



THE USE OF TEACHER-MADE YOUTUBE VIDEOS IN VIRTUAL WRITING LEARNING: STUDENTS' PERCEPTIONS

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ABSTRACT

The research objectives were to find answers the perceiving also interests Thai EFL students towards teacher-made YouTube videos when learning writing virtually. Thirty students from grade 5 at Ban Nonkokkha School, Loei, Thailand, participated. The method used in this research was mixed methods research with explanatory design type. The researcher collected quantitative data by distributing questionnaires earlier then implemented the qualitative data by conducting interviews to add more reliable results. The researcher analyzed the data obtained from the questionnaire were analyzed using a Likert scale calculation by frequency of the responses received by students expressed in percentages and then explained from the results of interviews. From quantitative and qualitative analysis, it is known that most students agree in virtual writing learning through teacher-made YouTube videos. The findings also showed the teacher-made YouTube videos make learning more enjoyable, make learning English easier, know English words better, and encourage the students to learn English even aside from class. Moreover, they can also learn how to write the correct sentences. Meanwhile, the study results also showed that some students find it difficult when virtual learning takes place. Some of them had low vocabulary mastery problems and poor internet signal.

***Keywords:** students' perception, students' interest, teacher-made YouTube videos, virtual writing learning*

INTRODUCTION

The Covid-19 pandemic that hit the world has changed all aspects of life, one of which is education (Atuahene, Kong, & Bentum-Micah, 2020). The Covid-19 forces us to study from home, which forces us to learn new things, including technology in our daily lives. So the use of technology in the global pandemics requires teachers to adopt appropriate learning strategies due to conditions that limit face-to-face meetings. It happened to the researcher who participated in the virtual collaborative research program between the University of Muhammadiyah Gresik and Loei Primary Educational Service Area Office 2, Thailand. The



researcher was assigned to Ban Nonkokkha School, located in Pha Kao District, Loei Province, Thailand. Alternative learning strategies are needed to research the teaching-learning process with teachers and students in Thailand. The most possibly learning strategy to do is virtual learning. It was done to preserve the spread of Covid 19.

According to Setiawan & Lasha (2020), virtual learning is the most suitable strategy for face-to-face exchanges these days. Virtual learning is learning that is implement with the internet synchronously and asynchronously. Where virtual learning gives a chance on students' interaction with learning sources (Dong, Cao, & Li, 2020). Virtual learning makes students access learning materials quickly, even with long-distance where the materials can be presented without being physically in the class (Moore, Dickson-Deane, & Galyen, 2011). Furthermore, virtual learning requires the capability of teachers and students to use technology. Since communication and internet technology are essential in virtual learning, which helps create a more facilitating learning environment that supports good social interactions. Thus, virtual learning helps students stay connected.

In learning English, four skills must be mastered English. They are speaking, reading, listening, and writing. Nevertheless, writing in English is much more complicated than other English skills in English as a foreign language (Phuket & Othman, 2015). It referred to students' problem in Ban Nonkokkha School, Thailand; the main problem of the students are they lack interest and difficulty writing English because they did not have motivation to learn or practice writing. Thus, it is difficult for them to write sentences correctly based on experiments and imagination. So, the students need a stimulus for their interest in learning writing. Due to students' problem above, learning media is needed to enhance their interest in writing. Learning media can be audio, visual, and audio-visual. However, during the COVID-19 pandemic, students preferred to used videos classified as audio-visual to be more fun and interesting (Meliala et al., 2021). Therefore, the researcher thought that giving them media such as video to increase students' interest in learning. The utilization of video in virtual learning provides many benefits for the teacher and the students to support effective learning. In addition, a video can positively affect student motivation, student self-confidence, and student attitudes (Wardhana & Muhammad, 2021).

Beside that, according to Perifanou, Economides, & Tzafilkou (2021), the Covid-19 crisis showed that teachers must-have digital skills to teach virtually effectively. The teachers need to complement themselves with strategies and interactive ways to enhance students' interest and perceive in the process of learning English virtually. Teachers must be able to use and apply digital technology in all educational activities. English teachers should be optimized to improve the ability of teachers to use information and communication technology for their teaching process (Maqbulin, 2020).

As suggested by Atmojo (2022) and Naufalatan, Ka, & Sodik (2021), YouTube videos can be a reference media in virtual learning. However it is better if the EFL teacher makes their video. EFL teachers should be more creative in making



YouTube videos for their educational purposes. Therefore, the researcher makes a learning media in videos then uploads to YouTube. Since Youtube is one of the popular technologies used today, mainly in Thailand, and the most widely used by young children and youths (Ongkrutraksa, 2021). The researcher makes an interactive video on YouTube to play while learning. Videos YouTube also simplify them in regulating their learning English, feeling enjoyment, happy and fun during the learning process (Putri, Wijayanto, & Supriyadi, 2020). Through YouTube, students can be access the materials anywhere and anytime. In addition, the students also get more attention, interest, and enhancement when learn writing using teacher-made YouTube videos.

Based on previous research about the use of YouTube on students' interest in English by Michael & Shah (2020) and Zaidi et al. (2018), students are interested in using YouTube in learning English and helping them completed their work and assignments better. In the context of their interest in learning writing, Michael & Shah (2020) showed that YouTube videos enable them to learn and remember the correct sentence structure better. In other experiment research, Naufalatan, Ka, & Sodiq (2021), showed that the students' ability in writing who taught using video on YouTube was relatively high; meanwhile the students' ability in writing without using video on YouTube is low. In addition, a study conducted by Atmojo (2022) regarding teacher-made YouTube videos in virtual EFL classes shows a general perception that the use of teacher-made YouTube videos is beneficial. He also suggests using YouTube as a medium for developing EFL material in English class. According to those study results above, the positive impact of YouTube for teachers is helping the learning process. Moreover, EFL teachers can utilize YouTube to upload a video as a learning material in teaching English, especially in virtual learning.

Based on the previous research above, this study finds a gap. This study explicitly examines students' perceives and interests of using teacher-made YouTube videos to teach Thai EFL students in learning English, especially in learning writing during the pandemic. Therefore, this study finds answers the following questions: 1) How do EFL Thai students' perceives teacher-made YouTube videos on virtual writing learning? 2) How do EFL Thai students' interest in teacher-made YouTube videos on virtual writing learning?

METHOD

In this research, mixed methods research was used. Creswell (2005) states that mixed methods research is a process to collect, analyze, then mix quantitative and qualitative data in one study to understand the research problem. The researcher took explanatory research for this mixed methods research. The explanatory design collects quantitative data first, then collects qualitative data to help explain or describe the quantitative results (Creswell & Clark, 2011). It can be explained that the researcher collected quantitative data earlier then implemented the qualitative data to add more reliable results. This research is conducted in Ban Nonkokkha school located in Pha Khao District, Loei Province, Thailand. The



participants of this study were 5th-grade students of Ban Nonkokkha School, Pha Kao District, Loei, Province, Thailand. The participants consisted of 21 males and 9 females. The researcher chose two classes, namely 5A and 5B, which consisted of 30 students aged 11-12 years. Fifth-grade students were chosen because the researcher was assigned to teach in that class. They had relevant information about their experience using teacher-made YouTube videos during virtual writing classes on the topic “adverb of frequency” via the video-sharing screen of the Zoom application during the Covid-19 pandemic.

In conducting the research, the researcher used two instruments which were a questionnaire for quantitative data and a semi-structured interview to obtain qualitative data. The questionnaire modified from Michael & Shah (2020). The questionnaire used Likert scale questions with five levels, namely 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The questionnaire consisted of four parts. The first part of the questionnaire consisted of three questions which related the use of teacher-made YouTube videos in virtual writing learning. The second part consisted of three questions related to students’ interest on teacher-made YouTube videos in virtual writing learning. The third part consisted of six questions which related to the students’ perception on teacher-made YouTube videos in virtual writing learning. The final three questions focus on their perception on learning development toward learning writing on teacher-made YouTube Videos. The researcher distributed questionnaires to students via Google Form because all activities were carried out virtually. The statements in the questionnaire section are presented in Thai and English so that the participants can quickly answer the statements. The 30 students filled out the questionnaire, and seven students were selected based on their questionnaires to obtain more detailed information through interviews using the Zoom application with the help of a Thai teacher to translate the researcher's questions into Thai because the students were not fluent in English. The interview data are written based on the recording and the researcher wrote down the participants’ answers during the interview. Then, the researcher analyzed the data obtained from the questionnaire were analyzed using a Likert scale calculation by frequency of the responses received by students expressed in percentages and then explained from the results of interviews.

FINDINGS AND DISCUSSIONS

After distributing the questionnaire to students, the researcher analyzed the results of the questionnaire, and the following results were obtained:

The use of teacher-made YouTube videos in virtual writing learning

Table 1. The use of teacher-made YouTube videos in virtual writing learning.

No.	Statements	1 (SD) Strongly	2 (D) Disagree	3 (N) Neutral	4 (A) Agree	5 (SA) Strongly
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	<i>Disagree</i>				<i>Agree</i>					
	f	%	f	%	f	%	f	%		
1. Makes learning interesting	0	0%	0	0%	8	26.7%	7	23.3%	15	50%
2. Makes it easier to learn in the class	0	0%	0	0%	11	36.7%	10	33.3%	9	30%
3. Enables students to understand English better	1	3.3%	0	0%	8	26.7%	10	33.3%	11	36.7%

From table 1, there were three questions the researcher asked the students. Question 1 showed a positive perception that 73.3% of students agreed and strongly agreed. Meanwhile, 26.7% neutral with that. Then, question 2 had a positive perception of 63.3% students agreed and strongly agreed meanwhile 36.7% neutral. In addition, question 3 showed a positive perception that 70% of students agreed and strongly agreed, 26.7% neutral, and 3.3% students strongly disagreed. Based on the result above, it showed that the teacher-made YouTube videos in virtual writing learning, most students agree that it makes learning exciting and make it easier when learning. This statement was in line with earlier research by (Michael & Shah, 2020)(Zaidi et al., 2018). These results are also supported by an interview conducted by the researcher to get more detailed information about the use of teacher-made YouTube videos. Students 1, 3, and 5 said they were happy, enjoying, excellent and excited when learning writing using teacher-made YouTube videos. The following responses were:

Student 1 : I am happy when learn writing using teacher-made YouTube video, because is good video.

Student 3 : I am happy learn the teacher-made YouTube video because easy for learn writing.

Student 5 : I am exciting when learn teacher-made YouTube video.

Meanwhile, in question 3, a student was disabled to understand English better because they did not understand the English word in the video. Besides that, some students said that they quickly understood English better because teacher-made YouTube videos used the easy word. The following response was :

Student 7 : Sometimes I don't understand, because it is not easy word.



Meanwhile, some students said that they quickly understood English better because the teacher explained the material on teacher-made YouTube videos using the easy word. The following responses were :

Student 4 : The way teacher teaching on the video make me understand.

Student 5 : The pronunciation from the teacher is easy and when learn writing make me easy to write the words.

Students’ interest on teacher-made YouTube videos in virtual writing learning

Table 2. Students’ interest on teacher-made YouTube videos in virtual writing learning.

No.	Statements	1 (SD)		2 (D)		3 (N)		4 (A)		5 (SA)	
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
4.	Motivate students to learn English writing when outside of class	0	0%	4	13.3%	7	23.3%	8	26.7%	11	36.7%
5.	Often look for teacher-made YouTube videos to learn English writing	0	0%	1	3.3%	5	16.7%	12	40%	12	40%
6.	Learn pronunciation of English word from teacher-made YouTube videos	0	0%	3	10%	5	16.7%	7	23.3%	15	50%

From table 2, there were three questions the researcher asked to the students. The question 4 showed positive perception of 63.4% students agreed and strongly agreed. Meanwhile, 23.3% neutral, and 13.3% disagreed with that. Then, the question 5 had positive perception of 80% students agreed and strongly agreed



meanwhile 16.7% neutral and only 3.3% disagreed. In addition, for the question 6 showed positive perception of 73.3% students agreed and strongly agreed, 16.7% neutral, and 10% students disagreed. From the result above, it showed that the use of teacher-made YouTube videos can increase the students' interest in virtual writing learning, most students often look teacher-made YouTube videos, motivate students to learn writing outside of class, and learn pronunciation of word. These results also supported by interview conducted by researcher. The following responses were:

Student 1 : Teacher-made YouTube video is very good, I always rewatch again at my home so it makes me get interest for learning english. Also pictures on the video make me enjoy.

Student 3 : The teacher-made YouTube video is make me understand, the animation, the cartoon, and the exercise on video is good.

Student 5 : The teacher-made YouTube video used good animation, it is interesting.

Student 5 : The pronunciation from the teacher video is easy when virtual writing learning.

Meanwhile, some students disagreed with the statements in questions number 4, 5, and 6. They said that the internet connection is sometimes not good, making them less interested and not often look at the video because audio and video are sometimes not clear. The following responses were :

Student 2 : Sometimes the internet connection not good, make the video delay.

Student 4 : The internet connection sometimes not good. The video not same with audio.

Students perception on teacher-made YouTube videos in virtual writing learning

Table 3. Students' perception on teacher-made YouTube videos in virtual writing learning.

No.	Statements	1 (SD)		2 (D)		3 (N)		4(A)		5 (SA)	
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
7.	Teacher-made YouTube videos captures my	1	3.3%	1	3.3%	8	26.7%	6	20%	14	46.7%



	attention better										
8.	Teacher-made YouTube videos is convenient, affordable and accessible	1	3.3%	0	0%	8	26.7%	8	26.7%	13	43.3%
9.	Helps to accomplish study task quicker	1	3.3%	1	3.3%	11	36.7%	5	16.7%	12	40%

Then from table 3, there were three questions the researcher asked the students. Question 7 showed a positive perception that 66.7% of students agreed and strongly agreed. Meanwhile, 26.7% were neutral, and 6.6% disagreed with that. Then, question 8 had a positive perception that 70% of students agreed and strongly agreed; meanwhile, 26.7% were neutral, and only 3.3% strongly disagreed. In addition, question 9 showed a positive perception of 56.7% of students agreed and strongly agreed 36.7% neutral, and 6.6% students disagreed. Based on the result above, it showed that students had positive perceives. Most students attract their attention; teacher-made YouTube videos are convenient, affordable, and accessible and help students accomplish study tasks. This statement was in line with earlier research by (Michael & Shah, 2020)(Zaidi et al., 2018). These results also supported by interview conducted by researcher. The following responses were:

Student 2 : I can active practice writing, it is good opportunity practice english.

Student 5 : I am be active in class, because the video is captures my attention when practice learn writing.

Meanwhile, some students disagreed with questions 7, 8, and 9. One of them said that the internet connection is not good, making him not convenient during learning because the student learns many times. So it did not help him to accomplish the study task quicker. The following responses were:

Student 4 : Because the internet connection is not good, I learn many times before doing exercise.



Students' perception on teacher-made YouTube videos in virtual writing learning

Table 4. Students' perception on teacher-made YouTube videos in virtual writing learning.

No.	Statements	1 (SD)		2 (D)		3 (N)		4(A)		5 (SA)	
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
10.	Exposed students to happened in the outside world	1	3.3%	1	3.3%	9	30%	8	26.7%	11	36.7%
11.	Improves the quality of assignments that students produce	0	0%	5	16.7%	7	23.3%	8	26.7%	10	33.3%
12.	Enables students to control their own learning	0	0%	0	0%	9	30%	6	20%	15	50%

From table 4, there are three questions the researcher asked the students. Question 10 showed a positive perception that 63.4% of students agreed and strongly agreed. Meanwhile, 30% were neutral, and 6.6% disagreed. Then, question 11 had a positive perception that 60% of students agreed and strongly agreed; meanwhile, 23.3% were neutral, and 16.7% disagreed. In addition, question 13 showed a positive perception that 70% of students agreed and strongly agreed, and 30% were neutral with that. Based on the result above, it can be concluded that the students had positive perceptions of virtual writing learning through teacher-made YouTube videos. They can be exposed to what happened in the outside world through learning writing with the teacher from Indonesia, improving the quality of assignments, and controlling their learning. The following responses were:

Student 7 : It is good opportunity learn writing through teacher-made YouTube videos from foreigner, that is teacher from Indonesia.

Student 1 : The way teacher explain in video make me understand english, I can apply word sentences in exercise and daily life.

Meanwhile, in questions number 10 and 11, some students disagreed. The internet connection is a common problem. They said that the internet connection was not good, making the video movement and the audio not match. The following response was :



Student 5 : The internet connection make the video movement and the audio not match sometimes.

Students’ perceive on learning development toward learning writing on teacher-made YouTube videos

Table 5. Students’ perceive on learning development toward learning writing on teacher-made YouTube videos.

No.	Statements	1 (SD)		2 (D)		3 (N)		4 (A)		5 (SA)	
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
13.	Enables me to know English words better	3	10%	0	0%	6	20%	8	26.7%	13	43.3%
14.	Enables me to learn the correct sentence structure better	0	0%	1	3.3%	7	23.3%	3	10%	19	63.3%
15.	Enables me to remember the correct sentence structure better	0	0%	2	6.6%	6	20%	8	26.7%	14	46.7%

The last is table 5. There are three questions the researcher asked the students. Question 13 showed a positive perception that 70% of students agreed and strongly agreed. Meanwhile, 20% were neutral, and 10% disagreed. Then, question 14 had a positive perception of 73.3% of students agreed and strongly agreed; meanwhile, 23.3% were neutral, and only 3.3% disagreed. In addition, question 15 showed a positive perception of 73.4% of students and strongly agreed, 20% neutral, and 6.6% students disagreed. The student's perception of learning development toward writing on teacher-made YouTube videos had positive perceptions based on the findings. Most students learn and remember the correct sentence structure better. This statement was in line with earlier research by Michael & Shah (2020) that YouTube videos is effective in helping the students to learn and remember the correct sentence structure better. The following responses were:



Student 1 : I can learn English writing and make me better in English.
Student 2 : I get knowledge in writing about adverb of frequency sentences.
Student 4 : After I watch the teacher-made YouTube videos, I can practice my writing through exercise on the video.

Meanwhile, some students disagreed with the statements in questions number 13, 14, and 15. They said that the internet connection is the biggest problem. During virtual learning, the surrounding conditions also confuse students when taking virtual writing classes. The following responses were :

Student 3 : The internet connection sometimes make the teacher-made YouTube video delay. The background and the audio not together. Not smooth.
Student 6 : Because my friend talking when virtual learning so it's noisy.

To sum up, the first question of this research is to understand students about the use of teacher-made videos on YouTube and find out whether the use of teacher-made YouTube videos affects learning English, especially in virtual writing classes. Based on the results showed positive perceptions from the respondents. It could be seen from the positive percentages on each statement in the questionnaire result. Most of the respondents acknowledged that it captured their attention, helped them to accomplish study quicker, exposed students to happened in the world, improved the quality of the assignment, enabled the student to control their learning, and they also agreed that teacher-made YouTube videos are convenient, affordable and accessible. They also agreed that the teacher should use the teacher-made YouTube videos in a virtual class. This result was in line with an earlier research by Michael & Shah (2020) and Zaidi et al. (2018), which showed positive perception because students preferred to learn English with YouTube videos.

Regarding student interest, the results showed that most of the responses on the questionnaire were positive. A majority of 63.4% of students agreed and strongly agreed that motivated them to study when outside of class. This is evidenced in Berk (2009) as cited in Zaidi et al. (2018), The use of YouTube videos can attract students' attention, increase concentration, increase interest in learning and improve attitudes towards students. Then, the students often looked for teacher-made YouTube videos with a positive perception that 80% of students agreed and strongly agreed. In addition, learning pronunciation from YouTube videos also showed a positive perception of 73.3% of students agreed and strongly agreed. This result was in line with an earlier research by (Amir & Asmara, 2021; Michael & Shah, 2020; Zaidi et al., 2018).

On the other hand, the results also show that some students find it difficult when virtual learning occurs. Some of them had low vocabulary mastery problems and poor internet signal. Students with low vocabulary mastery cannot easily



understand the material presented in teacher-made YouTube videos. Meanwhile, internet instability causes poor video quality. They say that the movement of the video and audio is not the same or slow. This is line with earlier research by Atmojo (2022) that the instability of the internet network, low vocabulary mastery, and lack of understanding are students' problems. Therefore, the findings showed that few students do not enjoy learning with teacher-made YouTube videos because the above constraints show different results from previous studies by (Michael & Shah, 2020; Zaidi et al., 2018).

CONCLUSION

Based on the discussion above, using teacher-made YouTube videos in virtual writing learning in grade 5 Ban Nonkokkha School, Thailand, the researcher explains how students' perceptions and interests are in using teacher-made YouTube videos for virtual learning amid the covid-19 pandemic. The findings show a positive perception of teacher-made YouTube videos and some of the students' problems faced when virtual learning using teacher-made YouTube videos. This study shows that most students prefer to learn using teacher-made YouTube videos because it is more interesting, makes learning English easier to understand, knows English words better, and motivates the students to learn English even aside from class. In addition, they can also learn and remember how to write sentences correctly. Most of them understand the material in the video because the teacher-made YouTube videos use easy words. However, only a few of them do not understand the material in the video because students have not mastered some uncommon sentences. Nevertheless, most of them are active in the learning process. Another frequently encountered problem is that they are hindered by unstable internet connections, which causes the quality of teacher-made YouTube videos in audio and video motion to be unequal or slow. So that it slightly interferes with their interest and understanding in the learning process. However, teacher-made YouTube videos are highly recommended for EFL teachers as a medium in learning because students can understand the lesson quickly and attract their interest in learning English. Further research can contain more research participants with a balanced number of genders to produce more comprehensive data. Since in this research, males dominated.

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