

## Duetting Whatsapp and Youtube for Improving Students' Engagement in Online Learning Mode

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**Abstract** -EFL teaching learning in university during COVID 19 pandemic has been delivered from conventional to online class. Teachers are demanded to facilitate students' needs in practicing speaking in online mode using any media including social media instead of a learning management system. This research aimed at describing to what extent the use of WhatsApp and YouTube could improve the students' engagement in online learning and describing the teaching and learning process when WhatsApp and YouTube as learning media are implemented in online class. Subjects of research were 30 students of Information System, Faculty of Information Technology, who were in an English-Speaking Course for Specific Purpose. The study will be conducted by using classroom action research design in two phases.

Furthermore, the data will be collected through two non-test instruments, questionnaire of students' learning motivation and students' perception. The communication placed in the chatroom of WhatsApp group and in comments of YouTube during learning period is observed. The result of study proved that teachers should scaffold students to deliver good speaking using YouTube videos as reference and give them useful feedback via WhatsApp before using YouTube as media to engage students in online performing. The strategies applied in WhatsApp build good perception toward YouTube as open media to perform speaking

Keywords: WhatsApp, YouTube, speaking, online mode

### 1. Introduction

When online is the only way to deliver EFL teaching learning for higher education students during COVID 19 pandemic, teacher needs to use online media to set a learning environment that can motivate, facilitate students to get authentic resources, as well as encourage students to practice speaking English more independently. To help students by instructional learning strategies, teacher have to facilitate students' needs in practicing speaking via online media which is suitable for student daily basis. The media must provide great opportunities for teachers and students to communicate and interact in both synchronous and asynchronous ways.

Considering students' habits of using various digital media and instant messaging, teachers must consider WhatsApp as a messaging platform with benefits for teaching learning English speaking which is delivered synchronously and asynchronously. Both teacher and student as the platform users can utilise the features provided by WhatsApp for their goals. WhatsApp, which provides personal and group chats, available for sharing text messages, photos, videos and documents, is a suitable tool for online classes. Moreover, its' feature that is possible to alternate texting to sending voice notes and voice/video calls can be useful for teaching and learning speaking.

Some previous studies have determined that WhatsApp has been published as a friendly user tool that nourishes collaboration and positively affects proficiency in online learning for higher education students (Berewot & Fibra, 2020). Though it is said that no significant result was found between academic achievement of students in WhatsApp group and conventional classroom (Gon and Rawekar, 2017), WhatsApp as enormous potential for delivering teaching and learning in synchronous and asynchronous way by reducing distraction during the process (Cetinkaya, 2017). The media has been studied as a tool used for successful blended learning strategy in which class community interaction and collaboration is delivered online anytime when the class is closed (Barhoumi, 2015).

Meanwhile, YouTube as a digital media which is well known as internet video sharing media becomes resource of authentic learning references from which teachers may get new ideas of teaching to engage students with visual

reference so that they possibly understand theory they learn in visualized context. The teacher must be good learning conductor in guiding students to get the reference videos suitable with the learning objectives (Gunada,2017).

Moreover, YouTube should be considered as well as learning media for performing speaking in a more massive online community than in WhatsApp group. It becomes a challenge for students to perform speaking as best as they can. Therefore, students must be motivated to improve their speaking skills (Fachriyah & Perwitasari, 2019). In fact, most students in a speaking course need a model of how the aspect of speaking must be applied, such as pronunciation, that is still problem for some of them. Students mostly depend on teachers to be their pronunciation model and feedback as well; however, internet technology has possibly alternated teachers to be the model (Perwitasari, 2019). Former study found that YouTube can improve students' speaking skill in the aspects of pronunciation, grammar, vocabulary, and fluency and promote independent learning (Watkins & Wilkins, 2011).

Based on the phenomena of online teaching learning speaking for EFL high education students during the pandemic and the results of some previous studies about WhatsApp and YouTube as internet technology-based media for teaching and learning English speaking, this study aims at describing to what extent the use of WhatsApp and YouTube can improve the students' engagement in online learning and describing the teaching and learning process when WhatsApp and YouTube as learning media are implemented in online class. The questions guided by this study were: 1. How are WhatsApp and YouTube used for scaffolding and giving students feedback in online speaking course? 2. How can WhatsApp and YouTube make students engage in speaking challenges?

Significance of the study is that the findings will benefit EFL teacher who manage full online speaking class with ICT utilizing WhatsApp and YouTube for involving students along the process of learning. This research will also encourage other scientists to contribute research on the practical usage WhatsApp and YouTube for online learning in any level of speaking skill.

## 2. Method

The study was conducted at the Faculty of Information Technology, Universitas Serang Raya. The sample taken is 30 students of Information System who joined in English for Specific Purpose Speaking Course, in academic year 2019-2020. The study used non test data collected by giving questionnaires. The first questionnaire is to obtain data of students' learning motivation adapted from the Motivated Strategies of Learning Questionnaire (MSLQ) which measures motivation including cognitive strategies in learning. The second one is about students' perception toward YouTube as web-based media for learning speaking. Both questionnaires were given based on the schedule of the research along June 2020 until November 2020. In the study period, the researchers observed learners and instructors communicating on the WhatsApp group.

To investigate and evaluate the use of WhatsApp. and YouTube as learning media in improving the quality of teaching and learning, qualitative approach using an Action Research (AR) method will be employed in this study based on two phases or cycles with the steps promoted by Kemmis, S., McTaggart, R., & Nixon, R. (2014, p. 18). that are planning, acting and observing the process followed by reflecting on these processes and consequences.



Figure 2.1 Two phases AR, adopted from Kemmis, S., Mc Taggart, R & Nixon (2014)

The treatments are delivered into two phases of research activities. Both phases consist of planning, acting, observing, reflecting. The first phase starts with a pre-task action that is planned before students do their task or action. The process consists of first, giving questionnaires to know students' learning motivation for speaking English. Second step is scaffolding about the topic of speaking practice and the third is giving links to learning speaking channels on YouTube. The videos become learning sources to improve the students' vocabularies, fluency, and grammar correctness. The table following shows the 1<sup>st</sup> phase of research in brief.

Table 2.1 The 1<sup>st</sup> Phase of Action Research

Actions	Explanations
Distributing questionnaire about students learning motivation to learn speaking English in online mode.	The questionnaire was made and distributed via GoogleForm.
Scaffolding about topic to practice speaking	The action was done in virtual classroom using WhatsApp group.
Using videos taken from YouTube to be sources of learning speaking	Students learnt some Speaking expressions, vocabularies and content related to the topic.
Students made and submitted videos virtually in classroom.	The recording done and sent as MP4 file in class group

Feedbacking the videos sent	Done in chat-room of virtual class group
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Adapted from Kemmis, S., Mc Taggart, R & Nixon (2014)

To confirm students' perception based on both intrinsic and extrinsic aspects of their motivation of learning Speaking in online mode, a questionnaire consisting of 37 questions was given with indicators listed in table following.

Table 2.2 Indicators of Students' Perception Questionnaire about Learning Speaking Online

No.	Measured aspects	Indicators
1	Intrinsic Goal Orientation	Student's perception to participate in a task for reasons such as <i>challenge, curiosity, and mastery</i>
2	Extrinsic Goal Orientation	Student's perception to be participate in a task for reasons such as <i>grades, rewards, performance, evaluation by others</i>
3	Task Value	Students' perceptions of the course material in terms of <i>its interest, importance and utility.</i>
4	Control and Learning Beliefs	Students' <i>belief</i> in their <i>control of academic performance</i>
5	Self-Efficacy for Learning and Performance	Students' <i>self-appraisal of task mastery</i>
6	Task Anxiety	Students' <i>negative thoughts of their performance</i>
7	Cognitive and Metacognitive Management Strategies	Students' conduct of <i>elaboration, rehearsal, organization, critical thinking, self-regulation</i> during learning
8	Resource Management Strategies	Students' perceptions of effective use of <i>study time, and environment</i>
		Students' commitment to complete study goals, even when <i>facing difficulties or distractions</i>
		Students' expectancies of <i>peer learning</i>
		Students' expectancies of assistance or <i>help seeking</i>

Adapted from Motivated Strategies of Learning Questionnaire (MSLQ)

The second phase of the research begins after observing the result of the first phase.. The planning action in the second phase is based on the result of reviews and feedback in the first phase. When students understand the revisions to do, the task to fulfil is making revised video performance to be uploaded in YouTube. Finally, the videos get feedback based on the results of revision done in the performance. To know how YouTube can be used as resources of learning speaking and what students' perception is after using YouTube as a medium of speaking, the second questionnaire is given after the final session of the 2<sup>nd</sup> phase. In brief, it is shown in the table below.

Table 2.3. The 2<sup>nd</sup> Phase of Action Research

Actions	Explanations
Revision of speaking by students based on the results of review and feedback in the previous phase.	The action was done in virtual classroom using WhatsApp group.
Instruction of making and uploading videos in YouTube	Students uploaded their videos as contents of the class channel in YouTube.
Feedbacking video sent in YouTube.	Feedbacking video sent by commenting video
Making dan Distributing questionnaire about students' perception about using YouTube as media to visually perform speaking.	The questionnaire was made and distributed via GoogleForm.

Adapted from Kemmis, S., Mc Taggart, R & Nixon (2014)

There are 7 questions to answer in the second questionnaire constructed to confirm students' perception based on both intrinsic and extrinsic aspects of their motivation in speaking using YouTube with indicators listed in table following.

Table 2.4 Indicators of Students' Perception Questionnaire about YouTube as Media of Speaking

Measured aspects	Indicators
Intrinsic Motivation	Student's perception to be participate in a task for reasons such as <i>challenge, curiosity, and mastery.</i>

	Students' commitment to complete study goals, even when <i>facing difficulties or distractions</i> .
	Student's perception of effective use of study time, and setting for <i>intrinsic goals orientation</i>
	Students' perceptions of the course material in terms of <i>its interest, importance and utility</i> .
Extrinsic Motivation	Student's perception to be participate in a task for reasons such as <i>grades, rewards, performance, evaluation by others</i>
	Students' expectancies of <i>task performance</i>
	Students' expectancies of <i>peer learning</i>
	Students' expectancies of assistance or <i>help seeking</i>

Adapted from Motivated Strategies of Learning Questionnaire (MSLQ)

### 3. Results and Discussion

#### 3.1 Students' Perception about Learning Speaking in Online Mode



Figure 3.1. Screen shot of Students' reaction of learning speaking about Flowchart in 1<sup>st</sup> phase of action research in WhatsApp Group

Likert scale was used to measure students' responses to the 37 of statements about learning Speaking Online on continuum from strongly agree to strongly disagree. The maximum score was 166 and the minimum score was 128 of 30 students. The average score found was 144.10. There are 12 students are significantly categorized in high learning motivation while 17 students in lower one. The students were more apathetic than motivated when learning speaking was in online mode. The result indicates that at the beginning of the 1<sup>st</sup> phase of action, most students had the perception that learning speaking online would be hard to do. Some responses texted in WhatsApp Chatroom clearly signed the perception.

#### 3.2 WhatsApp and YouTube as Media for Scaffolding and Feedbacking

In the first phase of action research, students were guided and facilitated by teachers to learn independently through the links of resources taken from YouTube. The videos became learning sources to improve the students' speaking aspect, including vocabulary, pronunciation skill and to show how to perform best on camera.



Figure 3.2. Screen shot of YouTube video about Sequencing used in 1<sup>st</sup> phase of action research. Resource: [How to use sequencers in English: FIRST, THEN, NEXT, AFTER THAT, FINALLY - YouTube](#)

### 3.3 WhatsApp and YouTube as Media to collaborate Learning Speaking

Each student was challenged to create their own flowcharts and the scripts to read aloud via WhatsApp Voice Note in group chatroom. Teacher and students collaboratively reviewed the flowcharts and the scripts. However, teacher had the main role to give feedbacks.

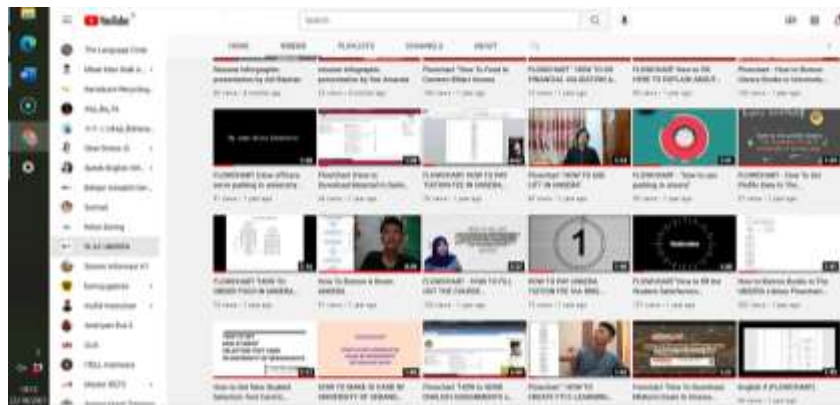


Figure 3.3. Screen shot of YouTube video about Presenting Flow Chart used in 1<sup>st</sup> phase of action research. Resource: [Process Flowchart - HOW TO CREATE PROCESS FLOWCHART FOR MANUFACTURING - YouTube](#)



Figure 3.4. Screen shot of teacher feedback of students' flowchart in 1<sup>st</sup> phase of action research in WhatsApp Group

When the feedback had been given, students had to revise their works based on them. Mostly the revisions were about the charts and the pronunciation. Therefore, the teacher gave the written and oral feedback.

The 2nd phase of action research was indicated with student's revisions that utilized WhatsApp as media to record the process. Students who had written and read his/her script correctly were instructed to make their videos presenting the flowchart and to upload them in YouTube class account for public watching.

In fact, the videos uploaded by students on the YouTube class channel showed that most students had made better visualization of the flowcharts, pronunciation, fluency and intonation. However, most of them preferred showing the charts only to appearing as a youtuber.

The above figure shows that students eagerly supported their classmates through their comments that are either praising or advising. In the final part of the second phase, the reflection of all action done was by observing students' perception about learning Speaking using YouTube as media in online mode. The second questionnaire delivered to students shows the result below.

Table 3.1 Students' Response on Questions based on Intrinsic Aspects

Questions	Response (%)
Making a presentation video in English and uploading it to YouTube makes you feel ...	Very excited: 20% Excited: 70% Ordinary: 10% Not excited: 0% Hopeless: 0%
You select and prepare presentation material by yourself for your video	Certain: 87.5% Uncertain: 12.5% No: 0%
Did you practice English pronunciation before the presentation?	Always: 80% Sometime: 20% Never: 0%

The data shows that most students by 70% of 30 were excited and 20% of all students were upper excited in participating video presentations and used YouTube as a medium of performing. There was no participant who was under excited. Therefore, it indicates significant perception of students to have curiosity to take challenges because of adequate ability they have mastered from previous process of learning including getting references from YouTube, former practicing, and peer feedback. The fact that 87,5% of 30 students had prepared the materials for presentation by themselves while the remains, 12,5%, was getting any help for doing it is considered that most students have owned their interest to dependently create the presentation by preparing the materials by themselves. The students' commitment to get the best result in their speaking performance on YouTube is shown in the data that 80% of all students always do pronunciation practice while the rest, 20% students, sometimes effectively use their time to do it. On average, almost 82% students have expressed good perception based on the indicators of intrinsic learning motivation on their speaking performance using YouTube as the media.

Table 3.2 Students' Response on Questions based on Extrinsic Aspects

Questions	Response (%)
Did you ask for opinions or consult with others during the preparation of the presentation material?	Yes, always :47.5% Yes, sometime: 40% No, never:12.5%
Can criticism from viewers of your video help to correct your English presentation mistakes?	Yes: 95% maybe:5% No: 0%
You will follow the suggestions of your video viewers when creating your next video presentation.	Yes: 57.5% Maybe: 40% No:2.5%

Based on the data gathered, 47% of 30 students are always asking for other opinions and doing consultation to make some preparation for their presentation. 40% of them sometimes did it and only 12,5% remained who never did it. It is indicated that totally 87% of students have expected to make good performance from assistance or help seeking.

They eagerly participated in video presentation performances on YouTube and let their peer viewers evaluate them. In fact, 95% of the students confirmed that the viewers' comments in YouTube can help them correct mistakes during the presentation while the remains were not so sure about the contributions. Still, only 57,5% of them thought that following the viewers' suggestions is good to do for the next better performance. Those who were in doubt to take the suggestion for future performance were 40% of 30 students and the rest, 2,5% of them decided that there was no need to consider the suggestions for future performance.

The contents of peer viewers' comments for the presentations delivered in YouTube can be categorized into six items including praise, critical views, suggestions and others. The following table completely informs the data of comments as peer feedback.

Table 3.3 Peer Feedbacks for Students Speaking Performance in YouTube

Content	Number of Comments
Praise	20
Criticism of pronunciation	16
Criticism about writing words / sentences.	6
Criticism about the correctness of the content	6
Advice about your appearance	8
Advice about audio on video	11
Other advices	12
Total	79

The comments that the students received from their peers as the viewers in YouTube contain the greatest number of suggestions that is 31 from totally 79 comments while 28 comments were received as critical evaluations. Besides that, the peer viewers still expressed their appreciation for the speakers' performance in YouTube by totally 20 comments. Actually, the comments have been accepted as the good feedback contains more suggestions than criticism and praise. The most suggestions were related to better audio on video and the most critical comments were about incorrect pronunciation during speaking performance.

#### 4. Conclusion

WhatsApp and YouTube become suitable media for managing teaching Speaking in higher education when the delivery method is only in online mode. The steps of instructional speaking practice must follow a double cycle process consisting of planning, acting, observing and reflecting.

The implication of using WhatsApp and YouTube as media for teaching and learning speaking in online mode is that teacher can manage a limited learning community for students in WhatsApp Group, give scaffolding and conduct the group to be more independent and creative in learning Speaking by suggesting authentic video resources from YouTube and encourage students to revise works based on the feedbacks.

It is proven that students have a good perception toward online learning using WhatsApp and YouTube as media for speaking. Feedbacks from teachers and collaboration with peer students in WhatsApp contribute to students' engagement in revising work and presenting work in YouTube. In relation to intrinsic and extrinsic factors of learning motivation, students gain their expectancies of peer learning, assistance for better speaking performance and rewards directly from YouTube as media of performing speaking.

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