

## **YOUTUBE VIDEOS IN LITERACY COURSE: STUDENTS' RESPONSE AND PRACTICE**

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### **ABSTRACT**

Technology cannot be avoided in this 21st century era. The practice of using technology varied in education. This study has purpose to identify students' response and practice of using YouTube in teaching literacy while introducing digital citizenship value. The design of this research was mixed method. The method of data collection were questionnaire, observation, and interview. While, the data collection instruments were list of close ended questionnaire, observation checklist, and list of interview question. The data gathered were analysed, presented, discussed, and concluded on this paper by using Interactive Model. The results showed that the use of YouTube in literacy classes in this case listening classes while inserting digital citizenship values got positive responses from the students. Moreover, the use of YouTube assessed by Triple E framework showed that the technology used focused on engaging students in more interactive listening activities while introducing new concept about digital citizenship.

Keywords: students' response, practice, YouTube, digital citizenship

### **INTRODUCTION**

The use of technologies cannot be avoided in this 21st century education era. The use of technology in this digital era becomes common phenomena. The issue raised is that how the technology involved to support the learning in achieving the goals. The rapid disruption of technology should be used to promote our education system, in this case literacy. Further, Buenviaje (2017) stated that 21st literacy is not only a matter of acquiring four skills but also digitals literacy skills (media, information, and ICT literacy). It can be said that in order to be success in this era, the students should master media, information, and ICT literacy to improve their functional and critical thinking skills. Meanwhile, it does not mean that teachers neglect other parts out of technology use; or only compete on using the newest and up to date technology in the classroom without

giving balance portion to the content and strategy used to deliver the content and technology.

Moreover, infusing technology in teaching, especially in literacy instruction, is a common thing in the era of industrial 4.0. As an example, the implementation of technology of Bower in his 6th grade classroom (Shettel & Bower, 2013). He infused technologies in his classroom and let the students utilize the technology for their learning. The use of technology motivated reading and writing habit and challenged the students to reach their full potential. Bower used technology not only as a tool but strategy to foster creativity. However, the teaching of how to use technology appropriately does not work in pace (Ribble & Bailey, 2007). It can be said that the teachers only use the technology in teaching without giving instructions or information

about how to use it appropriately and how if it is used inappropriately; or simply inform about the advantages and challenges in using the technology in the learning activities. That condition is mostly happened because the teachers only focused on the technology itself, and give a little attention on what the appropriate and inappropriate (Ribble & Bailey, 2007).

To avoid the previous case, students should have good digital literacy. Moreover, digital literacy is the ability of students or people to use digital technology and having knowledge about when and how to use the technology appropriately (Ribble & Bailey, 2007). Being digital literate is far from only mastering the basic literacy skill, such as reading, writing, listening, and speaking; it mostly how to use the digital media and technologies to create, work, share, socialize, research, play, collaborate, communicate and learn (Meyers, Erickson, & Small, 2013). It can be said that people should maximalise their knowledge about technology and use technology responsibly to be called as digital literate. By seeing the complexity of digital literacy, lack of digital literacy will have impact to full potential of individuals (Meyers, Erickson, & Small, 2013). It makes digital literacy skills as a must mastered skills in this digital era.

Based on the researcher observation, most of the technology infusion in teaching, especially in literacy class, focused on the use of the technology to achieve certain target and did not pay attention to ability of using technology appropriately and responsibly. For example, in listening class, the lecturers randomly picked and download video or audio from any sources and use it as materials for teaching. The lecturers showed irresponsibility of digital citizen who used other's work without mentioning or asking permission to the creators. Because that condition commonly happened, it becomes habit and model for the students. Another

case is that when lecturers conducted virtual meeting via any online meeting application, they asked all students to followed the virtual meeting with the camera open and did not try to understand to student's condition related to internet access of each individual. The lecturers did not show empathy by having those instructions. From those observation, most of the lecturers by their actions while infusing technology in teaching did not show that they had and modelled digital citizenship value to students.

To be a good digital citizen, people need to have digital citizenship. Digital citizenship is a norm of appropriate behaviour and responsibly when using the technology; or it can be said as a concept that can help people to decide right or wrong practice of technology use (Ribble & Bailey, 2007; Subiyantoro, et al, 2013). Moreover, there are nine values of digital citizenship that can be taught in school, such as digital literacy, digital communication, digital access, digital commerce, digital law, digital right & responsibility, digital health and wellness, digital security and digital etiquette (Ribble & Bailey, 2007). The teaching of digital citizenship need support from all element, such as schools, educators, technology professionals and parents (Hollandsworth, Dowdy, & Donovan, 2011). Introducing digital citizenship value is important and it can be inserted in teaching learning activities while using the technology, so that the students do not only get the theory of digital citizenship but also the real model of implementation from their lecturers.

In this study, the researcher motivated to identify students' response and practice of using YouTube in teaching literacy while introducing digital citizenship value. In this implementation, the lecturer infused technology, which is YouTube in her literacy class while introducing digital citizenship value to the students. The researcher used

Triple E framework by Liz Kolb to see the use of technology in this literacy class. Moreover, Triple E framework concerned on how technology used in learning can motivate students actively engage in learning, enhance their learning, and extends the use of technology in their learning to solve problems in their daily life (Kolb, 2017). It can be seen that Triple E framework supports meaningful instruction involving technology; the focus is not on the technology use but on how to achieve learning goal involving the technology (Keskitalo, Frangou, and Chohan, 2020). This is showed that Triple E framework supports the application of 'learning first, technology second' (Sripada and Cherukuri, 2019). In addition, the framework can be used as a tool for teachers to reflect on the use of technology in their teaching. By using the rubric, the teachers can evaluate to what extend the use of technology in their class, (1) whether the technology has already motivated their students to engage in learning, (2) whether the technology has already been used to enhance the learning activities and goals or just used to substitute the conventional one, and (3) whether the use of technology has already extended to be used outside of the learning or the classroom context.

## **METHOD**

In this paper, the researcher aimed at identifying students' response and the practice of using YouTube in teaching literacy while introducing digital citizenship value. The design of this research was mixed method. The method of data collection were survey, observation, and interview. While, the data collection instruments were list of close ended questionnaire, observation checklist, and list of interview question. First, the writer did observation to see the use of technology in that class and how students responded to the use of technology.

Furthermore, the researcher observed the use of technology in the observed class using Triple E Evaluation Rubric by Liz Kolb and using researcher diary. Second, the researcher asked the students to answer the list of questionnaire questions. To confirm the result of observation and questionnaire, the researcher had interview with the lecturer. Finally, the data gathered were analysed, presented, discussed, and concluded on this paper by using Interactive Model (Miles & Huberman, 1994).

## **RESULTS AND DISCUSSION**

### **Students' response toward the use of YouTube video in introducing digital citizenship values.**

The reseacher aimed at identifying students response in using of YouTube in literacy classes, in this case listening class. Based on the result of the questionnair, the students mostly showed positive response toward the use of YouTube in their listening classes. When asked whether the students understand materials delivered through YouTube, most of the students responded agree (54.1 %); while there were 16.2 % students who responded strongly agree, 27 % who responded neutral, 2.7 % students who responded disagree, and none of the students who responded strongly disagree.

Moreover, the students responded positively that the use of YouTube is a change from traditional classroom to flipped classroom. There were 40.5 % students who responded strongly agree, 37.8 % who responded agree, 18.9 % who responded neutral, 2.7 % who responded disagree, and none of the students who responded strongly disagree. While, the students mostly agreed that the lecturer should implement YouTube in teaching listening as teaching media (51,4 %). The 24,3 % students strongly disagreed; 21, 6 % students were neutral; and 2,7 % students responded strongly disagree.

When the students were asked about video duration, they mostly chose to have video under 10 minutes. There were 62.2 % students who strongly agree that the ideal duration of video delivered through YouTube should not be more than 10 minutes, 27 % students who responded agree, 10.8 % students who responded neutral, and none of them responded disagree or strongly disagree. The students varied when they asked about YouTube that can change position of teacher in the classroom. There were 13.5 % students who responded strongly agree, 32.4 % students who responded agree, 27 % students who responded neutral, 18.9% students who responded disagree, and 8.1 % students who responded strongly disagree.

The students also showed their positive responses when they asked about YouTube which can help them improve their language skills, especially listening. There were 56,8 % students responded strongly disagree, 35,1 % students who responded agree, 5,4 % students who responded neutral, 2,7 % students who responded disagree, and none of them responded strongly disagree. Moreover, the students stated that YouTube helped the students to understand the concepts of digital citizenship easily. There were 45.9 % of the students who responded strongly agree, 40.5 % of the students who responded agree, 10.8 % of the students who responded neutral, 2.7 % % of the students who responded disagree, and none of them responded strongly disagree. The students also responded positively that the use of YouTube as media in introducing digital citizenship concept in listening course is suitable. There were 35.1 % students who responded strongly agree, 51.4 % students who responded agree, 13.5 % of the students who responded neutral, and none of the students who responded disagree and strongly disagree.

### **Practice of using of YouTube video in introducing digital citizenship values**

The practice of using YouTube was conducted in literacy class, in this case listening class. The use of YouTube in listening class is a common thing in this digital era, because YouTube serves user with abundance materials for listening. Unfortunately, the use of YouTube is mostly as material finder only, or as video player only. YouTube is not used maximally to achieve certain purposes. In the practice of the setting understudy, the lecturer used YouTube not only as material provider and video player, but more than that. The researcher described the result of the observation, document analysis, and interview below.

The instructions for this listening course are prepared for 16 meetings and the duration of each meeting is 100 minutes. One meeting for introduction session, ten meetings for material delivery session, three meetings for final project discussion, and two meetings for evaluation session (middle semester test and final semester test). The model of learning used is project-based learning, while the strategy used is metacognitive strategy. Moreover, this course used some technologies to support learning, such as Google Classroom, Google Meet, WhatsApp, and YouTube. However, the main technology used in this practice was YouTube.

The lecturer had prepared everything before the first meeting conducted. The lecturer had already conducted library research and observation about teaching listening, the use of metacognitive strategy, project-based learning, YouTube in teaching, and digital citizenship values. The library research resulted more understanding about the strategy, model, technology, and value that were used and introduced in this course. After that, the lecturer made an instructional design and prepared materials for the course.

Additionally, the materials were in the form of videos and selected from YouTube. The materials were represented nine values of digital citizenship as mentioned before and the video duration is varied from 5-10 minutes.

At the first meeting, the researcher observed that lecturer gave introductory about the course, the meeting plan, assessments, the project, the strategy, the model, and the value that will be introduced during the meeting. At first the lecturer asked the students to answered questionnaire about their experiences in learning listening skill. They mostly stated that their previous listening course was a matter of attending the course, listening to audio or videos, answering questions, and discussing the answer. They also mostly forgot the materials that they got from the previous listening courses; it indicated that the materials were not really meaningful for them.

After giving questionnaire, the lecturer discussed the meeting plan, included the final semester project, assessments (summative assessment, formative assessment, self-assessment, and peer assessment), strategy and model of learning used. The semester project for this course is making voice over video to deliver one of digital citizenship values. The process of the project making had already started from the first meeting by the guidance of the lecturer. Moreover, the lecturer explained that the assessment used were varied from summative assessment (scoring of final project), formative assessment (scoring of each meeting assignment), self-assessment (filling self-assessment rubric provided related to their improvement in designing their own strategy in achieving each meeting goals by using metacognitive strategy), and peer assessment (getting comment on their friends for their voice over video).

The students really enthusiastic with the plan; it could be seen by their activeness

in asking some details related to the details. Then, the lecturer also told the theme of materials that presented during the semester which was digital citizenship. The students mostly expressed that they were unfamiliar with the term but after the lecturer explained about the term, they could relate it to their daily life. The students also responded happily when the lecturer said that the technology used mostly was YouTube. They said that YouTube was their frequently accessed website and they enjoyed watching videos on YouTube. It showed positive response toward the technology used.

Based on the rubric of Triple E, in term of engaging learning with technology, it could be observed that the technology, in this case YouTube, somewhat allowed students to focus on the assignment/activity/goals with less distraction. However, the researcher could not observe this process because it happened out of the virtual meeting room; this process could be recorded from the interview with the students. Based on the interview, the students stated that they could focus to the accomplishment of the assignment because the lecturer gave clear instructions and chose right materials that could be accessed through YouTube. It can be said that not only the technology which made the students focus on the assignment but also the instructions. In the process of completing the final project, YouTube also used as media of publication and getting feedback to be analysed. The technology chosen allowed students to focus on their assignment which were publishing and getting feedback from the audience about their voiceover video.

Moreover, the technology motivated the students to start the learning process. Based on the interview, the students loved to learn from YouTube rather than from book or a simple audio without video. YouTube provided interactive videos for learning any topics. They said that they commonly

exercised their listening skills through YouTube in two ways, without subtitle and with subtitle. At first, they listened and watched the video and tried to understand the meaning of the video without turning on the subtitle button. At the second play, they turned on the subtitle button to check their previous understanding toward the video. It was more attractive way of exercising listening skills in which the students could be self-directed learner. They could adjust in which point they need to repeat the video or show the subtitle. Related to the final project in which YouTube became the platform of publication, the students were really motivated because they finally had chance to publish their works on social media and be one of the content creators on YouTube. That condition raised the students' pride. They really motivated to understand materials and later on share the result of their understanding through video voiceover on YouTube.

The technology also caused a shift behaviour of the students, from passive to active social learners. The students showed their enthusiasm in expressing and sharing what they have learned from video provided through the technology. Because the technology in this learning was not only used as materials provider but also publication platform, the technology caused students to be more active. The final project handled by this technology allowed students activeness. Although, the activeness could not be observed directly but the researcher felt so sure that the students actively learned and created with and from the technology. Without certain activeness, the students could not finish the assignment.

Moreover, the technology used developed or demonstrated a more sophisticated understanding of the learning goals or content. Beside learning from the technology (watching videos provided on YouTube), the students also showed their understanding toward the materials by

producing their own videos and published through the technology. The students also did an analysis and evaluation from the feedbacks that was gotten from the published video and made a report about that. It showed that the lecturer guided the students to develop and demonstrated a more sophisticated understanding of the learning goals that require high-order thinking skills of the students.

In addition, the technology somewhat created supports to make it easier to understand concepts or ideas. The researcher could not see it clearly, whether the technology or the strategy that ease the students to understand the concept. The technology used has some features which can ease the student to understand the concept. YouTube has subtitle button in which the students can turn on it and get help from the subtitle to understand the concept or ideas delivered in the video. Moreover, the students also can use the comment box feature to read others opinion about the issues being discussed on the video or they can share their questions there if they still find any questions related to the concept. Because YouTube is a kind of social media, the students could open chance of collaboration and sharing with more people to increase their understanding.

The technology also created way for students to demonstrate their understanding of the learning goals in a way they could not do with traditional tools. Once again, YouTube is a social media that enable students to demonstrate their understanding of the learning goals and the lecturer had already maximalised the use of this technology to share or publish the video created by the students. This video voice over was the result of the students understanding toward the concept the learned during the semester which was digital citizenship value. If the researcher goes back to the era where YouTube as social media platform has not

existed yet, this kind of activities could not be done. It can be concluded that the technology was really enhance the learning goals, because the technology here was not only used as a tool to substitute the traditional tool but also added more values and enhance the learning goals.

Further, the technology created opportunities for students to learn outside of their typical school day. YouTube can be accessed 24/7. It is a social media; everyone can assess it without any permission and free. In this case, the students had opportunities to learn outside of their typical school day. The link of the video given in the classroom context could be accessed out of the school time. The students also can access other videos related to the topic to enrich their understanding or improve their skills of listening by using this technology. Related to the final project, the students also checked and responded to the feedback for their videos everywhere and every time they wanted to have it.

Moreover, the technology used created a bridge between student's school learning and their everyday life experiences. As stated by the students, YouTube is one of their frequently used platform and social media, so the use of YouTube in school learning was a good choice because it created a bridge between students' school learning and their life experiences. The lecturer did not need extra time to explain what is YouTube and its features because the students had a lot of experiences in using it in their daily life. The task of the lecturer here was to create instruction to use and link the technology to achieve certain goals. Also, the lecturer gave positive model or example of using the technology and discovered that the technology could be used not only as entertainment media but also learning media.

The technology also allowed students to build authentic life soft skills, in this case, listening skills, sharing ideas and

collaborating with wider community. As the main purpose of using this technology is teaching in listening classes, YouTube provided abundant interesting materials related with the topics, and also used as a publication platform for sharing the students' ideas in the form of video. Further, the students also collaborated and socialized with people on this platform to improve their skills; they asked comments/feedback from others and after that they analysed the feedback for their betterment.

Based on the Triple E rubric, the activities observed got 16 out of 18. It means that there was exceptional connection between learning goals and tool. It could be seen from the rubric that the technology used mostly engaged students in the learning, enhance the learning goal, and extend the learning goal. YouTube as the main technology used somewhat allowed the students focus with the assignment given with less distraction, motivated the students with its interactive and interesting videos, and could engage students actively in learning. Moreover, YouTube also allowed students to demonstrate a more sophisticated understanding to the learning goals, created supports to ease students in understanding the concept, and created path to students to demonstrated their understanding to the learning goals. The students also could still access YouTube in 24/7 connection, could relate the classroom activity with their real life, and used the soft skill gotten by using this technology in their daily life.

## CONCLUSION

It can be concluded that the use of YouTube in literacy classes in this case listening classes while inserting digital citizenship values got positive responses from the students. Moreover, the use of YouTube assessed by Triple E framework showed that the technology used focused on engaging students in more interactive listening

activities while introducing new concept about digital citizenship. It helped students to exercise the student's literacy skills, especially listening skills and demonstrated their understanding about the concept. It also brought students to the real application of technology which indirectly brought students to digital literacy practice. The technology also developed students' soft skills in this 21st century, such as communicating, collaborating, and critical thinking. YouTube also can be accessed from any devices, anytime, and anywhere. As a suggestion, because YouTube has a lot of benefits, the lecturer should explore the use of it to more sophisticated activities so that it can enhance the learning goals; and the lecturer have already chosen and used the technology to extend the learning goals.

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