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Expanding on the Use of YouMiMe as Technology Instructional Design in Learning

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Abstract

Incorporating YouMiMe or Youtube and MindMeister applications as pedagogical innovations is investigated in this study, which aims to acquire students' English skills for the first semester of academic year 2021 in higher education. The quantitative study method was employed in this study. The group includes 57 students from the computer science faculty. Students were required to watch the teaching materials through video via You Tube. The students pay attention to pronunciation, vocabulary, listening and reading carefully. Then the students discuss in groups to write sentences to paragraph, which they insert into the MindMeister application. So, the students share their knowledge and record the presentation. The final step is that the team submits their video presentation to the You Tube apps as part of the application process. Course outcomes were linked to video content on the You Tube channel. Videos on You Tube, participant responses, and achievement tests were used to gather the data. Descriptive statistics and a questionnaire were used to examine the data. Students' grades had risen significantly on the posttest, according to the results. In addition, it was discovered that the students used their online smartphones to analyses, organize, and evaluate the information they were given, as well as the tools and equipment they already had in their labs, and that they did so collaboratively. This authentic experience, according to the students, also allowed them to develop ICT skills in the context of their learning. The t-test analysis yielded the value t = -10.184 with sig (2-tailed) = 0,000, which is smaller than the significance level of 0.05, according to the findings. According to the results, using YouMiMe as a technology-based instructional method has a significant impact on students' English skills.

Keywords: You Tube, MindMeister, Technology, Instructional design and EFL

Background

The traditional methods of teaching and learning for EFL students around the world became challenging after the COVID-19 pandemic. Technological developments allow the exploration of new techniques, both in life and in learning (Muir-Herzig, R. G. 200 4). This exploration also requires education agents to adapt in order for the output (graduates) to be able to adapt to the challenges of the outside world. Therefore, teachers in this modern era must be able to adapt to using technology in the teaching and learning process in the classroom. Technology can be used to help students gain a better understanding of the teaching material.

Pedagogical innovation in teaching and learning with ICTs, including English language instruction, is being considered as a means of improving educational quality. According to (Torsani, S. 2016: 43), therefore, "language education cannot afford to neglect the potential of technology, which has become part of and revolutionised our everyday lives." It is imperative that we have digital literacy to effectively utilize ICT in today's world. It's hard for teachers to teach and learn school subjects and English in general if they don't use ICT tools because of the global and contextual environment.

According to (Gilakjani, 2013) in the minds of educators, professional development for teachers is essential to achieving educational advancements. In addition, (Mueller, J., Wood, E., Willoughby, T., Ross, C., & Specht, J., 2008) argue that teachers need to have positive experiences with ICTs that are specific to the subject they teach to use them effectively in teaching. Expertise in technical, subject-specific (content), and pedagogical knowledge is advocated by other scholars (Koehler et al., 2011). Teacher training and computer access may be necessary for the mainstreaming of ICT in education.

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The traditional methods of teaching and learning for dental students around the world became difficult after the COVID-19 pandemic.

Technological advancements and the incorporation of technology into education are issues that the Indonesian government is acutely aware of. Therefore, there are several indicators of teacher professionalism, one of which is that teachers must be able to use ICT in their teaching and learning by (Muthmainnah, et., al., 2021). This means that teachers can pick and choose what works best for them and their students. Because of this, teachers need to be aware of the various teaching tools available to them to develop their own teaching methods. Teachers can use YouTube and the MindMeister app to better explain lesson materials to their students. The YouTube and MindMeister applications are free apps that can be downloaded from the Google Play store. Teachers can use YouTube content as teaching materials and a MindMeister, which is a digital tool for students to better understand the materials by writing only keywords in a combination of information from various sources. An online mind-mapping application called MindMeister allows users to create visual representations of their ideas, describe them, design them, and colour them in a way that makes them easier to comprehend. In the digital map, a single keyword can be used to connect other concepts so that students can easily comprehend and retain the structure, remember, and analyse its components so that learning goes deeper than simply covering the surface. One of the online mind maps that can be used is MindMeister. MindMeister is a web-based mind-mapping application. MindMeister provides all the basic features for creating and designing mind maps (Tucker, J. M., Armstrong, G. R., & Massad, V. J. 2010). Users can collaborate in enabling critical sources for their validity (Caverly, D. C., 2013).

To get the most out of using ICTs for education, students must be engaged participants in the process. As an ICT support application, incorporating Youtube and MindMeister (YouMiMe) can be used to make learning and teaching even easier than it was in the early days of the 21st century when it could only be done with pen and paper and no software to assist. If you're teaching English as a second language, this YouMiMe technique can be very useful. Many EFL students have problems at different points in the teaching and learning process. As a result, form of pedagogy or ipedagogy innovation. The application of YouMiMe in learning English was tested for its effect on student learning outcomes. This article is about how students' learning progressed before and after they used YouMiMe to learn.

Review Literature

The escalating level of global economic competition has had a significant impact on teachers' increased reliance on technology in the classroom. The implementation of this competition in the global economy has been made possible by the effective use of information and communication technology (ICT) in education. Several studies have emphasised how technology can contribute to real learner autonomy, improved communication skills, positive study attitudes and motivation, and students' learning interests and desires, (Hwang, G. J., & Wu, P. H., 2012) and (Jumpakate & Rungruangthum, 2020). Teachers are using more technology in their classrooms to help their students learn better (Leu & Kinzer, 2000). This is because the global economy has become more competitive.

Technology has also been influenced by the increased availability of necessary facilities, such as internet access and technological tools and devices. Networked technologies, such as the internet, are the most prominent example of how technology is being used in education. (Johnson 2016) and (Luy, D. T. T.,2022) explained that networked technologies in education include social networking in both classroom and non-classroom settings. Even more importantly, social networking can include online games (such as Kahoot) and educational social networking platforms (such as Padlet, Quizlet, Blog, Noveltoon, Webtoon, WeComics, or Quizizz) as well as social networking platforms such as Facebook, YouTube, Twitter, TikTok, and WhatsApp for general social networking purposes. (Abbott et al., 2000; Leu Jr, D. J., & Kinzer, C. K., 2000) stated to prepare students for today's globalized job market, educators must provide students with access to a variety of technological tools. As a result, the convergence of teaching and networked technologies is fundamentally altering education.

The modern teacher faces new responsibilities and challenges because of the novel era. English education has undergone a radical shift because of technology's arrival. Since technology is making teaching more interesting and more productive, there are a lot of options available. Technology is a major factor in both linguistic and social evolution. In (Graddol, D., 1997) the definition of globalization, technology is at the heart of the process in a form that influences culture and education. After 1960, the use of the English language skyrocketed. In today's world, English's prominence and significance are based on its status as a global language of communication as well as a language used in a wide range of fields and institutions, including business, education, the media, and libraries. Aside from the fact that it is essential for university admission and high-paying jobs in the commercial sector, it is also an important factor (Patel, 2013). While the number of English learners has increased, a variety of teaching methods have been used to evaluate the efficacy of the teaching process. One way to use multimedia in English language teaching (ELT) is to create English contexts.

This aids students in learning and participating in accordance with their requirements, and it has been

successfully used and widely acknowledged in English teaching in the modern world (Pun, 2014). When students' auditory and visual senses are satiated simultaneously, technology is used to enhance modern style (Erben, Ban, & Castaneda, 2008) an increasing number of people around the world are speaking and learning English because of the language's growth and expansion throughout the world.

According to (Arsham, 2002), for modern Web-based learning, it is possible to shift one's perspective on how resources are delivered to students. With the help of web-based learning and multimedia resources, education is more widely available, the learning process is improved, and students are better able to interact with each other. Several educational websites offer useful features such as narratives, interactive examples and videos, written text, and animations for students. Students can use these websites as an alternative to traditional textbooks as a "self-help" learning resource. It's a great place to improve and enrich educational processes through interactive hypertext, communication, and collaboration. Dynamic content isn't the only thing that makes them great.

Survey research has become the main method used by scholars recently to examine students' attitudes towards the use of technology in the classroom. Data on how teachers use technology has strengths and weaknesses when collected through surveys. However, although surveys provide researchers with numerical and general data (such as percentages and trends), other factors (such as context, experience, infrastructure, and policies) related to teachers' use of technology cannot be considered easily through surveys. Most studies of technology tools focus on how students view technology integration and what technology tools are used in the classroom. The use of technology by students has not been much studied.

Based on this statement, incorporating the technology, YouMiMe as one of the alternative teaching techniques. Students face the same challenges and obstacles as teachers when it comes to online learning and receiving knowledge, and this is true for both the students and the teachers. To ensure that the learning process goes smoothly, teachers need to adapt to the situation by preparing online learning materials that are accepted by students, packaging materials that are easy to understand, and assigning assignments that motivate students to learn more.

Consequently, we must create an active learning environment in which the teacher and the student both have a role to play. This non-linear approach to teaching and learning, known as the Youtube and MindMeister applications, can be used in the online classroom to encourage student thinking and exploration of concepts with partial visual connections extending from central themes to tangential branches that may be linked together. When it comes to learning, YouMiMe is a combination of listening, reading, writing and visuals that work together to help the right and left-brain function at their best, (Field, J., 2003).

The use of social media as a learning tool is becoming increasingly common as it spreads into students' lives. Students will benefit from using videos in the teaching and learning process as they will be able to learn more about foreign language practises and perspectives. For English as a Foreign Language (EFL) students, using videos of native English speakers on a specific topic can help them expand their vocabulary, familiarize themselves with grammar, and learn how. There are many ways in which students can use the YouTube platform to create their own videos that can be shared on the site and make money if they create a channel and regularly post videos that attract a lot of views. Through various interactive activities, the creativity, interest, and motivation of students in the learning process will be enhanced, (Z. Sun, C.-H. Lin, J. et al., 2017).

The YouTube content based on this research gives students the opportunity to learn English from a native speaker. According to (S. S. Tseng and H. C. Yeh, 2019) the stress pattern, the sound pattern, speech sounds, intonation patterns, and the rhythm of the language can all be found in videos by native English speakers on YouTube. In YouTube videos, students become accustomed to the intonation, which helps them retain it. Using YouTube videos to learn English can provide the proper intonations in English because of the large number of videos featuring native English speakers. Students learn to speak like a native speaker by watching and mimicking. Students can use YouTube to work on their intonation by pausing or turning down the volume on the videos. Students, on the other hand, mimic the native speaker's intonation by repeating the sentences. Videos help students improve their intonation. Recording and comparing student speeches to those of native speakers on YouTube videos is an option for students. The impact of video and written feedback on student preferences in English speaking practice.

In addition to providing a wide variety of vocabulary, YouTube videos cover a wide range of subjects, ranging from entertainment to education. Students' vocabulary can be significantly improved by watching YouTube. Students can find a wide range of videos on a variety of subjects thanks to YouTube's easy accessibility, (Arndt, H., & Woore, R., 2018).

It's up to students to pick the videos they want to watch. They learn new vocabulary and phrasing while they watch. If you have a student who is interested in learning new words and how they are used, YouTube is a great place to start according to (Z. Justin and D. Jaisankar, 2019). The unintentional learning of new vocabulary while having fun with the content that students enjoy is a key to students' vocabulary improvement. It is possible to expose students to different kinds of vocabulary by using original videos. Students were able to observe the content creator's utterances in their real-world contexts.

According to the critics, students would be exposed to a wider range of vocabulary if the original videos dealt with a variety of subjects of varying complexity. Use of YouTube videos that are interactive can assist students in learning and practising vocabulary in context by mimicking what a native English speaker would do with the words they are trying to learn. (Montero Pérez, M., Peters, E., & Desmet, P. (2018) and Aldukhayel, D., 2021) provided a visual and aural link between what was being said and how it was being written. They can use the subtitles to check the definitions of unfamiliar words in their dictionaries. It is possible for students to check the meanings of words they don't understand from context because YouTube videos can be paused at any time. Having these subtitles is a huge help for students who aren't quite as advanced as those who are.

Students of English as a Second Language may benefit from watching native English speakers demonstrate proper grammar usage. Dialogues, interviews, news, speeches, films, and song lyrics are all common forms of YouTube content (M. A. Alharbi, 2019), while narration and subtitles are also common. Students' exposure to English grammar can be enriched by seeing how native speakers use the grammatical rules they've learned. Students' ability to internalise English grammar rules can be aided by exposure to YouTube videos that teach grammar rules (N. Ghorbani and S. Ebadi, 2020). Videos about grammar rules are also available on YouTube, where the audio-visual nature of YouTube videos may provide entertaining aspects that may improve the perceptions of learning grammar, from being tedious to exciting. In addition to authentic language use, YouTube videos of native speakers conversing provide valuable support for students' language acquisition that is not always available in textbooks. This method allows students to learn grammar rules without even realising it. When students make short videos on YouTube, they can learn about grammar and other parts of the language that people use when talking. They can then submit the videos as part of their assignments.

Besides that, using a mind map, students can better comprehend what they read, generate new ideas, and draw connections between seemingly unrelated pieces of information, according to (Jain, 2015). Colors, words, images, and arrows should be used to expand the central idea into sub-ideas. Students can use this mapping technique to help them brainstorm and take notes, as well as to help them communicate their ideas with their classmates. According to (Buzan, 2018), mind mapping was an innovative method of note-taking that combined words and colors. "MindMeister," a web-based mind-mapping software, was created in its place. With MindMeister, students can choose the best structure, style, and colour combination for efficient study. It also aids students in visualizing, developing, and disseminating their thoughts via the internet. Using MindMeister can help students think more critically and creatively to come up with better ideas. Students can add videos, comments, and various file attachments to their maps. This tool, we believe, had a positive impact on students' learning outcomes.

Students and teachers have long used mind maps and concept maps to develop inquiry-based teaching and learning strategies. Mind-Meister is one of the most popular mind-map generators on the market today. An online concept mapping tool, MindMeister lets users capture, develop, and share their ideas visually. Brainstorming, taking notes, planning projects, and other creative endeavors are all common uses for MindMeister (Gordesky, J., et al., 2018). It is not necessary to download or update any software to use MindMeister (https://www.mindmeister.com/). MindMeister can run on any operating system, including Windows, Mac OS X, and Linux. (Díaz, O., Contell, J. P., & Medina, H., 2017).

Research Method

This type of research is pre-experimental with a one-group pre-test and post-test design method. In this method, a research group conducted a pre-test (01) before being given treatment (X) and then did a post-test again (02)

01 X 02

A survey was used to measure student responses in this study. The research was conducted on students at the Computer Science Faculty at English Course 1 in 2021. The total number of research samples is 57 students from the Information Systems department. Technique data collection is done by using pre-test and post-test to know student learning outcomes before and after applying learning using YouMiMe techniques. Material in this research is limited to speaking material. The data was analysed using a paired t-test. Null hypothesis is that this research shows there is no difference between the learning outcomes before and after applying what the students learned with YouMiMe. In terms of research, an alternative hypothesis (Ha) is that there is a significance difference in learning outcomes before and after application learning using YouMiMe.

A written and oral test (pre-test and post-test) are given to see how YouMiMe affects the students' writing and speaking skills. The test results were both of included in the study analyzed at the end of treatment. There are five essay questions in total for the pre-and post-test. The pre-test and post-test researchers were given the task of testing the new test in another class (another faculty member). The number of essay questions in this test is 10. After the trial, validity and normality tests are carried out. The purpose of the tryout is to find out whether the tryout test is valid and reliable. Validation testing is required for each of the following two steps. Content validity and empirical validity are the two most important aspects.

The treatment was carried out with the following steps: (1) socialising learning English using YouMiMe for the topics: "future tense going to", "telling stories", "describing places like the Jurrasic Museum" and animals to students. (2) explaining that teaching is done in groups using the online application You Tube and a digital map, namely MindMeister. (3) Instruction: (a) The teacher invites students to listen to learning materials on You Tube with their respective groups of friends. (b) The teacher explains to students the steps in teaching that will be followed, namely the teaching materials used by You Tube content-based materials, (c) The lecturer explains and introduces students to the MindMeister application, as well as the procedures for accessing the MindMeister application, (d) After listening to the material from You Tube, students are asked to discuss with their group friends and compose a speaking script that will speak according to the topic of the material using the MindMeister application. (c) The teacher explains the indicators and learning objectives and emphasises the benefits to be gained by obtaining them. (d) and (e) students were asked to speak using the MindMeister application, record it, and then upload it to their respective You Tube accounts. The steps of observation and evaluation are as follows. (1) Use the YouMiMe technique to monitor and assess the teaching process. Evaluation of student activities is carried out by using YouMiMe. (2) evaluation of students' creative thinking through performance tests and student learning outcomes achievement with the learning achievement test. (3) evaluate students' responses to the application through questionnaires and (4) evaluate the obstacles encountered during the implementation of treatment.

4. Results and Discussion

Students Response

Most students who completed the questionnaire indicated that using YouMiMe had a positive impact on their English skills and self-esteem. They all agreed that YouMiMe had a positive impact on their desire to improve their English skills and self-confidence. Much of this is since they can complete tasks in a familiar environment, such as their home or bedroom, and that they are given enough time to prepare for their speech. The questionnaire also revealed that when given a choice, students were as enthusiastic about YouMiMe as they were about more traditional classroom English activities. While YouMiMe allows them to express themselves more freely and comfortably in English, participating in class activities with their peers also provides them with a fun learning experience and interaction. All the students were enthusiastic about the idea of using more technology in the classroom because they were all quite tech savvy. For starters, they are knowledgeable about technology. It is also much more flexible and interactive than traditional teaching methods.

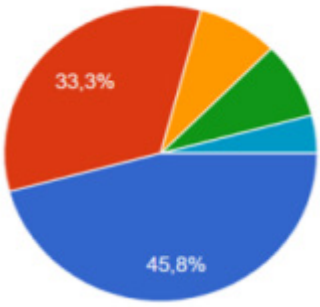


Fig. 1: xxxxxxxxxxxxxxxxxx

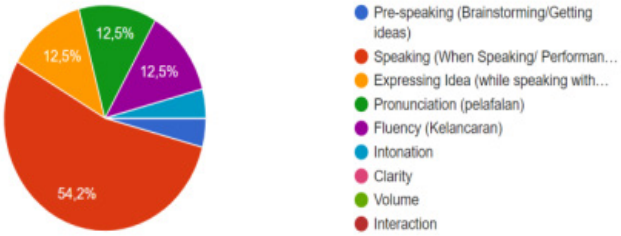


Fig. 2: xxxxxxxxxxxxxxxxxx

The first question in Figure 1 is answered by 57 percent of the students: "What usually stops you when you are learning English?"45% of respondents in strongly agree category said that their lecturer teaching method was mostly textbook-based, and 33.3% choose agree category. What activity do you find the most difficult to carry out? Figure 2 shows 54.2% of them aren't confident in speaking because they didn't master vocabulary, 12.5% are not fluent in speaking, 12.5% are bad at pronunciation, and 12.5% don't know how to express their ideas in good communication.

In figure 3, most of the students who have a positive response to using YouMiMe say that it helps them easily understand the materials and increases their motivation in English. YouMiMe helps them improve their creativity in learning English. They felt confident in creating their video presentation in a good manner. 12.5% of respondents strongly agree, 50% agree, and only 33.3% take a neutral position.

Based on figure 4, most of the respondents believe that their English is in the good category. 70% of the respondents claim their English is better by using YouMiMe.

Based on figure 4 shown most of the students enjoying YouMiMe, 16.7% respondent strongly agree category, 50% choose agree category and only 25% respondents took neutral position.

After treatment, the students agree to recommend this technique for English classes.

As evidenced by class observations and student learning outcomes on the You Tube account, students' motivation and self-esteem increase from time to time. Until the second grade observation, it was not clear that students were more

actively participating in listening to videos, reading scripts, writing their ideas, and sharing their knowledge activities and were more enthusiastic in responding to questions. They are still enthusiastic about learning English through YouMiMe activities and keep doing their assignments until the time given by the teacher runs out. The students' confidence and motivation towards English were clearly seen at the end of the final observation. The teacher's YouMiMe activity, as well as the class language, is affected by this. No matter how difficult or time-consuming the activities were, the students remained enthusiastic participants.

Based on the results of the descriptive statistical analysis of 57 students, where an initial test was given to students before implementing the YouMiMe application in English courses, it showed a mean score of 69.74 with a standard deviation of 7.818, which means that students' English skills are still in the middle and in the low category.

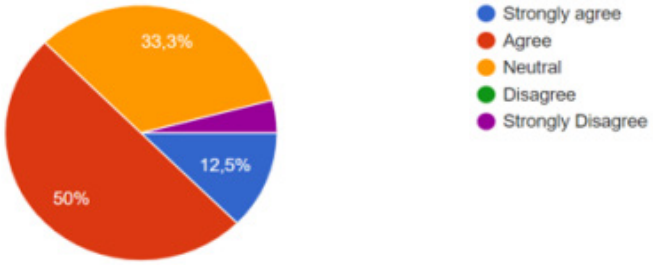


Fig. 3: Do you feel learning English through YouMiMe increases your motivation and creativity in learning?

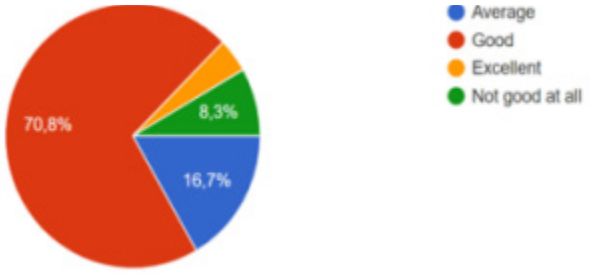


Fig. 4: How good do you think you are at English by using YouMiMe?

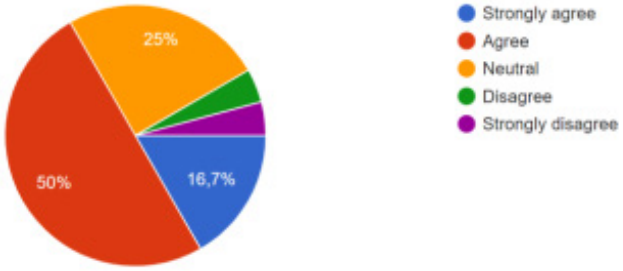


Fig. 5: I enjoy learning English through the YouMiMe technique.

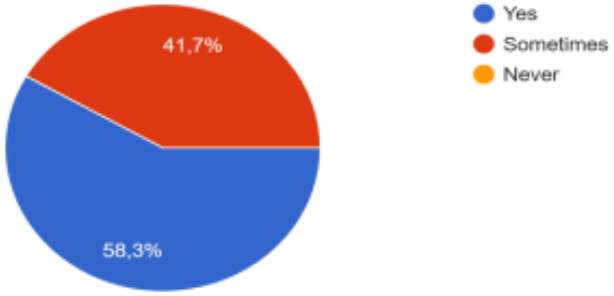
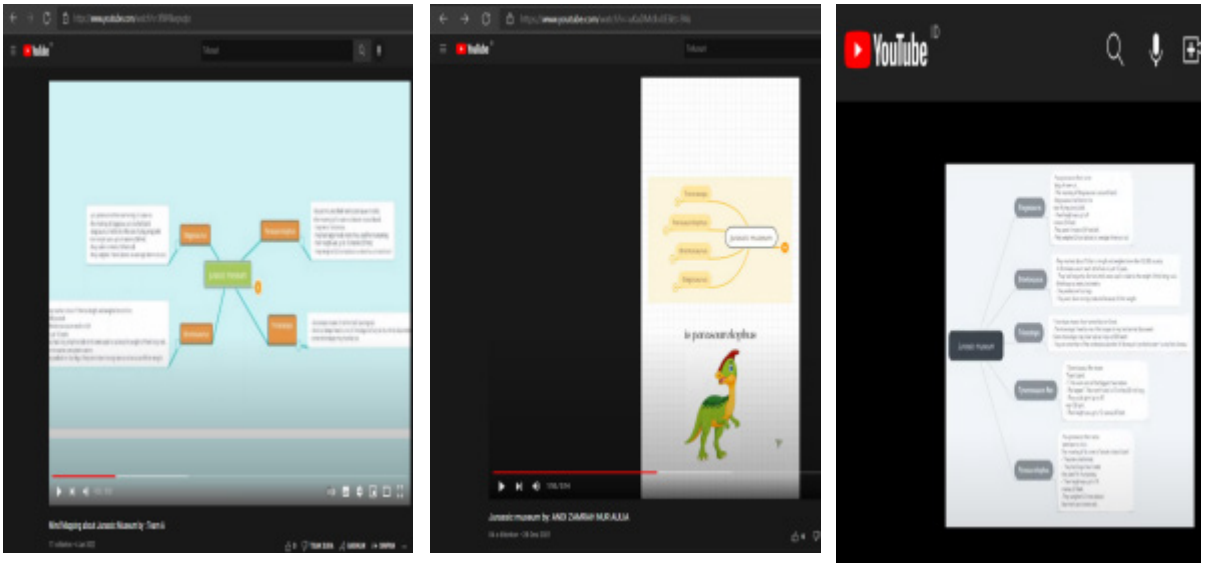


Fig. 6: Do you recommend YouMiMe for English classes?



https://youtube.com/channel/UCPd6s7ZRuMqnFUilAW9CYQA, https://youtu.be/Itqv81-6j98

Fig. 7: Students' English Performance

Based on the results of the descriptive statistical analysis on table 3 of 57 students, where a final test was given to students after implementing the YouMiMe application on their English skills, it showed a mean value of 84.95 with a standard deviation of 8.125, which means that 1 student's English skill is in the category of good (high). So, from the results of the descriptive statistical analysis, it shows that the application of the YouMiMe application can improve English skills.

The histogram image after applying the YouMiMe application shows the range of values obtained by students from 60 to 100, where the histogram bar shows the highest value is 80, so it is assumed that the mean value of students' English skills is 80.

A normality test is necessary to analyses the decision making based on the hypothesis. In the normality test, the results of sig > (= 0.05) are in the normal category.

Pre- and post-tests are used to collect data, as shown in table 6. A paired t-test was used to analyse the data. The t-test analysis yielded the value t =-10.184 with sig (2-tailed) = 0.001, which is smaller than the significance level of 0.05, according to

Table 1: Statistics Descriptive of Pre test

		YouMiMe
N	*Valid*	*57*
	Missing	*0*
Mean		69,74
Median		70,00
Mode		71
Std. Deviation		7,818
Variance		61,126
Range		29
Minimum		55
Maximum		84

Table 3: Statistics Descriptive of English Skills Post Test

		English Skills
	Valid	*57*
N	*Missing*	*0*
Mean		84,95
Median		87,00
Mode		78
Std. Deviation		8,125
Variance		66,015
Range		33
Minimum		65
Maximum		98

Table 2: Histogram before YouMiMe

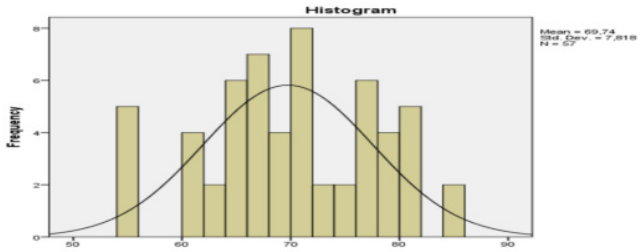


Table 4: English Skills Histogram

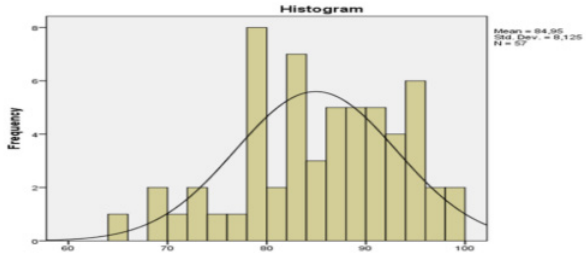
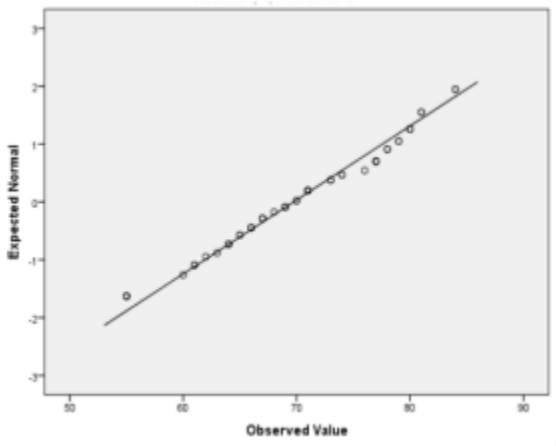
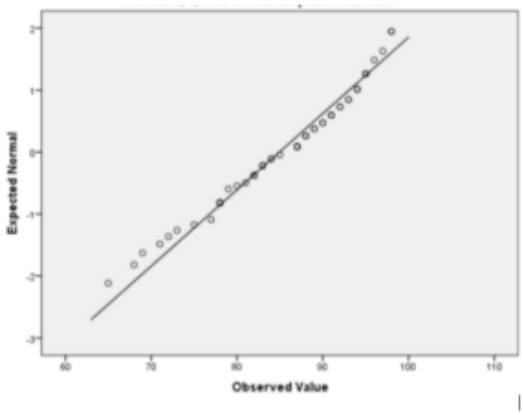


Table 5: Normal Q-Q plot YouMiMe and English Skill



Normal Q-Q plot of YouMiMe



Normal Q-Q plot if English skills

Table 6: Tests of Normality

	Kolmogorov-Smirnova			*Shapiro-Wilk*		
	Statistic	*df*	*Sig.*	*Statistic*	*df*	*Sig.*
YouMiMe	,104	57	,190	,966	57	,115
English Skills	,108	57	,092	,967	57	,128

a. Lilliefors Significance Correction

Table 7: Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	,610a	,371	,360	6,500

a. Predictors: (Constant), YouMiMe

Table 8: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,179	,673	-10,184	112	,000	-15,211	1,494	-18,170	-12,251
	Equal variances not assumed			-10,184	111,835	,000	-15,211	1,494	-18,170	-12,251

the findings. Results show that there is a significant difference between the initial ability of students to analyses and their final ability to do so after using the YouMiMe technique.

YouMiMe influences English language skills when used in the English 1 class at a college or university. The YouMiMe Technique influences English language skills in this class.

Discussion

The instructional design of YouMiMe learning model in universities is influenced by factors such as digital literacy, mobitech, student self-efficacy and teaching materials figure 1 and figure 2, all of which this study found. Perceptions of ease of use, usability, and adoption intentions were found when integrating YouMiMe, which turned out to have an impact on lecturers' plans to use mobitech (mobile technology) learning in EFL classes. The behavioral intentions of professors to use mobitech in learning and their perceptions of its usefulness and their digital literacy were found to be directly related. Students' self-efficacy and their level of experience with advanced mobile features both had a significant impact on their perception of the usefulness of mobitech in learning on YouMiMe. Researchers found that how useful students thought technology was depended a lot on their ability and willingness to use it in the classroom, as well as their level of mobitech literacy.

Regarding YouMiMe-based learning, the perceived ease of use is influenced by three factors: the self-efficacy they feel as students who know that they enjoy and are interested in the YouMiMe-based online learning model; their level of anxiety as students when using technology, which is also not found in the study. This, and their familiarity with the more advanced features of mobile technology during online learning. It was found that how well people liked learning with the YouMiMe model had nothing to do with how well they could use more advanced computer features like editing images and sounds.

The results of this study indicate that ease of use and usability play an important role in students' willingness to use YouMiMe in learning. These two factors have been shown to increase the likelihood that people will use online mobile learning and blended learning. As a result, professors

who believe that implementing mobile learning into their classrooms will benefit student education at their university level will do so themselves. Perceived usefulness had a mediating effect on behavioral intention, although perceived ease of use had no direct effect. This result is not surprising. Phenomenological research has shown that behavioral intentions are not always influenced by perceived ease of use (Akour, 2010; Donaldson, 2010).

However, it was more likely to influence how useful something felt after using YouMiMe, especially in improving English skills for EFL students. How much time and effort it takes to learn and use a new technology can have an impact on the perceived benefits of the new technology. As a result, a student's perspective on English learning instruction with YouMiMe is very important. Students should feel that collaborating media and technology are easy to use and beneficial for their language acquisition teaching and learning. These two findings underscore the importance of focusing on ease of use and highlight the advantages of mobile learning for instructional developers and designers, researchers, and educational institutions. All mobile learning initiatives must be made as simple as possible to use, which means designers must remove all technical barriers. There are several ways in which institutions can promote the benefits of mobile technology learning initiatives prior to their large-scale rollout. This can be achieved by educating professors about the advantages of technology and encouraging them to use it for the benefit of their students and their own professional development. To get professors to try out mobitech learning on their own, chances to do so should be made available, (Muir-Herzig, R. G., 2004).

When EFL teachers and students realize that online social network or mobile learning can help them improve their English, this trend will continue to grow. Peer-to-peer or community-based Online social network like Youtube and MindMeister (YouMiMe) are designed to meet the need for fast and easy to access and use. The findings in this study show that a learning instruction model using YouMiMe, which is used in English course 1, can increase students' motivation in English skills, listening, reading, writing, and speaking, based on the answers shown in figure 7 of 57 students in the semester 1. The researcher found that there was positive feedback from YouMiMe and it could increase students' engagement in their English performance. The average score of the students' English skills test post is 84.95. This indicates that there is a significant difference in learning outcomes before and after using YouMiMe in the high category.

This study describes the advantages of incorporating cellular technology into lectures that are very important. Advanced mobile literacy was found to have a significant impact on adoption, according to a study. In addition to digital literacy are advanced mobile skills, which involve using mobile technology for more complex mobile learning activities, such as accessing the Internet, sending projects, and uploading project video presentations via mobile devices. In one study, this factor was found to have a direct impact on the perceived ease and usefulness of a mobile device

The use of mobitech (mobile technology) in the classroom has a positive effect on student learning and students' perceptions of perceived learning effectiveness are no longer difficult even though they are given online instructions and they are more independent as shown in figures 4,5 and 6. Research has shown that previous experience with a particular technology is a key factor in the adoption of a new technology (Kidwell & Jewel., 2008). This study found that lecturers' previous exposure to mobile technology had a significant impact on their opinion of its usability and convenience. Due to lecturers' high levels of mobile literacy, they can more accurately assess the value of mobile learning in supporting their own learning and teaching. Confidence in its use must also be gained by doing so. For example, familiarity with mobile technology will help in expanding and experimenting its use in other fields – such as teaching. However, lecturers who rarely use mobile technology and lack technological expertise are less likely to experiment or deviate from current practice. There is a lower chance that they will find mobile learning user-friendly or useful for their education. With more experience with their mobile devices, educators are becoming more aware of how mobitech in learning activities can be developed and incorporated into their teaching.

Using technology in the classroom requires that students and lecturer have both general technology skills and more specialized knowledge, the study finds. It is not always the case that widespread use of technology at home translates into effective implementation in the classroom. A specific set of skills and pedagogy is required to make this general literacy applicable to teaching including with the use of YouMiMe. Instructors' attitudes towards media and technology will also play a role in influencing their behavioral intentions to implement mobitech-based learning in the classroom. Students who see the value of technology in the classroom are more likely to be interested and more massive in using mobitech in their introduction and will be actively involved according to this study. As a result, lecturers and their students tend to actively seek and incorporate new technologies into their classrooms and have fun with these conditions (Duncan-Howell & Lee, 2007).

As described by to (Friedman, H. H., Friedman, L. W., & Hampton-Sosa, W., 2013) there are five online social networking standards govern how online social networks are used to learn English skills. These are communication, teamwork, community, creativity, and convergence. EFL teachers and students alike benefit from an interconnected online mobitech, which allows them to communicate in English and improve their English skills at the same time.

This study also found that the students who were trained to use YouTube media to express their English skills, in this case at the YouMiMe stage, uploaded their presentation videos on their respective YouTube accounts. To collaborate, they also create public and private groups, the latter of which is restricted to a specific group of teachers or students. As with offline learning environments, teachers and students can build study habits by participating in community or study groups in online environments, (LeNoue, M., Hall, T., & Eighmy, M. A., 2011).

By working with other teachers or students, knowledge can be shared. Learning English in a group setting has been shown to produce better learning outcomes because it takes different learning styles into account (Chen, D., Xu, D., Li, H., Sebe, N., & Wang, X., 2018). Each member of the Online social network community should be able to participate in a specific group of people via the network. When teachers and students are working together as a team, they need to use their creativity to convey information and ideas. For the same reasons, we're aiming to improve the English skills of students. For the most part, social media platforms like WhatsApp, Facebook and Youtube encourage EFL educators and students to collaborate online, share resources, and have ongoing discussions about issues related to education (Robinson, C. C., & Hullinger, H., 2008; Bailey, D. R., & Lee, A. R., 2020).

(Wu, W. C. V., Yen, L. L., & Marek, M., 2011) argue each of the main goals of an academic program should lay a solid foundation on which students can build their capacity for independent learning and growth It can be summed up by saying that the use of YouMiMe in English Course 1 has helped the students' motivation, more engage and confidence in English. Student responses and participation in class are the most consistent indicators of increased motivation and self-confidence. In addition, one of the most effective ways to improve student performance at the university is to incorporate technology into the teaching and learning process. The practice of incorporating technology into the teaching methods used in the classroom must not stop. Lecturers should be more tech-savvy and up to date on the latest technologies to help students improve their English. Students' digital literacy was also found to be a separate factor from their ability to use technology in the classroom. College lecturers must not only be digitally literate, but also be able to integrate technology into the classroom, as the findings of this study show. This study found that the YouMiMe technique was well received because students' abilities and attitudes influenced their decision to use it.

Conclusion

YouMiMe has benefitted from the feature that enables learners to share their ideas and pieces of writing and speaking. These students have a wonderful opportunity to learn from, imagine, and comment on, sharing ideas, opinions, and arguments with others, all under the guidance of the teacher. Having a diverse group of thinkers can lead to better and more innovative ideas. This study also increases the students' communication, collaboration, critical thinking, and creativity in designing their video presentations and presenting their speaking by using MindMeister. One of the most important advantages of YouMiMe is that it encourages students to learn independently and to incorporate technology to improve their listening, reading, writing, and speaking skills, as well as their pronunciation and vocabulary. As students integrate, YouMiMe out of mutual respect and encouragement for one another's cultures.

The commercialization of this research is cost-free thanks to the free nature of YouTube and MindMeister. They can be patented as step-by-step learning strategies for writing and speaking skills, which have high commercialization potential. YouMiMe is a mobile web-based application that can be used anytime and from any location and is ideal for people who are always on the move but still want to stay connected and share work with others. YouMiMe's offline capabilities, on the other hand, allow educators and students to work outside of Wi-Fi zones, such as in schools in rural and suburban areas as long as they have adequate electricity. In this way, it is fair to those with limited internet connection and teachers have laptops (device), as they can share their written and spoken content as soon as they have a connection. Lastly, YouMiMe can help ESL students learn effective language skills in the 21st century by exposing them to collaborative networks in real life.

The conclusion from the results of this study is that there is a difference between the students' initial and final analytical skills after applying the mind mapping method of learning using the YouMiMe application. This can be seen from the results of the t test. The value of t =-10.184 with sig (2-tailed) = 0.001, which is smaller than the 0.05 significance level. Based on the results of this study, it is recommended to try using the YouMiMe technique in learning to further improve students' English skills. There is a significant effect of the YouMiMe technique on English skills in terms of the significance level on the t-test.

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