International Journal of English Linguistics, Literature, and Education (IJELLE)
Vol. 5, No. 2, December 2023, pp. 111-125
ISSN 2686-0120 (print), 2686-5106 (online)
http://journal.univetbantara.ac.id/index.php/ijelle/index

The Impact of Using Tutorial Videos Uploaded on Youtube Platform toward the Students' Learning Motivation and Their English Learning Outcomes

Suryanti Galuh Pravitasari[1], Retno Tri Vulandari[2]

Information Technology Dept, STMIK Sinar Nusantara Surakarta, Surakarta 5714,
bundagaluh@sinus.ac.id*, retnotv@sinus.ac.id

Received 4 December 2023; Accepted 22 January 2024, Published 24 January 2024

ABSTRACT

This research was aimed at finding out whether the use of the tutorial videos uploaded on Youtube Platform can increase the learning outcomes and the learning motivation of the students. This research was categorized into quantitative descriptive design type by providing a pretest before giving the students treatment of using tutorial videos uploaded in Youtube during the teaching and learning process and a post-test after the treatment. The object of the research was the third semester students of STMIK Sinar Nusantara Surakarta who were taking English III which was designed for TOEFL Preparation Test. The 60 respondents were selected by using simple random sampling technique. The data collection was taken from the result of the pre-post tests and the result of the questionnaire concerning the students' learning motivation using the tutorial media in Youtube and their opinion about the videos. The average score of the pre-test was 61 while the average score of the post-test was 82. Therefore, it can be concluded that the use of the tutorial video uploaded on Youtube is considered effective in helping the students to increase their learning outcomes. Meanwhile, the use of the tutorial videos uploaded on Youtube has regression coeficient value of 0.306 which means that it gives positive influence to the Learning Motivation. Therefore, it can be concluded that learning English for TOEFL's Grammar test preparation by watching the tutorial videos on Youtube is effective to increase the students' English learning motivation hence increase their learning outcomes.

KEYWORDS

Youtube
E-Learning
English Learning Media
Learning motivation
Learning outcome

1. Introduction

When Corona virus became an outbreak, it has brought either the good and the bad effects. The bad effect, as everyone knows, was the terror of death which was that frightening. The sound of ambulance was heard minute to minute. At the same time, the news of the dead relatives or neighbors or even family came one by one. People became prisoners in their own house due to the policy of Staying at Home released by our government. Therefore, they had to carry out all of their activities from home. This condition caused many changes in every aspect of human life including the education sector. Government through its Ministry of Education and Culture had released online learning policy during the pandemic. (kemdikbud, 2020). Since then, this rule has made either teachers or students from early childhood education level to universities have to run online teaching and learning process. This has made a new transformation in education world from the traditional learning method (face-to-face) into e-learning in which the process is carried out by using technology. Applications like Google Classroom, Edmondo, Zoom and other social media are used by either teachers or lecturers in their class, even WhatsApp group. There were many challenges especially those who haven't got experience in using technologies before. However, day by day, time by time they finally can adapt to the situation and run the class well. This is actually what is called as innovation in education world. (Fitriyani, 2022)

STMIK Sinar Nusantara as one of high schools of Information Technology surely adapts to this condition. Even actually, it has started using e-learning several years before pandemic came. The lecturers have run blended learning by using technologies in their class. However, when pandemic

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

came in which everything had to be run from inside the house, a problem came especially for subjects which needed to be explained directly in detail like English III. English III in this institution's curriculum is subjected for TOEFL Preparation test. Therefore, a direct and detailed explanation especially on its structure parts is crucial. Carrying out virtual meetings in the classroom like Google Meet or Zoom Platform was actually a solution during pandemic era. By using direct virtual meet, the lecture could just run the class as he usually did in offline class by providing the link of the virtual meet, then explaining the material in detail and the students directly could learn as just what they did while being in the real offline class. However, the problem on the internet connection frequently made the virtual class did not run very well. The unstable internet connection made the students lost their focus too. It may sometimes make them distressed. In addition, the problem on the internet quota is mostly unavoidable especially for the students. Therefore, the lecturer then preferred to create other e-learning media like recording his teaching session or making tutorial videos then uploading it in the google classroom or other e-learning applications. Once the material had been successfully uploaded, the students could play and start learning the materials by watching the videos anytime and anywhere. This helped them understand the material more since they could replay it as frequently as they wished.

However, another problem arose. The students often complained that downloading the audio-visual materials in the google classroom consumed much internet quota. The bigger the size of the material video, the bigger the internet quota taken. From that, the lecturer then decided to have another media in which the students could play and watch the material videos as frequently as they wished without downloading the materials. The chosen media was Youtube. Youtube itself is considered to be an effective media to increase the teaching and learning quality. (Ebied, Kahouf, and Abdel Rahman, 2016; Suwarno, 2017, Kamhar and Lestari, 2019). This is in line with what Iqbal, et.al (2020) stated in his research that Youtube became the first alternative media for teaching and learning process. With its upload facility, teachers or lecturers are free to upload the material videos in their channel. After that, they just need to copy the Youtube link and share it in the classroom. Finally, the students can go directly to the channel, learn the materials by just clicking the link and start watching the videos. Besides that, Youtube with its billions of videos is also believed to be able to increase the students' learning motivation. What is motivation? According to Sardiman (2012), motivation is a kind of trigger that drives a person to do something, including the learning activities. When a student has got motivated to learn, he will be able to learn the material more than those who are unmotivated. This assumption agrees with what Hamalik (2002) stated in his paper that the students with low motivation tends to be less successful than the more motivated ones. In short, learning motivation is important in the success of the teaching and learning process. It can be said that the success of the teaching and learning process can be more easily achieved if the students are highly motivated.

There have been many studies on the application of Youtube and or audio-visual media in the process of teaching and learning like Muhammad Rangga Mahendra (2020), Widyantara and Rasna (2020), Arya Dittia (2017) and many more. Those previous studies agreed that Youtube is an effective media that helps students increase their learning motivation and their learning outcomes. On the other hand, this study focused on finding out whether Youtube was also effective to increase the students' comprehension toward the materials of English for TOEFL Preparation Test. This is the research gap that the researcher tried to concern.

2. Method

This study implied a quantitative descriptive method in which the data were presented in a data form. The subject of the study was the third semester students of STMIK Sinar Nusantara who were taking English III in the academic year of 2021/2022. There were three classes with around 25 - 35 students each. The research design used in this study for finding out the influence of using tutorial videos uploaded on Youtube platform to the students' learning outcomes was the pre- experimental design proposed by Soegeng (2016) which consisted of three phases as illustrated below:

Vol. 5, No. 2, December 2023, pp. 111-125 ISSN 2686-0120 (print), 2686-5106 (online)

Pre-test	Treatment	Post- Test
T1	X	T2

Figure 1: Research Design Chart

Technique of Data Analysis

Before collecting and analyzing the data, the researcher determined the object of the research. As stated above, the population was all Information Technology students of STMIK Sinar Nusantara Surakarta who were taking English III in 2021/2022 academic year. They were divided into three classes. After that, Simple Random Technique was used to select the respondents by just simply taking two of the three rolled papers with the name of the class written on it. The two classes taken were as the objects of this research. They were Inf*20A and Inf*20B with the total number of 60 students (objects).

Once the respondents were got, the research started. Here is the description of the research flow as in Fig.1 above:

1. Giving a pre-test (T1) to all of the three classes of English III. This first step was aimed at knowing the students' initial score before learning the TOEFL structure materials by using Youtube platform.

2. Giving treatment (X) to the students by using Youtube learning media. This step was to give the students experience of learning English structure for TOEFL through the tutorial videos uploaded in the Youtube Platform. The students might watch the videos and learn the materials several times as they wished for.

3. Giving a post-test (T2) to find out the mean (average score) that the students got after completing the structure question part of the TOEFL Test

4. Comparing the means of T1and T2 to find out whether there was a significant distinction between T1 and T2.

5. Drawing conclusion whether Youtube was proven to be effectively increase the students' learning outcome or not.

The data were collected by using 3 techniques namely; test, documentation, and questionnaire. The tests as described above were given twice namely pre-test and post-test. These two tests were aimed at finding out the objects' score of the TOEFL Structure before and after being given the treatment. This was in line with what Arikunto (2012) stated that a test was given to find out the subjects' ability. The test was in the form of multiple choice taken from the standardized TOEFL Test booklet released by English Testing System. The total number of the question was 40 which consisted of 25 numbers of Structure and Written Expression and 15 numbers of Error Identification. Meanwhile, the documentation technique was used to get the data of the population's total number and their pre- and post- tests' score.

Meanwhile, here are the steps of finding out whether the students' motivation is increased by the use of the tutorial videos uploaded on the Youtube channel:

1. Composing a set of questionnaire items

2. Carrying out a validity test

3. Removing the invalid items from the set of the instrument.

4. Carrying out a reliability test

5. Distributing the instruments

6. Drawing conclusion

The students' English learning motivation by using the video tutorials uploaded in Youtube Platform which was then measured by using questionnaire with the Likert Scale (Syofian Siregar, 2010) as follows:

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Figure 2. Likert Scale

There were 5 questions used in the questionnaire. They were:

1. I was thrilled to play the tutorial videos explained the materials and learned the materials.
2. The tutorial videos were interactive that made me eager to play and replay them when I found difficulties about the materials
3. By being uploaded in Youtube channel, I had more time to re-watch and restudy the materials anytime anywhere so that I had more time to study.
4. The tutorial videos were completed with the discussion session that make me know the correct answer and why it must be chosen.
5. The tutorial videos made the learning process of the TOEFL Structure more fun, hence I felt more motivated to learn English

Before the five items of the questionnaire above were distributed to the respondents, a validity test was carried out to make sure that they were valid. Azwar (1987:173) stated that validity is derived from the word *validity* which means how correct or valid an instrument does its measurement function. A test is considered valid if it runs its function accurately. It means the result reflects the the real condition of the tested data. Meanwhile, Sudjana (2004:12) mentioned that validity is related with the accuracy of the measurement tool and the tested concept so that it really measures what to be measured.

After a validity test was conducted and the result was gained, the next step was running a reliability test for the five items of the questionnaire. Reliability is how far a measurement can be trusted or reliable. A result of a measurement is said to be reliable if the result is always the same after the measurement is carried out several time. Nur (1987:47) said that reliability includes individual deviation score or score-z, which is still relatively consistent although there is an administration repetition with the same test of the equivalent test. Azwar (2003:176) said that reliability is one of the best characteristics of a good instrument. Arifin (1999 :122) stated that an instrument is said to be reliable if the result is still the same when it is used several times for the same respondents at different time. Another expert, Sudjana (2004: 16) said that an instrument's reliability is its accuracy or constancy in measuring what to be measured. It means, any time it is used, it gives relatively the same result.

Multiple Linear Regression

After validity and reliability tests were conducted, the data were analyzed by using a multiple linear regression equation to find out the influence of a variable toward the other variables. *Independent Variable* is a variable which influences the other variable while *dependent variable* is the one being influenced by the other variable. A simple regression equation is a regression with just one independent variable and one dependent variable. Meanwhile, a multiple regression equation is the one with more than one independent variables.

There was one independent variable namely the use of tutorial video uploaded on Youtube platform for learning English. Meanwhile there were two dependent variables namely students' learning motivation and their English achievement. A hypothesis was also made up as the questions of the research to be found out.

The hypothesis proposed in were that the Learning Motivation (Y) is influenced by the variable of the use of the video tutorials uploaded on Youtube (X1) and therefore influenced the English learning outcomes positively. Then the statistic hypothesis (partial testing) is as follows:

Ho: $b1 = 0$ Ha: $b1 \neq 0$
Ho: $b2 = 0$ Ha: $b2 \neq 0$
Ho: $b3 = 0$ Ha: $b3 \neq 0$

Vol. 5, No. 2, December 2023, pp. 111-125 ISSN 2686-0120 (print), 2686-5106 (online)

3. Results and Discussion

3.1. Result

The research was done in STMIK Sinar Nusantara Surakarta in the first semester of 2021/2022 academic year. The 60 respondents were taken from the randomly chosen classes who were taking English III. It is an English class subjected for TOEFL preparation test. The pre-test was given at the first meeting of the semester while the post-test was given when the treatment of giving experience of learning English for TOEFL Preparation test by using tutorial videos uploaded in Youtube platform was over. Prior to the treatment or the teaching and learning process, the researcher made the tutorial videos containing the structure materials for TOEFL then uploaded them in her Youtube channel. After that, the researcher opened the meetings in the google classroom and got into the material by providing the tutorial video links. The respondents just needed to click the link that would take them to the Youtube channel in which the videos were uploaded. After that they could just enjoy watching the videos and learn the materials. There was a chat box provided for more discussion. They could play and replay the videos until they felt they understood the materials.

3.1.1. The impact of Tutorial Videos uploaded on Youtube Platform on the Students' Learning Motivation

After the treatment, the respondents were given a set of questionaire asking whether the application of Youtube platform increase their learning motivation. As stated above, a validity test was done to make sure that the items of the questionnaire were valid. Here is the result:

Validity Test of Items of the instrument for the use of Tutorial Videos uploaded on Youtube variable (X1)

Table 1. Pearson Correlation Value

Correlations

The use of tutorial videos uploaded on Youtube	Pearson Correlation	.574**	.708**	.683**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Based on table 1 above, the value of the Pearson Correlation between the questionnaire items and the use of the tutorial videos (X1) is on the correlation significance level of 0.01 (see the starred one) and sig. Value of (2-tailed) = 0.000 < 0,01. It can be concluded that the items of the questionnaire for the variable of the Tutorial Video (X1) is considered valid. Hence, all items can be used for the next data processing.

Validity Test for Items of Instruments for the Learning Motivation Variable (Y)

Table 2. Validity Test for Learning Motivation Items

Correlations

Learning Motivation	Pearson Correlation	.653**	.512**	.448**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

The above table 2 shows that the value of Pearson Correlation between items of Learning Motivation (Y) is on the level of correlation significance as much as 0,01 (see the starred one) and the value of sig. (2-tailed) = 0,000 < 0,01. Hence, it can be drawn that all of the items are valid and can be used for the next data processing.

After the items were all considered valid, the next step was evaluating whether they were reliable or not. And here is the result:

Reliability Test for the Use of Tutorial Videos uploaded on Youtube Variable (X1)

Table 3. Reliability Test of Tutorial Videos Items

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
.734	4

The above table 3 shows that the score of the Cronbach's Alpha (see the Reliability Statistics) is 0,734. Hence the items of the instruments used to test Variable X1is reliable. Some literatures state that the reliability index criteria is as follows:

Table 4. Reliability Index Criteria

No	Interval	Criterion
1	< 0,200	Very Low
2	0,200 – 0,399	Low
3	0,400 – 0,599	Fair
4	0,600 – 0,799	High
5	0,800 – 1,000	Very High

Reliability Testing of Learning Motivation Variable (Y)

Table 5. Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Table 6. Reliability Statistics

Cronbach's Alpha	N of Items
.753	4

Based on the above table 6, it can be seen that the score of Cronbach's Alpha (see the Reliability Statistic) is 0,753. Therefore, the items of the instruments to get the score of X3 Variable is considered to be reliable (see Table 6).

3.2. MULTIPLE REGRESSION EQUATION

The data gained from the questionnaire distribution was then analyzed by using multiple regression equation. The result is as the following:

Table 7. Multiple Regression Equation Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.040	1.780		-.023	.982		
	The use of tutorial videos uploaded on Youtube	.306	.083	.371	3.683	.001	.990	1.010

a. Dependent Variable: Learning Motivation

Based on the above data processing of linear regression analysis, the regression equation is: Y = -0,040 + 0,306 X1. It illustrates:

a. The Variable of the use of the Tutorial Videos uploaded on Youtube (X1) has regression coeffisient value of 0.306 which means that the use of the tutorial videos uploaded on Youtube has positive influence to the Learning Motivation (Y);
b. The constant value of -0,040 refers to other variables which are not included in the linear regression model.

However, there must be a hypothesis testing conducted in order to be able to use the value of regression coefficient and the linear regression model

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

Partial Hypothesis Testing (T-test)

Coeficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.040	1.780		-.023	.982		
	The use of tutorial videos uploaded on Youtube	.306	.083	.371	3.683	.001	.990	1.010

a. Dependent Variable: Learning Motivation

The hypothesis is that the Learning Motivation (Y) is influenced by the variable of the use of the video tutorials uploaded on Youtube (X1). Then the statistic hypothesis (partial testing) is:

Ho: b1 = 0 Ha: b1 ≠ 0
Ho: b2 = 0 Ha: b2 ≠ 0
Ho: b3 = 0 Ha: b3 ≠ 0

The score of T table for 60 respondents with 4 variables and the significance level of 5% (two-way direction testing), is ± 2,001717 (see Table of students on df: 58 and α: 2,5%). The refusal area is if t < -2,001717 or t > 2,001717. The accepting and the refusal areas of Ho can be illustrated as the following:

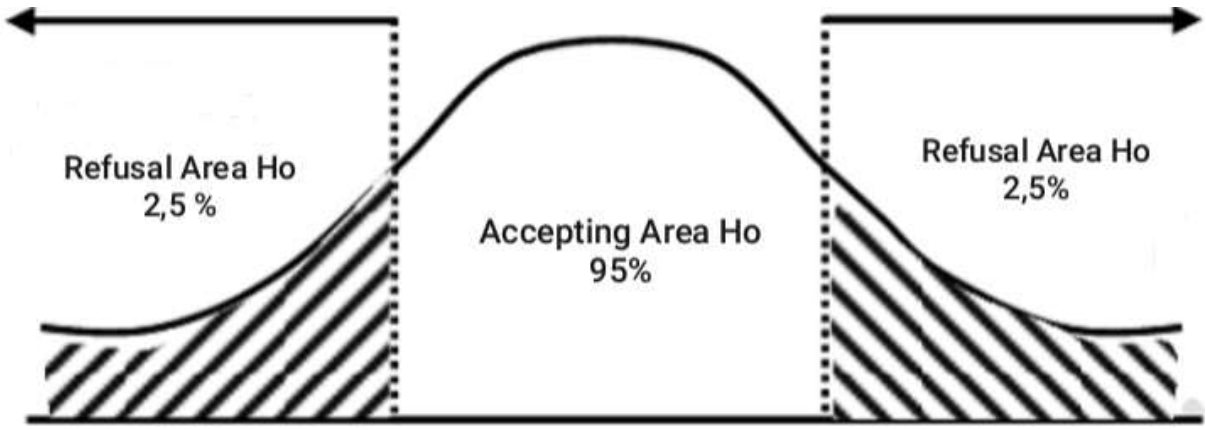


Figure 2. The Result of Hypothesis Testing

The result of the data processing can be seen on the coefficient part; the score of the calculated T for the variable of the use of the tutorial videos uploaded on Youtube is 3,683 (Sig. 0,001). The score of the calculated T for every independent variable is on the refusal area Ho or has a score of Sig. under 0,05 (5%). Therefore, it can be concluded that every independent variable has significant influence to the dependent variable, the use of tutorial videos uploaded on Youtube has partially significant influence to the variable of Learning Motivation.

Vol. 5, No. 2, December 2023, pp. 111-125 ISSN 2686-0120 (print), 2686-5106 (online)

Simultaneous Hypothesis Testing (F test)

Table 8. Hypothesis Testing (F testing)

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.271	3	14.090	14.435	.000[a]
	Residual	54.663	56	.976		
	Total	96.933	59			

a. Predictors: (Constant), The use of tutorial videos uploaded on Youtube

b. Dependent Variable: Learning Motivation

The proposed statistic hypothesis for the simultaneous hypothesis test (F test) is:

Ho: b1 = b2 = b3 = 0 and Ha: b1 ≠ b2 ≠ b3 ≠ 0

The score of F table with df: 3;58 and the significance level (α) 5% is 2,180727. Meanwhile, the calculated F from the data processing result is 14,435 (see table of ANOVA). By comparing the calculated F and the F table, the result shows that the calculated F is higher than the F table or 14,435 > 2,180727 (the score of Sig. Is under 0,05), it can be concluded that the dependent variable is positively influenced by the independent variables. It means, the learning motivation variable is significantly influenced by the use of tutorial videos uploaded on Youtube.

Determination and Correlation Coefficient

The determination analysis in multiple linear regression is used to find out the percentage of how much the independent variables (X1, X2, ... Xn) simultaneously influence the dependent variable (Y). This coefficient shows the percentage of various independent variables used in the model can explain the various dependent variable. If R^2 = 0, it means that there is no little percentage of influence given by independent variables to dependent variable or variety of independent variable used in the model does not explain any variety of dependent variable. Otherwise, if R^2 = 1, the percentage of the influence given by the independent variable to dependent variable is perfect, or the variety of the independent variable used in the model 100% explains the variety of dependent variable.

From the result of the regression linear, let us look at the output of the model summary:

Table 8. Output of Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.873[a]	.762.	.762	.988	2.037

a. Predictors: (Constant), The Use of Tutorial Videos uploaded on Youtube

b. Dependent Variable: Learning Motivation

The score of Determination Coefficient or R Square (R^2) from the data processing result is 0,762 or 76,2% (see table of Model Summary). The score illustrates that the independent variable (the Use of Tutorial Videos on Youtube) influences the increasing or decreasing of the dependent variable (Variable of Learning Motivation) is as much as 76,2% while the rest of 23,8% is

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

influenced by other factors excluded in the model and combined in the confounding variables (e) in linear regression model.

The score of the multiple correlation (R) from the result of the data processing is as much as 87,3%. It describes that the relationship between independent variable and dependent variable is closely significant or it can be said that there is a closely significant relationship between the use of tutorial videos uploaded on Youtube variable and the Learning Motivation variable.

Adjusted R Square or the score of R Square is always smaller than the R Square in which it might have negative price. Santoso (2001) said that for more than two independent variable regression, Adjusted R^2 is used as the determination coefficient.

Standard Error of the Estimate is the measurement of how much the errors of the regression model in predicting the score of Y. From the result of the regression, the value is 0,988, it means the many errors in predicting the Learning Motivation is 0,988. As the guide of the standard error of the estimate less than deviation standard of Y, then the regression model is better in predicting the score of Y.

Classic Assumption of Regression Analysis

Classic Assumption Test is carried out to find out whether the estimation model has fulfilled the econometric criteria. It means there is no serious deviation from the assumptions that have to be fulfilled in Ordinary Least Square (OLS) method. There are four assumptions namely:

1. No autocorrelation between the disturbances (e);
2. no multicollinearity;
3. Constant Homoscedasticity Variety or no heterocedasticity occurs; and
4. Among disturbance normality (e).

Autocorrelation testing was used to find out whether in a linear regression model, there was a correlation between confounding errors on t-period and those on the t-1 period. Durbin Watson's or DW's score was used to find out the result of the autocorrelation testing b using this guide:

- If DW score is between du (4 – dU) or du ≤ DW ≤ (4 – dU), it is free from autocorrelation.
- If DW score < dL or DW > (4 – dL) there is an auto-correlation
- dL dan dU scores can be seen on Durbin Waston table, namely score of dL; dU; α; n; (k – 1). Note: n = the total number of the sample, k = the variable's total number, and α = the significance level.

Table 9. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.873[a]	.762.	.762	.988	2.037

a. Predictors: (Constant), The use of the Tutorial Video

b. Dependent Variable: The Learning Motivation

The score of Durbin Watson table on α = 5%; n = 60; k – 1 = 3 is dL = 1,480 and dU = 1,689. The result shows that the score of Durbin Watson is 2,037. It is between dU dan (4 – dU) or 1,689 < 2,037 < 2,311. Therefore, it can be concluded that there was no autocorrelation between the disturbance errors in the linear regression.

Multicollinearity Testing

Multicollinearity test was used to find out whether there was strong correlation between independent variables included in the regression model formation. To detect whether the linear

regression has multicollinearity or not, Variance Inflation Factor was used for each independent variable. For example, if an independent variable has the score of VIF > 10, it has multicollinearity.

Table 9. Multicollinearity

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.040	1.780		-.023	.982		
	The use of Video Tutorial	.306	.083	.371	3.683	.001	.990	1.010

a. Dependent Variable: Learning Motivation

From the above table, the VIF's score of the use of tutorial videos uploaded on Youtube (X1) is 1,010 which is less than 10. It means there was no multicollinearity.

Heteroscedasticity Testing

Heteroscedasticity test was used to detect whether the residuals' error (e) has the same variety or not from one observation to the others in the linear regression model. To test the heteroscedasticity can be known from the significant score of Rank Spearman correlation. Between each independent variables and the residuals. If it is more than α (5%) there is heteroscedaticity. Otherwise, if it is less than α (5%) there is heteroscedaticity.

Table 10. Heteroscedasticity

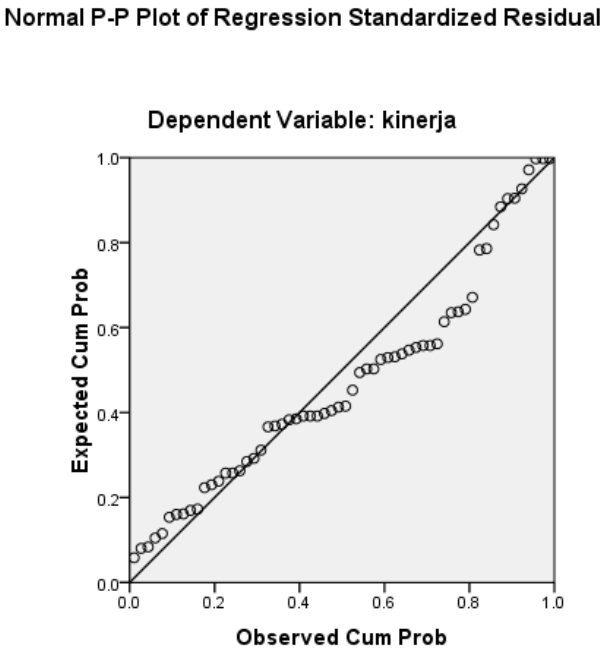
			The Use of Tutorial Video	residual
Spearman's rho	The use of Tutorial videos	Correlation Coefficient	1.000	.040
		Sig. (2-tailed)	.	.759
		N	60	60
	Residual	Correlation Coefficient	.040	1.000
		Sig. (2-tailed)	.759	.
		N	60	60

The above Table shows that the score of the Correlation Coefficient is low or the significant score (Sig (2-tailed)) of each independent variable is more than 5%. It means the independent variables does not have correlation with the residual. Therefore, it can be concluded that there was no heteroscedasticity.

Residual Normality Assumption

Normality test was aimed at testing whether the residual had abnormal distribution in the regression model. If this assumption was neglected statistic testing is invalid for small sample (Ghozali, 2006).

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125



Based on the graph, the normality assumption was fulfilled. The multi regression equation of Y = - 0,040 + 0,306 X1 can be used to determine that the variable of learning motivation is positively influenced by the use of tutorial videos variable.

Figure 3. Normal P-P Plot Regression and standardized Residual

3.1. 2. The impact of Learning through Tutorial Videos uploaded on Youtube Platform on the Students' English Learning Outcomes

Either in the pre-test or the post-test, the respondents were asked to answer as many as 50 multiple choices taken from the TOEFL's structure and written problems. The result was tabulated below:

Table 10. Pretest Data Distribution

Class Number	Interval	Mean	Frequency	Percentage
1	29 - 39	35	9	15%
2	40 - 50	45	3	5%
3	51 - 61	60	15	25%
4	62 - 72	66	17	28%
5	73 - 83	77	16	27%
6	84 - 94	-	0	0%
		Total Number	60	100%

Table 10 shows the data distribution of the respondents' pretest score. There are 60 respondents in this research. As we can see on the Table 2, there are 9 people in the first-class number with the average score of 35. There are 3 respondents only with the average score of 45 on the second-class number. Following it is the third-class number with the total number of the respondent here is 15. The average score in this class number is 60. Next, 17 respondents belong to the fourth-class number in which the interval score is 62 - 66 with the average score of 66. Next, on the fifth-class number, there are 16 respondents with the average score of 77. Finally, it is obviously seen that there is no respondent being in the last class number with the interval of 84 - 94.

Meanwhile, the following is the data distribution in the post test:

Table 11. Post-test Data Distribution

Class Number	Interval	Mean	Frequency	Percentage
1	29 - 39	35	0	0%
2	40 - 50	45	0	0%
3	51 - 61	60	0	0%
4	62 - 72	66	0	0%
5	73 - 83	79	40	67%
6	84 - 94	83	20	33%
		Total Number	60	100%

Table 11 shows the data distribution of the post-test result that was given after the respondents experienced the teaching and learning process by watching the tutorial videos uploaded in the lecturer's Youtube channel. The most respondents, as many as 40, are on the fifth-class number with the interval score of 73 - 83 and the average score 79. Meanwhile the rest 20 respondents received higher score that group them in the sixth-class number. The interval score in this group is 84 - 94 with the mean of 83.

Let's now take a look at the following Table 12 which shows the general recapitulation of the pretest and the post-test achievement:

Table 12. Data Recapitulation of Pretest and Post Test

	Pretest	Post-test
The highest score	83	93
The lowest score	33	75
The mean	61	82

The mean in Table 12 indicates the respondents' average score. The pretest average score is 61 while the post test is 82. There is a wide enough distinction as much as 21 points between them. It means that in average there is an increasing score of 21 points after the respondents learned the TOEFL's structure materials using the tutorial videos uploaded in Youtube channel provided by the researcher.

3.2 Discussion

From the results of the research above, it is clear that the tutorial videos uploaded in Youtube generated positive feedback to the students' motivation and learning outcomes. Being able to play and learn the materials as many times as the students wanted made them have more chances to comprehend the materials. The ease of accessing the materials also became the reason why youtube still became a recommended online learning media. This finding just exactly matches with what Azizan et.al (2020) found in their research that Youtube channels becomes one of the most favorite learning media that can make the learners enjoy the learning process hence increase their learning outcome. Widyantara and Rasna (2020) who studied on the different impact of using Youtube in language learning before and during the pandemic also concluded that Youtube platform give positive influence to the students' learning outcome in those two periods. This is also in line with what Elliot and Dweck (2005) stated that motivation contributes much to the success of the academic learning and achievement. Ina Atriana, Satriani DH, and Abd.Hamid (2021) in their research finding showed that learning motivation drove the students' enthusiast to join the teaching and learning process, therefore increased their learning outcomes

In the previous discussion, it was also found out that learning through tutorial videos uploaded on Youtube contributed much in increasing the students' learning motivation. The more motivated the students to learn, the more active they are during the class and the higher learning outcomes they achieve. Hence, it can be concluded that learning through tutorial videos uploaded on Youtube

ISSN 2686-0120 (print), 2686-5106 (online) Vol. 5., No. 2, December 2023, pp. 111-125

platform is scientifically proven to give positive impact on the students' learning motivation and their English language learning.

4. Conclusion

From the discussion and the research findings above the conclusion that can be drawn is as the following:

1. There is a positive impact of using Youtube Platform in the teaching and learning process on the students' English learning motivation. It was shown by the score of the calculated T for the variable of the use of the tutorial videos uploaded on Youtube is 3,683 (Sig. 0,001). The score of the calculated T for every independent variable is on the refusal area Ho or has a score of Sig. under 0,05 (5%). Therefore, it can be concluded that every independent variable has significant influence to the dependent variable, the use of video tutorials uploaded on Youtube has significantly positive influence to the variable of Learning Motivation.
2. Meanwhile, the score of F table with df: 3; 58 and the significance level (α) 5% is 2,180727. Meanwhile, the calculated F from the data processing result is 14,435 (see table of ANOVA). By comparing the calculated F and the table F, it is found out that the calculated F is bigger than F table or 14,435 > 2,180727 (the score of Sig. Is under 0,05), it can be concluded that the independent variables have significant influence to the dependent variable or the use of tutorial videos uploaded on Youtube significantly influence the Learning Motivation Variable.
3. Youtube platform with its many tutorial videos of TOEFL's structure problem either uploaded by the researchers or other uploaders is also scientifically proven to be effective in increasing the students' English learning outcomes. The data resulted from the research shows that there is a significant increasing from the pretest to the posttest scores. The average score of the pretest is only 61 while those in the post test is 82. It means that there is an increasing of 21 points after Youtube platform with its abundance of tutorial videos on TOEFL Structure problems is applied in the teaching and learning process.
4. From the discussion, it can also be stated that either the students' learning motivation or their English learning outcome is positively increased by the use of the Youtube platform in English for TOEFL teaching and learning process.

Meanwhile, the suggestion that can be given by the researcher for further research is to find out whether the use of Youtube platform is also effective in increasing the students' habit, empathy, self-confidence and so forth.

References

Adittia, Arya. 2017. "'Penggunaan Media Audio Visual untuk Meningkatkan Hasil Belajar IPS Siswa SD." *Mimbar Sekolah Dasar Vol 4 No.1*

Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu Proses. Jakarta: Rineka Cipta.

Atriana, Ina., Satriani, DH., and Abd. Hafid. 2021. "Hubungan antara Motivasi Belajar dan Hasil belajar siswa Kelas Tinggi Sekolah Dasar." *Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* VOl 1 No.2

Dewitt, Dororthy et.al. 2013. "The Potential of Youtube for Teaching and Learning of Performing Arts." *Researchgate.* https://www.researcggate.net/publication/2734251

Ebied, M. M. A., Kahouf, S. A. A.-S. and Abdel Rahman, S. A. (2016) „Effectiveness of Using Youtube in Enhance the Learning of Computer in Education Skills in Najran University", International Interdisciplinary Journal of Education, 5(3 Part 2), pp. 619–625. doi: 10.12816/0035903.

Elliott, A.J. and C.S. Dweck. (2005). Handbook of Competence and Motivation. New York, Guilford Press

Ghozali, Imam, 2013. Aplikasi Analisis Multivariat dengan Program IBM SPSS 21. Edisi 7, Semarang: Universitas Diponegoro

Iqbal, M., Latifah, S., & Irwandani, I. (2019). Pengembangan Video Blog (Vlog) Channel Youtube Dengan Pendekatan Stem Sebagai Media Alternatif Pembelajaran Daring. Inovasi Pembangunan: Jurnal Kelitbangan, 7(2), 135–135

Kamhar, M. Y. and Lestari, E. (2019) „Pemanfaat Sosial Media Youtube Sebagai Media Pembelajaran Bahasa Indonesia DI Perguruan Tinggi", INTELIGENSI: Jurnal Ilmu Pendidikan, 1(2), pp. 1– 7.

Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2020). Surat Edaran Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19).

Rahmawati, EY., Sadjiarto, A., and Santosa, TNB., 2020. "Analisis Pembelajaran Daring pada Masa New Normal (Studi Kasus di program Studi Pendidikan Ekonomi UKSW Salatiga." *Journal Kependidikan: Jurnal hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran.*

Rangga Mahendra, 2000. "Youtube Sebagai Media Pembealajara." *Researchgate*. https://www.researchgate.net/publication/341251703

Rohmatullah, AF., Khoiri, Nur., and Rofi'ah, NL. 2021. "Analisis Implementasi Model Pembelajaran berbasis Daring pada Mata Pelajaran Biologi kelas XI." *JBiodik : Jurnal Ilmiah Pendidikan* VOl 7 No.4, 2021

Sardiman, A.M. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers

Soegeng, A.Y. (2016). Dasar-dasar Penelitian. Yogyakarta: Magnum Pustaka Utama.

Sugiyono. 2018. Metode Penelitian Kualitatif untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif. Bandung: Alfabeta CV.

Vulandari, Retno Tri., Rahmawati, Elistya., 2021. "Statistika dengan Aplikasi Eviews: Referensi Olah Data Penelitian". Gava Media,

Widyantara, IMS., Rasna IW, 2020. "Penggunaan Media Youtube Sebelum dan saat Pandemi dalam Pembelajaan Ketrampilan Berbahasa Peseerta Didik." Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia Vol 9 No 2, Oktober 2020