

THE USE OF YOUTUBE AS THE SOURCE OF SUPPLEMENTARY MATERIAL IN LEARNING NEWS WRITING

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Received: 22/11/2018 **Revised:** 3/3/2019 **Accepted:** 13/5/2019 **Published:** 31/12/2019

ABSTRACT

The incorporation of technology in teaching and learning has been a growing trend. Appropriate and well-managed application of technological tools in instructional activities can give great value to student learning. YouTube is a popular technological tool which can be used to enhance student learning by assisting material retention as it contains considerable videos that can be used as supplementary learning materials. This study aims to investigate the use of YouTube as the source of supplementary material in learning news writing from the perspective of students. Twenty-seven undergraduate students in the Department of Language Education and Indonesian Literature at Universitas Lambung Mangkurat were involved in this study. They were assigned to search for news videos, review and learn the content of the videos to understand the concept of news and news writing. They were then assigned to write news report using appropriate journalistic language. This study is a descriptive study that employ mix-method data analysis. A questionnaire was subsequently administered to the students to explore their perception on the use of YouTube in learning news writing. The results of data analysis revealed that the students attained benefits of using YouTube in learning news writing and completing the whole assignment. The perceived benefits include enhanced learning, comprehension on news concept, enriched knowledge, practice of learning autonomy, and assistance in developing listening as well as writing skill. It is suggested that optimal benefits of technology incorporation in

teaching and learning can be achieved if teachers design activities that fit the functions offer by technological tools in accordance with the desired learning outcome.

Keywords: *news writing, news videos, perception, supplementary material, technology, YouTube*

INTRODUCTION

Instructional technology has been considered as one of powerful tools to enhance the quality of teaching and learning. It allows teachers to creatively redesign their traditional instructional practice that can increase students' engagement and active learning. The use of technology can be optimized when teachers do not simply focus on its strength, but they focus on how to design students' activities using appropriate forms of technology to gain significant learning outcomes (Kirkwood & Price, 2012). In the end, careful management of technology use in teaching and learning can lead to improved learning outcome.

Designing instructional practice with technology needs careful consideration on what perspective of learning is used by teachers, teacher's and student's role, role of technology, and technology functions. One of popular learning views that can be adopted in integrating technology in learning activities is as knowledge construction. If learning is viewed as knowledge construction, Mayer (2003) states that teacher's role in this view is as cognitive guide, while student's role is as sense maker. As cognitive guide, teachers need to make sure that the form of technology used in the learning activities promotes active engagement and interaction between students as sense maker and learning content through the technology. Accordingly, the role of technology in this case is to enable students to give guided participation in fulfilling learning tasks (Mayer, 2003). Furthermore, functions of technology that are usually utilized in instruction according to Kirkwood (2009) are fourfold, namely presentation, interaction, dialogue, and generative activity. In presentation function, technology is used to present materials or learning resources clearly. In interaction function, students are able to actively engage with materials or resources provided by technology

forms. In dialogue function, technology is used to bridge teacher-student and student-student communications, while in generative activity function, technology is used to stimulate certain activities using the materials provided in response to certain assignments.

A number of studies reveal that the well-managed and appropriate use of technology incorporated in instructional model and practice gives positive impact on teaching and learning. For instance, Johnson, Graham, and Hsueh (2012) analyzed the impact of a specific computer-based instructional simulation called the Virtual Audiometer on teaching and learning. Johnson et al. (2012) found that the Virtual Audiometer as technology form helps students to visualize the learning materials, allow students to have authentic engagement, provide rich practice, feedback, interaction, collaboration, as well as reflection. Thieman (2008) reported that preservice teachers in his study used technology since they admitted that technology enhance their professional practice, student learning, and facilitate assessment. Another example, study by Al-Hariri and Al-Hattami (2017) showed that students' use of technology related with PowerPoint presentation in online system, course websites, and digital instrument recording was correlated significantly with their learning achievement in physiology courses at a health college. Thus, the use of technology is argued promising in influencing teaching and learning favorably.

Cultivation of instructional technology in language teaching and learning field has also been the interest of many scholars and researchers due to its benefits. Chapelle (2007) states that students can have various options in learning language through interactive task assisted by many forms of computer technology including the ones connected to the Internet. Zhao (2003) made a review on past and current practices of technology application on language education and found its consistent positive effects. Furthermore, Zhao (2003) asserts that the use of technology in language education makes the access to language learning materials more efficient and interesting through multimedia technologies as well as provides authentic materials using video and the Internet. Communication and feedback are other aspects which are supported by technology in language learning.

Among many forms of instructional technology used in language education, this study focuses on YouTube to investigate its usage in

teaching and learning field. YouTube is “a video-sharing website” (Chau, 2010) which can be considered as popular suitable website for classroom use. Duverger and Steffes (2012) state that YouTube is suitable for learning purpose in classroom since it is like a library with accessible immense sources of useful information to aid learning. They also assert that YouTube users comprise those of student age, which suggests that students must be familiar with accessing information on YouTube and watching YouTube videos. These reasons support YouTube’s function as source of instructional supplementary materials since YouTube “is increasingly being used by educators as a pedagogic resource” (Duffy, 2008). As pedagogical resource, Jones and Cuthrell (2011) pointed up that YouTube videos can be utilized to introduce, illustrate, and explain certain subject or learning material. Duverger and Steffes (2012) also suggest that YouTube videos used as content primer to discuss learning material or provide example relevant to the material have positive effect on student material retention due to the element of repetition as learning key in the function of content primer. Accordingly, teachers can ask students to find videos provided on YouTube relevant to certain learning topics to be studied either inside or outside classroom. Students would have autonomy since they are allowed to select videos that are relevant to their need of study and this autonomy can lead to increased motivation in learning (Brook, 2011).

Two examples of previous studies which investigate students’ use of YouTube videos as the source of supplementary materials are those conducted by Tan and Pearce (2011) and Cherif et al. (2014). In Tan and Pearce’s (2011) study, YouTube videos were compiled for use in introductory sociology course for ten weeks. The videos have several functions, namely introducing key sociologists, giving illustrations of key points, and reinforcing concepts. The videos are aimed to be used in classroom sessions with smaller group and class-wide discussion. In Cherif et al.’s (2014) study, the focus was students’ independent use of YouTube videos in learning Biology and Chemistry concepts. The students mostly view YouTube videos to visualize what they have read in Biology and Chemistry textbooks either to reinforce their understanding or clarify misconceptions. They also attempted to find

videos which contain academic accuracy in Biology and Chemistry field for the learning purpose. Both of these studies highlight the students' appreciation of the value in using YouTube for their learning needs.

Using videos in YouTube to support students' learning can result in potential learning outcomes, such as increasing understanding, stimulating ideas, and motivating students (Berk, 2009). Furthermore, Fralinger and Owens (2009) revealed that the majority of the students in their study consider YouTube as a useful learning tool when it is incorporated systematically in learning activities with well-management. Making use of YouTube videos for learning is also regarded convenient, accessible, and acceptable by students (Zaidi et al., 2018; Tan & Pearce, 2011). In several studies, students' perceptions on the use of YouTube in their learning revealed that YouTube is regarded as beneficial tool in enhancing learning process, understanding on course content and engagement (Zaidi et al., 2018; Balbay & Kilis, 2017; Buzzetto-More, 2015; Cherif et al., 2014; Jackman & Roberts, 2014). Jackman and Roberts (2014) also indicated major functions of YouTube which assist improvement from the perspective of the students, namely clarification of concepts, assistance to audio-visual learners, and creation of enjoyment.

By pondering the aforementioned benefits of YouTube, this study aims to investigate the use of YouTube as the source of supplementary materials in learning news writing from the perception of students. YouTube provides a number of authentic news videos which can give students examples of how to write and present news clearly and systematically. The use of YouTube in learning news writing in this study is based on Brook's (2011) notion that videos has potential to be utilized to reinforce specific language skills, including listening and writing. In addition, YouTube can be beneficial to improve students' writing skill (Mayora, 2009). By exploring the examples of news videos on YouTube based on students' own preferences, students are expected to attain benefit of gaining more understanding on the concept of news writing and can produce news report using journalistic language.

METHOD

This is a descriptive study which aims to investigate students' perception on the use of YouTube as a source of supplementary materials in learning news writing. The participants of this study were 27 undergraduate students from the Department of Language Education and Indonesian Literature, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. The students individually were assigned to find updated news on YouTube. The students were allowed to choose news under the themes of social and culture, politics, economy, religion, and crime. The news videos were explored in terms of its content, structure, and language to obtain deep comprehension on news learning and writing. The news videos were presented in the classroom equipped with the transcript written by the students, and in groups, the students were required to analyze the content of the news to clarify whether it was actual or simply hoax. After the analysis, the students were assigned to write news report with journalistic language.

After the whole assignment was finished, the students were requested to fill in a questionnaire about their perception on the use of YouTube. The questionnaire consisted of two parts; (i) ten items with five-Likert scale (strongly agree, agree, neither agree nor disagree (neutral), disagree, strongly disagree) and (ii) five open-ended items. The data from the first part of the questionnaire were analyzed quantitatively by providing the percentage of the responses, while the data from the second part were analyzed qualitatively to obtain the major pattern of the responses.

RESULTS AND DISCUSSION

Students' responses in the first part of the questionnaire were utilized to identify the benefits of YouTube as perceived by the students in completing the assignment of news writing. On the item 1, all the students indicated positive response toward the use of YouTube in helping them to find information online. On the items 2 and 3, the majority of the students showed positive responses (92.59%) on the use of YouTube in providing videos relevant to news writing as the topic they learned in the classroom and interesting learning experience

through listening comprehension. The detailed result of the students' responses in the first part of the questionnaire is presented in Table 1.

Table 1

Students' responses on the use of YouTube in the first part of the questionnaire

No.	Item	Students' Responses (%)				
		SA	A	N	D	SD
1.	YouTube helps me to find information online.	40.7	59.3	0	0	0
2.	YouTube provide videos relevant to the topics I learn.	33.33	59.26	7.41	0	0
3.	YouTube makes the learning of news writing through listening comprehension more interesting.	33.33	59.26	7.41	0	0
4.	The use of YouTube is difficult and time-consuming.	0	0	11.11		25.93
5.	The use of YouTube for learning process is oriented on student-centered approach.	44.44	55.56	0	0	0
6.	The use of YouTube for learning process promotes learning autonomy and independent learning.	7.41	66.66	25.93	0	0
7.	YouTube as online-based material source can improve students' knowledge since YouTube complements materials provided in textbooks.	37.04	62.96	0	0	0
8.	YouTube provides various models and examples of news as useful learning source on the topic of news writing.	40.74	59.26	0	0	0
9.	YouTube can assist my comprehension on news concept and news writing.	14.81	77.78	7.41	0	0
10.	The use of YouTube can help me to develop listening comprehension and writing skill on news topic.	22.22	59.26	18.52	0	0

When the students were asked whether the use of YouTube is difficult and time-consuming on the item 4, most of them showed their disagreement, while only 11.11% of the students gave their neutral response. In this case, it can be inferred that finding news videos on YouTube according to the majority of the students is not troublesome. On the item 5, the students showed their agreement on the student-centered approach as the orientation of YouTube usage in the learning process. On the item 6, 7.41% of the students strongly agreed and the other 66.66% agreed that they perceived the benefit of YouTube in promoting learning autonomy and independent learning. However, 25.93% of the students decided to neither agree nor disagree. The next item, the item 7 gained positive response from the students, which means that they considered YouTube provide additional materials that might not be covered in textbooks to expand their knowledge.

The last three items focused on the use of YouTube related to news learning and news writing. All the students perceived YouTube positively in providing various models and examples of news on the topic of news writing as indicated on the item 8. The use of YouTube to assist students' comprehension on news concept and news writing on the item 9 was also perceived positively by the majority of the students although 7.41% of them selected undecided/neutral option. On the last item, most of the students admitted that YouTube help them to develop listening comprehension and writing skill on news topic. However, 18.52% of the students seemed confused whether they perceived this benefit or not and this might cause them to neither agree nor disagree with the statement.

The next part of the questionnaire aimed to further explore the students' perception on the use of YouTube in learning news writing through open-ended items focusing on the students' interest, feasibility of using YouTube for individual and group learning, obstacles in using YouTube for learning news writing, and perceived benefits of YouTube in learning news and news writing. On the aspect of students' interest, all of the students mentioned that they were interested in using YouTube in learning news and news writing. Based on the students' responses, two major reasons of their interest were identified, namely the practicality of using YouTube to assist news learning and enjoyment of using YouTube due to its audiovisual

content. The practicality of using YouTube as conveyed by the students in this open-ended item further confirmed that using YouTube to learn news writing through news videos is neither difficult nor discouraging as indicated at the first part of the questionnaire. The samples of the students' responses are presented as follows.

Yes, I am interested in using YouTube in learning news since the learning process becomes easier, more exciting, and more practical.

Learning news from news videos on YouTube is more interesting and practical than from reading the examples of news on newspapers.

Watching and listening to news videos in YouTube make the news learning more exciting due to the audiovisual content of the videos. The videos help me to get the idea of news concept. Using YouTube to find news videos as source of news learning does not make me feel bored. I enjoy it.

Learning news concept and news writing by watching and listening to news videos on YouTube saves time since I could understand the concept more easily.

Some students also stated that they enjoyed watching and listening to news videos on YouTube given that the videos provide lots of real examples of news presentation, enhance their comprehension on news concept, and help them to train their listening skill. Particularly on enhancing comprehension, some students mentioned that they could re-watch the news videos to get better understanding of the news content.

On the aspect of using YouTube for individual learning, all of the students also provided affirmative responses which confirmed the feasibility of using YouTube for learning news concept individually. Three major reasons were identified on this aspect, namely assistance for audiovisual learners, easy and convenient access of news presentation examples through video, and knowledge enrichment on news concept. The students who are aware that they are audiovisual

learners stated that they were assisted in learning news from videos on YouTube. The videos aid their understanding on news concept. Easy and convenient access of news videos on YouTube is due to the availability of various examples of news presentation videos for student individual learning outside the classroom. For the third major reason, the students stated that by watching and listening to news videos, they attained not only the knowledge of news content and structure, but also the knowledge of how to present the news verbally. Some of the students' responses can be seen as follows.

I think the use of YouTube to learn news and news writing is suitable for students individually since help audiovisual learners in understanding the concept of news by watching and listening to the news video in YouTube.

Using news videos on YouTube is suitable for individual learning since YouTube provides plenty of news including about education both at national and international level.

I think it is not only suitable for individual learning, but it is also good to add our knowledge about how to present news in written form and oral form like the news anchor.

Yes, we can find appropriate and good examples of news easily.

Videos on YouTube are accessible. We can access the videos more easily as news learning material rather than watch news videos on TV.

We can watch the relevant videos individually in our free time.

Unlike the responses obtained from the first and second aspects, the responses of the students for the feasibility of using YouTube for learning news in groups mostly indicated disagreement. Most of the students preferred watching and listening to news videos on YouTube individually to in groups since they were afraid that their concentration would be disturbed if they did the listening with their peers. Some of them also mentioned that working in groups in learning news using news videos on YouTube can make them less focus and result

in inconvenient disturbance if their peers were not serious in doing the assignment. In spite of the major disagreement, a few students showed their affirmative responses on the group work by stating that the group work can enable them to discuss the content of the news videos, share opinions to each other, and help each other to achieve better understanding on the learning topic.

The fourth aspect of the open-ended item was aimed at identifying the obstacles of using YouTube to learn news concept and news writing. Two major obstacles were found from the students' responses, namely weak internet connection and limited individual internet quota. Thus, it can be inferred that the students only consider the technical issue in using YouTube. Basically, they did not experience essential obstacles in using YouTube for finding news videos and reviewing the videos for the purpose of learning news.

The students revealed their opinions on the perceived benefits of using YouTube in doing their news learning and assignment on the last open-ended item. Basically, their responses were similar to those on the first open-ended item, namely practicality of learning news from news videos on YouTube and easier as well as more interesting learning process. Moreover, a student mentioned that he could obtain rich sources of news videos, so he could choose what topics or contents of news videos that he wanted to watch, listen, and explore. Another student said that using YouTube to learn news concept aids her listening skill and improve her knowledge of news itself. Some other students also mentioned that learning news from videos on YouTube can stimulate ideas to write news report, enable active learning, and train concentration. In addition, other student stated that YouTube is not just as entertainment, but also as learning medium.

This study confirms the benefits of YouTube which provides news videos as supplementary materials in learning news writing from the perspective of students. In line with the findings of the studies by Zaidi et al. (2018) and Buzzetto-More (2015), using news videos on YouTube adds enjoyment in news learning and makes students motivated to explore news concept and news writing. The enjoyment in using news videos on YouTube in this case is experienced by the students since they can learn news concept and news writing through

audiovisual media, not by reading news theories and examples in textbooks. In addition, the assistance gained from watching and listening to YouTube videos for audiovisual learners as conveyed by Jackman & Roberts (2014) has also come up as the highlighted finding in this study.

As the next important finding, this study shows that utilizing YouTube in learning news writing through news videos strengthen students' comprehension on the topic being learned and enhance their knowledge as similarly expounded by previous studies (Zaidi et al., 2018; Balbay & Kilis, 2017; Buzzetto-More, 2015; Cherif et al., 2014; Jackman & Roberts, 2014). Students' comprehension is aided by clear examples of news concept they watch and listen from the videos repetitively. Thus, repetition on the use of YouTube videos (Duverger & Steffes, 2012) is one of the keys to enhanced comprehension. The students can also find various examples of news presentation with different topics to review the real application of news writing theories. By watching and reviewing the videos, they can compare and contrast the structure, content, and language feature used in the videos to gain better understanding.

The improved comprehension and knowledge that the students conveyed as the result of using YouTube for learning news concept and news writing indicates that they have acted as sense maker to construct their own knowledge of the topic being learned. First, they construct knowledge of what features news content and structure has, what language feature used in presenting news, and how to present news attractively without reducing or violating the objective and ethical issues. Subsequently, they learn to analyze the news to confirm whether it is actual or not based on news theories. Finally, they fulfilled the assignment by writing news report on their own using appropriate structure of news and journalistic language. In this whole assignment, YouTube's role is as a medium which helps students to give guided participation in fulfilling the learning task.

The fact that minor percentage of students who selected neutral option for the aspect of learning autonomy and independent learning promoted by YouTube usage might be explained by the little experience of the students in using YouTube for long-term academic learning

purpose. This study involves short-term application of YouTube in news learning, so it is possible that the students still need time to experience the actual benefit of using YouTube in raising learning autonomy. Nevertheless, learning autonomy is actually promoted in the task of using YouTube to learn news writing since the students are given freedom to select which topics from the five given topics of news videos they want to watch and review.

In line with Mayora (2009) who revealed that using YouTube is favorable in developing students' writing skill, this study indicates similar finding from the perspective of the students. It is true that developing listening and writing skills cannot be achieved in one-shot effort. Nevertheless, this study shows potential effect of using YouTube videos in improving students' listening and writing skill. Accordingly, future empirical study on the effect of using YouTube videos in improving students' listening and writing skill on news field might be needed to clarify or confirm the effect.

Furthermore, when the option is given between using YouTube videos individually or in group work, this study shows that the students preferred using the videos for individual learning. Although the group work was actually intended to provide students with discussion and sharing session, the students expounded their concern of the process of watching and listening to the videos in groups which can disturb their concentration. For future use, teachers/educators need to consider the feasibility of using YouTube videos either for individual or group work based on student characteristics, needs, appropriacy of learning material, learning task, and desired learning outcome.

CONCLUSION

Using YouTube as a source of supplementary materials in learning news writing brings great values from the perception of students in this study. Enhanced learning, comprehension and knowledge on news concept and news writing are put forward by the students who utilized news videos on YouTube to learn to present news in written form. Other evident perceived benefits are promoted learning autonomy and enjoyment of learning. YouTube can be regarded as useful pedagogical

source either on content retention or skill development. Moreover, incorporating technology in teaching process cannot be simply done by putting and using technology tools in the classroom. Teachers need to keep in mind that using technology for teaching and learning should be oriented to user-led conception, so teachers can focus on designing and managing activities with integrated technology that they and their students can do to achieve the learning goal optimally.

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