



Effectiveness of Learners Adopting YouTube and Webcomics as English Language Teaching (ELT) Materials

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Fully online language teaching is still a new approach in the Indonesian context, even though blended learning and technology have been integrated into English as a Foreign Language (EFL) classrooms for some time. The instructional design, YouTube and Webcomics (YouCom) as digital task-based language teaching (DTBLT) practices in synchronous and blended learning environments. The study investigates the effectiveness of learners adopting YouCom through determinants of engagement, motivation, cognitive process, and student satisfaction. It reflects what EFL students think about the difficulties faced by English majors when learning languages online through YouTube and Webcomic applications. The online survey was distributed to English learners in a university in Indonesia with 63 respondents through purposive sampling. The hypotheses were tested using multiple regression analysis (MRA). The results reveal that the cognitive process influences learners' effectiveness, followed by student satisfaction, engagement, and motivation. The recommendation is to increase perceptions through the cognitive process, student satisfaction, and engagement because they are firmly and significantly associated with learners' effectiveness. The expanded sample to other areas is suggested. The contribution could benefit educators in implementing English learners' perceptions and increase their willingness to learn using Webcomics and YouTube as the teaching materials.

Keywords: Learning Design, Effectiveness, English as a Foreign Language (EFL), YouTube, Webcomics

Introduction

When COVID-19 broke out in the spring of 2020, many educators worldwide were forced to immediately change their teaching methods. A variety

of policies and decisive actions have been taken by countries to stop the spread of this virus throughout Asia, Europe, the Middle East, and the United States, including the decision of

lockdowns, social distance, and physical distance. A wide range of human activities is affected by these policies, from the economy and religion to tourism and education (Crawford et al., 2020). According to Ikkoh et al. (2020), the outbreak of this virus has had profound effects on education. It puts students in 'home-schooling' situations, especially in countries like China, South Korea, Italy, and Iran that have been severely affected. A few countries, such as China and Germany, have reopened their educational systems to combat the pandemic. A student in this situation is introduced to the rise of online learning and teaching via digital platforms through this scenario. By default, 55000 teachers and 530100 students in Georgia's Education Management Information System (EMIS) have accounts, and all classes and relevant subjects have virtual classrooms. The safest way to stop the spread of coronavirus epidemics is through a forced digital transformation. This means that education is still a top priority for students, but mental health and safety must not be overlooked.

Immediately following the declaration of an emergency over COVID-19, Indonesia's education system changed dramatically. Schools have been closed in several areas due to the spread of COVID-19. Face-to-face courses were often forced to be converted into online lectures. The amount of one-on-one time students have with professors has decreased dramatically, especially at large universities. Novel learning tools have been developed and implemented in various settings to address this issue (Sangster et al., 2020). However, in many cases, thoughtful concepts were lacking due to the urgency of

implementation. Because of this, examining newly developed tools to see if they can be improved and used effectively even after the pandemic is more crucial than ever. When making the tools, there was often a significant investment in time and money. Hence, education after a pandemic should include the solutions that worked well during the pandemic (Fogarty, 2020).

English as a Foreign Language (EFL) language students also face challenges in dealing with this online learning during their course. For example, in English class, students learn that English is a difficult skill to master on their own. To help students improve their current English, lecturers should provide them with both theoretical knowledge and practical advice. They need guidance and feedback to improve their English. Students are discouraged by the technological expectations of online study because they feel less connected to their peers and lecturers because of online learning (Boardman et al., 2021; Yang, 2021; Kamal et al., 2020; Tu & Luong, 2021).

However, in Indonesia, learning English is still a challenge. Even in the context of EFL, opportunities to use English have traditionally been considered far from rare due to large class sizes, "teacher-dominated" and "grammar-based" pedagogy (Chen et al., 2005). EFL students in Indonesia may have found success with extracurricular activities such as "English Camp." Still, these activities are not universally accepted and may be limited by limitations in physical interaction where tutorial learning is not recognised over time. Learning English outside the classroom is becoming increasingly popular using the Internet and mobile phones. (Basoglu & Akdemir, 2010;

Minalla, 2018). This has given us an idea of what students in Indonesia are doing during COVID and post-COVID using the Internet to learn English as CALL researchers.

Many Indonesian university students have been socialised into a "learning culture" that emphasises notetaking, exam preparation, memorisation, and a disciplined and attentive study effort influenced by social norms and past educational experiences (Pratolo, 2014). As a result, some students are now calling for a more expressive or communicative approach to learning English. Given that Indonesian students are one of the countries with the most active Web 2.0 users in Indonesia, it is very important to investigate how they take advantage of opportunities to learn English on the Internet in this digital age (Husnawadi & Sugianto, 2018).

Since students and professors cannot work together online in English courses, managing the online platform according to students' abilities is very important to bridge the gap between the two groups. Students who study online from home can benefit from information communication and technologies. At first, there were descriptions of learning English based on social media such as YouCom and reviews of several articles that saw its use for English courses.

There was a relationship between engagement and learners' effectiveness (Hu & Hui, 2012). Motivation significantly influenced learners' effectiveness (Harandi, 2015). The cognitive process significantly affected learners' effectiveness (Lai et al., 2019). In general, the effectiveness of learners was statistically related to satisfaction ratings in several institutional areas. There is a correlation between learner

effectiveness and student satisfaction (grades or persistence). Students who received high grades and performed admirably were found to be content. On the other hand, students with lower grades were found to be less satisfied. Student satisfaction depends on students' overall perceptions of course performance, suggesting that perceived effectiveness is a direct predictor of student satisfaction (Siripipatthanakul et al., 2022). However, this research investigates the relationship between Engagement, Motivation, Cognitive Process, Student Satisfaction, and Effectiveness of Learners Adopting YouTube and Webcomics as English Language Teaching (ELT) Materials for students and teachers who wish to use collaborative media and technology to learn English online.

This article also has conclusions and suggestions for students and teachers who want to use collaborative media and technology to learn English online. According to the gap in the research is lacking studies to find the learning strategies regarding YouTube and Webcomics as English learning. Therefore, this article examines the relationship between Engagement, Motivation, Cognitive Process, Student Satisfaction, and Effectiveness of Learners Adopting YouTube and Webcomics as English Language Teaching (ELT) Materials for students and teachers who want to use collaborative media and technology to learn English online.

Materials and Methods

The study was carried out at a university in west Indonesia that teaches English as a Foreign Language (EFL) regarding the curriculum and teaching

environment. The population and the sample were 63 undergraduate students from the Indonesian language study program and system information study program. They were second-semester students and they came from different departments, learned English, and had poor scores in English, indicating that they had same backgrounds and levels of English proficiency. Purposive Sampling was used for this study through a self-administered survey. Some pedagogical tasks necessitated their participation in DTBLT practices throughout the eight-week study period.

The measurements were based on the study of Zhang & Soergel (2014), Limna et al. (2021), Limna et al. (2022), Siripipatthanakul et al. (2022), Rajabalee et al. (2020), and Han & Yin (2016). The questionnaire was selected from previous studies that had proved validity and reliability. Also, the questions were proved by three experts and confirmed by adopting Factor Loadings for criterion validity and Cronbach's Alpha for reliability testing. The measurements were proved validity using Factor Loading and proved for reliability using Cronbach's Alpha. The acceptable value

was set at 0.6. There should be at least 10 observations per variable in regression analysis. The minimum sample size for five variables should exceed 50. Therefore, 63 respondents were over 50 as the minimum required sample size.

The online survey was distributed to English learners in a university in Indonesia with 63 respondents through purposive sampling. The questionnaire included a five-point Likert scale with the following options: "strongly disagree," "disagree," "neutral," and "agree." The questions of engagement include three questions, motivation includes five questions, the cognitive process includes eight questions and learners' effectiveness includes three questions.

To find out how the YouCom approach could be used in English classes at an Indonesian university, Cycle 1, Cycle 2, and Cycle 3 of the design-based study were used to Digital Task-Based Language Teaching Pool, J., & Laubscher, D. (2016) and McKenney, S., & Reeves, T. C. (2018) to EFL classes in Indonesia for this purpose. This design-based research is depicted in the following Figure 1.

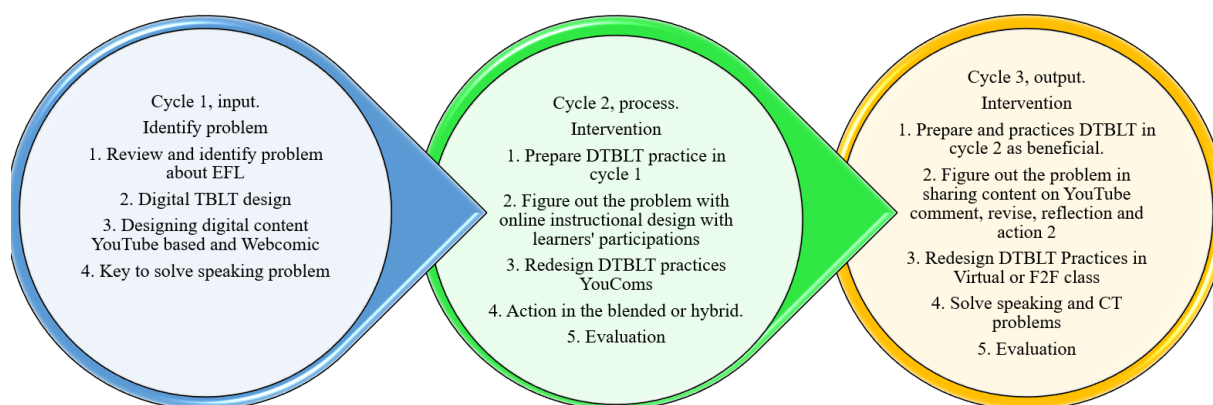


Figure 1. YouCom instructional design. The three iterative cycles demonstrated as previously agreed with these three central stages, guaranteeing

the validity of the research. Class observations when they are in groups were performing the tasks in cycles 1, 2, and 3. Their communication and

connection shown by instruction in the class was observed by the researcher below.

1. The lecturer's asked to watch ELT materials using YouTube videos. The materials about questions with whose and who and share the link: <https://www.youtube.com/watch?v=i25CFx-4g0I> in a WhatsApp group. Students were divided into some groups and asked to discuss and share their ideas, working in collaboration. One student writes an example of a question with whose and who's. Another student looks up the meaning in a dictionary.
2. After students understood the materials, the lecturer asked them to access the comic via the link <https://links.inkr.com/nEQ3zvEAb9vhfD5E9> and they are reading the comic and answering the question.
 - Whose initials are RR?
 - Whose initials are M.Y?
 - Who's crying?
 - Who's bit the man?
 - Who's the boss of the villa?
 - Whose hair is long and black?
 - Who will be 25 years old next year?
3. In these activities, students discuss with their friends and practice their critical thinking to find out who the initial RR is, and they read aloud the comic to guess who the questions are addressed to. Students practiced their pronunciation and asked their team and teacher for feedback, demonstrating students' social collaboration.
4. Students uploading their video presentation to YouTube in order

to recite the materials, reflect, and summarize.

5. Students are taught to pay attention to keywords in their digital materials and to imitate them in their native language. They are asked about their video presentation with their friends and lecturer feedback in class.

The implementation of YouComs means that they are given a variety of assignments to help them practice their English, and these examples are used to help them improve their English. Translated, written or spoken works in the form of examples of translations and sentences. All the students' work, whether it was done individually or in a group, is uploaded to YouTube as a collection of samples: https://youtu.be/oDg_Xi87kA.

The perceived efficacy of a pedagogical technique is a crucial concept for comprehending the success of educational innovations (Siripipatthanakul et al., 2022). Teachers play a crucial role in fostering creative thought in the classroom using appropriate strategies. By providing evidence-based findings, it is hoped that educators will consider fostering creativity in adult classrooms. The significance of this finding suggests that creativity training is promising for enhancing the creative thinking of adults (Tsai, 2013). Learners' effectiveness in this study refers to the success of educational innovations through YouTube and Webcomics for English learning.

Therefore, the hypotheses in this study are as follows.

H1: Engagement significantly impacts learners' effectiveness.

H2: Motivation significantly impacts learners' effectiveness.

H3: Cognitive process significantly impacts learners' effectiveness.

H4: Student Satisfaction significantly impacts learners' effectiveness.

The online survey was administered to English language learners at an Indonesian university, with 63 respondents selected at random. This study employed multiple regression analysis (MRA) for hypothesis testing. The online survey was distributed to

Table 1.

Respondents' Demographic Profiles (n=63)

Demographics	Frequency	Percentage	
Gender	Male	11	17.5%
	Female	52	82.5%
Age	19 years old	23	36.5%
	20 years old	26	41.3%
	21 years old	9	14.3%
	22 years old	4	6.3%
	23 years old	1	1.6%
Total	63	100%	

Table 2.

Mean and Standard Deviation (n=63)

Items	Mean	SD.
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English learners in a university in Indonesia with 63 respondents through purposive sampling. The data was collected from June 28th to August 30th, 2022.

Result and Discussion

According to the respondents' demographic profiles of 63 (n=63). Most respondents were female (82.5%), and the age was between 19-23 years old. The demographics represented the English undergraduate students in a university in Indonesia.

Engagement

EG1: The lecturer's utilisation of YouTube and Webcomics as teaching resources has greatly aided my grasp of English	3.84	0.807
EG2: Because of YouTube and Webcomics, I have become more attentive in my English studies.	3.84	0.700
EG3: Because of YouTube and Webcomics' rich visual and textual content, I decided to brush up on my English	3.71	0.750

Motivation

MO1: I was more enthusiastic about learning English if I used YouTube and Webcomics content as a source of inspiration	3.95	0.728
MO2: I have noticed an improvement in my command of the English language since starting to watch YouTube and read webcomics	3.83	0.661
MO3: Using YouTube and Webcomics content in a hybrid learning environment made me funny.	3.48	0.948
MO4: Using YouComs in the classroom can help make the environment more dynamic.	3.56	0.894
MO5: To help me learn the language more thoroughly, I can use YouComs	3.73	0.700

Cognitive Process

COP1: I am confident in expressing my English skills better.	4.14	0.470
COP2: I can distinguish the relevant part of the subject matter from the irrelevant via YouTube and Webcomics	3.71	0.906
COP3: I can determine the point of view, bias, value, or intent behind the subject matter.	3.73	0.919
COP4: YouTube and Webcomics made me find the effectiveness of a procedure practised.	3.84	0.846
COP5: I understand the teacher's instructions well when using YouTube and Webcomics	3.76	0.837
COP6: I discovered the provisions of a procedure (WhatsApp instructions) to solve English problems (solve problems)	3.90	0.837
COP7: I find it easier to present my English	3.98	0.635
	3.97	0.861

skills well via YouTube and Webcomics
 COP8: I can write sentences and answers based on the results of investigating from watching YouTube and Webcomics.

Student Satisfaction

SS1: I like YouTube and Webcomics as English learning materials because they make it easy to understand the material.	4.10	0.615
SS2. The attractiveness of YouTube and Webcomics was demonstrated.	3.78	0.728
SS3: YouCom’s materials are adequate for delivering English	3.27	0.926

Learners’ Effectiveness

EF1: As a content-based medium, YouTube and Webcomics have had a significant impact on my ability to comprehend English.	3.86	0.780
EF2. I believe that YouTube and Webcomics-based content should be used to teach students English language skills and vocabulary.	4.05	0.728
EF3: YouComs’ content-based approach assists me in learning English.	3.83	0.685

Table3.
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802 ^a	.643	.618	.36271

Table 4.
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.749	4	3.437	26.126	.000 ^b
	Residual	7.630	58	.132		
	Total	21.379	62			

a=dependent variable: Effectiveness; b=Predictors: Constants, SS, CPO, EG, MO

Table 5.
Coefficients

	Unstandardised	Coefficients	Standardised		
	B	Std. Error	Beta	t	
(Constant)	-.025	.416		-.601	.550
Engagement (X1)	.270	.109	.240	2.472	.016
Motivation (X2)	.218	.141	.190	1.544	.128
Cognitive Process (X3)	.334	.102	.305	3.275	.002
Student Satisfaction (X4)	.227	.123	.267	2.243	.029

Dependent Variable: Effectiveness; Predictors: Constants, Engagement, Motivation, Cognitive Process, Student Satisfaction

$$\text{Model 1: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$PI = -0.025 + 0.270X_1 + 0.218X_2 + 0.334X_3 + 0.227 X_4$$

A significant regression equation was found $F = 26.126$, $p = 0.000$ ($p < 0.001$), with $R^2 = 0.643$. The prediction of purchase intention was equal to $-0.025 + 0.270 \text{ Engagement} + 0.218 \text{ Motivation} + 0.334 \text{ Cognitive Process} + 0.227 \text{ Student Satisfaction}$.

Learners' effectiveness increased by 0.270 units for each unit of change in engagement, 0.218 units for each unit of motivation, 0.334 units for each unit of the cognitive process, and 0.227 units for each unit of student satisfaction. The significant predictors are engagement, cognitive process, and student

satisfaction. Sixty-four-point-three per cent (64.3%) of the variance of learner's effectiveness can be explained by predictors ($R^2 = 0.643$).

If referring to the coefficient, the cognitive process has the most influence on learners' effectiveness ($\beta = 0.334$), followed by engagement ($\beta = 0.270$), student satisfaction ($\beta = 0.227$), and motivation ($\beta = 0.218$). Learners' effectiveness is significantly influenced by cognitive process, engagement, and student satisfaction but not motivation at a p-value of 0.000.

Table 5. Summary of hypothesis testing results.

Hypotheses	Results of the Significant	Actions
H1: Engagement -> Effectiveness	$p = 0.016$; $p < 0.05$	Accepted
H2: Motivation -> Effectiveness	$p = 0.128$; $p > 0.05$	Rejected

H3: Cognitive Process -> Effectiveness	p=0.002; p<0.01	Accepted
H4: Student Satisfaction -> Effectiveness	p=0.029; p<0.05	Accepted Engagement, motivation, cognitive process, and student satisfaction can predict learners' effectiveness by about 64.3 %. (R-square=0.643).

a. Dependent Variable: Learners' Effectiveness

b. Predictors: (Constant), Engagement, Motivation, Cognitive Process, and Student Satisfaction

Teaching materials are essential in improving quality, results, and student achievement. As a teaching and learning aid, the results confirmed Zeng (2017) that uses it in the classroom to facilitate educators in carrying out their duties without consulting the syllabus or curriculum concerned. According to Kung & Eslami (2018), even if the curriculum is followed, quality teaching materials must also follow the development of science and technology so that students can achieve the desired competencies. It is important to remember that technology should not be seen as a tool but as an end. As in this study, the digital materials provided are based on the needs of digital natives based on YouTube and web comics (YouCom) in university English courses. Because of this new technology, educational institutions need to be more creative and innovative in running their programs to give students a good learning experience that isn't just focused on the teachers.

The finding supported Demirkan (2019) that lecturers can also use digital teaching aids to help them learn. The use of technology in the learning process, likely to be of great interest to

the current generation, has a positive effect on student learning outcomes and motivation in higher education. Students' motivation and cognitive, behavioural, and social engagement in learning can be improved, and they can learn whenever and wherever they want with it and enjoy doing it. The findings confirmed the study of Dong et al. (2020), Gyamfi & Sukseemuang (2018), and Sukman & Mhunkongdee (2021) that students were bored with online activities since they were not as challenging as face-to-face meetings. However, participants in this study said they enjoyed producing and seeing the infographics and completing the multimedia activities. This could be because students were encouraged to share their work with their peers through online presentations rather than being treated as passive recipients. The substance of online learning is not very appealing to children. This suggests that the lack of interest in online learning by Chinese children and parents may be due to its poor quality and stale content. Digital and online learning materials may not be the root of the problem. However, Vlachopoulos & Hatzigianni (2017) argued that the architecture of online learning plays a significant role in

holding learners' views of online learning.

The findings supported Khurana (2016) and Chen (2010) that a growing number of people are turning to online learning and digital materials for various reasons. For Chinese families, however, this study indicated that online learning has been problematic and challenging throughout the COVID-19 pandemic. China's parents, overall, have negative views about online learning and prefer traditional schooling for their children's early years of education. This is because they were unprepared for online education. As a result of the hardships, they've experienced because of the COVID-19 pandemic, they are less open to online learning at home. More than anything else, these Chinese parents were worried about the drawbacks of online education, their children's inability to self-regulate, and their lack of resources (both time and professional knowledge).

Online learning may necessitate using different methods and materials compared to face-to-face instruction. During the COVID-19 pandemic, some instructors used the same materials in their virtual lessons, resulting in student disengagement, as manifested by the research participants. This fact seemed to be neglected for various reasons (immediacy and lack of readiness, technical preparation, support, etc.). In their opinion, students' lack of familiarity with social technology and teachers' lack of training in its use in the classroom was contributing factor, as previously noted by Trinder (2016).

According to Prensky (2001), the findings confirmed that it is essential to use digitally focused practices to promote student connection and engagement in the current scenario,

particularly with the "digital native" generation. The people who took part in this project from home showed their digital skills by making their infographics based on different ways to teach languages and using technology in a transformative way.

This study supports the study of Hu & Hui (2012) that there is a relationship between engagement and learners' effectiveness. The assumption confirms Harandi (2015) that motivation significantly influences learners' effectiveness. The results also support Lai et al. (2019) that the cognitive process significantly affects learners' effectiveness (Lai et al., 2019). In general, the effectiveness of learners was statistically related to satisfaction ratings in several institutional areas. There is a correlation between learner effectiveness and student satisfaction (grades or persistence). Students who received high rates and performed admirably were found to be content. On the other hand, students with lower grades were found to be less satisfied. Student satisfaction depends on students' overall perceptions of course performance, suggesting that perceived effectiveness directly predicts student satisfaction which was supported by Siripipatthanakul et al. (2022).

Conclusions

This study shows that the cognitive process influences the effectiveness of learners the most, followed by student satisfaction, engagement, and motivation. Thus, educators should increase perceptions about YouTube and Webcomics through the cognitive process, student satisfaction, and engagement because they are firmly and significantly related to

the effectiveness of learners. Moreover, the qualitative data confirms that the mental process, student satisfaction, engagement, and motivation are determinants of the efficacy of using YouTube and Webcomics for English learners in this action learning project.

Educators and teachers could enhance student engagement because the students perceived the lecturer's utilisation of YouTube and Webcomics as teaching resources has greatly aided my grasp of English. Motivation is essential because students perceived more enthusiastic about learning English if they used YouTube and Webcomics content as a source of inspiration. The cognitive process is essential because students find it easier to present their English skills well via YouTube and Webcomics. Student satisfaction could be measured using students like YouTube and Webcomics as English learning materials because they make it easy to understand the material. Moreover, students believe that YouTube and Webcomics-based content should be used to teach students English language skills and vocabulary.

With the current pandemic limiting direct interaction and communication between lecturers and students, support media is needed to facilitate online learning. Students can use online writing tools as an alternative method of improving their writing abilities. EFL university students may use web-based digital materials such as Noveltoon and Anime TV as teaching aids. Using such tools can benefit lecturers and students by making the writing process easier and more efficient for everyone involved. Teachers in English as a Second Language (ESL) universities should encourage students to use online

learning tools to improve their skills. In the meantime, students should be aware of and familiar with these tools to use them effectively to gain their writing knowledge.

Limitations And Recommendations

This study employed quantitative research to explain English learning by adopting YouTube and Webcomics. The relationship phenomenon could be presented in the small group and may not explain in general. The researchers suggest increasing more samples in further study.

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Conflict of interests

The author declares no conflict of interest.

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