

THE EFFECTS OF THE USE OF YOUTUBE VIDEOS IN PRE-WRITING ACTIVITY ON STUDENTS' WRITING ABILITY

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ABSTRACT

This research aimed to investigate the effects of using YouTube videos in a pre-writing activity on students' writing ability. It also explored the experiences, perceived benefits, and the role of YouTube videos as a powerful tool in the efforts to enhance students' writing ability. This study involved 31 Form Four students from Sekolah Menengah Kebangsaan (SMK) Taman Ria Tuaran. To provide a comprehensive understanding of the effectiveness and experiences associated with the implementation of YouTube videos into pre-writing activity, this research adopted a quantitative approach, including a Quasi-experimental design, specifically a Pre-Test and Post-Test, and survey questionnaires to explore both students' writing performances, experiences, behaviors, and interactions on the use of YouTube in pre-writing activity. The data were analyzed by hypothesis testing as well as descriptive statistics. Therefore, findings revealed a statistically significant improvement in writing scores, with the mean increasing from 13.19 in the pre-test to 17.32 in the post-test. A paired-samples t-test confirmed this improvement was highly significant ($t(30) = 11.86, p < .001$) and based on these results, the null hypothesis was rejected, indicating that the use of YouTube videos in pre-writing activities led to significant gains in students' writing ability, including richer content, better organization, improved communicative achievement, as well as enhanced language use. Implications suggested that the findings of this study can help students stay motivated, generate ideas, and write with more confidence. Teachers can use it to make pre-writing activities more engaging and effective, while policymakers can consider adding multimedia-based strategies to the curriculum to improve ESL writing outcomes.

Keyword(s): *Pre-writing, YouTube videos, Writing Ability, Ideas Generation*

INTRODUCTION

The education sector is one of the sectors that has been impacted significantly due to the advent of digital technology that grows rapidly year by year. In the classroom especially, the integration of technology such as ICT and multimedia has been widely used to make the teaching and learning process more engaging and interesting in the effort to attract students' attention and spark their enthusiasm to learn. Among the various digital tools that are invented and accessible, YouTube can be considered as the platform that is usually used especially in teaching and learning as it contains many contents that comply with the educational needs and preferences. In the

context of English language learning, specifically writing, pre-writing activities are paramount for generating ideas and how to execute them in a written form in an organized way. The implementation of YouTube videos in pre-writing activity, specifically brainstorming, potentially enhances students' writing performances compared to traditional pre-writing activities that usually depend on the textbook and verbal prompts.

Lawrence and Tar (2018) stated that technologies, specifically ICT have been adopted and incorporated in our educational system, which potentially bring changes in the strategies to carry out teaching and learning in the classroom. Incorporating technology, such as the use of multimedia resources, particularly videos in education, has produced and proved better results and is beneficial in students' academic performance, and among these resources, YouTube has become such a powerful educational tool to assist teachers and students, specifically in teaching and learning the English language. The use of YouTube in pre-writing activities potentially helps the students to gain ideas and enhance their understanding of the topic given, as they could visualize the task better than just looking at the pictures traditionally. Kelsen (2009) mentioned that previous research showed that YouTube has been voted as the most favorite platform to learn English by students in higher education due to its attractiveness, usefulness, and relevance to their lives that they can relate to.

This study focuses on finding out the effect of using YouTube videos in pre-writing activity on students' writing ability. Brainstorming, one of the pre-writing activities, can be defined as the process of a group discussion, usually involving the contribution of ideas and solutions to the problem spontaneously, and this activity is a fundamental pre-writing activity for students to figure out what tasks they have to do together with their requirements. Also, this research is designed to explore a comprehensive and in-depth understanding of what ways YouTube videos affect the pre-writing activity, particularly from the perspective of students' writing ability. Therefore, this present paper aims to investigate the effect of using YouTube videos in pre-writing activity on students' writing ability. To fulfill these aims, the research question of this study includes:

1. Is there a significant improvement in students' writing ability after the intervention of YouTube videos in pre-writing activities?
2. What are students' perceptions specifically on their experiences, perceived benefits, and the role of YouTube videos in their writing ability?

LITERATURE REVIEW

The Use of Multimedia as Educational Tools

Multimedia can be described as a combination of more than one media type, including text, video, audio, animation, etc. The implementation of media as educational tools offers more dynamic and engaging ways to facilitate learning compared to traditional teaching methods that depend on textual and verbal prompts. The information processing is supported by the different media elements that possibly assist the learners to visualize the information, which enhances their understanding of the particular topics. Several studies have established the importance of multimedia in education and how this integration of multimedia helps students in learning. One of the significant advantages of using multimedia as an educational tool is that it potentially enhances the engagement and motivation of the students, as the interactive and visually appealing nature that multimedia makes the learning process more interesting and can attract students' attention and increase their enthusiasm to learn. A study by Ullah and Anwar (2020)

showed that learner engagement has been positively influenced by using technology and collaborative as well as interactive activities in groups.

Active learning promotes students' participation is also another importance of multimedia in education. Some of the students are not engaged in the learning process as they do not understand the concepts and subjects, even though the teachers have explained them, as they hardly imagine and visualize the concepts without the presence of multimedia elements. A study conducted by Nadirah et al. (2020) to investigate whether there is any improvement in the reading ability of eighth-grade students with the integration of interactive media revealed that there is a significant difference in reading comprehension between the achievements of students who implemented the interactive multimedia and those who did not. This shows that in this particular study, the interactive media promotes active learning for the students, which simultaneously increases their participation in the reading comprehension, as it is more interesting than just reading the whole text, which usually feels boring that leads to demotivation of the students

Role of YouTube Videos in language teaching and learning

The implementation of YouTube videos specifically in language teaching and learning is very crucial as it enhances the educational experiences due to its diverse content and interactive features that facilitate the educators as well as students in learning a language in more effective ways. Almurashi (2016) reported a study conducted by Seilstad (2012) on the use of YouTube as an innovative method for English language teaching in Morocco found that YouTube videos are very efficient in students' achievement as well as personal reflection on their progress of learning, as he stated that the clips from YouTube are easier for related and specified teaching material. One of the significant roles of YouTube videos in language teaching and learning is that it enhances listening and speaking skills, especially for ESL. The graphics and illustrations used in YouTube-based materials allow the learners to comprehend the thing what is being said to them as well as help in mastering pronunciation and sound discrimination (Wagner in Binmahboob, 2020). It exposed the learners to authentic materials by the native speakers that eventually helped them on how to pronounce the words correctly, as well as the correct expression and intonation. A study conducted by Akbari and Razavi (2016) on the use of authentic resources specifically in EFL classrooms revealed that students' performances have been positively impacted using authentic materials from YouTube, as it is able to reduce the teaching complexities in the ESL classroom.

Furthermore, the authentic materials in YouTube videos expose the learners to real-world experiences that help the ESL learners acquire the language better. Barrs (2012) stated that since users from different cultures can upload their videos on YouTube, the role of YouTube in cross-cultural knowledge is significant. It can be supported by Alqhatani (2014) mentioned that students' listening skills potentially improved with the use of YouTube due to it being a rich source of authentic materials. For ESL learners specifically, speaking in English might be hard as English is a second language and not a mother tongue that they use daily. According to Ellis (2008) as cited in Mandasari and Aminatun (2020), students may need extra in mastering speaking skills if the exposure and practice in English is not sufficient. Therefore, YouTube videos could expose the students in authentic materials such as vlogs, tutorial videos, songs, etc., as real-life examples that they can follow, particularly in their speaking.

Dual Coding Theory

The Dual Coding Theory was introduced by Allan Paivio in 1971, which explains how humans process information through two distinct but interconnected cognitive channels, which are one for verbal information and the other for non-verbal information. This theory emphasizes that the use of both verbal and non-verbal channels enhances the learning process as it allows the learners to create multiple pathways for understanding as well as for information recall. According to Mayer (1997), stronger comprehension and greater recall could be achieved through the transmission of information through verbal (speech) and non-verbal (visual) channels.

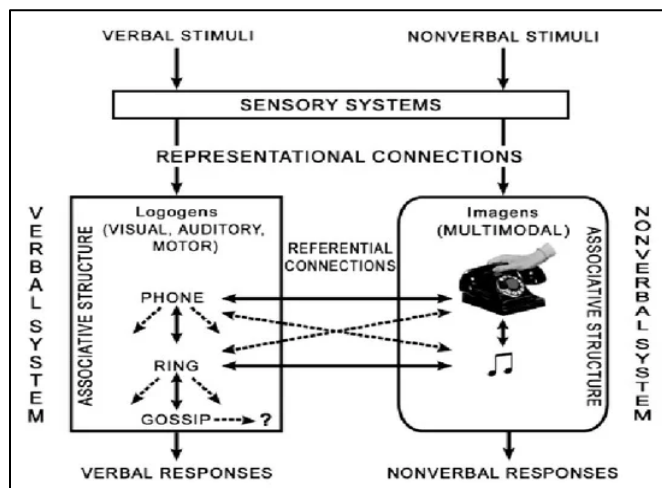


Figure 1 Dual-coding theory (Paivio, 1986).

Constructivist Learning Theory

The Constructivist Learning Theory is primarily associated with the well-known philosophers Jean Piaget and Lev Vygotsky, who laid the foundation in the educational framework that emphasizes the role of learners in constructing their understanding and knowledge through engaging with the environment and experiences. In this theory, the learning process is highlighted as an active process rather than a passive where learners engage with the new information and relate it to their prior knowledge, which potentially helps in deepening their understanding as well as promotes retention. In a constructivist environment, the primary role of the teacher should be to provide the setting and offer support to motivate or encourage the learners to create their own knowledge through their personal experiences (Lunenburg & Ornsteing, 2008; Rummel, 2008). This means that the teachers should design their lesson plan in an interactive and engaging way and not depend on traditional methods that only gain knowledge from textbooks and other textual resources.

METHODOLOGY

This study employed a quantitative approach with a quasi-experimental design, specifically a one-group pre-test and post-test, to find out if there are any significant differences in scores between the two tests. Complementing this was a survey component adopted from Alkhatiri (2019) in the form of a questionnaire also employed to gather both quantitative and qualitative data regarding

students' perceptions on the experiences, perceived benefits and interactions with the intervention of YouTube. The sample for this research study consisted of 31 form four students from SMK Taman Ria Tuaran who were enrolled in a standard English language curriculum that provided a uniform context for the intervention. The sampling technique employed in this study was convenience sampling or also known as intact group sampling, which is a non-probability sampling method that involves selecting participants who are readily available and accessible for the researcher to collect the data (Creswell, 2014).

The validity and reliability of the instruments were ensured as both writing assessments and the questionnaire were reviewed and suggested by the senior and experienced English language teacher of SMK Taman Ria Tuaran, who confirmed that the task was a reasonable measure of students' writing ability. The analytical rubric that strictly followed the Sijil Pelajaran Malaysia (SPM) examiner guidelines was used comprehensively when evaluating the writing assessment, as it consists of standardized guidelines and a common framework for assessing students' writing in both tests.

For this study, the data collected were analyzed by statistical and thematic procedures. The hypothesis testing was conducted using a Paired-Sample T-Test calculated with the SPSS software in order to determine if there was a statistical difference in students' writing performance between the pre-test and post-test scores within the single group. Also, the Paired-Samples T-Test is appropriate for comparing means specifically from the same group of subjects measured at two different points in time. For the closed-ended questions, the descriptive analysis was used, especially those that utilized the Likert Scale; the descriptive statistics, such as percentages, mean scores, and standard deviations, were used to provide a clear result of students' perceptions. Responses from the open-ended questions were analyzed with thematic analysis. This type of analysis involved a systematic process of reading, coding, and interpreting the textual data to identify recurring ideas.

FINDINGS

Descriptive Statistics of Students' Scores in Pre-test and Post-test

For Research Objective 1 (RO1), which aims to investigate if there is a significant improvement in students' writing ability with the intervention of YouTube videos in pre-writing activity, data were gathered through a pre-test and a post-test. Table 1.1 shows the descriptive statistics for the pre-test and post-test scores, including the mean, number of participants (N), standard deviation, and standard error mean for each test.

| Paired Samples Statistics | | | | | |
|---------------------------|-----------|---------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre Test | 13.1935 | 31 | 2.91455 | .52347 |
| | Post Test | 17.3226 | 31 | 1.73948 | .31242 |

Table 1 Paired Samples Statistics

As shown in Table 1, the mean score for the Pre-Test was 13.19 (SD=2.91), while the mean score for the Post-Test was 17.32 (SD=1.74). The sample size for both tests is the same, which was 31 participants. The standard deviation indicates a wider dispersion of scores

compared to the Post-Test. The standard error mean for the Pre-Test was 0.52347, and for the Post-Test, it was 0.31242. These initial descriptive statistics show that there is an increase in scores from the pre-test to the post-test.

Table 2 below shows the results of the paired samples t-test, which investigate the mean difference between both pre-test and post-test scores. This table includes the mean difference, standard deviation of the difference, standard error mean of the difference, 95% confidence interval of the difference, t-value, degrees of freedom, and significance levels.

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|---|----------|--------------|----|-------------------------|
| | | Paired Differences | | | | | Significance | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | |
| | | | | | Lower | Upper | | | One-Sided p Two-Sided p |
| Pair 1 | Pre Test- PostTest | -4.12903 | 2.15626 | .38728 | -4.91996 | -3.33811 | -10.662 | 30 | <.001 <.001 |

Table 2 Paired Sample Test

The calculated t-value for the paired samples test was -10.662, with 30 degrees of freedom (df). The p-value for both the one-sided and two-sided tests was less than 0.001 ($p < .001$). Given that this p-value is well below the conventional significance level of 0.05, it confirms that the observed difference between the Pre-Test and Post-Test scores is statistically significant. Therefore, the alternative hypothesis was accepted while the null hypothesis was rejected. There were significant differences in the writing ability of the students previously and after the implementation of YouTube in the pre-writing activity.

Students' Perceptions on The Use of YouTube

Based on the survey data in Table 3, the students reported a strong positive perception regarding the use of YouTube videos in their writing class. The first section, focusing on Experience and Engagement (Items 1-4), yielded a high total of 4.04. This indicates that students overwhelmingly found the intervention enjoyable and engaging, with the highest-rated statement across the entire survey being the preference for brainstorming with YouTube videos over traditional methods (Mean=4.13) and a strong agreement that the videos increased their motivation to write (Mean=4.13). The results suggest that the videos effectively made the pre-writing activity more interesting and pleasant.

For the second section, Perceived Usefulness (Items 5-9), the total mean was 3.96, signifying that students found the YouTube videos to be highly beneficial tools. The primary benefit perceived was in generating and organizing ideas for writing (Means: 4.06 and 4.03, respectively). While the videos were highly valued for the initial stages of the writing process, agreement was slightly lower concerning their ability to provide new vocabulary and increase confidence, suggesting that while the videos facilitate content development, their effect on linguistic acquisition and self-assurance may be less pronounced for some students.

The final section, assessing the Role in Writing Ability (Items 10-14), had a total mean of 3.77, which remains in the high level of agreement range, affirming that the videos play an important role in supporting writing skills. Students demonstrated a clear preference for

brainstorming with YouTube (Mean=4.13) and agreed the videos helped improve the quality of their drafts (Mean=3.81). However, the lowest mean score in the entire survey was for the statement regarding YouTube supporting their overall writing ability (Mean=3.42). This suggests that while students appreciate the specific, task-oriented benefits of the videos (like idea generation and engagement), some are less convinced of the videos' comprehensive impact on their general, long-term writing competence.

| No | Statement | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | SD | Total Mean |
|----|--|--------|-------|-------|-------|--------|------|------|-------------|
| 1 | I enjoy using YouTube videos as part of brainstorming before writing. | 35.48 | 38.71 | 25.81 | 0.00 | 0.00 | 4.10 | 0.79 | 4.04 |
| 2 | Using YouTube videos makes pre-writing activity more interesting than only using textbooks or teacher prompts. | 25.81 | 61.29 | 9.68 | 3.23 | 0.00 | 4.10 | 0.70 | |
| 3 | Brainstorming with YouTube videos makes me more motivated to write. | 32.26 | 51.61 | 12.90 | 3.23 | 0.00 | 4.13 | 0.76 | |
| 4 | Overall, I have a positive attitude toward using YouTube videos in writing class. | 22.58 | 38.71 | 38.71 | 0.00 | 0.00 | 3.84 | 0.78 | |
| 5 | YouTube videos help me generate more ideas for my writing. | 32.26 | 32.26 | 25.81 | 0.00 | 0.00 | 4.06 | 0.77 | 3.96 |
| 6 | Watching YouTube helps me organize my ideas better before writing. | 29.03 | 45.16 | 25.81 | 0.00 | 0.00 | 4.03 | 0.75 | |
| 7 | YouTube videos give me new vocabulary that I can use in writing. | 29.03 | 38.71 | 32.26 | 0.00 | 0.00 | 3.97 | 0.80 | |
| 8 | After watching YouTube videos, I feel more confident to start writing. | 9.68 | 61.29 | 25.81 | 3.23 | 0.00 | 3.77 | 0.67 | |
| 9 | YouTube videos make it easier to brainstorm about the writing topic. | 29.03 | 38.71 | 32.26 | 0.00 | 0.00 | 3.97 | 0.80 | |
| 10 | YouTube videos help improve the quality of my writing drafts. | 16.13 | 48.39 | 35.48 | 0.00 | 0.00 | 3.81 | 0.70 | 3.77 |
| 11 | Using YouTube videos helps me include more detailed ideas in my writing. | 32.26 | 32.26 | 35.48 | 0.00 | 0.00 | 3.97 | 0.84 | |
| 12 | I believe YouTube supports my overall writing ability. | 6.45 | 45.16 | 32.26 | 16.13 | 0.00 | 3.42 | 0.85 | |
| 13 | Using YouTube before writing makes me feel less anxious about writing tasks. | 12.90 | 32.26 | 48.39 | 6.45 | 0.00 | 3.52 | 0.81 | |
| 14 | I prefer brainstorming with YouTube videos over traditional brainstorming methods. | 29.03 | 54.84 | 16.13 | 0.00 | 0.00 | 4.13 | 0.67 | |

Table 3: Students' Perception of The Use of YouTube

Qualitative Findings: Perceptions of Using YouTube Videos in Pre-Writing

The thematic analysis of one open-ended question ("In your opinion, how has using YouTube videos before writing helped you? What challenges did you face?"), The findings revealed there

were three prominent themes emerged, which were idea generation, accessibility and overall feeling or experiences, based on Table 4 below. For the first theme, which was idea generation, it highlighted the significant positive impact of YouTube videos, specifically in students' early stages of writing. The illustrative quotes, such as "help in generating ideas" and "generating more ideas," indicated that YouTube serves as an active catalyst for brainstorming and organizing their thoughts and ideas.

| Theme | Description | Illustrative Quotes |
|-------------------------------------|--|---|
| Idea Generation | This theme encapsulates how YouTube videos actively assist students in brainstorming, organizing thoughts, and feeling more confident in starting their writing tasks. | "Help in generating ideas" "Generating more ideas" |
| Accessibility | This theme describes the common difficulties students faced, such as internet connectivity, video quality, and distractions. | "Internet Connection" |
| Overall feeling/ experiences | This theme describes the students' feeling or any experiences on the implementation of YouTube videos in writing activity. | "Good experiences" "Attract my attention" |

Table 4 Thematic Analysis of Qualitative Findings

Furthermore, the accessibility theme described the challenges related to the access and technical issues that the students might encountered with the implementation of YouTube videos. The illustrative quotes, such as "Internet connection" highlighted that connectivity issues as a specific barrier or common difficulties that the students faced and lastly, the overall feeling or experiences focused on the broader emotional responses of the students towards the use of YouTube videos in writing generally. The illustrative quotes, such as "Good experiences" and "attract my attention" indicated that the implementation of YouTube not only benefits in writing-related perspective only but also foster the engaging learning environment where students feel more enjoyable and motivated to start writing.

DISCUSSION

Impact of YouTube Video Implementation on Students' Writing Ability

The primary finding of this study was the statistically significant improvement in students' writing ability that been proven by the increased in mean score from pre-test (13.19) to 17.32 in post-test and the t-value of $p < .001$ which indicated that there were significant differences in the writing ability of the students previously and then after implementation of YouTube in pre-writing activity. This compelling finding was strongly supported the notion that students' writing abilities positively influenced by the incorporation of YouTube videos in the pre-writing activity. This

finding aligned with the study by Alemdag and Cagiltay, 2018; Chen and Liu, 2008, which advocated the use of multimedia in enhancing various aspect of language learning and found that better expression and comprehension were supported by the verbal instruction with the use of static and dynamic images in form of visualization technology.

This significant improvement of tests scores can be explained by looking at the Constructivist Learning Theory that viewed learning as an active process where learners build new ideas or concepts based upon their current and past knowledge. In a constructivist environment, the primary role of the teacher should be to provide the setting and offer the support in order to motivate or encourage the learners to create their own knowledge through their personal experiences (Lunenburg & Ornsteing, 2008; Rummel, 2008). This means that the teachers should design their lesson plan in an interactive and engaging way and not depend on traditional methods that only gain knowledge from textbooks and other textual resources. Hence, in this context of study, the implementation of YouTube videos in pre-writing brainstorming activity can be seen as an effective method in the effort to engage students participating actively in the learning process as watching a YouTube videos specifically in the pre-writing activity allow the learners to visualize concepts, interact with the new ideas gain from the videos and connect what that see and hear with their prior knowledge. In the pre-test, the mean score of 13.19 as there was no intervention of YouTube videos, instead it used traditional pre-writing methods like discussion and text-based which may not always effectively activate students' prior knowledge or facilitate the generation of ideas, especially those who are more visually or auditory oriented. The mean score in post-test increased by 17.32 proved that the implementation of YouTube offered a dynamic and interactive environment where students were actively engaged with the YouTube videos content which allowed them to generate more ideas, organize their thoughts as well as construct meaning that lead to a richer foundation for their writing.

Moreover, the significant improvement of mean score from pre-test and post-test was particularly aligned with the Dual Coding Theory which was introduced by Allan Paivio in 1971 that explains how humans process the information through two distinct but interconnected cognitive channels which are one for verbal information and the other one for non-verbal information. Specifically, in this context of study, YouTube videos serve as a multimedia tool that offers multiple senses to the learners as they process the auditory information (verbal stimuli) alongside visual information like images and animation (non-verbal stimuli) that lead to a better comprehension and understanding rather than text-only description particularly in the pre-writing activity that crucial in generation and organization of ideas. According to Mayer (1997), fully stronger comprehension and greater recall could be achieved through the transmission of information through verbal (speech) and non-verbal (visual) channels. This dual-modal input enhances students' comprehension and be strongly proven through the improvement of mean score for Content (C) with the mean score of 3.35 in pre-test to 4.52 in post-test, Communicative Achievement (CA), 3.26 in pre-test to 4.55 in post-test, Organization (O) in pre-test 3.26 increase to 4.45 in post-test as well as Language (L) with mean score of 3.32 in pre-test to 3.81 in post-test. This indicated that the efficacy of dual coding where the combination of verbal (speech) and non-verbal (visual) channels that can be acquired from YouTube videos enhances students' comprehension as it led to better retention, clearer understanding of the content as well as improved idea generation during the writing process.

Students' Perceptions of YouTube Video Use in Pre-Writing

The quantitative data showed the high mean score for the "Attitude towards Use" scale which was 4.04 indicated that generally the students enjoyed the experience, found it interesting as well as felt more engaged and confident. This positive attitude and experiences were strengthened with the qualitative theme of "Overall Feeling (Experiences)" from the open-ended question as well as "Good experiences" as they quoted.

Furthermore, students' perceptions of the direct usefulness of YouTube videos for their writing skill development were equally strong, with the "Perceived Usefulness" scale achieving a high mean score ($M=3.96$) that can be positioned as in the range of "agree" level of agreement. This quantitative result was strengthened by the qualitative theme of "Idea Generation" in which few students cited that YouTube videos "Help in generating ideas" and "Generating more ideas". This indicated that the students consciously recognized how the visual and auditory stimuli which can be considered as verbal and non-verbal based on the Dual Coding-Theory, assisted them overcome writer's block and developed more ideas through YouTube videos in pre-writing before they started writing.

CONCLUSION

One of the suggestions for further study is implementing the true experimental design with a control group. Since this study used specific type of research namely a one-group-quasi-experimental design and practical for real classrooms, it makes it a bit harder to ensure that the improvements in writing are solely caused by the YouTube videos as there might be other variables that contributed to the results in post-test. Furthermore, another suggestion for further study is specify the video characteristics as this current study does not specify the characteristics of videos shown to the students. Future research should consider investigating the specific videos' characteristics that might be attributed towards the writing outcomes as well as their perceptions.

The findings of this study has revealed that there was statistically significant improvement in students' writing score from pre-test to post-test and this can be proven by significant increase in total mean score from 13.19 in pre-test to 17.32 in post-test based on all four aspects of writing assessed including Content (C), Communicative Achievement (CA), Organization (O) and Language (L) that aligned with the SPM format that being used nationally. Furthermore, this study revealed the overwhelmingly positive perceptions of the students towards the intervention of YouTube videos in pre-writing activity. It was reported that students have a high level of agreement towards their engagement, enjoyment as well as motivation with the use of YouTube. They also obtained practical benefits from the implementation specifically in terms of the ability to generate ideas and structuring their thoughts.

All in all, this study contributes significantly to the academic discourse specifically on the technology-enhanced language learning as it offered holistic justification for educators to integrate the digital tools like YouTube in the classroom, provided students with proven effective and engaging learning strategy especially in tackling complex tasks such as writing task as well as it offered the curriculum developers with the data to reforms more progressive educational system that equip students with essential digital skills for the 21st century that not only enhances students' writing abilities, but also prepares them to keep up in this digitally driven world.

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