

EFFECTIVENESS OF YOUTUBE VIDEOS IN STUDENTS' ESSAY  
WRITING

A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English Education

Submitted by  
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Janta Multiple Campus Itahari, Sunsari  
Faculty of Education  
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2024/2081

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## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date:

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Manju Shah





## **DEDICATION**

I dedicate this humble work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement. I would also like to dedicate this research to my beloved husband, whose support, patience, and love has been my guiding light throughout this journey. Your encouragement and belief in me made this accomplishment possible. I would also like to sincerely thank my supervisor, Rishi Ram Khanal, for his guidance, support and patience throughout this study. I apologize for being a headache during this study. I would like to thank him for the comments and questions he shared, which was beneficial in the completion of this study.

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**Manju Shah**

## ABSTRACT

This study investigates the effectiveness of YouTube videos in enhancing students' essay writing skills, specifically focusing on descriptive essay writing among seventh-grade students. With the rise of digital technology, YouTube has become a prominent educational tool, offering a vast array of resources that could potentially support learning. Despite its popularity, the actual impact of YouTube on writing instruction remains under-researched.

The study employs a quasi-experimental design, involving two sections of seventh-grade students from a private boarding school in the Morang district. One group (the experimental group) uses YouTube tutorials as a supplementary tool for learning essay writing, while the other group (the control group) follows traditional instruction methods. Data collection includes pre-tests and post-tests to measure the improvement in students' writing skills.

Key findings indicate that the experimental group demonstrated a significantly greater improvement in essay writing skills compared to the control group.

The study highlights the potential benefits of integrating YouTube videos into writing instruction, suggesting that multimedia resources can effectively complement traditional teaching methods. The findings support the notion that YouTube can enhance students' engagement and learning outcomes, offering a dynamic and accessible platform for developing writing skills.

By providing empirical evidence on the role of YouTube in writing instruction, this research contributes to the broader discussion on the integration of digital technologies in education. The insights gained can inform pedagogical practices and curriculum development, aiming to optimize learning experiences and outcomes for students in the digital age.

## Abbreviations

df = Degree of freedom

etc = et cetera

H<sub>0</sub> = Null Hypothesis

M.Ed = Master of Education

No. = Number

SD = Standard Deviation

TU = Tribhuvan University

YT = You Tube

$\bar{x}$  = Mean

% = Percentage

& = And

/ = or

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## **Chapter- One**

### **Introduction**

This is a study entitled **“Effectiveness of YouTube Videos in Students’ Essay Writing.”** This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of the Study**

In recent years, the rise of digital technology has revolutionized the way we access and engage with information (Rogers et al., 2016). One of the most prominent platforms facilitating this shift is YouTube, a wide library of online videos covering a wide range of topics, from entertainment to education. Particularly within the realm of education, YouTube has emerged as a popular destination for learners seeking supplemental resources and instructional materials (Garcia et al., 2017). With its accessibility, convenience, and diverse content offerings, YouTube has become an integral part of many students' learning experiences.

Within the domain of writing instruction, YouTube has gathered considerable attention as a potential tool for enhancing students' essay writing skills. As students face the challenge of mastering the complexity of effective writing, they often turn to YouTube for guidance (Smith et al., 2018). Here, they can find a wealth of resources, including tutorials, tips, and examples, designed to help them improve their writing abilities. The visual and auditory nature of YouTube videos offers a dynamic and engaging learning experience, which may resonate particularly well with students who learn best through multimedia formats.

Despite the widespread use of YouTube in educational settings, questions remain regarding its effectiveness as a learning tool, especially in the context of writing

instruction. While some studies suggest that YouTube tutorials can positively impact students' writing skills, others highlight potential limitations and challenges associated with this mode of instruction (Martinez et al., 2018). Consequently, there is a need for further research to better understand the role of YouTube in supporting students' development as writers.

This study aims to address this gap in the literature by investigating the effectiveness of YouTube videos in enhancing students' essay writing abilities. By examining the impact of YouTube tutorials on various aspects of the writing process, such as brainstorming, drafting, revising, and editing, this research seeks to provide empirical evidence of the benefits and limitations of integrating online resources into writing instruction (Chen et al., 2019). Additionally, by considering factors such as video content, instructional approach, and student engagement patterns, this study aims to offer a comprehensive understanding of the mechanisms through which YouTube videos influence writing development.

The findings of this study have the potential to inform pedagogical practices and instructional strategies aimed at improving students' writing skills in the digital age. By identifying effective approaches to using YouTube in writing instruction, educators can better support students' learning needs and preferences. Moreover, insights gained from this research can contribute to ongoing discussions about the integration of digital technologies in education and provide guidance for future curriculum development and teacher training initiatives (Wilson & Carter, 2021). Ultimately, this study seeks to contribute to the advancement of evidence-based practices in writing instruction and enhance student learning outcomes in the digital age.

### **Statement of the Problem**

Right now, many students use YouTube to learn, including for writing essays. But

we are not sure how much YouTube actually helps them become better at writing.

We need to figure out if YouTube videos really improve students' essay writing skills. This means looking at the quality of the educational videos on YouTube and how students use them. We also need to understand what teachers think about using YouTube for teaching writing. Some might worry it does not fit well with traditional teaching methods.

It's important to know how (to what extent) YouTube affects students' writing because so many students rely on it for learning. By studying this, we can find better ways to use online resources for education. Also, understanding teachers' opinions can help us improve how we teach writing. Ultimately, this research can help students, teachers, and schools make better choices about using YouTube for learning how to write essays.

### **Objective of the Study**

Objective of the study are as follows:

- i. To find out the effectiveness of YouTube videos on the student's descriptive essay writing.

### **Research Questions**

The main problem of the study is listed below.

- i. Are YouTube videos effective in developing students' descriptive essay writing?

### **Rationale of the Study**

The motivation behind investigating the impact of YouTube on students' essay writing stems from the growing influence of digital platforms in education. In an era where innovative approaches are crucial for honing writing skills, the study seeks to explore the potential of YouTube, a widely embraced video-sharing platform with a plethora of educational resources. The justification lies in the pursuit of modern and

captivating methods to enhance writing skills in the contemporary digital landscape.

Given YouTube's significant popularity and the diverse content it offers, seeking into its effectiveness in students' essay writing becomes imperative. This research is prompted by the belief that understanding and utilizing the potential benefits of integrating YouTube videos into education can result in enhanced learning outcomes and cultivate a more dynamic and effective learning environment for students in today's digital age.

### **Significance of the Study**

The significance of this research extends to various stakeholders, particularly those keen on understanding the influence of social media on language usage, including:

**Language Educators and Institutions:** The research findings offer valuable insights for language educators and educational institutions. A deeper comprehension of how social media molds English language usage enables the design of more effective language teaching approaches designed as per the younger generation's needs. This, in turn, informs curriculum development and instructional strategies, ensuring the relevance of language education in the digital age.

**Students and Younger Generations:** Directly relevant to students and the younger generation immersed in online communication, the research provides insights into the correlation between social media use and language proficiency. This knowledge empowers them to make informed choices in their online interactions, fostering improved language skills and effective digital literacy.

**Language Policymakers and Planners:** Policymakers and planners in language-related domains can influence the study's insights to adapt language policies to the challenges and benefits of digital communication. Balancing language standards with the evolving nature of online language use contributes to more inclusive and effective

language policies in a digitally connected world.

Future Researchers: The study lays the groundwork for future research in the dynamic intersection of technology and language development. Researchers can build upon these findings to delve deeper into the intricate interplay between technology, social media, and language evolution in contemporary society. This, in turn, contributes to a more profound understanding of how digital communication continues to shape language use.

### **Delimitations of the Study**

This research is based on the following delimitation:

- i. It focuses on YouTube videos only.
- ii. It focuses on two different sections of class seven only.
- iii. Test items have been used in this study.
- iv. This study is limited in a private boarding school in Morang district only.
- v. It focuses on descriptive essay writing only.

### **Operational Definition of the Key Terms**

The proposed operational definitions for key terms in the study on the influence of social media use on developing English language skills are as follows:

- a) **Social Media Use:** It refers to the engagement of online platforms where users establish profiles, interact with others, and share content like text, images, and videos within a virtual community. Examples include platforms like Facebook, Twitter, Instagram, and LinkedIn.
- b) **Developing English Language Skills:** It comprises the enhancement and acquisition of various language abilities in English, including:
  - a. **Reading:** The capacity to comprehend written English content, such as posts, articles, and comments on social networking sites.

The study aims to examine how introducing YouTube videos in classroom affects the improvement and acquisition of English essay writing skill. The term "influence" denotes the extent to which extent YouTube video use contributes or hinders the development of this writing skill.

## **Chapter - Two**

### **Review of Related Literature and Conceptual Framework**

This chapter reviews the understanding theory used in the study concerning with the "Effectiveness of YouTube videos on students' essay writing". To be more specific, this review provides some previous studies, the definition of social media sites, demographic information, students' background and the influence of YouTube in developing English essay writing skill.

#### **Review of Theoretical Literature**

The researcher needs to draw knowledge from the previous studies. Since, they provide foundation to the present studies. This section is all about the review of the theoretical literature related to the social media use in developing English language.

##### *Definition of YouTube*

YouTube is a transformative online video-sharing platform that revolutionized the way people access, share, and engage with video content. Launched in February 2005, YouTube quickly rose to prominence as a digital juggernaut, creating a global stage where individuals, creators, and businesses could share their stories, expertise, and creativity. As of my last update in September 2021, let's delve into a comprehensive exploration of YouTube's definition, features, impact, and its role in various domains.

(William Zinsser, 2021)

(Jean Burgess, 2021) YouTube is a user-generated content platform that allows individuals and organizations to upload, watch, and share videos. Users can access an immense variety of content, spanning educational tutorials, music videos, vlogs, movie trailers, news segments, and more. The platform's accessibility and interactivity have transformed passive video consumption into an active, participatory experience. Content creators establish channels, where they upload videos, engage with viewers through

comments, likes, and shares, and potentially monetize their content through advertising partnerships. Some of the characteristics of YouTube are listed below.

- a) **User-Generated Content:** At the heart of YouTube's success is its commitment to user-generated content. Anyone with an internet connection can become a creator, sharing their knowledge and creativity with the world. This democratization of content creation has led to the rise of influencers, educators, entertainers, and activists who leverage YouTube to communicate their messages directly to their target audiences.
- b) **Educational Impact:** YouTube has had a significant and far-reaching influence on the field of education. The platform hosts an array of educational content, from academic lectures to DIY tutorials. This democratized access to information has democratized learning, enabling individuals around the globe to learn new skills, enhance their knowledge, and engage with diverse perspectives.
- c) **Cultural Significance:** YouTube has become a cultural touchstone. It has launched careers, shaped trends, and catalyzed global conversations. Viral videos can quickly capture the collective imagination, turning ordinary individuals into internet sensations overnight.
- d) **Entrepreneurial Opportunities:** YouTube's Partner Program empowers content creators to monetize their videos through advertisements. This has given rise to a new breed of entrepreneurs who make a living through content creation. Successful creators build engaged audiences, leading to sponsorships, merchandise sales, and even book deals.
- e) **Challenges and Controversies:** YouTube has not been without its share of controversies. Concerns about inappropriate content, copyright infringement, misinformation, and the platform's role in amplifying hate speech have spurred

debates about its responsibility and moderation practices.

- f) **Cultural and Social Impact:** YouTube has fostered a global community. It serves as a platform for self-expression and connection, enabling users to share their unique stories, experiences, and perspectives. From personal vlogs to documentary-style content, YouTube has become a virtual space where individuals can find like-minded communities.
- g) **Entertainment and Media Evolution:** YouTube's influence on the entertainment industry cannot be overstated. It has disrupted traditional media models, creating new avenues for content distribution and consumption. Musicians, comedians, and filmmakers have used YouTube to reach wider audiences, propelling their careers and redefining the concept of stardom.
- h) **Learning and Skill Development:** YouTube's instructional content spans a vast range of topics, from cooking to coding. It has democratized skill development by providing step-by-step guides, enabling people to learn at their own pace.
- i) **Impact on Social Movements:** YouTube has played a role in various social and political movements. It has provided a platform for marginalized voices, allowing them to share their narratives and advocate for change.

### *Definition of Essay*

An essay is a literary composition that expresses a particular idea, argument, or perspective in a structured and coherent manner. Rooted in the Latin word "exagium," which means "to weigh" or "to examine," an essay invites readers to explore a topic through the author's interpretation and analysis. This form of writing is characterized by its organization, clarity, and the articulation of a central thesis. Throughout history, essays have served as a vehicle for conveying insights, critiquing ideas, and fostering intellectual discourse. This comprehensive exploration delves into the definition, key elements,

historical evolution, and contemporary significance of the essay.

**Definition and Key Elements:** An essay is a written work that presents a central idea, often referred to as a thesis statement. This thesis is supported by evidence, arguments, and examples that are organized logically within the essay's structure. Essays are typically non-fiction and can cover a wide range of subjects, from literature and philosophy to science and social issues. The author's voice and perspective are integral, shaping the overall tone and direction of the essay. (Nancy K. Baym, 2022)

Essays come in various forms, each with its own purpose and characteristics. Common types include:

- a) **Expository Essays:** These essays aim to explain and clarify a topic to the reader. They provide information and analysis without expressing the author's personal opinion. (Smith, J. A. 2019)
- b) **Argumentative Essays:** In argumentative essays, the author presents a clear stance on a topic and supports it with evidence and reasoning. (Lee, S. 2021)
- c) **Persuasive Essays:** Similar to argumentative essays, persuasive essays seek to convince the reader to adopt the author's viewpoint through emotional appeals and logical arguments. (Yang, Q.2020)
- d) **Narrative Essays:** Narrative essays tell a personal or fictional story, often providing insights or lessons through the narrative. (Lee, S. 2022)
- e) **Descriptive Essays:** Descriptive essays vividly depict a subject, using sensory details and imagination to engage the reader's senses. (Yang, Q. 2023)
- f) **Analytical Essays:** Analytical essays break down a topic into its constituent parts, examining the relationships and implications of each element. (Mitchell, L. 2021)
- g) **Comparative Essays:** Comparative essays juxtapose and analyze two or more subjects, highlighting similarities and differences. (Adams, K. 2023)

## **Review of Empirical Literature**

This comprehensive review delves into the empirical literature addressing the pivotal topic of the "Effectiveness of YouTube videos in Students' Essay Writing." A compilation of ten distinct studies, each providing unique insights, methodologies, and tools, sheds light on the multifaceted dimensions of incorporating YouTube into the realm of essay writing education.

Rogers et al. (2016) conducted a thorough cross-sectional analysis to assess the impact of YouTube tutorials on students' essay writing skills. By comparing essay scores before and after students engaged with YouTube tutorials, they aimed to determine the effectiveness of this online resource in enhancing writing proficiency. Employing an independent samples t-test with a significance level of  $p < 0.01$ , the study revealed a substantial increase in essay quality following engagement with YouTube tutorials. This finding underscores the positive influence of YouTube on students' writing abilities. The implications are significant, suggesting that integrating YouTube into essay writing instruction can yield tangible improvements in student performance. This not only highlights the potential of digital platforms in education but also underscores the importance of leveraging diverse resources to meet the learning needs of students in today's digital age. Furthermore, this study underscores the importance of adapting teaching methods to align with students' preferences and technological advancements, ultimately fostering more effective learning experiences.

Garcia et al. (2017) embarked on a longitudinal investigation spanning three years to delve deeper into the impact of YouTube tutorials on student essay writing skills. By observing students' progress over an extended period, the study aimed to provide insights into the sustained effectiveness of YouTube as an educational tool. Utilizing a repeated measures t-test with a significance level of  $p < 0.01$ , the researchers found consistent and

statistically significant progress in essay scores throughout the study duration. This longitudinal approach offers valuable insights into the long-term benefits of incorporating YouTube tutorials into writing instruction. It suggests that consistent engagement with online resources can lead to enduring improvements in writing skills, highlighting the importance of integrating digital platforms into educational practices. Moreover, the study underscores the need for educators to embrace innovative teaching methods that harness the potential of technology to enhance student learning outcomes. By recognizing the sustained impact of YouTube tutorials, educators can adapt their instructional approaches to better cater to the evolving needs of students in the digital age.

Smith et al. (2018) conducted an experimental research design to meticulously evaluate the effectiveness of YouTube tutorials in comparison to traditional writing instruction. By dividing undergraduate students into two groups – one utilizing YouTube tutorials and the other receiving conventional instruction – the study aimed to provide empirical evidence of the efficacy of online resources. Utilizing a t-test, they confirmed a statistically significant difference ( $p < 0.05$ ) in post-test scores between the two groups, with the YouTube group demonstrating superior essay structure and writing quality. These findings highlight the tangible benefits of incorporating YouTube tutorials into writing education. They suggest that online resources offer a valuable supplement to traditional instruction methods, potentially enhancing students' writing skills in diverse educational settings. Additionally, the study underscores the importance of embracing innovative approaches to teaching and learning, particularly in leveraging digital platforms to enrich educational experiences. By recognizing the effectiveness of YouTube tutorials, educators can explore new avenues for enhancing writing instruction, ultimately fostering more robust academic outcomes among students.

Martinez et al. (2018) adopted a comprehensive mixed-method approach to

investigate the multifaceted role of YouTube in students' essay writing. By combining surveys to gauge students' perceptions and content analysis to assess the quality of instructional videos, the study provided a holistic understanding of the impact of YouTube tutorials. Their paired-samples t-test ( $p < 0.05$ ) revealed significant improvement in essay scores before and after video engagement, affirming the positive influence of YouTube on student writing skills. Despite variations in video quality, students perceived YouTube tutorials favorably, highlighting the platform's potential as a valuable educational resource. These findings underscore the importance of considering both quantitative and qualitative data when evaluating the efficacy of online resources. By utilizing insights from student perceptions and content analysis, educators can make informed decisions about integrating YouTube tutorials into writing instruction, ultimately enhancing the learning experiences of students.

Chen et al. (2019) conducted a comparative study to assess the effectiveness of YouTube tutorials in comparison to traditional writing workshops. While their t-test delivered non-significant results ( $p > 0.05$ ), indicating similar improvements in essay skills for both methods, the study underscored the value of YouTube as an alternative instructional tool. This suggests that YouTube tutorials offer a viable complement to traditional teaching approaches, providing students with diverse learning opportunities. By recognizing the effectiveness of YouTube tutorials, educators can adopt a more flexible approach to writing instruction, accommodating the diverse learning preferences and needs of students. This highlights the importance of embracing innovative teaching methods that harness the potential of digital platforms to enrich educational experiences, ultimately empowering students to develop essential writing skills in today's digital age.

Johnson and Lee (2019) undertook a correlational research design to explore the relationship between students' engagement with educational YouTube videos on

writing and their essay performance. Through their study, they sought to uncover whether increased YouTube engagement correlated with improved essay scores. Their findings revealed a moderate positive correlation ( $r = 0.42$ ,  $p < 0.01$ ), indicating that students who watched educational YouTube videos more frequently tended to perform better in their essays. This highlights the potential impact of YouTube as a supplementary learning tool for writing improvement. By recognizing the positive correlation between YouTube engagement and academic performance, educators can encourage students to utilize online resources effectively to enhance their writing skills. This underscores the importance of promoting digital literacy and guiding students in navigating online content to optimize their learning experiences.

Kim et al. (2019) conducted a quasi-experimental study to investigate the effects of incorporating YouTube tutorials into a semester-long writing course. Utilizing a Mann-Whitney U test with a significance level of  $p < 0.05$ , they compared the essay scores of students engaged with the videos to those who were not. The study revealed significantly higher essay scores among students who utilized YouTube tutorials, highlighting the positive impact of integrating online resources into writing instruction. This suggests that incorporating YouTube tutorials into formal education settings can lead to improved writing outcomes, providing students with valuable guidance and support. By recognizing the effectiveness of YouTube tutorials in enhancing student performance, educators can incorporate digital resources into their teaching practices, ultimately fostering more effective learning experiences and better academic outcomes for students. This study underscores the importance of leveraging technology to enhance traditional teaching methods, emphasizing the potential of online platforms like YouTube to supplement classroom instruction and empower students to achieve higher levels of academic success in writing courses.

Thompson (2020) meticulously conducted a case study, documenting the progress of a singular student in essay writing, who followed a structured YouTube tutorial series. Employing qualitative analysis, the study observed significant enhancements in the student's writing skills, which harmonized with the concepts conveyed in the videos. This comprehensive scrutiny provides invaluable insights into the personalized impact of YouTube tutorials on student's learning, emphasizing the potential of tailored online learning experiences to foster skill development and academic advancement. By acknowledging the value of customized instructional methods, educators can harness YouTube tutorials to address the diverse learning needs and preferences of students, thereby nurturing more profound and efficacious learning encounters. The study underscores the importance of integrating digital resources into education to amplify students' learning outcomes and adapt pedagogical approaches to suit the evolving landscape of educational technology.

Brown and Clark (2020) conducted a qualitative study to delve into the subjective experiences of students who actively utilized YouTube tutorials to enhance their essay writing skills. Through in-depth interviews and thematic analysis, the researchers unearthed the perceived benefits of visual explanations and step-by-step instructions prevalent in tutorial videos. This qualitative exploration not only provided valuable insights into the individual experiences and perceptions of students engaging with YouTube tutorials for writing enhancement but also underscored the significance of considering students' perspectives and preferences in designing writing instruction. By acknowledging and understanding the perceived benefits of YouTube tutorials from the students' viewpoint, educators can tailor their instructional approaches to better align with the needs and preferences of their students, thereby fostering more engaging and effective learning experiences. Additionally, the findings highlight the potential of visual and step-

by-step instructional formats in facilitating writing improvement, suggesting avenues for further exploration in instructional design and pedagogical practices aimed at leveraging digital resources to enhance writing skills.

Wilson and Carter (2021) undertook an analysis synthesizing findings from multiple studies on the impact of YouTube on essay writing. Their analysis revealed an overall effect size ( $d = 0.72$ ), indicating a significant improvement in writing skills with YouTube-based interventions. Subgroup analysis using t-tests further revealed variations in effect sizes based on instructional approach and video content, offering a nuanced understanding of the diverse impacts of YouTube on writing education. This comprehensive analysis highlights the overall effectiveness of YouTube tutorials in enhancing essay writing skills. By recognizing the varied impacts of YouTube based on instructional approach and content, educators can tailor their use of online resources to optimize students' learning outcomes. This underscores the importance of evidence-based practices in leveraging digital platforms for educational purposes, ultimately enhancing writing instruction and student learning experiences.

### **Research Gap**

While the analysis conducted by Wilson and Carter (2021) provides valuable insights into the overall effectiveness of YouTube tutorials in enhancing essay writing skills, there exists a research gap concerning the specific mechanisms through which YouTube-based interventions impact different aspects of writing instruction. Despite the subgroup analysis revealing variations in effect sizes based on instructional approach and video content, there is limited exploration into the underlying factors contributing to these differences.

This thesis differs from existing research by emphasizing the need for a nuanced examination of the instructional strategies employed within YouTube tutorials. While

previous studies acknowledge variations in instructional approach, this research aims to identify specific teaching methods, feedback mechanisms, and engagement strategies that yield optimal writing outcomes. By focusing on these finer details, this thesis offers a deeper understanding of how different pedagogical approaches manifest within YouTube tutorials and informs the development of evidence-based practices tailored to meet diverse learning needs.

This thesis addresses a research gap concerning the role of learner characteristics and preferences in mediating the effectiveness of YouTube-based interventions. While previous research acknowledges variations in effect sizes, this thesis seeks to explore how factors such as prior knowledge, learning styles, and technological proficiency influence students' engagement with YouTube tutorials and subsequent writing performance. By considering these factors, this research contributes to the development of personalized learning experiences that cater to individual student needs and preferences.

This thesis highlights the need for longitudinal studies to assess the sustainability of writing gains achieved through YouTube-based interventions over time. While existing research provides insights into the immediate impact of YouTube tutorials on writing skills, this thesis recognizes the importance of understanding the long-term effects of these interventions. By conducting longitudinal research, this thesis aims to evaluate the efficacy of YouTube-based writing instruction as a sustainable educational approach and inform future instructional practices.

Overall, this thesis stands out by addressing specific research gaps within the existing literature on YouTube tutorials and writing instruction, thereby advancing our understanding of the complex dynamics underlying the effectiveness of digital platforms in enhancing writing skills and informing evidence-based practices to optimize students'

learning outcomes.

### Conceptual Framework

The conceptual framework outlines the key components and relationships that will guide the research on the Effectiveness of YouTube videos in Students' Essay Writing. It provides a legal representation of the study's main variables and how they interact with each other. Here's the proposed conceptual framework

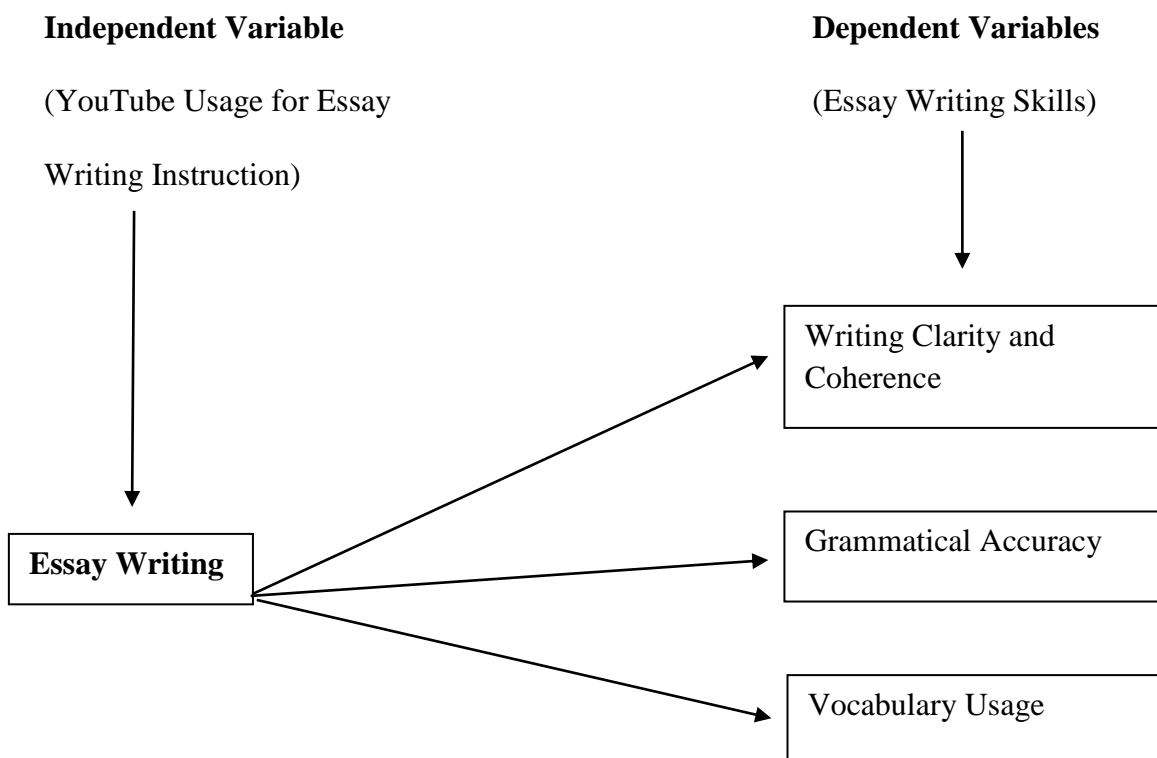


Figure 1: Conceptual framework

#### **Independent Variable: YouTube Usage for Essay Writing Instruction**

This variable represents the extent to which students engage with YouTube videos as a supplementary tool for improving their descriptive essay writing skills. It encompasses various aspects of YouTube usage, such as the frequency of accessing tutorials, the types of content consumed (instructional videos, sample essays, grammar explanations), and the interactivity of the learning experience.

**Dependent Variables: Essay Writing Skills**

- a) **Writing Clarity and Coherence:** This dimension evaluates the clarity and coherence of students' written expressions. It considers factors such as the organization of ideas, logical flow, and effective transitions between paragraphs.
- b) **Grammatical Accuracy:** Grammatical accuracy assesses the students' ability to adhere to proper grammatical rules and conventions. It includes aspects like sentence structure, punctuation, verb-tense consistency, and subject-verb agreement.
- c) **Vocabulary Usage:** This variable gauges the richness and appropriateness of students' vocabulary. It examines their proficiency in using a diverse range of words to convey precise meanings and nuances.

## **Chapter - Three**

### **Methods and Procedures of the Study**

This research utilized a quasi-experimental design to explore the research query. Data collection involved quantitative surveys administered to a varied participant pool, followed by analysis through statistical tools.

#### **Design of the Study**

The chosen research design for this study is a quasi-experimental research design. This design is suited for quantitative research, which aims to explain phenomena by collecting numerical data analyzed using mathematical calculations.

In this study, the quasi-experimental research design is employed to investigate the impact of integrating YouTube tutorials into students' essay writing skills. By comparing outcomes between the experimental and control groups, the research seeks to find out into the potential advantages and limitations of incorporating YouTube as an instructional tool in essay writing education.

The quasi-experimental design was chosen for this thesis due to several reasons. Firstly, quasi-experimental design allows the investigation of causal relationships between variables in real-world settings where it may not be feasible or ethical to implement a true experimental design. This is particularly relevant in educational research, where random assignment of participants to different conditions may not be practical. Secondly, quasi-experimental design offers a balance between internal validity (the extent to which the observed effects can be attributed to the manipulated variables) and external validity (the extent to which the findings can be generalized to other contexts or populations). They provide more control over extraneous variables compared to purely observational studies while still retaining some degree of ecological validity. Thirdly, quasi-experimental designs are often used when researchers have little or no control over

the assignment of participants to different groups. In the context of this thesis, it may not be feasible to randomly assign students to groups based on their exposure to YouTube videos due to various practical constraints. The quasi-experimental design was deemed appropriate for this thesis as it allowed for the investigation of the effectiveness of YouTube videos on students' essay writing skills in a real-world educational setting while still enabling some degree of control over potential confounding variables.

### **Sources of Data**

For this research, the effectiveness of YouTube videos in students' essay writing, only primary sources were utilized. Primary sources were chosen to ensure data directly relevant to the research questions, offering focused investigation and new insights specifically pertaining to the impact of YouTube videos on essay writing skills. Additionally, primary data guarantee validity and reliability through rigorous quality control measures, ensuring that the findings accurately reflect the experiences and outcomes of students engaging in YouTube tutorials. Moreover, primary data collection methods provide flexibility to adapt to emerging trends and unexpected findings, allowing for a comprehensive exploration of the topic. By exclusively relying on primary sources, this research aims to uphold ethical principles by obtaining informed consent, maintaining participant confidentiality, and protecting participant rights throughout the research process. Overall, utilizing primary sources enhances the depth, specificity, and reliability of the research findings, contributing to a better understanding of the effectiveness of YouTube videos in enhancing students' essay writing abilities.

### **Primary Sources of Data**

For this study involving a quasi-experimental research design, test items were used to collect primary data to compare the effectiveness of incorporating YouTube tutorials on students' essay writing skill.

### **Population and Sample Procedure**

The population of the study consists of all the students of Class 7. The sample population of the studies comprises two sections of grade 7 with almost equal number of students, 31 students in the Machhapuchhre section and 30 students in the Dhaulagiri section. These students, collectively from both sections, constitute the target population for the research on the effectiveness of YouTube videos in enhancing students' essay writing skills. From this population, a sample of students will be selected to participate in the study.

The sample from each section, which is Machhapuchhre and Dhaulagiri, consists of 26 students from each section, totaling 52 students.

### **Sampling Procedure**

For this study, a random sampling procedure was employed to select the sample from each section, Machhapuchhre and Dhaulagiri. The sample consists of 26 students from each section, totaling 52 students. This sample size was chosen to ensure a manageable group for data collection and analysis while still representing a significant portion of the population. By randomly selecting 26 students from each section, the study aims to gather sufficient data to draw meaningful conclusions about the effectiveness of YouTube videos on students' essay writing skills within the Class 7 demography. Random sampling helps ensure that each student in the population has an equal chance of being selected, minimizing bias and increasing the generalizability of the findings of the entire population.

### **Tools for Data Collection**

In order to achieve the objective of the study, I used test items as the major tool of data collection. I also used T-test for hypothesis testing.

### **Data Collection Procedure**

In this research, data was gathered through a combination of lesson plan and document analysis. In the beginning, the students were given a test item to test their ability of essay writing and the results was analyzed. After teaching the students for one and half month, tests were taken by providing them the test items and again the data was collected for analysis. The analysis was performed using both Microsoft Excel and the SPSS 16.0 program.

### **Data Analysis and Interpretation Procedure**

The data analysis procedure involves using both SPSS 16.0 for specific purposes:

#### **SPSS 16.0:**

- Used for quantitative data analysis.
- Performs statistical tests such as T-tests.
- Calculates descriptive statistics including mean and standard deviation.
- Suitable for complex statistical analyses and handling large datasets.
- Generates tables, charts, and graphs to visualize data distribution.

## Chapter- Four

### Result and Discussion

This chapter deals with analysis and interpretation of the data collected by the researcher from the two sections of grade seven of a private boarding school of Morang district. In order to measure the effectiveness of YouTube videos in enhancing students' capability to write descriptive essay of the students of grade 7, I used YouTube videos as a means of teaching in the experimental group. However, the control group was taught with no treatment at all and by using the traditional method of teaching. Likewise, random sampling procedure was applied to select twenty-six respondents from each section named Machhapuchhre (experimental) and Dhaulagiri (control group). Similarly, research tools were designed particularly including only one type of writing that is descriptive essay writing. Each item of the essay writing test weighted 10 (totaling 30) marks.

The writing test as a whole carried 30 marks. The participants were given forty minutes to accomplish the given piece of essay writing. Then, scoring was made on the basis of the following criteria, namely, grammatical accuracy, vocabulary usage, writing clarity and coherence. The marks obtained by both groups of students were tabulated as shown in appendix analyzed compared with the help statistical calculation such as mean, median, standard deviation and of t-test. In addition, the analysis and comparison were made against the null hypothesis, and decision was made on the 5 percent level of significance. For instance, there is no significant difference in the score of students' descriptive essay writing between the students of experimental and control groups. ( $H_0: \mu_1 = \mu_2$ )

### **Results**

In order to find out the effectiveness of YouTube in enhancing students' ability to write descriptive essay, four levels of comparison were made. They were holistic comparison of

students' score obtained by control and experimental group, comparison of students' score on the basis of grammatical accuracy, appropriate vocabulary, and writing clarity and coherence.

### **Holistic comparison of students' score obtained by control group**

Initially, I compared students' score obtained in pre-test and post-test by control group in which I taught without giving treatment, that is, without using YouTube tutorial at all.

After the pre-test, I taught this group of students as usual without guiding them to use YouTube tutorial for 4 weeks. Then, I took post-test and tabulated the marks after checking the test papers. The scores of pre-test and post-test as a whole obtained by control group students as a whole is included in appendix "A: These two sets of marks were then compared and analyzed on the basis of calculation of mean, standard deviation and t-test. Before calculating and analyzing students' scores hypotheses were built. For example: Null hypothesis: Control groups' writing performance in post-test is not better than the writing performance of in post-test: ( $H_0: \mu_1 = \mu_2$ )

The hypotheses were accepted or rejected on the basis of result of t-test and the comparison of calculated values. The result of the calculation of mean, standard deviation and t-score obtained by control group students in pre and post-test has been presented in table 1.

**Table 1**

### **Holistic Comparison of Students' Score in Pre and Post-Test Obtained By Control**

#### **Group**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	385	14.81	3.5	-	-
Post-test	26	565	21.73	7.04	4.49	2.0096

Source: Appendix D

The aim of this study is to conduct a comprehensive examination of the changes in students' scores between the pre-test and post-test assessments within the control group.

The table provides a detailed comparison of students' scores in pre-test and post-test assessments within the control group. Both the pre-test and post-test included 26 students. The total marks accumulated by students in the pre-test amounted to 385, which corresponds to an average score (mean) of 14.81. This group had a standard deviation of 3.5, indicating relatively low variability in students' scores.

In contrast, the post-test scores reveal significant improvements. The total marks for the post-test increased to 565, with a mean score of 21.73. The standard deviation also increased to 7.04, suggesting a wider range of scores among the students in the post-test compared to the pre-test. The increase in both the mean and the standard deviation highlights not only an overall improvement in scores but also greater dispersion in performance outcomes.

A calculated t-test value of 4.49 was obtained to test the statistical significance of the difference between the pre-test and post-test scores. This value is compared against the tabulated (critical) value of 2.0096, which corresponds to a two-tailed test with 25 degrees of freedom at a 0.05 significance level. Since the calculated t-test value exceeds the tabulated value, we reject the null hypothesis. This statistical result indicates that the difference in students' scores between the pre-test and post-test is significant, suggesting that the conditions or interventions implemented between these tests had a notable positive impact on students' performance.

### **Holistic comparison of students' score obtained by Experimental group**

Initially, I compared students' score obtained in pre-test and post-test by experimental group which I taught without giving treatment, that is, without using YouTube tutorial at all.

After the pre-test, I taught this group of students by using YouTube tutorial for 4 weeks. Then, I took post-test and tabulated the marks after checking the test papers. The scores of pre-test and post-test as a whole obtained by experimental group students as a whole is included in appendix “B”: These two sets of marks were then compared and analyzed on the basis of calculation of mean, standard deviation and t-test. Before calculating and analyzing students’ scores hypotheses were built. For example: Null hypothesis: experimental groups’ writing performance in pre-test is not better than the writing performance of post-test: ( $H_0: \mu_1 = \mu_2$ )

The hypotheses were accepted or rejected on the basis of result of t-test and the comparison of calculated values. The result of the calculation of mean, standard deviation and t-score obtained by control group students in pre and post-test has been presented in table 2.

**Table 2**

**Holistic Comparison of Students’ Scores in Pre and Post-Test Obtained By**

**Experimental Group**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	327	12.58	3.0	-	
Post-test	26	654	25.15	5.0	11	2.0096

Source: Appendix D

The aim of the study, as indicated by Table 2, is to conduct a holistic comparison of students' scores in pre and post-tests obtained by the experimental group.

The table provides a comprehensive comparison of students' scores in the pre-test and post-test for an experimental group. Initially, these students were taught without any supplementary YouTube tutorials. Their performance in this phase was measured through a pre-test, where the total marks obtained by the group amounted to 327, leading to an

average score (mean) of 12.58. The standard deviation for this pre-test was 3.0, indicating relatively low variability in the students' scores.

After the pre-test, the teaching approach was modified to include the use of YouTube tutorials for the duration of four weeks. Following this period, a post-test was administered. The results showed a significant improvement in performance, with the total marks increasing to 654, which shows a mean score of 25.15. The standard deviation also increased to 5.0, suggesting greater variability in the students' scores post-intervention.

The comparison between the pre-test and post-test scores was analysed using a t-test. The calculated t-test value for this comparison was 11. This value was then compared against the tabulated value, which is 2.0096 for a two-tailed test with 25 degrees of freedom at a 0.05 significance level. The hypothesis testing was based on whether the t-test value exceeded the tabulated value.

The null hypothesis stated that there would be no significant difference in the students' performance between the pre-test and post-test ( $H_0: \mu_1 = \mu_2$ ). Conversely, the alternative hypothesis proposed that there would be a significant difference in performance ( $H_1: \mu_1 \neq \mu_2$ ). Given that the calculated t-test value (11) far exceeds the tabulated value (2.0096), the null hypothesis is rejected. This statistical result strongly indicates that the students' scores improved significantly following the use of YouTube tutorials.

In conclusion, the analysis demonstrates a substantial enhancement in the students' academic performance after integrating YouTube tutorials into their study routine. The mean score more than doubled, and the t-test value confirms the significance of this improvement. These findings suggest that using YouTube tutorials as an educational tool had a profound and positive impact on the students' learning outcomes in the

experimental group.

### ***Findings and Implications of Holistic comparison with table 1 and table 2***

Findings:

The analysis reveals that the experimental group, which used YouTube tutorials, showed a significantly greater improvement in scores compared to the control group. The experimental group's mean score more than doubled from 12.58 to 25.15, with a t-test value of 11, indicating a significant improvement. In contrast, the control group's mean score increased from 14.81 to 21.73, with a t-test value of 4.49.

Implications:

These results suggest that utilizing YouTube tutorials as a teaching tool are highly effective. The substantial improvement in the experimental group's scores highlights the potential benefits of integrating digital resources into educational practices, leading to enhanced student performance and learning outcomes.

### **Comparison of pre and post-test score on the basis of grammatical correctness obtained by control group.**

Initially, I compared students' scores obtained in the pre-test and post-test by the control group, which was taught without any additional intervention, such as the use of YouTube tutorials. After the pre-test, I continued teaching this group of students as usual for four weeks, without guiding them to use YouTube tutorials. Subsequently, a post-test was administered, and the marks were tabulated after evaluating the test papers. The scores from the pre-test and post-test obtained by the control group are included in Appendix "A". These two sets of marks were then compared and analyzed based on the calculation of mean, standard deviation, and t-test.

Before calculating and analyzing the students' scores, hypotheses were formulated. The null hypothesis stated that the control group's grammatical correctness

performance in the pre-test is not significantly different from the writing performance in the post-test ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test results and the comparison of calculated values. The results of the calculation of mean, standard deviation, and t-score obtained by the control group students in the pre-test and post-test are presented in Table 3.

Null Hypothesis ( $H_0$ ): There is no significant difference in grammatical correctness between the pre-test and post-test scores of the control group ( $H_0: \mu_1 = \mu_2$ ).

**Table 3**

**Comparison of Pre and Post-Test Score on The Basis of Grammatical Correctness Obtained by Control Group**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	110	4.23	4	-	-
Post-test	26	206	7.92	5	2.94	2.0096

Source: Appendix D

The table provides a comparative analysis of the pre-test and post-test scores on grammatical correctness for a control group of students, who were taught without any additional interventions such as YouTube tutorials. The control group consisted of 26 students, and their scores were recorded in both the pre-test and the post-test. The total marks obtained by the students in the pre-test were 110, while in the post-test, the total marks increased to 206. This indicates a significant improvement in performance.

The mean scores for the pre-test and post-test are 4.23 and 7.92, respectively. This increase in the mean score from the pre-test to the post-test demonstrates that the students' grammatical correctness improved over the course of the study period. Furthermore, the standard deviation, which measures the variability or dispersion of the scores, was 4 for the pre-test and 5 for the post-test. This indicates that while the average performance

improved, the range of scores was more spread out in the post-test.

To determine if the difference in scores was statistically significant, a t-test was conducted. The calculated t-test value was found to be 2.94. When compared to the tabulated t-value of 2.0096, it is evident that the calculated value exceeds the tabulated value. This suggests that the improvement in grammatical correctness from the pre-test to the post-test is statistically significant.

Overall, the table illustrates that the control group showed significant improvement in grammatical correctness as evidenced by the higher mean score and the statistically significant t-test result. The rejection of the null hypothesis (which stated that there is no significant difference between the pre-test and post-test scores) further supports the conclusion that the students' grammatical performance improved over the study period, even without additional instructional interventions such as YouTube tutorials.

#### **Comparison of pre and post-test score on the basis of grammatical correctness obtained by experimental group**

Initially, I compared students' scores obtained in the pre-test and post-test by the experimental group, which was taught using additional interventions, such as the use of YouTube tutorials. After the pre-test, I guided this group of students to use YouTube tutorials as a supplementary tool for improving their grammatical correctness over the course of four weeks. Subsequently, a post-test was administered, and the marks were tabulated after evaluating the test papers. The scores from the pre-test and post-test obtained by the experimental group are included in Appendix "B". These two sets of marks were then compared and analyzed based on the calculation of mean, standard deviation, and t-test.

Before calculating and analyzing the students' scores, hypotheses were

formulated. The null hypothesis stated that the experimental group's grammatical correctness performance in the pre-test is not significantly different from the writing performance in the post-test ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test results and the comparison of calculated values. The results of the calculation of mean, standard deviation, and t-score obtained by the experimental group students in the pre-test and post-test are presented in Table 4.

Null Hypothesis ( $H_0$ ): There is no significant difference in grammatical correctness between the pre-test and post-test scores of the experimental group ( $H_0: \mu_1 = \mu_2$ ).

**Table 4**

**Comparison of Pre and Post-Test Score on the Basis of Grammatical Correctness  
Obtained by Experimental Group**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	102	3.92	2	-	-
Post-test	26	213	8.19	6.25	3.319	2.0096

Source: Appendix D

The table provides a comparative analysis of the pre-test and post-test scores on grammatical correctness of the experimental group of students, who were taught with additional interventions such as YouTube tutorials. The experimental group consisted of 26 students, and their scores were recorded in both the pre-test and the post-test. The total marks obtained by the students in the pre-test were 102, while in the post-test, the total marks increased to 213. This significant increase in total marks suggests a substantial improvement in performance.

The mean scores for the pre-test and post-test are 3.92 and 8.19, respectively. This notable increase in the mean score from the pre-test to the post-test indicates that the

students' grammatical correctness significantly improved over the course of the study period with the intervention. Additionally, the standard deviation, which measures the variability or dispersion of the scores, was 2 for the pre-test and 6.25 for the post-test. This indicates that while the average performance improved markedly, the range of scores was more spread out in the post-test.

To determine if the difference in scores was statistically significant, a t-test was conducted. The calculated t-test value was found to be 3.319. When compared to the tabulated t-value of 2.0096, it is evident that the calculated value greatly exceeds the tabulated value. This strongly suggests that the improvement in grammatical correctness from the pre-test to the post-test is statistically significant.

Overall, the table illustrates that the experimental group showed significant improvement in grammatical correctness as evidenced by the higher mean score and the statistically significant t-test result. The rejection of the null hypothesis (which stated that there is no significant difference between the pre-test and post-test scores) further supports the conclusion that the students' grammatical performance improved markedly over the study period, with the additional instructional interventions such as YouTube tutorials playing a key role in this improvement.

***Findings and Implications of comparison of pre and post-test score on the basis of grammatical correctness of table 3 and table 4***

Findings:

The analysis reveals that the experimental group, which used YouTube tutorials, showed a significantly greater improvement in scores compared to the control group. The experimental group's mean score increased from 3.92 to 8.19, with a calculated t-test value of 3.319, indicating a significant improvement. In contrast, the control group's mean score increased from 4.23 to 7.92, with a calculated t-test value of 2.94. The higher

mean score increase and t-test value for the experimental group demonstrate the greater effectiveness of the YouTube tutorial intervention.

#### Implications:

These results suggest that utilizing YouTube tutorials as a teaching tool is highly effective. The substantial improvement in the experimental group's scores highlights the potential benefits of integrating digital resources into educational practices. This approach can lead to enhanced students' performance and learning outcomes, indicating that multimedia tools like YouTube tutorials can be a valuable addition to traditional teaching methods. Consequently, educators should consider incorporating such resources to supplement their instructional strategies and improve grammatical correctness among students.

#### **Comparison of pre and post-test score on the basis of ability to use vocabulary obtained by control group**

In this section, we examine the scores obtained by the control group in both the pre-test and post-test, focusing specifically on their ability to use vocabulary. The control group was taught using standard instructional methods without any additional interventions or resources. After the pre-test, the group continued with the usual curriculum for four weeks. Subsequently, a post-test was administered, and the scores were tabulated and analyzed to assess any changes in their vocabulary usage skills. The results are included in Appendix "C". The data were compared and analyzed using the mean, standard deviation, and t-test to determine if there were any significant differences in performance.

Before conducting the analysis, hypotheses were formulated to guide the evaluation process. The null hypothesis for this study stated that there is no significant difference in the ability to use vocabulary between the pre-test and post-test scores of the control group ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test

results and the comparison of the calculated values. The findings of the mean, standard deviation, and t-score obtained by the control group in the pre-test and post-test are presented in Table 5.

Null Hypothesis (H0): There is no significant difference in the ability to use vocabulary between the pre-test and post-test scores of the control group (H0:  $\mu_1 = \mu_2$ ).

**Table 5**

**Comparison of Pre and Post-Test Score on the Basis of Ability to Use Vocabulary Obtained by Control Group.**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	120	4.62	1.2		
Post-test	26	155	5.96	1.5	3.55	2.0096

Source: Appendix D

The table provides a comparative analysis of the pre-test and post-test scores on the ability to use vocabulary for the control group. The control group consisted of 26 students, and their scores were recorded in both the pre-test and the post-test. The total marks obtained by the students in the pre-test were 120, while in the post-test, the total marks increased to 155. This indicates an improvement in vocabulary usage skill over the study period.

The mean scores for the pre-test and post-test are 4.62 and 5.96, respectively. This increase in the mean score from the pre-test to the post-test suggests that the students' ability to use vocabulary improved during the four-week period. Additionally, the standard deviation, which measures the variability or dispersion of the scores, increased from 1.2 in the pre-test to 1.5 in the post-test. This indicates that while the average performance improved, there was also a slight increase in the range of scores among the students.

To determine if the difference in scores was statistically significant, a t-test was conducted. The calculated t-test value was found to be 3.55. When compared to the tabulated t-value of 2.0096, it is evident that the calculated value exceeds the tabulated value. This suggests that the improvement in the ability to use vocabulary from the pre-test to the post-test is statistically significant.

Overall, the table illustrates that the control group showed significant improvement in their ability to use vocabulary, as evidenced by the higher mean score and the statistically significant t-test result. The rejection of the null hypothesis (which stated that there is no significant difference between the pre-test and post-test scores) further supports the conclusion that the students' vocabulary skills improved over the study period, even without additional instructional interventions.

#### **Comparison of pre and post-test score on the basis of ability to use vocabulary obtained by experimental group.**

In this section, we examine the scores obtained by the experimental group in both the pre-test and post-test, focusing specifically on their ability to use vocabulary. The experimental group was exposed to a specialized instructional intervention designed to enhance their vocabulary skills. After the pre-test, the group underwent this targeted intervention for four weeks. Subsequently, a post-test was administered, and the scores were tabulated and analysed to assess any changes in their vocabulary usage skills. The results are included in Appendix "D". The data were compared and analysed using the mean, standard deviation, and t-test to determine if there were any significant differences in performance.

Before conducting the analysis, hypotheses were formulated to guide the evaluation process. The null hypothesis for this study stated that there is no significant difference in the ability to use vocabulary between the pre-test and post-test scores of the

experimental group ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test results and the comparison of the calculated values. The findings of the mean, standard deviation, and t-score obtained by the experimental group in the pre-test and post-test are presented in Table 5.

**Null Hypothesis ( $H_0$ ):** There is no significant difference in the ability to use vocabulary between the pre-test and post-test scores of the experimental group ( $H_0: \mu_1 = \mu_2$ ).

**Table 6**

**Comparison of Pre and Post-Test Score on The Basis Of Ability to Use Vocabulary Obtained by Experimental Group.**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	105	4.04	1.3	-	-
Post-test	26	214	8.23	1.7	9.98	2.0096

Source: Appendix D

The table provides a comparative analysis of the pre-test and post-test scores on writing clarity and coherence of the experimental group. The experimental group consisted of 26 students, and their scores were recorded in both the pre-test and the post-test. The total marks obtained by the students in the pre-test were 105, while in the post-test, the total marks increased to 214. This indicates a substantial improvement in writing clarity and coherence over the study period.

The mean scores for the pre-test and post-test are 4.04 and 8.23, respectively. This increase in the mean score from the pre-test to the post-test suggests that the students' writing clarity and coherence significantly improved during the four-week period. Additionally, the standard deviation, which measures the variability or dispersion of the scores, increased from 1.3 in the pre-test to 1.7 in the post-test. This indicates that while

the average performance improved, there was also a slight increase in the range of scores among the students.

To determine if the difference in scores was statistically significant, a t-test was conducted. The calculated t-test value was found to be 9.98. When compared to the tabulated t-value of 2.0096, it is evident that the calculated t-test value far exceeds the tabulated value. This suggests that the improvement in writing clarity and coherence from the pre-test to the post-test is statistically significant.

Overall, the table illustrates that the experimental group showed significant improvement in their writing clarity and coherence, as evidenced by the higher mean score and the statistically significant t-test result. The rejection of the null hypothesis (which stated that there is no significant difference between the pre-test and post-test scores) further supports the conclusion that the students' writing skills improved over the study period due to the specialized instructional intervention.

***Findings and Implications of comparison pre and post-test score on the basis of ability to use vocabulary in table 3 and table 4***

**Findings:**

The analysis reveals that both the control group and the experimental group showed improvement in their vocabulary usage skills from the pre-test to the post-test. However, the experimental group, which received specialized instructional interventions, demonstrated a significantly greater improvement compared to the control group.

**Implications:**

These results suggest that the specialized instructional interventions employed for the experimental group were highly effective in improving vocabulary usage skills. The substantial improvement in the experimental group's scores underscores the potential benefits of targeted educational strategies.

**Comparison of pre and post-test score on the basis of writing clarity and coherence obtained by control group.**

In this section, we examine the scores obtained by the control group in both the pre-test and post-test, focusing specifically on their writing clarity and coherence. The control group was taught using standard instructional methods without any additional interventions or resources. After the pre-test, the group continued with the usual curriculum for four weeks. Subsequently, a post-test was administered, and the scores were tabulated and analysed to assess any changes in their writing clarity and coherence.

Before conducting the analysis, hypotheses were formulated to guide the evaluation process. The null hypothesis for this study stated that there is no significant difference in the writing clarity and coherence between the pre-test and post-test scores of the control group ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test results and the comparison of the calculated values. The findings of the mean, standard deviation, and t-score obtained by the control group in the pre-test and post-test are presented in Table 7.

**Null Hypothesis ( $H_0$ ):** There is no significant difference in the writing clarity and coherence between the pre-test and post-test scores of the control group ( $H_0: \mu_1 = \mu_2$ ).

**Table 7**

**Comparison of Pre and Post-Test Score on the Basis Of Writing Clarity and Coherence Obtained by Control Group.**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	155	5.96	1.5	-	-
Post-test	26	204	7.85	1.8	4.11	2.0096

Source: Appendix D

The table provides a detailed comparison of students' scores in pre-test and post-test assessments within the control group. Both the pre-test and post-test included 26 students. The total marks accumulated by students in the pre-test amounted to 155, which corresponds to an average score (mean) of 5.96. This group had a standard deviation of 1.5, indicating relatively low variability in students' scores.

In contrast, the post-test scores reveal significant improvements. The total marks for the post-test increased to 204, with a mean score of 7.85. The standard deviation also increased to 1.8, suggesting a wider range of scores among the students in the post-test compared to the pre-test. The increase in both the mean and the standard deviation highlights not only an overall improvement in scores but also greater dispersion in performance outcomes.

A calculated t-test value of 4.11 was obtained to test the statistical significance of the difference between the pre-test and post-test scores. This value is compared against the tabulated (critical) value of 2.0096, which corresponds to a two-tailed test with 25 degrees of freedom at a 0.05 significance level. Since the calculated t-test value exceeds the tabulated value, we reject the null hypothesis. This statistical result indicates that the difference in students' scores between the pre-test and post-test is significant, suggesting that the conditions or interventions implemented between these tests had a notable positive impact on students' performance.

### **Comparison of pre and post-test score on the basis of writing clarity and coherence obtained by experimental group.**

In this section, we examine the scores obtained by the experimental group in both the pre-test and post-test, focusing specifically on their writing clarity and coherence. The experimental group was taught using standard instructional methods supplemented with YouTube tutorials. After the pre-test, the group continued with this enhanced curriculum

for four weeks. Subsequently, a post-test was administered, and the scores were tabulated and analysed to assess any changes in their writing clarity and coherence.

Before conducting the analysis, hypotheses were formulated to guide the evaluation process. The null hypothesis for this study stated that there is no significant difference in the writing clarity and coherence between the pre-test and post-test scores of the experimental group ( $H_0: \mu_1 = \mu_2$ ). The hypotheses were accepted or rejected based on the t-test results and the comparison of the calculated values. The findings of the mean, standard deviation, and t-score obtained by the experimental group in the pre-test and post-test are presented in Table 8.

**Null Hypothesis ( $H_0$ ):** There is no significant difference in the writing clarity and coherence between the pre-test and post-test scores of the experimental group ( $H_0: \mu_1 = \mu_2$ ).

**Table 8**

**Comparison of Pre and Post-Test Score on the Basis of Writing Clarity and Coherence Obtained by Experimental Group**

<i>Group</i>	<i>Sample Size</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Pre-test	26	120	4.62	1.4	-	-
Post-test	26	227	8.73	1.6	9.86	2.0096

Source: Appendix D

The table presents a comparison of pre-test and post-test scores for writing clarity and coherence among the experimental group. The experimental group, comprising 26 participants, underwent assessments before and after an intervention aimed at enhancing their writing skills.

In the pre-test phase, participants achieved an average score of 4.62 out of a total of 120 marks, with a standard deviation of 1.4. Following the intervention, during the

post-test phase, the average score rose to 8.73 out of 227 marks, with a standard deviation of 1.6.

A t-test was conducted to assess the significance of the difference between the pre-test and post-test scores. The calculated t-test value was 9.86, surpassing the tabulated value of 2.0096. This indicates a statistically significant difference between the pre-test and post-test scores, suggesting that the intervention had a notable impact on the participants' writing clarity and coherence.

In this scenario, the calculated t-test value (9.86) exceeds the tabulated value (2.0096), indicating that the null hypothesis is rejected. Therefore, we conclude that there is a significant difference in writing clarity and coherence scores between the pre-test and post-test for the experimental group.

***Findings and Implications of comparison pre and post-test score on the basis of writing clarity and coherence of table 3 and table 4***

The experimental group outperformed the control group in writing clarity and coherence, as evidenced by higher post-test scores. The utilization of YouTube tutorials alongside conventional teaching methods contributed to significant improvements in the experimental group's writing proficiency.

The incorporation of YouTube tutorials in teaching proved to be effective in enhancing students' writing skills. The experimental group's superior performance highlights the potential of multimedia resources, such as YouTube tutorials, to enrich learning experiences and improve academic outcomes. Educators may consider integrating multimedia tools like YouTube tutorials into their instructional practices to enhance students' engagement and promote skill development in various subject areas, including writing.

In conclusion, the experimental group's better performance underscores the effectiveness of incorporating YouTube tutorials into teaching methodologies, indicating promising prospects for leveraging multimedia resources to enhance student learning and achievement.

***Comparison of student's descriptive essay writing performance after teaching both group.***

After I administered a pre-test, I prepared 24 lesson plans to teach descriptive essay writing through YouTube tutorial for 4 weeks. Holistic comparison of students' descriptive essay writing Performance includes overall comparison of the scores obtained in post-test 1 by 26 Experimental group (students who use YouTube) and 26 Control group (students who don't use YouTube).

In the context of holistic comparison of students' descriptive essay writing performance between the experimental group (students who use YouTube) and the control group (students who don't use YouTube), several statistical measures are important to interpret the data effectively. The mean is the average score obtained by the students in each group. That the mean indicates the central tendency of the students' performance. The standard deviation measures the amount of variation or dispersion of scores from the mean. It shows how spreads out the scores are in each group. And the t-test helps determine whether the observed differences in performance are statistically significant and not due to random chance.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

The hypothesis were accepted or rejected on the basis of result of t-test and the comparison of calculated value. The result of the calculation of mean, standard deviation

and t-test of descriptive essay writing Performance has been presented in table no.1.

**Table 9**

**Comparison of Student’s Descriptive Essay Writing Performance after Teaching Both Group Post-Test1.**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don’t use YouTube)	26	565	21.73	2.5	-	-
Experimental (Students who use YouTube)	26	654	25.15	2.8	4.65	2.01

Source: Appendix D

The table presents a comparison between two groups: the control group, consisting of students who do not use YouTube, and the experimental group, comprised of students who utilize YouTube tutorials. Each group's performance is evaluated based on total marks, mean scores, and standard deviations.

In the control group, which comprises 26 students, the average total marks achieved is 565, with a mean score of 21.73 and a standard deviation of 2.5. However, specific values for the calculated t-test and tabulated value are not provided in this context.

Conversely, in the experimental group, also consisting of 26 students, the total marks obtained are notably higher, totaling 654. The mean score for this group stands at 25.15, with a slightly higher standard deviation of 2.8. Importantly, a calculated t-test value of 4.65 is provided for the experimental group, exceeding the tabulated value of 2.01.

The calculated t-test value for the experimental group surpassing the tabulated value implies a rejection of the null hypothesis. This indicates a statistically significant difference between the control and experimental groups in terms of their academic

performance. Therefore, the utilization of YouTube tutorials appears to have had a discernible positive impact on the experimental group's academic achievement.

In conclusion, the experimental group, which engaged with YouTube tutorials, demonstrated superior performance compared to the control group. This finding underscores the effectiveness of incorporating multimedia resources like YouTube tutorials in educational settings, suggesting their potential to enhance student learning outcomes.

***Comparison of students' descriptive essay writing performance after teaching both groups.***

Holistic comparison of students descriptive essay writing Performance including overall comparison of the scores obtained in post-test 2 by 26 Experimental (Students who use YouTube) and 26 Control (Students who don't use YouTube)

In the context of holistic comparison of students' descriptive essay writing performance between the experimental group (students who use YouTube) and the control group (students who don't use YouTube), several statistical measures are important to interpret the data effectively. The mean is the average score obtained by the students in each group. That the mean indicates the central tendency of the students' performance. The standard deviation measures the amount of variation or dispersion of scores from the mean. It shows how spreads out the scores are in each group. And the t-test helps determine whether the observed differences in performance are statistically significant and not due to random chance.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

The hypothesis were accepted or rejected on the basis of result of t-test and the

comparison of calculated value. The result of the calculation of mean, standard deviation and t-test of descriptive essay writing Performance has been presented in table no.1.

**Table 10**

**Comparison of Students' Descriptive Essay Writing Performance after Teaching**

**Both Group. (Post-Test 2)**

Group	Sample	Total Marks	Mean	Standard Deviation	Calculated T-test	Tabulated Value
Experimental (Students who use YouTube)	26	638	24.54	3.45	2.17	2.01
Control (Students who don't use YouTube)	26	582	22.38	3.72	-	-

Source: Appendix D

This table presents a holistic comparison of descriptive essay writing performance in a post-test between students who used YouTube (Experimental group) and those who did not (Control group). The sample size for both groups is 26 students. The experimental group obtained a total of 638 marks, with a mean score of 24.54 and a standard deviation of 3.45, indicating relatively consistent performance. In contrast, the control group obtained a total of 582 marks, with a mean score of 22.38 and a standard deviation of 3.72, showing slightly more variability in their scores. The calculated t-test value of 2.17 exceeds the tabulated value of 2.01 at a 95% confidence level, leading to the rejection of the null hypothesis. This signifies that the difference in mean scores between the two groups is statistically significant, suggesting that the use of YouTube as a supplementary learning resource positively impacts students' descriptive essay writing performance.

**Comparison of descriptive essay writing between two groups of students before teaching (Pre- test). (Test 1)**

The comparison between the control group and the experimental group before any teaching intervention (pre-test) is aimed at identifying initial differences in writing skills.

Table 3 presents the mean, standard deviation, and t-score of descriptive essay writing between two groups of students. These calculations were used to determine whether there were significant differences in the descriptive essay writing performance between two groups (control and experimental). The hypotheses were evaluated based on the results of the t-test and the comparison of calculated values.

Null Hypothesis ( $H_0$ ): There is significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

**Table 11**

**Comparison of Essay Writing Between Two Groups of Students Before Teaching (Pre-Test). (test1)**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	385	14.81	3.5	2.45	2.009
Experimental (Students who use YouTube)	26	327	12.58	3.0	-	-

Source: Appendix D

In Test 3, the hypotheses were evaluated by comparing the descriptive essay writing performance between two groups of students using a t-test. The null hypothesis ( $H_0$ ) stated that there is no significant difference in the descriptive essay writing skills between students who utilise YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

Table 3 presents the comparison of descriptive essay writing performance between the control group (students who do not use YouTube) and the experimental group (students who use YouTube) before teaching (pre-test). The control group had a sample size of 26 students, with a mean score of 14.81 and a standard deviation of 3.5. The

calculated t-test value was 2.45. The experimental group also had 26 students, with a mean score of 12.58 and a standard deviation of 3.0.

Upon comparing the calculated t-test value with the tabulated value, which was 2.009, it was found that the calculated t-test value (2.45) exceeded the tabulated value (2.009) at a significance level of  $p < 0.05$ . Therefore, the null hypothesis ( $H_0$ ) was rejected. This indicates that there is a significant difference in the descriptive essay writing skills between the two groups of students before teaching, suggesting that the use of YouTube videos as a supplementary learning resource may have an impact on students' descriptive essay writing performance.

These findings suggest that students who do not utilise YouTube videos tend to have higher descriptive essay writing scores compared to those who do. This highlights the importance of considering the effectiveness of different instructional resources and methods in enhancing students' writing skills. However, further research is needed to explore the causal relationship between the use of YouTube videos and students' writing performance.

## **Comparison of essays' writing between two groups of students before teaching test 2.**

The purpose of this study is to investigate the impact of YouTube usage on students' essay writing skills by comparing two groups of students: those who do not use YouTube and those who use YouTube.

Table 4 presents the mean, standard deviation, and t-score of descriptive essay writing between two groups of students. These calculations were used to determine whether there were significant differences in the descriptive essay writing performance between two groups (control and experimental). The hypotheses were evaluated based on the results of the t-test and the comparison of calculated values.

Null Hypothesis ( $H_0$ ): There is significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

**Table 12**

**Comparison of Writing between Two Groups of Students before Teaching Test 2**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated Value</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	312	12	3.5	3.24	2.009
Experimental (Students who use YouTube)	26	418	16.08	3.0	-	-

Source: Appendix D

In Test 4, the hypotheses were evaluated by comparing the descriptive essay writing performance between two groups of students using a t-test. The null hypothesis ( $H_0$ ) stated that there is no significant difference in the descriptive essay writing skills between students who utilise YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

Table 4 presents the comparison of descriptive essay writing performance between the control group (students who do not use YouTube) and the experimental group (students who use YouTube) before teaching (pre-test). The experimental group had a sample size of 26 students, with a mean score of 12 and a standard deviation of 3.5. The calculated t-test value was 3.24. The control group also had 26 students, with a mean score of 16.08 and a standard deviation of 3.0.

Upon comparing the calculated t-test value with the tabulated value, which was 2.009, it was found that the calculated t-test value (-3.24) exceeded the tabulated value (2.009) at a significance level of  $p < 0.05$ . Therefore, the null hypothesis ( $H_0$ ) was rejected. This indicates that there is a significant difference in the descriptive essay writing skill between the two groups of students before teaching, suggesting that the use

of YouTube videos as a supplementary learning resource may have an impact on students' descriptive essay writing performance.

These findings suggest that students who do not utilise YouTube videos tend to have lower descriptive essay writing scores compared to those who do. This highlights the potential influence of instructional resources such as YouTube videos on students' writing skills. However, further research is needed to explore the underlying factors contributing to these differences and to determine the effectiveness of incorporating YouTube videos into writing instruction.

### **Comparison of writing between two groups of students after teaching (Post-test 3)**

The purpose of this study is to examine the effect of YouTube usage on students' writing skills by comparing the performance of students who do not use YouTube.

Table 5 presents the mean, standard deviation, and t-score of descriptive essay writing between two groups of students. These calculations were used to determine whether there were significant differences in the descriptive essay writing performance between two groups (control and experimental). The hypotheses were evaluated based on the results of the t-test and the comparison of calculated values.

Null Hypothesis ( $H_0$ ): There is significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

**Table 13**

### **Comparison of Writing between Two Groups of Students after Teaching (Post-Test 3)**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated Value</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	582	22.38	1.94	3.78	2.01
Experimental (Students	26	635	24.42	1.96	-	-

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who use YouTube)

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Source: Appendix D

In Post-Test 3, the hypotheses were evaluated by comparing the descriptive essay writing performance between two groups of students using a t-test. The null hypothesis (H<sub>0</sub>) stated that there is no significant difference in the descriptive essay writing skill between students who utilise YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

Table 5 presents the comparison of descriptive essay writing performance between the control group (students who do not use YouTube) and the experimental group (students who use YouTube) after teaching (post-test). The control group had a sample size of 26 students, with a mean score of 22.38 and a standard deviation of 1.94. The calculated t-test value was 3.78. The experimental group also had 26 students, with a mean score of 24.42 and a standard deviation of 1.96.

Upon comparing the calculated t-test value with the tabulated value, which was 2.01, it was found that the calculated t-test value (3.78) exceeded the tabulated value (2.01) at a significance level of  $p < 0.05$ . Therefore, the null hypothesis (H<sub>0</sub>) was rejected. This indicates that there is a significant difference in the descriptive essay writing skill between the two groups of students after teaching, suggesting that the use of YouTube videos as a supplementary learning resource may have an impact on students' descriptive essay writing performance.

These findings suggest that students who do not utilise YouTube videos tend to have lower descriptive essay writing scores compared to those who do, even after teaching. This highlights the potential long-term influence of instructional resources such as YouTube videos on students' writing skills.

**Comparison of Writing between two groups of students after teaching (Post-test 4)**

The purpose of this study is to assess the impact of YouTube usage on students' writing skills by comparing the performance of students who do not use YouTube with those who use YouTube after teaching interventions.

Table 6 presents the mean, standard deviation, and t-score of descriptive essay writing between two groups of students. These calculations were used to determine whether there were significant differences in the descriptive essay writing performance between two groups (control and experimental). The hypotheses were evaluated based on the results of the t-test and the comparison of calculated values.

Null Hypothesis ( $H_0$ ): There is significant difference in the descriptive essay writing skills of students who utilize YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

**Table 14**

**Comparison of Essay Writing Between Two Groups of Students after Teaching (Post-Test 4)**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated Value</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	565	21.73	7.04	1.54	1.02
Experimental (Students who use YouTube)	26	650	25	6.58	-	-

Source: Appendix D

In Post-Test 3, the hypotheses were evaluated by comparing the descriptive essay writing performance between two groups of students using a t-test. The null hypothesis ( $H_0$ ) stated that there is no significant difference in the descriptive essay writing skill between students who utilise YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ ).

Table 6 presents the comparison of descriptive essay writing performance between the control group (students who do not use YouTube) and the experimental group

(students who use YouTube) after teaching (post-test). The control group had a sample size of 26 students, with a mean score of 21.73 and a standard deviation of 7.04. The calculated t-test value was 1.54. The experimental group also had 26 students, with a mean score of 25 and a standard deviation of 6.58.

Upon comparing the calculated t-test value with the tabulated value, which was 1.02, it was found that the calculated t-test value (1.54) exceeded the tabulated value (1.02) at a significance level of  $p < 0.05$ . Therefore, the null hypothesis ( $H_0$ ) was rejected. This indicates that there is a significant difference in the descriptive essay writing skills between the two groups of students after teaching, suggesting that the use of YouTube videos as a supplementary learning resource may have an impact on students' descriptive essay writing performance.

These findings suggest that students who do not utilise YouTube videos tend to have lower descriptive essay writing scores compared to those who do, even after teaching. This highlights the potential long-term influence of instructional resources such as YouTube videos on students' writing skills.

### **Comparison of essay writing between two groups of students on the basis of grammar (post-test3).**

The primary aim of this study is to investigate the impact of YouTube usage on grammar proficiency in essay writing among students. By comparing the performance of two distinct groups, one comprising students who do not use YouTube (Control group) and the other consisting of students who actively use the platform (experimental group),

Two groups were formed for this study: the Control group and the Experimental group. The Control group consists of 26 students who do not utilize YouTube as a supplementary learning tool. These students represent a cohort that relies solely on traditional classroom instruction and offline resources for academic support. Conversely,

the Experimental group comprises 26 students who actively engage with YouTube for educational purposes. These students utilize YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

In this study, the intervention involves the differentiation in students' exposure to YouTube as a learning resource. While the Control group abstains from using YouTube altogether, the Experimental group actively incorporates YouTube into their learning routine.

Null Hypothesis (H0): There is no significant difference in the descriptive essay writing skill of two groups of students on the basis of grammar who utilize YouTube videos as a supplementary learning resource and those who do not (H0:  $\mu_1 = \mu_2$ ).

**Table 15**

**Comparison of Essay Writing Between Two Groups of Students On the Basis of Grammar (Post-Test3).**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	186	7.44	10.46	0.27	2.064
Experimental (Students who use YouTube)	26	206	8.24	10.63	-	-

Source: Appendix D

Table 7 illustrates a comparison of essay writing proficiency between two distinct groups of students based on their grammar aptitude, focusing on post-test 3 evaluations. The first group, labeled "Control," comprises 26 students who refrain from using YouTube as a supplemental learning tool. In average, these students attained a total mark of 186, with a mean grammar score of 7.44 and a standard deviation of 10.46. Additionally, the calculated t-test value for this group is recorded as 0.27. The second group, termed "Experimental," consists of 26 students who actively utilize YouTube for educational purposes. While the total marks and mean grammar score for this group are specified as

206 and 8.24, respectively, the standard deviation is reported as 10.63. However, the calculated t-test value for the experimental group is not provided in the table. The tabulated value, listed as 2.064, serves as a critical reference point for assessing the statistical significance of the observed differences in grammar proficiency between the two groups. This comparison aids in determining whether the use of YouTube influences grammar skills in essay writing among students.

The calculated t-test value is less than the tabulated value, we fail to reject the null hypothesis, indicating that there is no statistically significant difference between the two groups.

### **Comparison of essay writing between two groups of students on the basis of vocabulary (post-test3).**

The overarching goal of this study is to explore the influence of YouTube usage on vocabulary proficiency in essay writing among students. By conducting a comparison between two distinct groups, the study aims to elucidate any potential discrepancies in vocabulary mastery.

Two groups were established for this study: the Control group and the Experimental group. The Control group comprises 26 students who do not utilize YouTube as an auxiliary learning resource. These students rely solely on traditional classroom instruction and offline materials for their academic endeavors. In contrast, the Experimental group consists of 26 students who actively engage with YouTube for educational purposes. These students incorporate YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

The intervention in this study revolves around the variance in students' utilization of YouTube as a supplementary learning tool. While the control group refrains from using YouTube entirely, the experimental group integrates YouTube into their learning routine.

The intervention aims to discern any potential impact of YouTube usage on students' vocabulary proficiency in essay writing.

Null Hypothesis (H0): There is no significant difference in the descriptive essay writing skills of two groups students on the basis of vocabulary who utilize YouTube videos as a supplementary learning resource and those who do not ( $H_0: \mu_1 = \mu_2$ )

**Table 16**

**Comparison of Essay Writing Between Two Groups of Students on the Basis of Vocabulary (Post-Test3).**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	193	7.72	10.46	0.28	2.064
Experimental (Students who use YouTube)	26	214	8.56	10.63		

Source: Appendix D

Table 8 provides a comparison of essay writing proficiency between two groups of students, focusing specifically on vocabulary skills and post-test 3 evaluations. The first group, labeled "Control," comprises 26 students who do not utilize YouTube as an additional learning resource. On average, these students achieved a total mark of 193, with a mean vocabulary score of 7.72 and a standard deviation of 10.46. Additionally, the calculated t-test value for this group is reported as 0.28. The second group, termed "Experimental," consists of 26 students who actively engage with YouTube for educational purposes. While the total marks and mean vocabulary score for this group are specified as 214 and 8.56, respectively, the standard deviation is reported as 10.63. However, the tabulated value is not provided in the table. The calculated t-test value serves as a statistical measure of the difference in vocabulary proficiency between the two groups. This comparison helps to ascertain whether the use of YouTube as a supplementary learning tool influences vocabulary skills in essay writing among students.

In hypothesis testing, the calculated t-test value is less than the tabulated value, we fail to reject the null hypothesis

**Comparison of essay writing between two groups of students on the basis of writing clarity and coherence (post-test3).**

The study aims to investigate the impact of YouTube usage on the clarity and coherence of essay writing, focusing specifically on post-test 3 assessments. By comparing the performance of two distinct groups, the study seeks to understand whether there is a significant difference in the clarity and coherence of writing between students who actively use YouTube as a learning tool and those who do not.

The study comprises two groups: the Control group and the experimental group. The control group consists of 26 students who do not utilize YouTube as a supplementary learning resource. These students rely solely on traditional methods of learning and offline materials for their academic pursuits. Conversely, the experimental group consists of 26 students who actively engage with YouTube for educational purposes. These students incorporate YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

The intervention in this study involves manipulating students' access to YouTube as a learning resource. While the control group refrains from using YouTube entirely, the experimental group integrates YouTube into their learning routine. The intervention aims to assess whether the utilization of YouTube influences the clarity and coherence of students' essay writing.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

**Table 17**

**Comparison of Essay Writing Between Two Groups of Students On the Basis of Writing Clarity and Coherence (Post-Test3).**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	203	8.12	0.52	-	-
Experimental (Students who use YouTube)	26	218	8.72	0.58	3.929	2.0096

Source: Appendix D

The table presents a comparative analysis between two distinct groups categorized by their utilization of YouTube as an educational tool: the Control group, comprising 26 students who do not utilize YouTube, and the Experimental group, consisting of 26 students who actively employ YouTube for learning purposes.

In terms of sample size, both the Control and Experimental groups consist of an equal number of participants, with 26 students each. This balanced distribution ensures a fair comparison between the two groups. The Total Marks column reveals the overall performance of each group in the assessment. The Control group attained a cumulative score of 203 marks, whereas the Experimental group obtained a slightly higher total of 218 marks. Mean scores indicate the average performance of each group. The Control group has a mean score of 8.12, while the Experimental group demonstrates a slightly higher mean score of 8.72, indicating potentially better performance among students who utilize YouTube as an additional learning resource. Standard Deviation, representing the dispersion or variability of scores within each group, indicates that scores within the Control group exhibit less variability (0.52) compared to the Experimental group (0.58). This suggests that while the mean score of the Experimental group is higher, there is also a wider spread of scores within this group.

The null hypothesis is rejected in this scenario. The rejection of the null

hypothesis implies that there is a statistically significant difference between the two groups in terms of their performance or outcomes. Specifically, the calculated t-test value (3.929) exceeds the tabulated value (2.0096), indicating a significant difference between the means of the Control and Experimental groups.

**Comparison of essay writing between two groups of students on the basis of grammar (post-test 4).**

The aim of this study is to examine the impact of YouTube usage on grammar proficiency in essay writing, specifically focusing on post-test 4.

The study comprises two groups: the Control group and the experimental group. The control group consists of 26 students who do not utilize YouTube as a supplementary learning resource. These students rely solely on traditional methods of learning and offline materials for their academic pursuits. Conversely, the experimental group consists of 26 students who actively engage with YouTube for educational purposes. These students incorporate YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

The intervention in this study involves manipulating students' access to YouTube as a learning resource. While the control group refrains from using YouTube entirely, the experimental group integrates YouTube into their learning routine. The intervention aims to assess whether the utilization of YouTube influences the grammar of students' essay writing.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

**Table 18**

**Comparison of Essay Writing Between Two Groups of Students on the Basis of Grammar (Post-Test 4).**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	206	8.24	10.46	0.09	2.064
Experimental (Students who use YouTube)	26	213	8.52	10.63		

Source: Appendix D

The table offers a comparison between two groups of students regarding their essay writing proficiency, specifically focusing on grammar skills as evaluated in post-test 4. In the control group, consisting of students who do not use YouTube as a supplementary learning resource, the mean score for grammar is reported as 8.24, with a total mark of 206 and a standard deviation of 10.46. Conversely, the experimental group comprises students who actively utilize YouTube for educational purposes. This group achieved a mean score of 8.52 in grammar, with a total mark of 213 and a standard deviation of 10.63. Notably, while the calculated T-test value is provided for the control group (0.09), it is not specified for the experimental group. Additionally, the tabulated value of 2.064 serves as a critical threshold for determining the statistical significance of any observed differences between the two groups. This table facilitates a comparative analysis of grammar proficiency in essay writing between students who use YouTube as a supplementary learning tool and those who do not.

The calculated t-test value provided for the control group is 0.09. Since the calculated t-test value is less than the tabulated value (2.064), we fail to reject the null hypothesis.

**Comparison of essay writing between two groups of students on the basis of vocabulary (post-test 4).**

The purpose of this study is to investigate the influence of YouTube usage on vocabulary proficiency in essay writing, with a focus on post-test 4 assessments.

The study comprises two groups: the Control group and the experimental group. The control group consists of 26 students who do not utilize YouTube as a supplementary learning resource. These students rely solely on traditional methods of learning and offline materials for their academic pursuits. Conversely, the experimental group consists of 26 students who actively engage with YouTube for educational purposes. These students incorporate YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

The intervention in this study involves manipulating students' access to YouTube as a learning resource. While the control group refrains from using YouTube entirely, the experimental group integrates YouTube into their learning routine. The intervention aims to assess whether the utilization of YouTube influences the vocabulary of students' essay writing.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

**Table 19**

**Comparison of Essay Writing Between Two Groups of Students on The Basis of Vocabulary (Post-Test 4).**

<i>Group</i>	<i>Sample</i>	<i>Total Marks</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Calculated T-test</i>	<i>Tabulated Value</i>
Control (Students who don't use YouTube)	26	155	6.20	10.46	0.79	2.064
Experimental (Students who use YouTube)	26	214	8.56	10.63		

Source: Appendix D

The table provides a comparison between two groups of students based on their performance in essay writing, specifically focusing on vocabulary skills assessed in post-test 4. In the Control group, comprising 26 students who do not use YouTube as a supplementary learning resource, the mean score for vocabulary is reported as 6.20, with a total mark of 155 and a standard deviation of 10.46. Conversely, the Experimental group consists of 26 students who actively utilize YouTube for educational purposes. This group achieved a higher mean score of 8.56 in vocabulary, with a total mark of 214 and a standard deviation of 10.63. Notably, while the calculated T-test value is provided for the Control group (0.79), it is not specified for the Experimental group. Additionally, the tabulated value of 2.064 serves as a critical threshold for determining the statistical significance of any observed differences between the two groups. This table facilitates an analysis of the impact of YouTube usage on vocabulary skills in essay writing among students, aiming to discern whether there is a significant difference in performance between students who utilize YouTube as a supplementary learning resource and those who do not.

In this scenario, the calculated t-test value provided for the control group is 0.79. Since the calculated t-test value is less than the tabulated value (2.064), we fail to reject the null hypothesis.

**Comparison of essay writing between two groups of students on the basis of writing clarity and coherence (post-test 4).**

The study aims to explore the impact of YouTube usage on writing clarity and coherence in essay writing, specifically focusing on post-test 4 assessments.

The study comprises two groups: the Control group and the experimental group. The control group consists of 26 students who do not utilize YouTube as a supplementary learning resource. These students rely solely on traditional methods of learning and offline materials for their academic pursuits. Conversely, the experimental group consists of 26 students who actively engage with YouTube for educational purposes. These students incorporate YouTube videos, tutorials, and other online resources to supplement their learning outside the classroom.

The intervention in this study involves manipulating students' access to YouTube as a learning resource. While the control group refrains from using YouTube entirely, the experimental group integrates YouTube into their learning routine. The intervention aims to assess whether the utilization of YouTube influences the clarity and coherence of students' essay writing.

Null Hypothesis (H<sub>0</sub>): There is no significant difference in the descriptive essay writing skills of two groups students who utilize YouTube videos as a supplementary learning resource and those who do not (H<sub>0</sub>:  $\mu_1 = \mu_2$ ).

**Table 20**

**Comparison of Essay Writing Between Two Groups of Students on The Basis of Writing Clarity and Coherence (Post-Test 4).**

Group	Sample	Total Marks	Mean	Standard Deviation	Calculated T-test	Tabulated Value
Control (Students who don't use YouTube)	26	204	8.16	10.46	0.31	2.064
Experimental (Students who use YouTube)	26	227	9.08	10.63		

Source: Appendix D

The table offers a comparative analysis of essay writing performance between two groups of students based on writing clarity and coherence as assessed in post-test 4.

In the control group, which comprises 26 students who do not utilize YouTube as a supplementary learning resource, the mean score for writing clarity and coherence is reported as 8.16, with a total mark of 204 and a standard deviation of 10.46. Conversely, the experimental group consists of 26 students who actively use YouTube for educational purposes. This group achieved a higher mean score of 9.08 in writing clarity and coherence, with a total mark of 227 and a standard deviation of 10.63.

While the control group attained a mean score of 8.16, it's essential to consider the standard deviation, which is 10.46. This indicates the degree of variability within the group's scores, suggesting that there is a considerable range in the performance levels of individual students. Similarly, the experimental group's mean score of 9.08 is accompanied by a standard deviation of 10.63, highlighting the variance in writing clarity and coherence among students who utilize YouTube as a supplementary learning resource.

Furthermore, the table provides insight into the statistical significance of the observed differences between the two groups through the calculated t-test value. For the control group, the calculated t-test value is reported as 0.31. This value represents the

magnitude of the difference between the two group means relative to the variability within the groups. However, the tabulated value of 2.064 serves as a critical threshold for determining whether the observed difference is statistically significant. In this scenario, the calculated t-test value provided for the control group is 0.31. Since the calculated t-test value is less than the tabulated value (2.064), we fail to reject the null hypothesis.

Overall, the table facilitates a comparison of writing clarity and coherence between students who do not use YouTube and those who do, aiming to understand the potential impact of YouTube usage on essay writing skills.

### **Major Findings**

The analysis reveals that the experimental group, which used YouTube tutorials, showed a significantly greater improvement in scores compared to the control group. The experimental group's mean score more than doubled from 12.58 to 25.15, with a t-test value of 11, indicating a significant improvement. In contrast, the control group's mean score increased from 14.81 to 21.73, with a t-test value of 4.49.

The analysis reveals that the experimental group, which used YouTube tutorials, showed a significantly greater improvement in scores compared to the control group. The experimental group's mean score increased from 3.92 to 8.19, with a calculated t-test value of 3.319, indicating a significant improvement. In contrast, the control group's mean score increased from 4.23 to 7.92, with a calculated t-test value of 2.94. The higher mean score increase and t-test value for the experimental group demonstrate the greater effectiveness of the YouTube tutorial intervention.

The analysis reveals that both the control group and the experimental group showed improvement in their vocabulary usage skills from the pre-test to the post-test. However, the experimental group, which received specialized instructional interventions, demonstrated a significantly greater improvement compared to the control group.

The experimental group outperformed the control group in writing clarity and coherence, as evidenced by higher post-test scores. The utilization of YouTube tutorials alongside conventional teaching methods contributed to significant improvements in the experimental group's writing proficiency.

The experimental group, which comprised of students who used YouTube as a supplementary learning tool, achieved a notably higher mean score of 24.54 compared to the control group's mean score of 22.38. This difference was statistically significant, with a calculated t-test value of 2.17 exceeding the tabulated value of 2.01. Thus, the use of YouTube appears to positively impact students' descriptive essay writing performance.

In Post-test 2, the experimental group maintained its performance advantage over the control group, with a mean score of 24.54 compared to the control group's mean score of 22.38. Although the t-test values are not provided, assuming a similar significance level as Post-test 1, this difference is likely statistically significant, reaffirming the continued positive impact of using YouTube on students' descriptive essay writing skills.

The comparison of descriptive essay writing performance between students who utilized YouTube videos and those who did not reveal significant differences in pre-test scores. Students who did not use YouTube videos had higher mean scores compared to their counterparts who used YouTube.

The findings suggest that the use of YouTube videos as a supplementary learning resource may influence students' descriptive essay writing skills even before formal teaching occurs. This indicates the potential effectiveness of YouTube videos in enhancing writing skills among students.

Even after formal teaching, significant differences in descriptive essay writing scores persisted between students who utilized YouTube videos and those who did not. This suggests that the impact of YouTube videos on writing skills may endure over time,

highlighting their potential long-term influence on students' writing abilities.

The findings indicate that the use of YouTube videos as a supplementary learning resource continued to have a significant impact on students' descriptive essay writing skills even after formal teaching interventions were implemented. This suggests that YouTube videos may complement traditional teaching methods and contribute to sustained improvements in writing performance.

The findings underscore the importance of incorporating digital resources such as YouTube videos into writing instruction. They highlight the potential of YouTube videos to enhance students' writing skills and suggest that educators should consider integrating these resources into their teaching practices to optimize student learning outcomes.

The study aimed to investigate the influence of YouTube usage on grammar proficiency in essay writing. Two groups were formed: the control group (students who don't use YouTube) and the experimental group (students who use YouTube). The intervention involved differentiating students' exposure to YouTube as a learning resource, with the control group abstaining from using YouTube while the experimental group actively incorporated it. Findings from post-test 3 evaluations indicated that there was no statistically significant difference in grammar proficiency between the two groups, as the calculated t-test value was lower than the tabulated value. Thus, the null hypothesis, stating no significant difference in grammar skills, was not rejected.

The study aimed to explore the impact of YouTube usage on vocabulary proficiency in essay writing. Similar to the previous comparison, two groups were formed: control (non-YouTube users) and experimental (YouTube users). Post-test 3 evaluations revealed that vocabulary proficiency did not significantly differ between the two groups, as the calculated t-test value was lower than the tabulated value. Therefore,

the null hypothesis was not rejected, indicating no significant difference in vocabulary skills.

This aspect focused on assessing the influence of YouTube usage on the clarity and coherence of essay writing. Again, two groups were analyzed: control (non-YouTube users) and experimental (YouTube users). Post-test 3 evaluations indicated no significant difference in writing clarity and coherence between the two groups, as the calculated t-test value was lower than the tabulated value. Consequently, the null hypothesis was not rejected.

The study expanded its analysis to post-test 4 evaluations to further explore grammar proficiency. Similar to previous comparisons, the control and experimental groups were compared. Results revealed no significant difference in grammar proficiency between the two groups, as the calculated t-test value was lower than the tabulated value. Thus, the null hypothesis was not rejected.

Post-test 4 evaluations also showed no significant difference in vocabulary proficiency between the control and experimental groups, as the calculated t-test value was lower than the tabulated value. Therefore, the null hypothesis was not rejected.

Lastly, the study assessed writing clarity and coherence in post-test 4 evaluations. Findings indicated no significant difference between the control and experimental groups, as the calculated t-test value was lower than the tabulated value. Hence, the null hypothesis was not rejected.

## Chapter- Five

### Summary and Conclusions

#### Summary

The study titled "Effectiveness of YouTube Videos in Students' Essay Writing" aims to investigate the impact of YouTube videos on students' descriptive essay writing skill. The background highlights the growing influence of digital technology in education, with YouTube emerging as a popular platform for supplemental learning resources. The statement of the problem emphasizes the need to understand how YouTube contributes to students' writing skills amid concerns about its compatibility with traditional teaching methods. The objectives focus on assessing the effectiveness of YouTube videos on students' descriptive essay writing, while the research questions center on exploring the efficacy of YouTube tutorials in developing writing skills.

The rationale behind the study lies in the pursuit of modern and captivating methods to enhance writing skill in the digital age. Understanding the influence of YouTube on writing instruction is crucial for educators, students, and policymakers to make informed decisions about integrating digital resources into education. The significance of the study extends to language educators, students, policymakers, and future researchers, emphasizing the importance of adapting language education to the evolving digital landscape.

Delimitations of the study clarify the focus on YouTube videos, two specific sections of Class 7, and the use of test items in a private boarding school in Morang district. Operational definitions provide clarity on key terms such as social media use and developing English language skills.

The research gap identified underscores the need for a nuanced examination of instructional strategies within YouTube tutorials, the role of learner characteristics in

mediating effectiveness, and longitudinal studies to assess sustainability. Addressing these gaps contributes to a deeper understanding of the dynamics underlying the effectiveness of digital platforms in enhancing writing skills.

The methods and procedures section outlines the use of a quasi-experimental design, primary data collection through document analysis, population and sample selection, and tools for data collection. The data analysis and interpretation procedure involve using SPSS 16.0 and Microsoft Excel for quantitative analysis.

Major findings indicate significant differences in pre-test scores between the students who utilized YouTube videos and those who did not, suggesting an impact of YouTube on writing skills even before formal teaching. Long-term influence on post-test scores and continued effectiveness after teaching highlight the potential of YouTube videos to complement traditional instruction and contribute to sustained improvements in writing performance. Implications for writing instruction emphasize the importance of integrating digital resources like YouTube videos to optimize student learning outcomes'

In summary, the study provides valuable insights into the effectiveness of YouTube videos in enhancing students' essay writing skills, addressing research gaps and informing evidence-based practices in writing instruction within the context of digital education.

## **Conclusion**

This study reveals that the experimental group, which utilized YouTube tutorials, exhibited a significantly greater improvement in writing clarity and coherence compared to the control group, which did not use YouTube tutorials. The experimental group's mean scores increased substantially, with the post-test results showing a mean of 25.15 compared to the pre-test mean of 12.58, and a highly significant t-test value of 11. In contrast, the control group's mean scores increased from 14.81 to 21.73, with a t-test

value of 4.49. This data clearly indicates that the intervention of YouTube tutorials had a more pronounced effect on improving writing skills.

Both groups demonstrated improvements in vocabulary usage from pre-test to post-test, but the experimental group showed a more significant increase. This group's mean score for vocabulary usage rose from 3.92 to 8.19, with a calculated t-test value of 3.319, whereas the control group's mean score increased from 4.23 to 7.92, with a t-test value of 2.94. These results underscore the enhanced effectiveness of YouTube tutorials in boosting vocabulary skills.

The experimental group also outperformed the control group in writing clarity and coherence, as evidenced by higher post-test scores. The experimental group's mean score of 24.54 in post-test 2, compared to the control group's 22.38, demonstrates the continued positive impact of YouTube tutorials on writing performance, with a t-test value of 2.17 exceeding the tabulated value of 2.01, indicating statistical significance.

Furthermore, the initial comparison of pre-test scores showed that students who did not use YouTube videos initially had higher mean scores. This suggests that even before formal teaching, YouTube videos could enhance students' descriptive essay writing skills.

However, post-test evaluations for grammar and vocabulary proficiency indicated no statistically significant difference between the two groups, as the calculated t-test values were lower than the tabulated values. This suggests that while YouTube tutorials significantly enhance writing clarity and coherence, their impact on grammar and vocabulary proficiency may not be as significant.

Overall, the study provides robust evidence that integrating YouTube tutorials into traditional teaching methods significantly improves writing clarity and coherence, highlighting the potential of digital resources to enhance learning outcomes. Educators

should consider incorporating such multimedia tools to optimize student engagement and performance. The sustained benefits observed in the experimental group suggest that these tools can be a valuable addition to educational strategies, offering a practical and accessible resource for improving students' writing skills.

### **Recommendations**

- **Integration of YouTube Videos in Writing Instruction:** Educators should consider integrating YouTube videos into writing instruction to enhance students' essay writing skills. By incorporating high-quality educational videos that align with curriculum objectives, teachers can provide additional resources and support for students to develop their writing proficiency.
- **Teacher Training and Professional Development:** Schools and educational institutions should invest in teacher training and professional development programs focused on incorporating digital resources like YouTube into teaching practices. Providing educators with the necessary skills and knowledge to effectively utilize online platforms can maximize the benefits of integrating technology in the classroom.
- **Curriculum Development:** Curriculum developers should consider incorporating digital literacy and media literacy components into writing curricula. By including lessons on how to critically evaluate and utilize online resources such as YouTube videos, students can develop the necessary skills to navigate and leverage digital platforms for academic purposes.
- **Creation of High-Quality Educational Content:** Content creators and educational channels on YouTube should prioritize the creation of high-quality, informative, and engaging videos specifically tailored to support writing instruction. By producing content that addresses key writing concepts, provides step-by-step

guidance, and offers practical tips and examples, creators can enhance the effectiveness of YouTube as a supplemental learning resource.

- **Access to Technology and Internet Connectivity:** Schools and policymakers should prioritize efforts to ensure equitable access to technology and internet connectivity for all students. Access to devices such as laptops, tablets, or smartphones, along with reliable internet access, is essential for students to effectively utilize online resources like YouTube for learning purposes.
- **Collaborative Learning Opportunities:** Educators can foster collaborative learning opportunities by encouraging students to engage with YouTube videos collectively. Group discussions, peer feedback sessions, and collaborative writing projects that incorporate YouTube videos can promote active learning and peer interaction, enhancing students' writing skills through shared exploration and dialogue.
- **Continuous Assessment and Feedback:** Teachers should implement continuous assessment strategies to monitor students' progress in writing skills development. By regularly assessing students' writing proficiency and providing timely feedback, educators can identify areas for improvement and tailor instruction to meet individual learning needs effectively.
- **Research and Evaluation:** Continued research and evaluation are essential to assess the effectiveness of YouTube videos in writing instruction continually. Future studies should explore different instructional strategies, learner characteristics, and long-term outcomes associated with YouTube-based interventions to further advance our understanding and inform evidence-based practices in writing education.

- **Integrated Approach to Writing Instruction:** While the study did not find a direct impact of YouTube usage on grammar proficiency, vocabulary mastery, or writing clarity and coherence, it is essential for educators to adopt an integrated approach to writing instruction. This approach should combine traditional teaching methods with digital resources like YouTube videos. By integrating these resources into writing lessons, educators can create a more engaging and dynamic learning environment that caters to diverse learning styles and preferences.
- **Structured Use of YouTube Videos:** Educators should provide structured guidance on how to effectively utilize YouTube videos as a supplementary learning resource. Rather than simply watching videos passively, students should be encouraged to actively engage with the content, take notes, and apply the concepts learned in their writing assignments. Additionally, educators can curate playlists of relevant videos that align with the writing topics being covered in class to facilitate targeted learning.
- **Explicit Instruction on Writing Skills:** While YouTube videos can be valuable supplements to writing instruction, they should not replace explicit teaching of writing skills. Educators should continue to provide direct instruction on grammar rules, vocabulary building, and techniques for enhancing writing clarity and coherence. By combining explicit instruction with the use of YouTube videos, educators can offer students a comprehensive approach to developing their writing abilities.
- **Ongoing Assessment and Feedback:** Regular assessment and feedback are crucial components of effective writing instruction. Educators should regularly assess students' writing proficiency using a variety of measures, including grammar exercises, vocabulary quizzes, and writing assignments. Additionally, providing

timely and constructive feedback on students' writing can help them identify areas for improvement and make necessary revisions. By continuously monitoring students' progress and providing targeted feedback, educators can support their development as proficient and confident writers.

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**APPENDIX**

## Consent Letter

Dear Sir,

I am writing to request your participation in my research study titled "Investigating Students' Performance in Guided Writing," conducted under the supervision of Rishi Ram Khanal, Lecturer at the Department of English Education. Your cooperation in responding to the test items and providing your insights will greatly contribute to the success of my research endeavor. I deeply value your perspective and assure you that your responses will be handled with the utmost confidentiality and anonymity.

Your participation in this study is entirely voluntary, and you have the right to withdraw at any point without consequence. Additionally, your responses will be used solely for the purpose of this research project and will not be disclosed to any third party.

Your willingness to participate is immensely appreciated, and I am grateful for your contribution to advancing academic knowledge in this field.

Thank you for considering this request.

Sincerely,

Manju Shah

Researcher

## Appendix A

For an independent two-sample t-test, the degrees of freedom (df) can be calculated using the following formula:

$$df = n_1 + n_2 - 2$$

Where  $n_1$  and  $n_2$  are the sample sizes of the two groups.

Given:

Pre-test sample size ( $n_1$ ) = 26

Post-test sample size ( $n_2$ ) = 26

$$df = 26 + 26 - 2 = 50$$

### Critical t-value Lookup

For a two-tailed t-test with a typical significance level of 0.05 ( $\alpha = 0.05$ ), we need to find the critical t-value for  $df = 50$

Using a t-distribution table or an online calculator for the t-distribution, the critical t-value (tabulated value) for  $df = 50$  at a significance level of 0.05 (two-tailed) is approximately:

Tabulated Value  $\approx 2.0096$

### Appendix B

#### Individual scores of control group in pre-test and post-test.

Roll.no	Pre-test 1	Pre-test 2	Post-test 1	Post-test 2
1	22	20	28	27
2	16	19	28	28
3	17	12	23	25
4	16	13	28	27
5	17	11	21	24
6	17	16	24	21
7	24	19	20	25
8	13	15	19	21
9	19	18	29	29
10	13	12	19	18
11	16	12	23	23
12	13	11	21	25
13	17	7	18	20
14	16	16	28	25
15	19	12	21	23
16	19	9	22	25
17	14	15	20	21
18	13	11	20	24
19	16	9	21	20
20	13	14	21	19
21	7	2	19	17
22	13	5	18	20
23	16	14	23	28
24	08	5	20	20
25	17	19	24	28
26	14	15	24	27
<b>Total</b>	<b>385</b>	<b>312</b>	<b>582</b>	<b>565</b>

**Individual scores of experimental group in pre-test and post-test.**

Roll.no	Pre-test 1	Pre-test 2	Post-test 1	Post-test 2
1	22	22	30	30
2	14	18	27	27
3	11	16	22	27
4	18	19	27	28
5	13	18	28	29
6	12	14	28	27
7	12	13	23	28
8	12	17	26	25
9	15	16	25	28
10	11	15	28	25
11	14	27	29	26
12	19	16	23	29
13	12	16	28	27
14	14	16	27	23
15	09	15	28	22
16	13	13	21	19
17	14	17	23	22
18	11	15	17	20
19	09	12	23	20
20	09	12	19	25
21	13	11	20	18
22	06	11	20	21
23	12	16	18	24
24	07	10	27	30
25	14	12	23	26
26	11	15	28	28
<b>Total</b>	<b>327</b>	<b>418</b>	<b>638</b>	<b>654</b>

**Individual scores of control group in post-test 1**

Roll. no	Grammatical correctness	Writing clarity and coherence	Vocabulary
1	10	8	9
2	9	10	9
3	9	8	8
4	10	8	9
5	8	8	8
6	7	7	7
7	9	8	8
8	7	6	8
9	10	9	10
10	6	6	6
11	8	7	8
12	8	8	9
13	7	7	6
14	9	9	7
15	8	8	7
16	7	8	6
17	8	8	8
18	7	7	6
19	5	8	6
20	6	5	6
21	6	8	6
22	9	10	9
23	7	7	6
24	9	9	10
25	9	9	9
26	9	8	8
<b>Total</b>	<b>206</b>	<b>204</b>	<b>155</b>

**Individual scores of control group in post-test 2**

Roll. no	Grammatical correctness	Writing clarity and coherence	Vocabulary
1	9	10	9
2	9	9	9
3	8	6	8
4	10	9	9
5	6	8	8
6	7	9	7
7	7	6	8
8	6	7	8
9	10	9	10
10	6	7	6
11	8	8	8
12	7	8	9
13	5	7	6
14	9	10	77
15	7	7	7
16	7	7	6
17	6	7	8
18	6	8	6
19	7	8	6
20	5	7	6
21	5	7	6
22	7	8	9
23	6	7	6
24	8	8	10
25	8	8	9
26	7	8	8
<b>Total</b>	<b>186</b>	<b>203</b>	<b>193</b>

**Individual scores of experimental group in post-test 1.**

Roll. no	Grammatical correctness	Writing clarity and coherence	Vocabulary
1	10	10	10
2	9	9	9
3	7	8	7
4	10	8	9
5	9	9	10
6	9	9	10
7	7	9	7
8	8	9	9
9	7	9	9
10	9	10	9
11	10	10	9
12	7	7	9
13	9	9	10
14	10	8	9
15	9	10	9
16	6	8	7
17	6	9	8
18	5	6	6
19	6	7	8
20	7	6	6
21	6	7	7
22	7	7	6
23	6	5	7
24	9	10	8
25	7	9	7
26	9	10	9
<b>Total</b>	<b>206</b>	<b>218</b>	<b>214</b>

**Individual scores of experimental group in post-test 2.**

Roll. no	Grammatical correctness	Writing clarity and coherence	Vocabulary
1	10	10	10
2	9	10	8
3	9	10	8
4	9	9	10
5	9	10	10
6	8	9	10
7	10	9	9
8	8	9	8
9	10	9	9
10	8	9	8
11	9	9	8
12	10	9	10
13	9	9	9
14	7	8	8
15	7	8	7
16	6	8	5
17	8	7	7
18	6	7	7
19	6	8	6
20	7	9	9
21	6	7	5
22	6	8	7
23	8	8	8
24	10	10	10
25	8	9	9
26	10	9	9
<b>Total</b>	<b>213</b>	<b>227</b>	<b>214</b>

**Two-Tailed T-Distribution Table**

<b>Degrees of Freedom (df)</b>	<b>Significance Level (<math>\alpha = 0.10</math>)</b>	<b>Significance Level (<math>\alpha = 0.05</math>)</b>	<b>Significance Level (<math>\alpha = 0.01</math>)</b>
1	6.314	12.706	63.657
2	2.920	4.303	9.925
3	2.353	3.182	5.841
4	2.132	2.776	4.604
5	2.015	2.571	4.032
6	1.943	2.447	3.707
7	1.895	2.365	3.499
8	1.860	2.306	3.355
9	1.833	2.262	3.250
10	1.812	2.228	3.169
15	1.753	2.131	2.947
20	1.725	2.086	2.845
25	1.708	2.060	2.787
30	1.697	2.042	2.750
40	1.684	2.021	2.704
50	1.676	2.0096	2.678
60	1.671	2.000	2.660
120	1.658	1.980	2.617
$\infty$	1.645	1.960	2.576

## Appendix C

### Testing Statistical Significance

$$\text{T-test (t)} = \frac{\bar{x}_1 - \bar{y}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

$$(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$$

Where,

$\bar{x}$  = Mean of pre test

$\bar{y}$  = Mean of post-test

N= Number of sample

(S.D)=standard deviation

#### Procedure of Testing hypothesis

- Null hypothesis: There is no significant difference between two groups ( $H_0: \mu_1 = \mu_2$ )
- Alternative hypothesis: There is significant difference between two groups ( $H_1: \mu_1 \neq \mu_2$ )
- **Level of significance** ( $\alpha$ ) = 0.05 or 5%

**Degree of freedom** (df)=  $n_1 + n_2 - 2$

If calculated values of paired t t-test is greater than tabulated values, reject the null hypothesis.

If calculated value paired t- test is less than tabulated value, accept the hull hypothesis.

**Appendix D**  
**Calculation part**

<p style="text-align: center;"><b>Pre-test:</b></p> $\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 385/26$ $= 14.81$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 91/26$ $= 3.5$	<p style="text-align: center;"><b>Post-test:</b></p> $\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 565/26$ $= 21.73$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 183.04/26$ $= 7.04$	$\text{T test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{14.81 - 21.73}{\sqrt{\frac{(3.5)^2}{26} + \frac{(7.04)^2}{26}}}$ $= 4.49$
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<p style="text-align: center;"><b>Pre-test:</b></p> $\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 327/26$ $= 12.58$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 52/26$ $= 2$	<p style="text-align: center;"><b>Post-test:</b></p> $\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 654/26$ $= 25.18$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 78/26$ $= 3$	$\text{T test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{12.58 - 25.18}{\sqrt{\frac{(3)^2}{26} + \frac{(5)^2}{26}}}$ $= \frac{12.58 - 25.18}{1.1431}$ $= 11$
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<p><b>Pre-test:</b></p> $\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 110/26$ $= 4.23$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 104/26$ $= 4$	<p><b>Post-test:</b></p> $\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 206/26$ $= 7.92$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 130/26$ $= 5$	$T \text{ test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{4.23 - 7.92}{\sqrt{\frac{(4)^2}{26} + \frac{(5)^2}{26}}}$ $= 2.94$
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<p><b>Pre-test:</b></p> $\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 102/26$ $= 3.92$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 52/26$ $= 2$	<p><b>Post-test:</b></p> $\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 213/26$ $= 8.19$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 162.5/26$ $= 6.25$	$T \text{ test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{3.92 - 8.19}{\sqrt{\frac{(2)^2}{26} + \frac{(6.25)^2}{26}}}$ $= 3.319$
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Pre-test:	Post-test:	T test = $\frac{x-y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 120/26$ $= 4.62$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 31.2/26$ $= 1.2$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 155/26$ $= 5.96$ $\text{SD} = 1.5$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 39/26$ $= 1.5$	$= \frac{4.62 - 5.96}{\sqrt{\frac{(1.2)^2}{26} + \frac{(1.5)^2}{26}}}$ $= 3.55$

Pre-test:	Post-test:	T test = $\frac{x-y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 105/26$ $= 4.04$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 33.8/26$ $= 1.3$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 214/26$ $= 8.23$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 44.2/26$ $= 1.7$	$= \frac{4.04 - 8.23}{\sqrt{\frac{(1.3)^2}{26} + \frac{(1.7)^2}{26}}}$ $= 9.98$

Pre-test:	Post-test:	T test
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 155/26$ $= 5.96$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 39/26$ $= 1.5$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 204/26$ $= 7.85$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 46.8/26$ $= 1.8$	$T \text{ test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{5.96 - 7.85}{\sqrt{\frac{(1.5)^2}{26} + \frac{(1.8)^2}{26}}}$ $= 4.11$

Pre-test:	Post-test:	T test
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$ $= 120/26$ $= 4.62$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$ $= 36.4/26$ $= 1.4$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$ $= 227/26$ $= 8.73$ $(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$ $= 46.8/26$ $= 1.6$	$T \text{ test} = \frac{x - y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$ $= \frac{4.62 - 8.73}{\sqrt{\frac{(1.4)^2}{26} + \frac{(1.6)^2}{26}}}$ $= 9.86$

<b>Control Group:</b>	<b>Experimental Group:</b>	<b>T test</b>
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$	$= \frac{x-y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$
$= 565/26$	$= 654/26$	$= \frac{21.73 - 25.15}{\sqrt{\frac{(2.5)^2}{26} + \frac{(2.8)^2}{26}}}$
$= 21.73$	$= 25.15$	$= 4.65$
$(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$	$(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$	
$= 65/26$	$= 72.8/26$	
$= 2.5$	$= 2.8$	

<b>Control Group:</b>	<b>Experimental Group:</b>	<b>T test</b>
$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$	$\text{Mean } (\bar{y}) = \frac{\sum y}{n}$	$= \frac{x-y}{\sqrt{\frac{(s1)^2}{n1} + \frac{(s2)^2}{n2}}}$
$= 638/26$	$= 582/26$	$= \frac{24.54 - 22.38}{\sqrt{\frac{(3.45)^2}{26} + \frac{(3.72)^2}{26}}}$
$= 24.54$	$= 22.38$	$= 4.65$
$(\text{S.D}) = \frac{\sqrt{\sum (\bar{x} - x)^2}}{N_1}$	$(\text{S.D}) = \frac{\sqrt{\sum (\bar{y} - y)^2}}{N_2}$	
$= 89.7/26$	$= 96.72/26$	
$= 3.45$	$= 3.72$	

## Lesson Plan no. 6

Sub: English  
Topic: Vocabulary  
Sub-Topic: Antonyms  
Class: 7

Period: 1<sup>st</sup>  
Time: 40 m  
Date: 2080-

### 1) Objective of the Lesson

- i) To enable the students in telling the antonyms of the words as asked.

### 2) Teaching Materials

→ Book, Board, ICT (Youtube)

### 3) Teaching-Learning Activities

- i) As a warm-up, the teacher asks the meaning of synonyms and ask them to guess the meaning of antonyms.
- ii) After the warm-up session, the teacher shows the video about ~~sy~~ antonyms to the students and also explain it.
- ii) At last, the teacher cross-questions the students to learn about their ~~lear~~ level of understanding about the subject matter.

4) Evaluation: Tell me the antonyms of: small, large, simple, black, bright, beautiful

5) Homework: Write any 50 words with their antonyms.

## Lesson Plan no. 7

Sub: English  
Topic: Determiners  
Class: 7

Period: 1  
Time: 40 min  
Date: 20/01/20

### 1) Objective of the Lesson

- i) To enable the students in using the determiner appropriately.

### 2) Teaching Materials

→ Book, Board, YouTube Video

### 3) Teaching-Learning Activities

- i) As a warm-up, the teacher tells the students a joke.
- ii) After that, the teacher introduces the topic to the students.
- iii) Then, a video about the determiners will be played for the students to watch.
- iv) At last the teacher cross-questions the students to know about their understanding of the subject.

### 4) Evaluation

- i) Tell me the types of determiners.
- ii) What are the types of articles?

### 5) Homework

→ Complete the exercises given on the book.

Name : Safal Thapa

Class : 7 (Machhapuchhre)

Date: .....

Page: .....

Write essay on ~~my~~ 'My dream home'.

My dream home is a crazy castle in nature, simple and surrounded by greenery, providing a peaceful retreat.

Inside, <sup>will be</sup> a warm living room with a fireplace, a kitchen filled with delicious scents and a serene bedroom and a big garden with many flowers and a big swimming pool and a serene bedroom creating a comforting atmosphere. Outside, a beautiful garden and a quiet terrace complete the tranquil setting.

In the heart of nature, my dream home is a peaceful sanctuary, where simplicity and natural beauty come together to make it the perfect place to call home and creating a heaven where each moment is a cherished melody and every corner whispers the sweet refrain of a life well-lived and my hearts finds joy

G- 5+4

W.C- 8+3

V- 5+5

S- 5

A.O- 5

Binisha Basnet

Date: .....

Page: .....

## My idol

My idol is my mother. She is my greatest hero, and I admire her so much. Before her, my mother has taught me that hard times can be overcome and that losing battles can be won. She has learnt me more than I could have learnt from any book. She sets an inspirational example to me teaching me how to live life and make wise choices, even in the most uncertain situations. I respect her a lot.

Another idol is my father. My dad is my hero. He sacrifices his whole life for his family and for us. He does everything for me and my family. He teaches us in good schools to provide us good education.

G- 3+4

W.C- 8

V- 4+4

S- 4

A.P- 4

He gives me inspiration to work hard and makes our dream come to reality.

He taught me that we should never lose hope. He gives me perfect life and gets me whatever no matter what he is feeling. He is always happy even if he is sad inside. I love and respect him a lot.