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The Use of YouTube As A Medium for Teaching English Writing Skill during Covid-19 Pandemic: A Case Study at 7th Grade of MTs Ma'arif NU 01 Kemranjen

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Abstract

A popular video sharing site, YouTube, could be used as an alternative teaching medium in online learning activities during the COVID-19 pandemic. It is useful to help students to keep on learning and get materials well in the difficult circumstance caused by the pandemic. This study aims to describe how Youtube is used as a learning medium in English teaching, especially the writing skill at MTs Ma'arif NU 01 Kemranjen during the COVID-19 pandemic. This study uses a qualitative approach. Data are collected through the triangulation of interview, observation, and documentation. The data are then analysed by applying Miles and Huberman's (1994) model of data reduction, data display, and verification. The results of this study reveal that Youtube is seen to be a good learning medium to cope with the learning difficulties in the unprecedented Covid-19 crisis. The asynchronous nature of the Youtube videos enabled students to repeat the video as much as they want to. The implementation of Youtube in online learning was done in three stages: 1) preparation, the teacher makes and uploads the videos; 2) implementation, the teacher shares the link and provides brief explanation on WhatsApp; and 3) evaluation, the teacher gives quizzes to ensure that the materials are well-received. Meanwhile, the obstacles in the implementation are poor Internet network, insufficient facilities, and unmotivated students. The pedagogical implication from this study is that Youtube is a good fit for online learning, it is highly recommended for teaching during the pandemic.

Keywords: YouTube; writing skill; Covid-19 pandemic

A. Introduction

Indonesia is one of the countries affected by the Covid-19 pandemic. This virus spread rapidly since the president of Indonesia announced the first positive case of Covid-19 in Indonesia on Monday, March 22, 2020. According to Rulandari (2020), to minimize the chain of spreading the corona virus, the government implemented various policies such as wearing masks, washing hands and maintaining social or physical distance. We know that maintaining physical distance policy limited our daily activities that require us to meet many people, such as work and school. Therefore, education in Indonesia has undergone many changes. The learning process that was originally done face-to-face has now turned into distance learning or online learning. This online-based learning process forces educators or teachers to be more creative in determining the learning media that will be used to teach their students. In this situation, technology has played a very important role in teaching and learning from home. Many teachers carry out learning using several media such as WhatsApp group, Telegram group, YouTube, Zoom, Google Meet, Google Classroom, etc.

“YouTube is a website that is used to share many kinds of videos i.e. video clip, music videos, movie trailers, educational videos, etc.” (Jalaludin, 2016). Through its contents, YouTube gives many benefits to its users and watchers alike from entertainment to education. YouTube is used by teachers as a medium to convey materials and give assignments during the Covid-19 pandemic period. YouTube gives interesting content to teach students because they can watch video and repeat it when they still confuse Sherman’s (2003) idea that, videos give different sense of learning compared to printed materials like books. Videos have more complete forms (audio and visual) so they could convey materials more interestingly and easily. YouTube based projects with discussion elements also could motivate learners they receive feedback and comments from their teacher. “The discussions on the YouTube video projects help to established

students' critical awareness and encourage students to learn deeper." as seen in the findings of Clifton and Man (2011).

YouTube can also be used for English language teaching, including writing skill which is seen as the most difficult skill for second language learners (Richard, 2005). Learning writing skill, needs good teaching strategies. In the pandemic era, on YouTube, teachers can show videos that gives clear explanations on writing. The use of YouTube is very convenient during the Covid-19 pandemic condition since it can be accessed anytime and anywhere. Learners can also open it again very time they want until they understand the materials very well.

As a medium to teach in the Covid-19 Pandemic era, YouTube can show video to explain materials. One of the material is about writing. To develop writing skill through YouTube, teacher should be creative to make the content which can attract students learning. Although via online learning, the teacher should give attention for their development. Thus, the aims of this research is to find out the roles and strategies in using YouTube as a medium in English teaching and learning, especially writing skill. To be more specific, this research had two questions that were formulated as follow:

1. How is YouTube used in teaching English writing skill online at MTs Ma'arif NU 01 Kemranjen during Covid-19 pandemic?
2. What are the obstacles in the implementation of Youtube as a learning medium during Covid-19 pandemic?

B. Literature Review

Educational System During Pandemic Covid-19

At present, almost all countries in the world face the same problem, namely the COVID-19 pandemic which reportedly originated in the city of Wuhan, China from December 2019 (Lee, 2020). In a short time, the

United Nations through WHO announced the corona virus outbreak as a worldwide pandemic (Churiyah, 2020). The spread of this virus affected various sectors of life, including education sector.

Starting 24th of March 2020, the government of Indonesia through the Ministry of Education and Culture (MOEC) instructed to all educational institutions to carry out distance learning in order to maintain the health of teachers, students and all education staff (Atmojo, 2020). According to Abidah, et al. (2020), in order to prevent the spread of the corona virus, Indonesia is one of countries that has decided to close schools and change its learning system from face-to-face learning to distance learning.

In this pandemic situation, online learning can be an option for distance learning implementation (Nadeak, 2020). Stem (2019) define online learning as an education that carried out over the internet. Meanwhile, Moore et al. (2020) define online learning as learning that utilizes internet networks with accessibility, connectivity, flexibility, and the ability to generate various learning interactions.

In the online learning process, technology have played important roles. Meetings between teachers and students can be replaced with virtual meetings (Griffiths, 2016). In other that, many educators are starting to use applications especially social media to improve the quality of learning such as WhatsApp, Telegram, YouTube, Instagram, Facebook, etc. (Nadeak, 2020).

The Utilization of Technologies in Education

In terms of learning, there are many kinds of media or technology that can be used as media in teaching and learning process. Fitriani (2020) suggest that the utilization of a wide media will be able to help teachers in effective and interesting learning. It can be used as supporting means for students to seek wider information than what the conveying by the teacher. Inside an effort to make a success learning, the teacher have to make the classroom atmosphere be enjoyable and happy (Sardiman, 2014).

Cambridge International Research to Global Education Census 2018 shows that students in Indonesia really familiar with technology. It is not only interacting in social media but also for learning needs. As we know that right now every person will not be separated from smartphone, either used simply to communicate, play games, or something else. This thing shows a tremendous addiction to everybody.

Now the students know that the fun learning is not with all the eyes child should be fixed to the teacher and sitting to hear but how learning can be active and students feel displayed also motivated (Nugroho et al., 2019). It gave positive impact on how they would response to use gadgets in their classes and added the experience of studying in the interest and pleasant class (Nugroho, et al., 2019). In the field of learning, multiplatform use is many ranging from the text, image, animation, videos and audio, so that is can motivate learners to like insolent material. Dwi (2020) given the importance of the intrinsic motivation for students in learning. The most important thing is a clear concept of objectives and able to build creativity for students in learning and how to make learning more enjoyable without realizing it by learners (Fitriani, 2020).

YouTube as a Medium of Online Class

Online learning that is being carried out by all educational institutions at this time can make YouTube an alternative source and learning media. YouTube is a social media network that is in great demand by various groups of society. This is because YouTube is more accessible. In terms of learning, it used as a learning medium. Duncan, et al., (2013) explained that YouTube videos are very valuable videos for education and scientific research, which are practical, medical and clinical. The author found that learning using YouTube can increase student interest more than using other applications, because it is easier to use. Students only need to click on the link provided then they can enjoy learning via YouTube along with an explanation from the teacher. Using YouTube, teachers can display interactive, interesting,

and fun learning videos. Through YouTube, students can also create their own creativity and become a medium or forum for expression.

YouTube is a social media website that can be used for sharing the largest and most popular online videos on the internet. Currently, YouTube users have spread all over the world from various ages, from the age level of children to the level of adult age. YouTube users can upload videos, search videos, watch videos, discuss or ask questions about videos and at the same time share video clips for free. Every day YouTube is accessed by millions of people so it is true if YouTube is very potential to be used as a source and learning media.

Even since the current policy of holding online learning by the government, many YouTube users upload videos about lessons and many educators also provide videos about learning. The use of YouTube as a learning medium aims to create interesting, fun and interactive learning conditions and atmosphere. According to Sianipar (2013), YouTube is a medium that contains a variety of very useful information. YouTube has a function to search for video information or view videos directly. It can be used as an effective learning medium. can be used at any time without being limited by space and time provided that students have computers or gadgets that can be connected to the internet. But still, the success of learning lies in students' interest in learning, not in effective learning media. YouTube is a learning medium, an intermediary for delivering material from the teacher and the instructional tool lies with the teacher who gives instructions to students.

Writing Skill

Writing is one of skill in English. Writing skills include all the knowledge and abilities related to expressing ideas through the written word.

It needs process to make product of writing. Based on definition of (Third Year Student, 1994, National University of Singapore), the definition

of “writing is the creative process because it is a process of reaching out for one’s thought and discovering them. Writing, as such is a process of meaning making.” The writing process approach is a non-linear activity in which students need to go recursively through steps of planning, drafting, revising, editing, and publishing. (Greene, 200; Tribble, 2002). Writing product is precious something because it can be used for a long time and every one can read it.

In this skill, it needs to considers language structures and writer’s knowledge/ experiences. Graham (1997) mentions four vital areas in the writing process, those are:

1. knowledge of writing and writing topics;
2. skill for producing and crafting text;
3. process for energizing and motivating participants to write with enthusiasm, and
4. directing though and actions through strategies to archive writing goals.

To support our research, those are the previous research that are relevant to ours:

1. Olasina’s Work

First, research conducted by Gbolahan Olasina (KwaZulu-Natal University, 2017). The author conducted a study entitled "YouTube Video Evaluation Values for Academic Writing". The aim of this study was to assess the impact of YouTube videos on academics and skills on student written performance. The method used is a qualitative approach through group discussions, interviews, and tests. YouTube is a form of using technology as a learning medium. This study took 40 students who were still deficient in the academic field in a class in Scottville, KwaZulu Natal Province, South Africa who were divided into two groups, using a traditional control group and using YouTube as a facilitator/experimental group. The use of YouTube provides a more interesting experience for

students to learn writing. This influences the pedagogy of students to write with YouTube videos.

2. Styati's Work

Research conducted by Erlik Widiyanti Styati (IKIP PGRI Madiun, 2017) entitled "Effect of YouTube Videos and Pictures on EFL Student's Writing Performance". This research investigated the effect of YouTube Videos and pictures as the authentic materials on Indonesian EFL students' writing performance. The subject of this research were the second semester students of English Department in the IKIP PGRI Madiun. The respondents were divided into two groups with a control group/ using picture as the instructional media and an experimental group/ using YouTube as the instructional media. The data were then analyzed by independent t-test. The result of this research showed that students who were taught by using YouTube videos is not better than those using pictures.

3. Chin Sun's Work

Research conducted by Yu-Chih Sun (National Chiao Tung University, 2014) entitled "Micro teaching Writing on YouTube for Pre-Service Teacher Training: Lessons Learned". This research aims at investigating how pre-service teacher adopt You-Tube technology into their micro-teaching. It involved twelve Taiwanese pre-service teachers in teaching English for Speakers of other language graduate program. They focused on teaching writing skill and made a group to develop and upload micro teaching videos on a YouTube channel. The result of this study showed that the use of YouTube technology enriches micro-teaching by encouraging pre-service teachers to learn from different points of view and to explore meaningful catalysts for the integration of media platform and technology in teaching practice. It is focus on visual effects and personal appearance due to the nature of YouTube.

C. Method

Data Collection Techniques

The purpose of this research was to find out how was the teaching writing skill during Covid-19 pandemic need an online instructional media especially YouTube through good strategies to make sure students' understanding. This research was conducted to 7th grade students of MTS Ma'arif NU 01 Kemranjen, Banyumas. It was done during in the second semester of the 2020/2021 school year which the learning was carried out online. This research examines the utilization of YouTube to do online class in MTS Ma'arif NU 01 Kemranjen during pandemic Covid-19 through qualitative approach. Basri (2014) said that the focus of qualitative approach is from the process and the meaning of result. The attention of this approach for the human element, object, institution, and the relationship or interaction between those components for understanding an event, action or phenomenon (Mohamed, Abdul Majid & Ahmad, 2010).

Data collection of this research was carried out by several techniques, namely interview, observation, and documentation. The first data collection technique is interviewing the English teacher of MTS Ma'arif NU 01 Kemranjen in grade 7th. The researcher interviewed the teacher to find out how the learning process is done using YouTube, and whether or not students and teacher found difficulties. The researcher also applied documentation technique consisting of YouTube videos about writing skill learning especially descriptive text and the schedule of English subjects. All of them provide information about how the writing skill learning process using YouTube. Last, an observation also applied as the data collection technique in this research. Due to the Covid-19 pandemic that make it impossible to do direct observations, the researchers decided to conduct online observations at MTs Ma'arif NU 01 Kemranjen especially in the 7th grade. However, the required data could still be extracted and obtained by observing the English learning process in their online class in the form of WhatsApp group. The observers collect the information needed, including

how the teaching and learning process of writing skills via YouTube, what activities are carried out by students, and how students respond during the learning process.

Data Analysis Techniques

Qualitative analysis consists of three stages, those are: (1) data reduction, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions; (2) data display is an organized, compressed assembly of information that permits conclusion drawing and action; (3) conclusion drawing and verification, conclusion is verified as the analyst proceeding proceeds. Verification is as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes or it may be through and elaborate, with length argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set (Miles and Huberman, 1994:10-11).

In this research, the data are in the form of learning video of writing materials (description text), the result of interview and observation. The data analysis in this research started from analysis the English teacher interview data also documentation and observation results. Then, the second stage is data display. Miles (1994), suggest that display is an organized, compressed assembly of information that permits conclusion drawing action. At this stage, the researcher displays data from online learning systems using YouTube to teach writing (descriptive text). Data is displayed explaining that the teacher made an explanation video before the schedule and shared the link so that students can watch the video and comments when they still do not understand the material given. Then, teacher do an evaluation through the assignment given. The last stage is drawing conclusion or verification. According to Miles (1994), final conclusion may not appear until data collection is over, depending on the size of the corpus of filed notes; coding storage and retrieval methods of the funding agency, but they

often have been prefigured from the beginning even when a research claims to have been proceeding inductively. At this stage, the researcher concludes that the research results based on the research problem can be described well.

D. Findings

YouTube's Role in Teaching English Writing Skill during the Covid-19 Pandemic

It has been more than a year since Indonesia faced the Covid-19 pandemic. Teachers must change their learning style from offline learning to online learning. It is time for the teacher to be more creative in creating learning activities although they and their students in the different place. In teaching language especially writing skill, it needs an interesting way. In MTS Ma'arif NU 01 Kemranjen, Mrs. Ning as the English teacher use YouTube as instructional media in their teaching and learning process.

Excerpt 1 of the interview

T: "I prefer to use YouTube video in my online class because when I share video, my students can repeat if they still confuse and can pause to write or read the materials."

From the finding above, it showed that YouTube has role to be a medium in teaching and learning English especially writing skill since the learning activity in the class change to online class. As a media, YouTube helps students to still get materials well with the convenience to repeat the video material which has an interesting visual whenever they want.

Strategies in Using YouTube for Teaching English Writing Skills During The Covid-19 Pandemic

At MTS Ma'arif NU 01 Kemranjen, YouTube application used as a medium in the teaching English especially writing skills of the 7th grade students. In the process, teacher has strategies to use YouTube as the medium to teach the students. The strategies are as in this interview script:

Excerpt 2 of the interview

T: "Before the video was shown, I made PowerPoint first, made a video using the Bandicam application. After I made the video through Bandicam, I sent the file via Google Drive to the school operator. From the operator, input it to the school YouTube channel. It was a long and tiring process, but for my students it is fine. Hopefully, it will be useful knowledge for me and my students."

First, the teacher will create a PowerPoint slides contains of materials that will be deliver to the students. After the slides finished, she takes a video using Bandicam application to explain the material according to the slides she has created. The final video material will be sent in the form of file through Google Drive to the school operator to be uploaded into the schools' YouTube channel. After the video uploaded, the teacher shared the link of the video in their WhatsApp group so that students can access it from their place. The following picture is the documentation of the learning process:



Picture 1. Teacher shared the link of material video

Students asked to watch, understand, and write what the teacher explains through the power points slides that the teacher has provided, which are displayed on YouTube video. Then, they also could give comments about the material or ask the teacher if they do not understand the material. In the end of the video, teacher usually give assignment or practice for the student.

Table 1. Observation result of the online learning process

Stages	Activities	Times
Opening	Teacher giving opening in the WhatsApp to say greeting.	15 minutes
	Students response the greeting as an attendance.	
Core Activity	Teacher give short explanation about the materials use voice note.	20 minutes
	Teacher share the link video of YouTube which students should to watch.	
	Students get the link. One of example: https://youtu.be/EQL1YBZwegc	
	Students access the link and watch the video.	
Closing	Students give like and comment to ask the material.	15 minutes
	Students get an assignment in the last video.	
	Teacher back to WhatsApp group.	
	Teacher give short explanation about the questions in the YouTube as a conclusion of the learning activities.	
	Teacher close the learning activities.	

The Obstacles in Using YouTube for Teaching English Writing Skills during The Covid-19 Pandemic

New learning system in this pandemic era requires good preparation by teachers, students, schools, and also parents. It requires step-by-step preparation. In the process, various problems were found to be faced. Farida, et., al (2021) in their research suggested that the practice of online learning has problems (1) not all students have smartphones; (2) poor internet connection; (3) smartphones are used for work by their parents not as a means of learning; (4) do not have internet quota; (5) lack of motivation, etc. At MTs Ma'arif NU 01 Kemranjen, the obstacles in the

implementation of online class are poor Internet network, insufficient facilities, and unmotivated students.

At MTs Ma'arif NU 01 Kemranjen, poor internet connection and insufficient facilities faced by the students make them difficult to access YouTube as the medium to share the materials. The obstacles as in this interview excerpt:

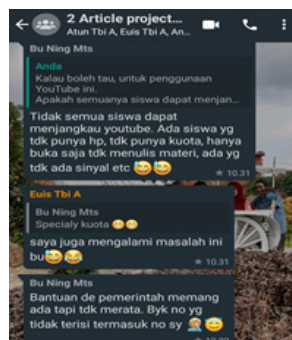
Excerpt 3 of the interview

T: "Not all students can access YouTube. There are students who don't have smartphones, don't have quotas, and also because of poor connections or signals so they can't open the learning materials."

In addition, quota assistance as the facility from the government is also not evenly distributed. The teacher said that there were still many students and teachers who had not received government quota assistance.

Excerpt 4 of the interview

T: "The quota contribution from the government is still not evenly distributed"



Picture 2. The obstacles in using YouTube at online class

Because of the new learning system, students also being unmotivated in teaching and learning activities. The English teacher said that when she shared the material video on YouTube, some students just opened it. They did not write the explanation given by the teacher in the video. That obstacle can be seen as in the interview:

Excerpt 5 of the interview

T: "some students just open it and didn't write the material."

E. Discussion

In this paper, it is found that YouTube has role as an attractive instructional media for online teaching and learning. In line with Brillianing and Hapsari's (2020) research, teachers can use YouTube as a learning medium so that the teaching and learning process becomes more interesting and increases ideas and stimulates students' thinking skills to be more critical. According to Olasina (2017), the use of YouTube provides a more interesting experience for students to learn writing. This influences the pedagogy of students to write with YouTube videos. With interesting learning through YouTube, students can be stimulated to improve their writing skills after watching the learning videos. Thus, in online learning, YouTube play role as instructional media that can improve students' thinking skills so that they can improve their writing skills.

In teaching and learning process, teacher has strategies in using YouTube as an instructional medium. Teacher asked the students to watch the YouTube video has been shared, then invite them to give comment or questions. After that, teacher asked them to do the assignment. The teacher manages learning environment and give the students an opportunity to involve the environment. These strategies are used as a solution to improve students' English skills step by steps especially writing skills in this distance teaching and learning era.

The excellence of strategies in using YouTube for teaching English writing skills are students can improve their social writing skills and their ability. The weakness of this strategy depend on the creativity of the teacher to make the video for material. Therefore, it is a challenge for teachers to provide interesting content in the video materials they made with the appropriate strategies in teaching their students.

Indirect learning through online class is certainly different from the offline. It needs well preparation by the school, teachers, students and also the student's parents. In the beginning of this system found many problems that should to faced. In the research by Asmuni (2020), explained that the problems of online learning are about facilities, Internet connection, limited quota, unconducive learning, students are difficult in understanding the materials, and they are bored. Those problems are also found in MTs Ma'arif NU 01 Kemranjen. In its implementation, using YouTube as a medium for English online teaching and learning faced several obstacles, those are poor internet connection, insufficient facilities, and unmotivated students.

We know that the implementation of online learning will always related to the technology and internet network. Poor internet network is the most common obstacle during online learning. Then, another obstacle is regarding to insufficient facilities such as limited quota and not having proper device. Actually, if we take a look at the Secretary General Regulation Number 14 of 2020 which concerns about Internet quotas, in this regulation, internet quotas are given to all students, college students, teachers and lecturers who are registered with their mobile number. In fact, the quota assistance from the government still does not reach all students, so it becomes an obstacle in carrying out learning activities. More than that, there are students who are still do not have smartphone since it is the most widely used technology now. They are difficult to follow the class and receive the materials. Some of them, will akses the material given using their parents's smartphone when arrived at home after work.

Because of the new learning system and its difficulties, students are slowly lost their motivation in teaching and learning activities. In English teaching and learning at MTs Ma'arif NU 01 Kemranjen, the teacher said that some students only open the video material without write it in their book. It indicates a decrease of students' learning motivation. Teacher also difficult to find out the level of students' understanding of the material that

had been taught. Therefore, MTs Ma'arif NU 01 Kemranjen allowed their students to come to school only once a week to collect their assignments since all activities are limited. In that way, teacher can do evaluation and find out how far the students' understanding.

F. Conclusion

YouTube is one of the most accessed sites on the Internet. It could be used as a medium in online learning to hone students' writing skills since it could attract students' interest in learning. Unlike video conferences on Zoom, WebEx, and Microsoft Teams, that are done synchronously, videos on YouTube are pre-recorded hence they are asynchronous. This enables the students to watch and repeat the videos as much as they need. As for its implementation at MTs Ma'arif NU 1 Kemranjen, the English teacher went through three stages namely preparation, implementation, and evaluation. The teacher made videos in accordance with the basic competencies that the students need to master. In explaining the material, the teacher asked students to watch YouTube videos through the link is shared on WhatsApp group. The students are invited to give likes and comments or ask a question to the teacher. After watching the teacher's explanation in the video, teacher asked the students to do quizzes that were provided. The implementation of YouTube in the school was observed to be very well. The teacher could make students comfortable in learning, she could deliver the materials in such a way that the students found it interesting and easy to understand. The teacher also evaluated the extent to which student's development in writing skills is through the quizzes/assignments. In light with the findings of this study, YouTube has features that fit online learning. It is highly recommended to teachers, especially English teachers in teaching writing skill, to take advantages from YouTube's popular use, accessibility, and features to cope with the uncertainty in the present time so that the online learning could run properly.

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