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The Effectiveness of Lecturer-made Videos on YouTube for Open and Distance Learning among University Students

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Abstract

In late 2019, the world was shaken when an unprecedented infectious pandemic, Coronavirus Disease, or Covid-19, broke out. As a result, all Malaysians are obligated to comply with and follow the new regulations based on guidelines provided by the Malaysian Ministry of Health (MOH). The situation affects the entire national education system regarding the Teaching and Learning (T&L) process. To ensure continuity in students' learning, the structure of T&L, which was previously conducted conventionally or face-to-face and centred on educators and students directly, has been changed to virtual and digital using the methods of Teaching and Learning at Home or Open and Distance Learning (ODL). Therefore, the purpose of this study is to find out the students in UiTM Melaka's perceptions on the effectiveness of teacher-made videos on YouTube as a teaching and learning tool during ODL. A set of questionnaires was distributed to students to seek input for this quantitative study. The data was analysed, and findings suggest that most of the students are highly interested in using lecturer-made videos in learning. In addition, students found that the use of YouTube assists them effectively in completing their course assignments and study assessments. As a result, it can be deduced that the use of lecturer-made videos in YouTube encourage the students to have meaningful learning experience and serve the aims of Open and Distance Learning.

Keywords: Lecturer-made Videos, Perceptions, Open and Distance Learning, YouTube.

Introduction

In late 2019, the world was shaken when an unprecedented infectious pandemic, Coronavirus Disease, or Covid-19, broke out. As a result, all Malaysians are obligated to comply with and follow the new regulations based on guidelines provided by the Malaysian Ministry of Health (MOH). The situation affects the entire national education system regarding the Teaching and Learning (T&L) process. To ensure continuity in students' learning, the structure of T&L, which was previously conducted conventionally or face-to-face and centred on educators and students directly, has been changed to virtual and digital using the methods of Teaching and Learning at Home or Open and Distance Learning (ODL) (Malaysian Ministry of Higher Education, 2020). The academic community was incredibly resilient, adaptable, and aggressive in tackling the obstacles posed by MCO. Lessons, projects, group work, presentations, and

evaluations were all planned in two weeks and completed with the use of technology (Chung et al., 2020).

Due to this phenomenon, educators have little choice but to use innovative information and communication technology. The transition to online and mixed learning has been tough and the fast and rapid move to online learning and teaching has strained the well-being of both educators and students (Tolkach & Pratt, 2021). Chung et. al (2020) further asserted that it is undeniable that online learning is the best solution for ensuring learning continuity in the era of the "new norm". However, there may be some drawbacks, such as a lack of human touch, such as sensing students' incomprehension through facial expressions, cracking small jokes to lighten the mood, student engagement, and interaction, all of which can be done more effectively in traditional face to face learning. Students now face obstacles such as a lack of social interaction and the inability to join study groups, both of which they previously valued. Thus, in order for successful learning to take place during lockdown, lecturers must have online teaching skills. According to Vierstra (2021), self-made videos by lecturer may be an excellent tool to assist all students, especially the one in five who learn and think differently. When lecturers make their own videos, they can customise the content to meet the needs of their students and the subjects. Lecturers can also make the online classroom feel more intimate by giving a sense of personal connection.

On April 12, 2020, Universiti Teknologi MARA (UiTM), a Malaysian state university, began offering online courses. To supplement the earlier i-Learn system, the Learning Management System (LMS) known as UFuture was established around the same time (Abu Seman et al., 2019). Blended learning (BL) was employed prior to the adoption of complete online learning. By merging traditional face-to-face teaching with online communications, the notion of BL was introduced to most disciplines. Although it is intended to prepare students for self-directed learning, general satisfaction with the theory and real-world applications is still lacking. Even though i-Learn was not required, many instructors opted for more user-friendly and free services like Google Classroom and other social media platforms like WhatsApp, Telegram, and YouTube (Chung et al., 2020).

Jalaluddin (2016) mentioned that YouTube is one of the most effective strategies for succeeding in English classrooms. It can be used in an ESL classroom to improve students' hearing, speaking, pronunciation, and vocabulary, among other skills. In addition, YouTube is a type of tool that may be utilised both inside and outside of the classroom to learn a language. Meanwhile, Chung et al (2020) stated that students' most preferred online learning method is via pre-recorded lectures uploaded to Google Classroom and YouTube as part of their readiness for online learning. Therefore, the goal of this study is to learn about students' opinions on the usefulness of teacher-made videos on YouTube as a teaching and learning aid during ODL at Universiti Teknologi MARA (UiTM) Melaka.

Literature Review

YouTube In English Learning

YouTube has recently been very instrumental in the dissemination of knowledge as it provides massive amounts of educational materials for learners and teachers. Based on the researchers' postpositivist paradigm and based on the adoption of TAM as the theoretical framework, a quantitative research methodology is employed to investigate the students' uses of YouTube as a learning aid. The main objective of this study is to investigate the students' uses of YouTube for the academic purposes and for developing and improving their

general knowledge, and how this influences their perceptions of YouTube and their academic standings. Work YouTube has recently been very instrumental in the dissemination of knowledge as it provides massive amounts of educational materials for learners and teachers. We investigated the usefulness of YouTube as a learning aid in a postsecondary education setting. We did statistical analysis to validate the hypotheses formulated on the usage of YouTube as a learning aid. The study found that the more students visit YouTube for academic or general knowledge purposes, the less time they spent on each subsequent visit. The findings can serve as good indicators for teachers, educators, parents, curriculum developers, government entities, and other stakeholders of the proper duration of learning videos that they can post on YouTube and how best to utilise and integrate the online technology YouTube as a learning aid (Mady & Baadel, 2020).

English is the first foreign language school subject in Indonesia. It even has become the subject tested in the National Exam. To master English, students need to learn the language components such as phonetics, morphology, lexical, syntax, and context. In English grammar, there three-time systems classification, namely: present, past, and future. Among those three systems, simple past tense regard as one of the difficult lessons for the students' primary in Junior High School. In this treatment of study, the researcher used VOA learning English YouTube channel as online learning media. Treatment was given to the students by the researcher used some materials, explanations, and examples from VOA learning English YouTube channel. The writer concluded that the scores of students' understanding on simple past tense after being treated with Video of VOA Learning English were higher than their scores before the treatment. It means that there are significant differences in teaching English grammar with VOA YouTube English Channel. It can be concluded that the use of VOA YouTube English Channel improves students understanding in simple past tense (Mahmudah & Izzah, 2019).

COVID-19 pandemic has had an immense impact on all spheres of life including education. Due to COVID-19 related restrictions, educators had no choice but to embrace innovative information and communication technologies. Online learning, blended learning, use of learning management systems, massive open online courses (MOOCs), videoconferencing, online collaborative tools, and social media applications are some of the approaches required for education in the COVID-19 world. While the results of this study are not generalizable, they provide useful information regarding the use of online tools for tourism education. The Travel Professors channel was conceived by two academics who have had limited experience in video production and social media. Through the Travel Professors YouTube, tourism academia encounters the world of the contemporary internet. This paper uses a case study of Travel Professors YouTube channel to report and discuss the use of the online open-access video sharing platform for providing educational videos about tourism to the general public as well as tourism and hospitality students (Tolkach & Pratt, 2021).

Skills in English Language

Technology is becoming the premier part of life. The result revealed the aspects of English improved through watching YouTube videos. There are five aspects of English competences improved through watching YouTube videos, including two macro-skills, which were listening skill and speaking skill. Three micro-skills consisted of pronunciation, vocabulary, and grammar. This research was investigated to discover the types of YouTube videos often

watched by English as A Foreign Language (EFL) students, and the aspects of students' English competence improved through watching YouTube videos. Future researchers can find out the types of YouTube videos often watched by students, and the aspects of English improved through watching YouTube videos. This research was investigated to discover the types of YouTube videos often watched by EFL students, and the aspects of students' English competence improved through watching YouTube videos. This research found three most-watched YouTube video types by EFL students, such as art and humanities, social sciences, and vlog. Through watching those types of videos, students improved their English competencies, including listening skills, speaking skills, pronunciation, vocabulary list, and grammar. Future researchers can find out the types of YouTube videos often watched by students, and the aspects of English improved through watching YouTube videos (Nofrika, 2019).

Subject in YouTube

More and more people are turning to YouTube to expand their knowledge, develop their understanding, and learn new skills (Maynard, 2021). There is a growing breadth and depth of knowledge-content on YouTube that dives deep into areas such as mathematics, philosophy, history, and science, and that provides casual learners with access to material that was previously confined to academic books, peer review papers, and tuition-based college and university classes. Since its launch in 2005, YouTube has emerged as a versatile educational platform (Sherer and Shea, 2011; Snelson, 2011) and perhaps one of the most influential online platforms for casual learning. This paper draws on that journey as it provides a personal perspective on the opportunities and challenges that the democratization of online video-based communication and education opens up to independent academic experts. It considers ways in which academics may succeed as YouTube "stars"—not in the conventional sense of online stardom, but in the sense of effectively mobilizing their knowledge for online audiences, and making it accessible to casual learners in a form that is relevant, impactful, and scalable. Looking back over the past 8 years of producing Risk Bites, perhaps the greatest personal lesson has been that it is possible for time and talent-limited academics to be successful on YouTube—as long as appropriate metrics of success are used— but that there is an urgent and growing need for more content creators in this domain. Based on my experiences with Risk Bites, this is especially important, in that being an academic content-creator is not about being the best, or being the most viewed or most popular content creator, but about providing casual learners with resources that match their needs and interests—even if this is a small and select community of casual learners. Beyond the channels that succeed in attracting views in the billions, YouTube continues to provide academics with a unique yet still deeply under-utilized platform for directly making their knowledge, expertise and insights accessible to casual learners the world over. While some learning is required on the part of academic content-creators to use the platform effectively, it offers a powerful opportunity for increasing the flow of knowledge and understanding from experts to users. This is an opportunity that it behooves the academic community to take seriously if their intent is to have broad societal impact through their work.

Strategies in Pedagogy

(Crawford et al., 2020) In a time of global crisis, there is an opportunity for shared resources and expertise across the world to ensure the education of our students can continue in the

face of COVID-19. The aim of this paper was to discuss university responses across the world. The aim of this stratification was to support our digital pedagogy strategy. Except for Malaysia, Republic of Korea (South Korea) and Indonesia, the analysis also shows that countries closer to China or with a larger number of COVID-19 cases per one million of their population have a digital strategy for higher education across the nation. There is an opportunity for higher education providers in countries who have yet to experience a growth in cases to establish their online instruction strategy now. Whilst many higher education organizations in countries where schools are closed have initially focused on transitioning to the online environment, the focus is on online pedagogy. This paper highlights what we term the intra-period COVID-19 response for a series of universities across twenty countries. This analysis demonstrates diverse responses to a complex challenge. With the presence of more accurate data, it would be possible to map out rates of technological adoption among the countries' universities from extended starting periods as an opportunity to 'wait out' the fourteen-day travel quarantine. On one side of the extreme, one group of universities did very little to respond and opted to meet their government's minimum standards (e.g. 1.5-meter distance or reduced social gatherings). Universities rapidly closed their face-to-face operations and moved to digitalised education. Other universities had a lot more ground to cover.

Methodology

A questionnaire-based survey was used in this quantitative empirical research study, which was given to undergraduate students. The questionnaire was adopted and adapted from (Zaidi et al., 2018). The questionnaire was divided into three sections. The respondent's demographic characteristics, such as gender, study programme, and language ability levels, were included in the first section of the questionnaire. The second section included 10 Likert-scale questions about students' perceptions of the effectiveness of lecture videos on YouTube. The third part is an open-ended question or unstructured question to gauge their overall experience with lecture videos on YouTube as their learning platform. The questionnaire was constructed to answer the two research questions: the perceptions of the effectiveness of lecture videos on YouTube during ODL and their overall experience with lecture videos on YouTube as their learning platform during ODL. Descriptive data analysis was done and presented in the form of tables and diagrams.

One hundred five ($n = 105$) students who participated in this study are diploma students from Universiti Teknologi MARA, Melaka. They are from the Faculty of Art and Design, Faculty of Business Management and Faculty of Public Administrative Science and Social Studies. These students registered for ELC151 (Integrated Language Skills II) and ELC270 (English for Workplace Communication) courses. All diploma level students in semesters two and four are required to take these courses by the university. The questionnaires used a Likert scale with 1 indicating Strongly Disagree, 2 indicating Disagree, 3 indicating Undecided, 4 indicating Agree, and 5 indicating Strongly Agree. Besides that, the analysis also uses mean. For that purpose, three scales were used which are high, intermediate and low (Abu Bakar et al., 2007). The scale determination can be seen in Table 1.

Table 1

Mean Score Interpretation

Level	Mean score
High	3.01-4.00
Intermediate	2.01-3.00
Low	1.00-2.00

Students were chosen at random to take part in the survey. The students were given a brief instruction and assurance that their data would be kept confidential and utilised solely for this study when the questionnaire was issued. The students were taught that their replies should reflect their beliefs, emotions, and experiences. Students were assured that participation was entirely voluntary and would have no bearing on their final mark in the course.

This study uses the strategy of teaching and learning orienting to YouTube videos that are created by lecturer as the teaching aids to achieve the effectiveness of English learning. To reach the efficiency of teaching and learning, the method of teaching aids supports the students' achievement by using the element of technology. This is seen more suitable and effective in the current era (Mohammad et al., 2019; Ab Halim et al., 2019). Hence, this study has three phases of ODL implementation through YouTube videos. Phase 1 was the phase of creating the video. Phase 2 was the phase of the YouTube video presentation. Finally, Phase 3 was for evaluation.

Phase 1: YouTube Video Creation

Lecturer created videos based on the English language syllabi, which were of the code ELC151 (Integrated Language Skills II) and ELC270 (English for Workplace Communication) courses. Lecturer recorded the teaching materials and uploaded them on YouTube. The reason of choosing YouTube as the platform for the video presentation is because of the ability of all students and lecturers to use it way more skillfully than other platforms such as Metacafe, Vimeo, Dailymotion and Twitch. Every syllabus has a video and it is broken down into three main categories which consist of introduction, content and conclusion. The duration of each video is in the range of 20 to 25 minutes. The diagram below shows an inter frame of one of the YouTube videos.

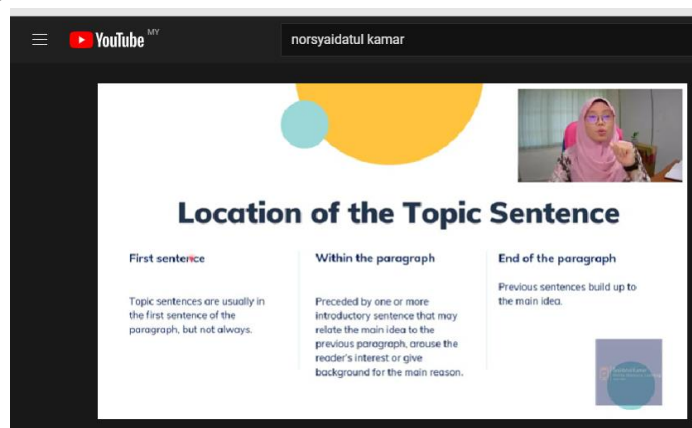


Figure 1 YouTube video inter frame

Figure 1 shows an inter frame of a video that consist of title, explanation of the topic and a graphic of the lecturer. Other than that, the video was also completed with presentation slides, illustration and audio to grab the attention of the students.

Phase 2: Video Creation

The video that had been uploaded on YouTube would be presented to students. Learning session was started with watching the completed video. After the video was shown, students would follow a question and answer (Q&A) session along with a discussion. The platforms used during the Q&A and discussion session were WhatsApp, Telegram, Google Meet and UFUTURE.

Phase 3: Evaluation

Students' evaluation was done after the Q&A and discussion session to evaluate the level of their understanding on the topic learned. It was also to strengthen their level of English proficiency. The evaluation activities that were done include a quiz. Students were also able to know their level of proficiency through lecturer's comment and improve themselves in the future. All three phases were done regularly and consistently. This made it more systematic and effective to monitor the students' level of proficiency.

Findings and Discussion

Table 2

Respondents' Demographic Data

	Frequency (n)	Percent (%)
1. Respondents' Gender		
Male	28	26.7
Female	77	73.3
Total	105	100
2. Respondents' Faculty		
Art and Design	49	46.7
Business Management	45	42.8
Public Administrative Science and Social Studies	11	10.5
Total	105	100
3. Respondents' English Language Level		
Advance	32	30.4
Intermediate	64	61.0
Beginner	9	8.6
Total	105	100

Table 2 illustrates the demographic data of the participants in this study. A total of 105 students participated with 28 male students (26.7%) and 77 female students (73.3%). All of the students come from three different faculties of the university. Namely 49 students (46.7%) from Faculty of Art and Design, 45 students from Faculty of Business Management and the remaining 11 students (10.5%) are from the Faculty of Public Administrative Science and Social Studies. Relating to the respondents' English language level, 32 students identified themselves as advance (30.4%), 64 students are intermediate (61.0%) and 9 of them are beginner (8.6%). The study finding also shows two aspects of question A and B, which are:

The Effectiveness of Lecture Videos in YouTube among University Students for Open Distance Learning

Table 3

Descriptive for The Effectiveness of Lecture Videos in YouTube

A	The Effectiveness of Lecture Videos in YouTube for ODL	Total (N)	Mean	Std. Deviation
1.	During ODL, the videos posted by the instructor on YouTube captures my attention to study better Everything about this class was great. Even though madam always give us video in YouTube, everything was explained perfectly – <i>respondent 43</i>	105	4.27	0.64
2.	During ODL, the videos posted by the instructor on YouTube make learning more convenient, affordable and accessible for me. Not all subjects are suitable for recorded videos, fortunately for this subject it is okay!” – <i>respondent 46</i> Easier to revise when lecturer post videos, topic by topic in YouTube platform, where students can easily access. – - <i>respondent 8</i>	105	4.48	0.61
3.	During ODL, the videos posted by the instructor on YouTube enable me as a student to control my own learning. The course materials given (in YouTube) were very clear. It has helped me to <u>understand each topic</u> for this semester <u>easily</u> . – <i>respondent 44</i>	105	4.42	0.63
4.	During ODL, the videos posted by the instructor on YouTube improve the quality of assignments that I produce. We can do our assignment easily by following to the explanation of YouTube recording session only. – <i>respondent 28</i> The explanation about every assessment (in YouTube) were explain very well. I understand every detail of it. – <i>respondent 26</i>	105	4.38	0.66

Based on Table 3, there are two types of data findings which are structured and unstructured. The data finding of the instrument survey questions in structure form shows the means of The Effectiveness of Lecture Videos in YouTube for ODL in A. 1. (4.27), A.2. (4.48), A.3. (4.42), A.4. (4.38) are at high level. The Standard Deviation at every item shows 0.6. The items are as follows, item A.2. is the highest with 53.5% strongly agree, followed by 41% agree and 5.7% neutral. Next is A.3. where 49.5% strongly agree, followed by 42.9% agree and 7.6% neutral. Finally, item A.1. has 49.5% agree, 45.7% strongly agree, and 4.8% neutral. However, there is 0.01% scale of respondents who disagree and strongly disagree. Overall, the finding shows that the lecturer’s strategy of using videos on YouTube as the visual aids for teaching and learning was really effective towards students’ proficiency during ODL.

The data finding from the survey questions, which is unstructured, on the other hand has four answers from the respondents. Item A.1. is “Everything about this class was great. Even though madam always give us video in YouTube, everything was explained perfectly - respondent 43”. Next, the answer of item A.2. is “Not all subjects are suitable for recorded videos, fortunately for this subject it is okay! - respondent 46” and “Easier to revise when lecturer post videos, topic by topic in YouTube platform, where students can easily access – respondent 8”. Apart from that, item A.3. “The course materials given (in YouTube) were very clear. It has helped me to understand each topic for this semester easily – respondent 44”.

Finally for item A.4., “We can do our assignment easily by following to the explanation of YouTube recording session only - respondent 28” and “The explanation about every assessment (in YouTube) were explain very well. I understand every detail of it - respondent 26”. The result of the unstructured questions uses the codes as shown in the figure below.

Table 4

The Effectiveness of Lecture Videos in YouTube for Language Learning

B	The Effectiveness of Lecture Videos in YouTube for LangÉuage Learning	Total (N)	Mean	Std. Deviation
1.	During ODL, the videos posted by the instructor on YouTube make learning English more interesting. It was great to learn English - respondent 32	105	4.41	0.59
2.	During ODL, the videos posted by the instructor on YouTube make it easier to learn English All of the learning methods (videos in YouTube) are <u>easy</u> to learn and <u>effective</u> .– respondent 56	105	4.43	0.60
3.	During ODL, the videos posted by the instructor on YouTube motivate me to study English even when I am outside of the class hour. My instructor really doing well in take a <u>good care</u> of her student, always give <u>motivation</u> and always <u>concerned</u> about our problem - respondent 62 “Thank you madam for teaching and give us <u>some counselling</u> sometime to <u>motivate</u> ourselves. Thank you so much for <u>helped</u> me and hanis. I love you ❤️” - respondent 27	105	4.35	0.68
4.	During ODL, the videos posted by the instructor on YouTube enables me to understand English better. Her teaching method is understandable through YouTube videos. Some lecturers are making us to see someone else’s channel but madam Syai, she taught us all by herself using YouTube platform.– respondent 42 I <u>understand</u> every details of it. - respondent 29 For me using the youtube platform is one of the right steps because it is <u>easy to understand</u> - respondent 40 It has helped me <u>to understand</u> each topic for this semester easily”. - respondent 51	105	4.43	0.63
5.	During ODL, the videos posted by the instructor on YouTube enable me to learn English words better. The language Madam Syai used (in YouTube videos) was <u>easy to understand</u> for non-native English speaker like me.– respondent 42	105	4.42	0.60
6.	During ODL, the videos posted by the instructor on YouTube enable me to learn the correct sentence structure better. Yes i improve my English - respondent 28	105	4.39	0.61

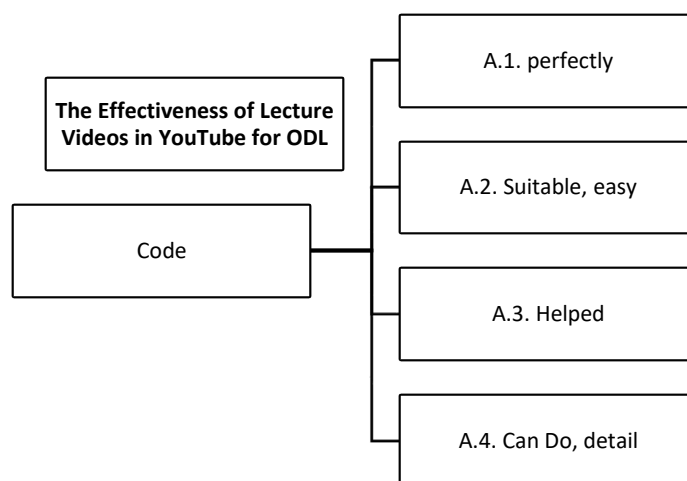


Figure 2: Data finding of unstructured item question A.

Figure 2 shows The Effectiveness of Lecture Videos in YouTube for ODL in item A.1. is perfectly, A.2. suitable, easy A.3. Helped and A.4. Can do and detail. The result of the study shows that the answers given do support the structured question and describe its effectiveness for students during ODL. Question B also has two types of question, structured and unstructured, which can be seen below.

In reference to Table 3, there are two types of data finding which are structured and unstructured. The data finding of the instrument survey questions in structure form shows the means of The Effectiveness of Lecture Videos in YouTube for ODL in B. 1. (4.41), B.2. (4.43), B.3. (4.35), B.4. (4.43), B.5. (4.42), B.6. (4.39) were at high level. The Standard Deviation of every item shows 0.5 in item B.1. and 0.6 in item B.2., B.3., B.4., B.5., B.6. The items are as follows, for item B.4. the respondents who strongly agree are by 50.5% showing the highest score, those who agree are 41.9% and those who are neutral are 7.6%. Next, for item B.2 the respondents who strongly agree are by 48.6%, the other 45.7% agree and the rest 5.7% are neutral. Item B.5. then shows the respondents strongly agree by 47.6%, agree by 46.7% and neutral by 5.7%. After that, item B.3. shows 46.7% respondents strongly agree, 41.9% respondents agree and 11.4% respondents are neutral. Item B.6. next shows respondents who strongly agree are by 45.7, the other 47.6% agree and the rest 6.7% are neutral. Finally, item B.1. has 37.1% respondents who strongly agree, 52.4% who agree and 10.5% respondents who are neutral. However, there is 0.0% respondents who disagree and strongly disagree in item B.1., B.2., B.3., B.4., B.5., B.6. Thus, overall, the finding shows that the use of YouTube videos as teaching aids by lecturer is highly effective for students to learn English.

The data finding from the survey questions, which is unstructured, on the other hand has four answers from the respondents. Item B.1. is "it was great to learn English - *respondent 32*". Next, for item B.2. respondents answered "All of the learning methods (videos in YouTube) are easy to learn and effective - *respondent 56*". For item B.3., "My instructor really doing well in take a good care of her student, always give motivation and always concerned about our problem - *respondent 62*", "Thank you madam for teaching and give us some counselling sometime to motivate ourselves. Thank you so much for helped me and hanis. I love you-*respondent 27*" and "it was great to learn English - *respondent 32*". Meanwhile, respondents answered in item B.4. "Her teaching method is understandable through YouTube videos. Some lecturers are making us to see someone else's channel but madam Syai, she taught us all by herself using YouTube platform - *respondent 42*", "I understand every details of it - *respondent*

29”, “for me using the YouTube platform is one of the right steps because it is easy to understand – *respondent 40*” and “It has helped me to understand each topic for this semester easily - *respondent 51*”. For item B.5. the respondents’ answer was “The language Madam Syai used (in YouTube videos) was easy to understand for non-native English speaker like me - 42”. Last but not least, the answers of respondents in B.6. was “Yes i improve my English - *respondent 28*”. The finding of the unstructured questions produces the codes shown in the diagram below.

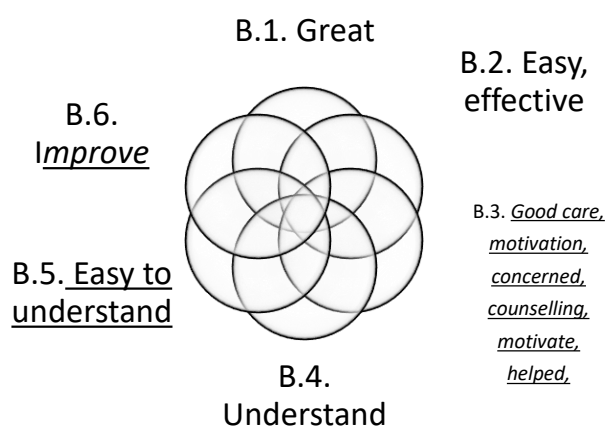


Figure 3

The Effectiveness of Lecture Videos in YouTube for Language Learning

Figure 3 shows the questions for The Effectiveness of Lecture Videos in YouTube for Language Learning. Item B.1. shows great, B.2. Easy, effective. Item B.3. Good care, motivation, concerned, counselling, motivate, helped. Meanwhile item B.4. is Understand and item B.5. Easy to understand. Finally, item B.6. is Improve. The study finding shows that what were shown support the structured questions more and for the effectiveness, it can be identified that videos on YouTube do help students to learn English well.

In reference to the result of the study, it is hence seen that this study is parallel to the study finding of Mady & Baadel (2020) that learning using videos on YouTube requires teaching strategy for time aspect that is suitable for students and that teaching aids with technological element attracts students to keep learning with fun. A new finding was found, which is that it eases students to understand sentence function, helping them to write and speak English. Moreover, their assignments can be done well with the learning using YouTube videos compared to the study of Mahmudah & Izzah (2019) that focuses on the aspect of students’ understanding of simple past tense only. This study is also able to solve the problem of non native students during ODL for English subject similar to what is in the study of Tolkach & Pratt (2021) but it focuses more on tourism and hospitality. Hence, the target in this study is considered new. This study is also a new strategy in this modern era which is to ease students in learning English effectively during ODL since it is characterized by digital education as stated in the study of (Crawford et al., 2020). With that, the role of a lecturer has to be ensuring that the proficiency of students can be achieved consistently by adding technological skills in pedagogy in order for it to be more effective and exciting. This study also strengthens the study of Nofrika (2019); Dan Maynard (2021) that give the fact that learning with videos on YouTube can improve and boost the understanding of English. In conclusion, the strategy of

English teaching and learning through videos on YouTube not only can liven up the atmosphere in a class to make it active, but also requires a thorough planning in terms of its implementation. Therefore, variety of learning materials or aids with the element of technology has to be produced even more strenuously.

Conclusions

All in all, the goal of this research is to learn about UiTM Melaka students' opinions on the usefulness of teacher-made videos on YouTube as a teaching and learning aid during ODL. Students were given a set of questionnaires to fill out as part of this quantitative investigation. The data was analysed, and the results indicate that the majority of students are very interested in using lecturer-made videos in their learning. Furthermore, students revealed that using YouTube helped them complete their course assignments and study tests more efficiently. As a result, the utilisation of lecturer-created videos on YouTube encourages students to have meaningful learning experiences, which supports the goals of Open and Distance Learning promoted by the university. The majority of findings show a positive effect on the use of instructional videos in YouTube. Among them, learning more convenient, affordable and accessible, easier to learn English and understand English better. Further development and upgrade should be made into the content from time to time, as suggested by the respondents. In addition, videos need to be improved in terms of arrangement and ratings. Overall, the video development process is suggested to be extended to other languages such as Mandarin, Arabic, Japanese, German and Korean.

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