
Teachers' Perceptions on Integrating YouTube Videos in Teaching Narrative Writing

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Abstract

Writing is a significant component in a language. Students anticipate lots of challenges in writing. Incorporating YouTube in ESL Classroom for teaching narrative writing is certainly an effective way in this millennial epoch. The aim of this research is to identify ways to blend YouTube in the classroom and the perception of teachers using it productively in classroom learning. This study uses a quantitative approach. Data is collected by distributing questionnaires to 28 teachers with 20 items listed using Likert scale to evaluate. The results of this research revealed that the teachers are highly keen to use YouTube videos to teach narrative writing. Hence, it can be contemplated that the teachers preferred to use YouTube videos to teach narrative writing.

Keywords— *YouTube, narrative, writing, classroom, video, information*

I. INTRODUCTION

In this epoch, technology has been integrated in almost all aspects of life. It is indubitable to turn a blind eye by drawing away or not adapting with the use of technology. Looking back at the education sector, technology has been used widely with many creative ways of teaching to stimulate students' eagerness in learning. What more among the presence of digital natives, teaching using web tool 2.0 is becoming renowned. There are many ways to inspire students. The advancement in technological tools has swept the yesteryears of using chalk and board, and heavy textbooks for almost all lessons. YouTube has been one of the prominent education tools commonly being used by educators and been incorporated in teaching. In language learning, writing is the most difficult skill to major. Ergo, teaching writing in a constructive manner will enhance student engagement in learning. The use of YouTube indeed, has exhilarated as the features of writing narrative with a proper generic structure which is similar to the plot of YouTube. The main objective is to entertain the audience no matter if it is the reader or the viewer and generate ideas align to the conservative style of teaching (Nurhelfa, S.; et

al.; 2024).

1.1 Background of the study

Students at higher secondary are unable to write an essay explicitly as their information on certain aspects is very shallow. Studies have shown that the integration of Information and Communication Technology (ICT) in teaching has the latency to cater to students with a new mode of studying in a fun way. Many researchers have conducted surveys incorporating technology in educating students in a classroom. The advancement in technology in India has made way for the teachers with ICT knowledge and techniques to instill the use of technology in class learning (Karunakaran, B.; et. al, 2021). Many people have the perception that YouTube is only being used as a source of entertainment to watch movies. It is notable that YouTube is presently used for three primary reasons which includes extracting information, fun and for entertainment purposes learning and academic studies. The fact is YouTube videos are made by different people with varied situations, settings and structure. Thus, it is considered a conveying and educational instrument for

the educator.

1.2 Problem Statement

The researchers' years of teaching in this field anticipated problems especially in the aspect of narrative writing. It was claimed, students are unable to narrate due to insufficient knowledge on certain events. Some students lack vocabulary which is the downside for further to construct sentences and develop into writing. Conversely, giving information on certain topics verbally is impossible for students who have little knowledge in writing. Not having any idea on certain characters, settings, plot or climax could be a challenging task for most of the students along with the low proficiency learners. Indeed, teaching writing is undeniably a difficult task for teachers (Moses, R.; Muhammad, M.; 2019).

1.3 Research Questions

1. How to utilize YouTube video in narrative writing?
2. What are teachers' perception towards the use of YouTube in narrative writing?

1.4 Research Objectives

1. To identify the use of YouTube video in narrative writing
2. To find out teachers' perception towards the use of YouTube in narrative writing.

1.5 Limitation of the Study

There are some restrictions in using YouTube. Many advertisers use YouTube as their marketing tool. Therefore, too many adverts are screened which defeats the purpose of it being used in the classroom as an educational tool. These adverts can be time consuming and create annoyance when there is a frequent interval while YouTube learning is in progress in an ESL classroom. To add on the setback, these website tools require premium payment to enjoy certain features. With this, teachers should pick and choose an appropriate YouTube to be used in ESL classrooms as some do not have good resolution. If it is being projected with low resolution, students will not understand the content and it overrides the aim of the lesson or study. Ergo, students will not be able to watch or listen to comprehend the videos for their writing. Moreover, YouTube should only be shown for 10 minutes in a lesson otherwise it creates boredom and defeats the purpose. Ultimately, students will not absorb the lesson and instructions given. Another common issue will be the internet access as lessons planned for the day will be interrupted with unstable

wifi in school. In a recent article by Kohler (2021), the study identified several limitations likewise students perceive differently with various abilities. As a result, teachers have to be very precise with their options of choosing a suitable YouTube for their students to be reviewed in class indicating clear instructions. In accordance with that, students too tend to comprehend with distinctive capacity where teachers have to be vigilant otherwise students will choose not to invest in writing. In addition, prior knowledge they acquire help them with their understanding of the text (Kohler, S.; 2021). Considering all these issues, teachers' views and experiences are crucial to make this study fruitful.

1.6 Significance of the Study

This study explores the ways in which YouTube can be used effectively in ESL classrooms for teaching narrative writing. It is apparent students are excited with digital devices and with the advent of bringing these technological tools in the classroom. The excitement begins when they are given colorful pictures to explore and with some explanation from YouTube about the video that can assist them to string up sentences for their narrative writing. This paper further highlights the prominence of using YouTube which increases their knowledge on lexicon as they have minimal exposure in extensive reading. These techies only like adventures by looking at technological based education thus, using YouTube in ESL classroom will definitely be a win win game in motivating them in writing. The researchers have to be concerned on the YouTube they choose hence to be aligned with the audience and their learning objectives. This will help students in the note-taking process and to develop complex sentences and ideas. According to Journal of Language Education, the researchers have similar claims from the interviewees about YouTube giving them the opportunity to expand their writing as the video can be reviewed several times for better understanding (Muthoharoh, A.; et. al., 2021).

II. LITERATURE REVIEW

Current studies on the use of YouTube videos to enhance students' writing skills have been reported, ranging from different boon that YouTube videos have brought to ELT classrooms.

2.1 Writing Skills and YouTube videos

According to Al-Atabi, A. J. (2020), writing is the

process of simultaneously using variables with written content, form, sentence patterns, vocabulary, punctuation, spelling, letters, spaces and ideas to display knowledge and incorporate thoughts, feelings into a readable content so that the user could comprehend the message conveyed. In earlier research, Bouchrika, I. (2024) revealed that each writer has different purpose in writing, with various genres likewise memoirs, epic or anecdotes.

According to Safitri (2020), YouTube is the most popular social media platform for students to improve English skills. It manifests that video clips are the most preferable choice. Multimedia, especially YouTube videos, are visibly useful for learning and teaching. Learning activities that include YouTube videos have been found to be successful (Felanie, 2021) and helpful in increasing knowledge (Ismail et al., 2000).

2.2 Using YouTube Videos in Language Learning and Teaching

The use of YouTube videos in language learning plays a leading role in helping ESL learners understand their English lessons from elementary to higher education. Jarrett, N. (2022) pointed out that today's students can be classified as "digital natives". Shoufan, A.; et. al.; (2022) has claimed YouTube videos can inspire students by enhancing knowledge and stimulating ideas.

Another researcher has manifest that watching YouTube videos in class does help to improve students' oral skills because students focus on the pronunciation of real material. It reduced their levels of anxiety caused by the learning environment and led to an increase in their motivation to speak fluently (Qomaria, D.; et.al.; 2020).

Another study by Shafwati, D. et. al. (2023) argued that the use of video was also shown to contribute to students' listening skills due to the use of meaningful and real-life situational context and language compared to the use of an "audio only" approach. The findings of Tahmina, T. (2023) suggest that watching YouTube videos is preferred over other learning sources and that it can be more successful, thus strongly suggesting language learners and teachers who wish to improve writing fluency. Noortyani (2020) studied students' perceptions on learning news writing on YouTube, which showed that the platform benefited students. Improving learning, mastering news concepts, improving information, practicing learning autonomy, and helping to build listening and writing skills are stated advantages.

According to a survey conducted by Pratama, et. al. (2023), which aimed to gain insights from students and teachers about the use of learning vocabulary by watching YouTube videos, many students consider YouTube to be a useful multimedia educational tool in language learning. Similarly, teachers believe that by watching YouTube videos, students can improve their ability to master the target language. Vocabulary development is achieved using accessible visual effects as well as watching video clips and writing text. It has been proven by using YouTube videos to help students improve their writing skills.

2.3 Positive Impact of Using YouTube Videos in ELT

Sihotang, R. A.; et. al. (2020) claimed that YouTube videos can not only attract students' attention, but also meet different learning needs by addressing at least four aspects of multiple intelligence, namely language/language, visual/spatial, music/rhythm and emotional intelligence. Watching the video allows the brain to respond on both sides of the hemisphere, which helps increase and deepen the students' understanding.

Several studies have been conducted to examine the effects of watching YouTube videos on the motivation of literature students and to point out its benefits in capturing students' attention by providing additional visual support. A study by Turku, M. (2024) showed that YouTube had a positive impact on students' learning experience of "boring" literature. Test results and students' feedback revealed that students had a better comprehension of the content after viewing the YouTube videos. This positive effect was also confirmed by Fazel, V.; (2024) who studied students' use of YouTube to learn Shakespeare literature. Setyaningsih, N. A. et. al (2022) found that well-trained English language arts teachers could creatively integrate YouTube videos to help students interpret complex texts. The positive impact of YouTube videos on students' understanding of Shakespeare's plays was also found by Nilsen, D. L. F.; et. al. (2022). Moreover, students not only have a better understanding of the content, but also of parody and irony in the text, which English literature teachers often find difficult to teach (Nilsen, D. L.F.; et. al.; 2022).

In addition to its positive impact on students, YouTube also provides real-life examples of language use for students. The researcher also points out that YouTube can be used in a variety of ways to develop language skills, genre knowledge and learn

vocabulary in context. The study further emphasizes that YouTube's "authenticity" relates not only to its content, but also to the fact that language learners often use it, so that it "has the potential to connect learners with real English input by probably already being part of their life experience" (Aziz, A. A.; et. al.; 2022).

2.4 Limitations of Using YouTube Videos in ELT Classrooms

While YouTube videos offer authentic language learning and serve as a good motivational tool, it's important to examine their limitations to ensure high-quality instruction in English classrooms. YouTube can be difficult to access because it may be blocked in some schools. Other issues include the videos have inappropriate content which may violate the use of YouTube (Syam, S.; et. al 2023). In addition, few current studies have found problems such as not finding suitable videos and not making fuller use of them. Most likely teacher will face the challenge of getting the most appropriate video according to students' level and capability of understanding (Barnwell, P.; 2021). Sadaf, H. et. al.; 2024 emphasized the importance of "critically selecting appropriate material with proper educational value as parents have the opinion that YouTube had no value in learning. While it's particularly important to consider which YouTube videos to play in the classroom, teachers must also consider how to use them. However, Liao, C. H.; et. al. (2023) also noted that if the video is used only in a linear management, it will not have the effect of improving student motivation. Students still learn passively because they don't have much interaction with their teachers or peers.

To address these issues, Raine, P. (2020) outlined the different ways to teach English using YouTube videos. Firstly, YouTube videos can be directly "part of the command and attention capture mechanism". It can also be used as a teacher resource, and videos can be used as models for classroom activities likewise comprehension quizzes or discussions. In some case, the video is simply "part of the course and is not shown directly to elementary school students because the content may not be appropriate" however students can be taught to be Youtuber to create their own channels portraying their proficiency in English. Secondly, even if some other videos cannot be played and cannot be part of a lesson, they can still "serve as a springboard for classroom activities" and provide teachers with lesson plan ideas. It would be even more

useful if YouTube videos were used more to support teachers in delivering teacher-centered lessons.

2.5 Teachers' Perceptions on Using YouTube Videos in ELT

YouTube is also popular among teachers as a teaching tool. The perceptions of teachers can be explained by their view that watching YouTube videos can help motivate students. Teachers may need to carefully consider the different experiences students have when watching videos in their own time and in English lessons. The results addressed participants' perceptions of YouTube usage, with teachers often overestimating the level of students' liking of YouTube videos. More importantly, YuenPrakas, J. and Aslam, S. (2024) believed that the significant differences in YouTube's perceived usefulness may be related to current practices in the ELT classrooms.

2.6 Research Gap

At present moment, YouTube is commonly used in language classrooms. However, the study mentioned above was primarily concerned with the use of YouTube videos in secondary and tertiary institutions. Despite the importance of primary education for language development, minimal effort has been made to integrate YouTube videos in primary English classrooms. Briefly, little insights could be seen into the use of YouTube videos only in elementary schools. Moreover, while teachers' perceptions of using YouTube videos enhancing English writing classes influenced the way it was applied to teach, hitherto, not much attention was given to teachers' perceptions. Since teachers are the most critical element in education, it is pivotal to explore the perceptions on the use of YouTube videos.

III. METHODOLOGY

The study used both qualitative and quantitative research methods to explore the issues related to the teachers' belief towards the use of YouTube videos to teach narrative writing. The method used is questionnaires with open-ended questions.

3.1 Participants

28 English teachers from Klang Valley and Perak participated in the study. The teachers who participated involved primary, secondary, and tertiary. Majority has been teaching English for 1 to 5 years, a handful has been teaching English for 6 to 10 years and some are more than 15 years. Most English teachers that participated in this study are well verse in

ICT.

3.2 Instruments

The questionnaires were administered online using Google Form. The questionnaires were adapted from Yuen (2015) which covered the information about respondents' experience of using YouTube in class. The questionnaires were divided into three parts, mainly Part 1 personal information; Part 2 familiarity with ICT tools; and Part 3 statements devised on a 5-point Likert Scale. The 5-point Likert Scale went from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire contained 15 multiple choice questions for Part 1 and Part 2. Statements of Part 3 include an extra part that would yield qualitative data. In addition to the ratings, teachers needed to give comments about i) how YouTube-related homework motivates students to learn English narrative writing; ii) would you consider using YouTube videos in teaching of narrative writing, and iii) what possible challenges would you foresee.

3.3 Data Collection Procedures

A total of 28 in-service English teachers working from different levels such as primary, secondary, and tertiary education were invited to answer the

questionnaire. The questionnaires were given to the teachers by the researchers. A brief description of the study had been introduced before distributing the questionnaire. The researchers were present to give explanations to the participants when needed. The researchers would not help to answer or give any suggestions to the participants to ensure the unbiasedness of the data.

3.4 Data Processing

A total of 28 completed questionnaires from the teachers were collected. The data collected will be generated by Google Form and displayed in the chart. Items in the questionnaire devised on the 5-point Likert Scale will be shown in the table with frequency and proportions.

IV. FINDINGS AND DATA ANALYSIS

From the findings, the data was analysed, and the responses to the questions were tabulated and discussed in later chapters. The results highlighted that the teachers who have experience in teaching English ranged from 1 to 34 years. Most respondents were from the secondary level, followed by the primary level and tertiary level.

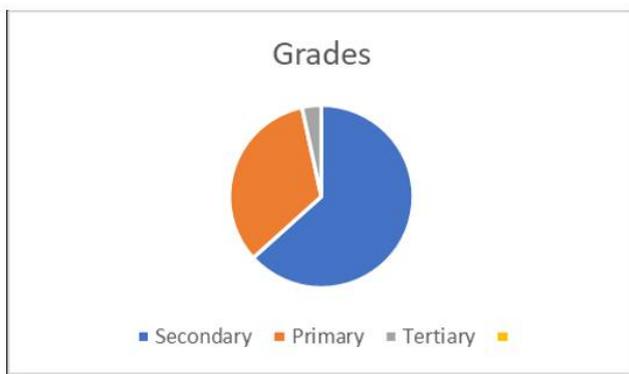


Chart 1. Grades that teachers teach

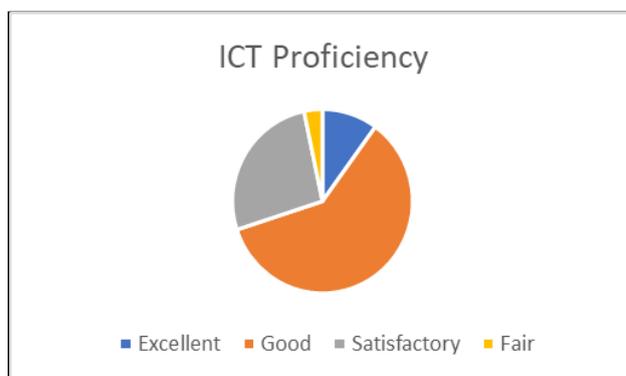


Chart 2 ICT Proficiency of the teachers

60% of the teachers were good at ICT and 10% of them were excellent users of ICT.

| The usage of YouTube in teaching narrative writing | | | | | |
|---|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | No | 2 | 7.1 | 7.1 | 7.1 |
| | Yes | 26 | 92.9 | 92.9 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

Almost 93% of respondents commented that they use YouTube in teaching narrative writing while only 7% of the respondents did not use YouTube in writing lessons.

| YouTube videos can make narrative writing lessons interesting. | | | | | |
|---|---------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Neutral | 5 | 17.9 | 17.9 | 17.9 |
| | Agree | 11 | 39.3 | 39.3 | 57.1 |
| | Stronglyagree | 12 | 42.9 | 42.9 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

Question 10 revealed that about 43% of respondents strongly agree that using YouTube videos can make narrative writing lessons interesting while 39% of respondents agree that using YouTube makes it interesting to learn narrative writing lessons.

| YouTube videos helped students learn narrative writing better. | | | | | |
|---|---------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 1 | 3.6 | 3.6 | 3.6 |
| | Neutral | 3 | 10.7 | 10.7 | 14.3 |
| | Agree | 12 | 42.9 | 42.9 | 57.1 |
| | Stronglyagree | 12 | 42.9 | 42.9 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

Almost 43% of the respondents agree that YouTube videos helped the students to learn narrative writing better. Moreover, 43% of the respondents strongly agree that YouTube videos assisted the students to write narrative essays better.

| YouTube videos help students to enjoy learning narrative writing in English classes. | | | | | |
|---|---------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 1 | 3.6 | 3.6 | 3.6 |
| | Neutral | 3 | 10.7 | 10.7 | 14.3 |
| | Agree | 11 | 39.3 | 39.3 | 53.6 |
| | Stronglyagree | 13 | 46.4 | 46.4 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

46% of the respondents strongly agree that YouTube videos helped the students to enjoy learning narrative writing. Moreover, 39% of the respondents agree that YouTube videos assisted the students to write narrative essays better.

| YouTube-related classwork/homework can help students improve their narrative writing skills | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 1 | 3.6 | 3.6 | 3.6 |
| | Neutral | 3 | 10.7 | 10.7 | 14.3 |
| | Agree | 13 | 46.4 | 46.4 | 60.7 |
| | Strongly agree | 11 | 39.3 | 39.3 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

Over 46% respondents agreed that YouTube related classwork or homework can help students improve their narrative writing skills. Whereas another 39% of the respondents strongly agree that YouTube related to classwork or homework can assist students to enhance their narrative writing skills.

| Teachers will use more YouTube videos in English narrative writing classes. | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Neutral | 5 | 17.9 | 17.9 | 17.9 |
| | Agree | 12 | 42.9 | 42.9 | 60.7 |
| | Strongly agree | 11 | 39.3 | 39.3 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

43% of the respondents agree that the teachers will use more YouTube videos in English narrative writing classes. Besides, 43% of the respondents agree that they will utilise more YouTube videos in English narrative writing classes.

V. DISCUSSION

In this discussion section, the researcher discusses the significant findings of the study, unexpected findings and limitations. As there are very limited studies on the use of YouTube in teaching narrative writing context, this study filled the literature gap by exploring teachers' perceptions towards the use of YouTube in narrative writing and exploring the actual practice of it in ESL writing classrooms. Such exploration provides valuable insights into how teachers can use YouTube in narrative writing in ESL classroom in a constructive manner, as well as teachers' real feelings and challenges in using YouTube in teaching narrative writing. One of the most significant findings of the study was about how do participants usually use "YouTube" in teaching narrative writing? More than half of the participants choose to play the video in class as extra information (e.g. To provide videos about relevant vocabulary expansion for narrative writing on a particular topic). This discovery also matches the point of Brown, D. (2021), which indicated that YouTube can be used in a variety of ways to develop language skills, genre

knowledge and learn vocabulary in different context. There are also many participants who use YouTube videos to assign writing assignments, that is to say, most participants opt for YouTube videos as an auxiliary tool to teach narrative writing, rather than looking for video courses to teach writing directly from YouTube. This finding is similar to the statement made by Groschel, Z. in 2022, "Effective instructional video is not television-to-student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery and education in the future.

From Responses from participants on Open-ended Questions, we can find that participants choose YouTube videos as an auxiliary tool to teach narrative writing, to a large extent, because YouTube video displays rich and interesting information, which can guide students' learning from many aspects of vision and hearing and can also provide interesting evidence for students' narrative writing. This finding is similar to Aziz, A. A.; et. al. (2022) who indicated that YouTube also provides real-life examples of language use for students.

Another significant finding of the study was the

popularity of YouTube among ESL teachers' Writing classroom. In this study, most of the ESL teachers who participated in the questionnaire recognized the role of YouTube in narrative writing teaching, and there is a great possibility YouTube will be used to assist writing teaching in the future since they can get positive feedback from their own students. This also confirms that YouTube videos have been shown to be useful for learning and teaching. Learning activities that include YouTube videos have been found to be successful and helpful in increasing knowledge (Shoufan, A.; et. al.; 2022).

However, there were also some unexpected findings. When investigating the challenges that participants may encounter in using YouTube videos for narrative teaching in the future, the results show that participants are concerned that their students are losing interest in YouTube videos and are less interested in the videos they use in teaching than entertainment videos. One of the possible explanations for the disparity is that teachers often overestimate the level of students' liking of YouTube videos. Teachers may need to carefully consider students' different experiences when watching videos in their spare time and in English classes. It is also possible that the short video industry is extremely developed at present, especially with applications such as TikTok flooding students' lives, making students too exposed to rich and interesting video resources, so that ordinary video resources will become boring to them when it comes to writing classes.

What's more, some other participants also worried that students will rely too much on YouTube videos. They were afraid that once students leave the YouTube video, it is difficult to write a good narrative. This further reinforces the notion that YouTube Video can attract students' attention (Diniyanti, K.L.; et. al.; 2022), but it cannot arouse much of their motivation and autonomy. In addition, some participants suggested that it is not so easy to find video resources suitable for students at their level and in line with the requirements of the syllabus. From these problems, we can see that there are still many areas that need to be studied urgently.

VI. CONCLUSION

As we are in the 22nd century learning, technology has dramatically improved our lives in many aspects. It has impacted and influenced our education system and provided great opportunities to many sources of

applications. It is also important to foster and adapt with 22nd century learning, and teachers are highly expected to take a big step on planning strategically beforehand. Teachers should be aware of the education system and changes that take place each time, so that the learning process could be successful and upgraded by fulfilling the students' requirements. To introspect, the researcher anticipates this study will serve as another catalyst for teachers to enhance students' performance on language learning which is important in this age of information and communication technology.

6.1 Recommendations

This study has several limitations which gives room for further improvement. The list are as follows:

- 6.1.1 Although the study has revealed the merits of YouTube videos, other teaching skills of using these videos in the classroom and self-taught practices by students need more investigation to maximize the utilization in the language classroom.
- 6.1.2 The relationship between teachers' actual practice in using YouTube for language lessons and its impact on students' learning should be explored in future.
- 6.1.3 This study focused on a single entity prioritising the teachers. Consequently, future studies can enhance the generalisation of the results by using larger sample sizes of teachers and students and more research instruments to add breadth and scope to the study.
- 6.1.4 As this study centralise on writing skill, other language skills such as listening, speaking and reading using YouTube can be explored as well.
- 6.1.5 More qualitative criticisms providing a better insight on the use of YouTube to teach writing skill is lacking in this study. As data collection was only in the form of surveys, there was less explanation from teachers.
- 6.1.6 The study only touches on the perceptions of teachers in using YouTube videos. However, students' perceptions have to be taken into account as well. The teachers' readiness to embrace YouTube videos does not imply students would favour too.

6.2 Suggestions

Based on the results and discussion of the study, it can be depicted that there was a notable value on the use of

YouTube videos by teachers to teach narrative writing. The use of YouTube videos as an educational resource replacing textbooks serves as an alternative for teachers to promote writing. Teachers are requested to review current practice and integration of YouTube videos in the lessons by using a variety of activities and facilitating better communication with the students. Teachers needed to be provided with more professional development programmes that cater effective strategies to enable to utilize YouTube and other ICT tools in teaching. Training and capacity building such as creating, assessing and uploading YouTube videos would definitely facilitate the success of language learning.

There are also some challenges faced by teachers when utilizing YouTube videos in the classroom. Students tend to get bored of these videos as they are currently exposed to other interesting applications such as Tik Tok and Instagram. To overcome the boredom of students, teachers need to be selective in choosing videos that would be able to arouse students' interests. Teachers need to be enlightened on how to enable the students to interact with these videos to achieve the learning objectives. Teachers have to update with current writing videos which are more interactive and gratifying for students. Moreover, to avoid students being too dependent on the videos to write narrative essays, teachers need to use these videos wisely in the classroom only when necessary. Students should be reminded that these videos serve only as a teaching aid to assist their writing task. With that in mind, the teachers' selection of appropriate YouTube videos will capture students' interests in learning narrative writing.

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Appendix

Questionnaire for ESL Teachers about the Use of YouTube Videos to Teach Narrative Writing

6.2.1 How long have you been teaching English? __Year(s)

6.2.2 What grades do you usually teach? Primary
 Secondary Tertiary

6.2.3 Please indicate your ICT proficiency. Excellent
 Good Satisfactory Fair
 Poor
 Don't know ICT

6.2.4 What are your favorite ICT tools for teaching narrative writing? (List two that you like most)

6.2.5 Have you ever used "YouTube" in teaching narrative writing?
 Yes (Please go to Q7) No (Please go to Q6)

6.2.6 Why do you not use "YouTube" to teach narrative writing?

6.2.7 How do you usually use "YouTube" in teaching narrative writing?

Playing the video in class as direct instruction (e.g. Teaching the skills of narrative writing)

Playing the video in class as extra information (e.g. To provide video about relevant vocabulary expansion for narrative writing on a particular topic.)

Getting students to write a narrative article after watching the video.

| | Strongly Disagree 1 | Dis-agree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 |
|--|------------------------|----------------|--------------|------------|---------------------|
| 8. When I play YouTube videos in class, I usually play Malay videos. | | | | | |
| 9. When I play YouTube videos in class, I usually play English videos. | | | | | |
| 10. I think watching YouTube videos to teach my students narrative writing is interesting. | | | | | |
| 11. I think YouTube videos helped my students learn narrative writing | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| better. | | | | | |
| 12. I think my students enjoy using YouTube videos to learn narrative writing in English classes. | | | | | |
| 13. I have assigned YouTube-related classwork/homework on English narrative writing. | | | | | |
| 14. I think students enjoy doing YouTube-related classwork/ homework on English narrative writing. | | | | | |
| 15. I think YouTube-related classwork/homework can help my students improve their narrative writing skills. | | | | | |
| 16. I will use more YouTube videos in English narrative writing classes. | | | | | |
| 17. I will have more YouTube-related classwork/homework on English narrative writing. | | | | | |

18. In your opinion, how would YouTube-related homework/classwork motivate students to learn English narrative writing?

19. Would you consider continuing to use YouTube videos in your teaching on narrative writing? If you would, what kind of activity would you focus on?

20. What possible challenges do you foresee?

Appendix 2

Responses from Teachers on Open-ended Questions of Questionnaire

18. In your opinion, how would YouTube-related homework/classwork motivate students to learn English narrative writing?

19. Would you consider continuing to use YouTube videos in your teaching on narrative writing? If you would, what kind of activity would you focus on?

20. What possible challenges do you foresee?

| Respondent | Q18 | Q19 | Q20 |
|------------|--|--|---|
| Teacher 1 | Get ideas and engages then | Expansion of vocabulary | Students easily get distracted by other things. Parents are apprehensive about their children using gadgets to watch YouTube for homework. |
| Teacher 2 | A different approach always help | yes...mostly grammar | accent used by the youtuber |
| Teacher 3 | Interesting topic | Descriptive essay | Speaker in the video has different English accent. |
| Teacher 4 | Visually | Creative writing | Vocabulary |
| Teacher 5 | More attention must be given by a teacher to teach writing such as giving guidance and feedback | Yes, Speaking activity | Difficult to motivate the students |
| Teacher 6 | In this modern world where IT is a norm, the methods of teaching in a classroom too have to be elevated to allow students to be interested in the lesson taught. Allowing students to watch a Utube video related to their narrative writing assignment will truly be beneficial as they would be able to learn using creative vocabulary to express their ideas and feelings.. This a giant step in improving their narrative writing skills. | Yes, I would consider using Utube videos as one of my tools to support me in teaching narrative writing to my students. I would want my students to focus on writing interesting experiences which they might have experienced and if not imagined. They should be able understand on how to express their thoughts, opinions and emotions onto paper so as to do a good piece of productive writing that captures the reader's attention. | The challenges I foresee are that my students might get carried away with the notion of watching Utube videos in doing a good piece of writing that without its assistance they are unable to produce their write ups accordingly. This is something that I would need to explain to them to not rely totally on Utube but just view it as a guide for starters in doing their writings. It's going to be tough because nowadays every answer seeked seem to be at a touch of a button at our fingertips. |
| Teacher 7 | The visual, graphics and sounds will attract student attention. It is not a plain boring text | brainstorming | lack of resources |
| Teacher 8 | Students can always refer to the youtube clip when needed | Writing grammatical correct sentences | Hopefully students will be more proficient in the language and be better writers |
| Teacher 9 | It helps students to improve their listening and punctuation skills | Writing essay | Internet access |
| Teacher 10 | Give them clearer pictures on how to write good narrative writing | Structures, Vocabulary and sample | To find great materials for certain topic |
| Teacher 11 | It enhances their creativity | Yes I would. Vocabulary building, | Students lack of interest to watch |

| | | | |
|------------|--|---|---|
| | in narrative writing | usage of "show & don't tell" technique. | you tube videos, perhaps changing to tik tok would help. |
| Teacher 12 | They will be able to look up for information through various YouTube videos that provides numerous information in an interesting manner | Yes.. More to effective dialogues causes n effects or even ending well | Students might bit be able to understand the language used in the videos - depending on the students language level |
| Teacher 13 | Youtube content is mostly accessible | Yes. Listening. | Students love to watch entertainment more than educational content. |
| Teacher 14 | Live action | Grammar and pronunciation | To select related youtube lessons |
| Teacher 15 | Yes, but I think it only applicable for high-proficiency and intermediate level of students. The low proficiency students somehow can't really understand much on what the video is all about and they just might ignore the task as they don't understand it. | Yes, as a stimulate ideas and as brainstorming activities. | |
| Teacher 16 | More interesting and variety of choices | Yes, I can apply the RAFT-writing activity using the YouTube video. For example, I will let them watch a cartoon movie, like Cinderella. There are a few casts in the movie, and I will assign them to a particular role, and they need to watch the movie but write the narrative writing in term of the assigned roles' perspectives. | The inadequate vocabularies and the lack of understanding about the movie. |
| Teacher 17 | They can get inspiration | Yes | B40 pupils don't have ict facilities at home |
| Teacher 18 | To ease n gives better understanding | Yes. Talking about what they have found in the video. | Students are really bored with videos |
| Teacher 19 | By watching the videos students are able to expand their knowledge. | Yes. For speaking | Nor sure |
| Teacher 20 | Membantu pelajar mendapatkan idea dalam penulisan. | Yes, getting students to do narrative writing after watching the videos. | Students who doesn't understand the language. |

| | | | |
|-----------|--|--|--|
| Teacher21 | It motivates to get some information on their own and narrate their writing. | Ya. Saya bersetuju | Internet yang agak terhad dan lambat |
| Teacher22 | More interactive | Not really, but may use to share information on how to do a task given. | Not all the students own gadgets and internet service. |
| Teacher23 | Yes, they can use vocabulary that they have learnt to write the narrative writing | yes, techniques of writing | Internet connection |
| Teacher24 | Diverse animations and music intrigue students in writing and enrich their imagination and knowledge, which narrative writing needs. | Yes...speaking activity | The students will spend time watching videos rather than writing the essay |
| Teacher25 | Find proper and interesting YouTube videos in English writing. | yes. I would focus on letting students watch a short video of a story without narration, then ask them to write a short narrative passage for the video. | difficulty on finding a video with appropriate content which suits my students' level |
| Teacher26 | Interested to learn | Yes, describe in sentences activity. | If students pay lots of attention on YouTube videos, students will learn passively as they do not have much interaction with the teacher or their peers. |
| Teacher27 | Youtube provides additional information | Yes. Speaking based tasks | Poor infrastructure in school |
| Teacher28 | Pupils prefer to watch youtube rather than listen to chalk and talk | Yes, focusing on pre-writing | Infrastructure |
| Teacher29 | Some concepts are difficult to grasp, YouTube provides visual understanding. For example my students never experienced flash flood, so showing video of flash flood helps them to write more creatively. | Writing diary and journal | Pupils waiting for teachers to spoon feed them. They are not willing to write on their own |