And next question, is YouTube helpful to a wide types of learners like visual or auditory learners? Can you understand this question?
Teytey 24:30
sorry po again the question?
Yangmei 24:44
Do you think YouTube is helpful to different types of learners?
Teytey 24:54 Yes po.
Yangmei 24:58
And then, how do you think that the affordances of YouTube videos made learning and improving writing easy for you?
Teytey 25:14
As a student po. I agree that po, in the modern era, the majority of the sources of knowledge which are as available as able to use, online students like me, can view the international videos on YouTube.
Yangmei 25:43
So YouTube made the study either.
Teytey 25:50 Yes, po
Yangmei 25:52
Thank you. And do you think is it helpful for you if YouTube is in use in class and after class? I think you just answered this question, similar to the last question. So, is it helpful? Even after class, you can still view it online.
Teytey 26:15
yes po, if we forget the lesson po, it is particular for students who have short term memory, because it's hard for them to recall what was discussed.
Yangmei 26:37
Okay, I see, thank you. And are you satisfied if YouTube videos are used in English classes?
Teytey 27:04 yes po
Yangmei 27:08
Okay, and have you noticed any improvements in your English writing skills since incorporating YouTube into your learning, in other word, are there any improvements after incorporating YouTube into your plans? Hello, christie
Teytey 27:48
yes po ma'am. It's easier for me to remember, and I can understand what I have studied better.
Yangmei 28:01
thanks. And the last question. Do you have any advice to improve the integration of YouTube into the English classes available?
Teytey 28:41
Yes. Again? I'm sorry.
Yangmei 28:45
Do you have any advice to improve the integration of YouTube into English classes, like how to say that? So, if we want to use YouTube in class, do you have any advice for it?
Teytey 29:23 No po?
Yangmei 29:27
Okay. I see. Shiela, do you want to make any conclusions?
Shiela 29:41
I think that's good. All right.
Yangmei
Thank you Teytey.
Teytey 29:46 Thank you po.
Shiela 29:50
will just give you the token later, thank you.
Teytey 29:59 Thank you.

Shiela 30:04
Yobi we probably need another link; this meeting will be ending already.
Yangmei 30:14
Yeah. I noticed. I think we can move to the next one.

INTERVIEW WITH Rin
Shiela Hello, Yobi.
Yangmei 00:02
So we have to start it again. Restart. Okay. Right? Shiela. So, we have to restart this.
Shiela 00:19
Okay okay, I also forgot to record it. Okay.
Yangmei 00:26
sorry. So, Rin, I'm sorry. We have to restart it.
Rin 00:32
It's ok po.
Yangmei 00:34
Ok, thank you. So good morning. Hello. This is Yobi. And may I ask, how old are you?
Rin 00:44
I'm 16 years old now.
Yangmei 00:46
Are you ready for your questions?
Rin 00:48
Yes po, I'm ready for it.
Yangmei 00:53
The first question is. How often do you use YouTube to enhance your English writing skill?
Rin 00:58
I rarely use it since I use websites often.
Yangmei 01:02
Thank you. Are there specific YouTube channels or creators you find particularly helpful?
Rin 01:11
I mostly watched Crowley on his video essays, and it helps me on how you learn.
Yangmei 01:23
okay, and did you use the YouTube closed captions and its adjustable set setting settings related to phone size, color, opacity and the playback speed for learning and improving writing.
Rin 01:37
yes po.
Yangmei 01:40
Did the close caption help you correct and improve your vocabulary, grammar, spelling, mistakes, and language use through checking your writing with the language?
Rin 02:07
Most people think that the things about the captured sport are wrong like a performer, spelling mistakes and you have a ball by my driver mistakes before. Okay,
Yangmei 02:19
so it's like there is automatic notification to, I suggest you the corrections. so there will be some notification that if there is something to correct,
Shiela 02:44
again Yobi, can you repeat?
Yangmei 02:49
Is there anything on the page, there will be something to suggest that for the interactions.
Rin 03:09
on the recommendation with us, with the corrections that you mentioned? Creator should double check the options for Buddha before uploading it. So, the watchers get the other side the options properly for.
Yangmei 03:28
Thank you. And that's does YouTube promote a flexible, interactive in interesting and dynamic learning environment?

Rin 03:42
yes po
Yangmei 03:45
the next one is it easy to learn, develop, and write due to the availability of new language inputs in every class?
Rin 03:57
yes po
Yangmei 03:59
ok, are the ideas or topics for writing tasks, easy to understand.
Rin
Yes, it did.
Yangmei
so, Shiela, I am done with the first seven questions. Maybe you can continue that. thank you, Rin,
Shiela 04:25
Thank you, Rin, regarding the 7th question we watched. If it goes about the rule that they can write, is it helpful as, right? We had the video, and after that, we had the right things. Do you think the review was helpful with answering the five questions we had?
Rin
Yes po, both times we got next for your video and started for you.
Shiela
Next one is it easy to learn from mistakes and directions and when it comes to improving your writing accuracies, and is each helpful to white types of learners like visual or auditory? I just want to ask what type of learner, which was one day area, which was if you two will be used in English classroom, you agree?
Rin Yes
Shiela
Now let's have that. Then one, how do you think that the importance of YouTube videos made learning and improving writing in support? I know, I said, how easy is it to learn? Let's learn from that. Other. It's to me, but are my solutions?
Rin 06:00
because it's about visual learners and you are interacting with your school. It helps me with the sudden lessons.
Shiela
How about writing? If it's her writing, they think you choose suffering and health.
Rin
It helps that my education will be just in the back of iron where the English that you somebody put it like is correct to interrupt me.
Shiela
Thank you, Rin, And the next one, is it helpful for you if it is in class and after class? Ok so for example, I'll be giving an assignment. You watch a video, then you will answer a question that's up. And then everything. How about for? For example, we will have the last topic we have. So, for example, we have to send us that's it. Are the Marxist being right? So, we have the Marxist approach. Then after that I will be giving you a movie, for example, that you will have to watch if they think that you are seeing a movie on YouTube. If you will help you to deeper understand what is Marxist operation out and you marry and are you satisfied the future videos are used in English classes?
Let's have the 13. Have you noticed any improvements in your English writing skills when we started incorporating YouTube in our English classes? Right? You can have a book enough to spend it without the driver. He jokes. It is not thanked you. For the last one, what suggestions do you have for improving the integration of YouTube into English, language, and education in school? In school, particularly if you give it, you bought a purpose, it's so when it comes to me device, definitely, I really think what is and I will ask you a question. You feature sport is about part and easy to others that the moment as you are more ready for them and for them.
And so, I think that's all for me. Do you have any additional questions for Rin Yobi?
Yangmei No
Shiela 08:34 Thank you, Rin.

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