



## **The Effect of Youtube Video as Teaching Media on the Ability of Grade VII Students of SMP Negeri 8 Pematangsiantar in Writing a Recount Text**

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### **Abstract**

This research was carried out to find out the effect of YouTube Video on students' ability in writing recount text at grade VII of SMP Negeri 8 Pematangsiantar which is conducted in two classes, namely the experimental class (VII-4) consisting of 30 students and control class (VII-3) consisting of 30 students. The writing test is used as the data collection instrument for the pre-test and post-test. The writing rubric score three elements: orientation, events and re-orientation. The experimental class mean score on the pre-test was 69,6 and the mean score of control class was 66,3. On the other hand, the mean of score in experimental class on post-test was 83,7, while the mean score of control class on post-test was 70,13. To acquire data, the researcher used test as instrument. The result of t-test was 8,023 which was higher than t-table at 5% of level significance (1,672). The result of significance value indicates that alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_o$ ) was rejected. It meant that there was significant effect by using YouTube Video at grade VII of SMP Negeri 8 Pematangsiantar in writing recount text.

**Keywords:** Effect, YouTube Video, Writing

### **INTRODUCTION**

In the context of education in Indonesia, challenges often arise during the learning process, such as inadequate facilities and infrastructure, which can impede educational activities (Permana et al., 2023). These issues can negatively impact students' learning outcomes. The success of educational activities is reflected in the teacher's ability to select and implement appropriate media during lessons and the students' capacity to grasp the material taught (Munna & Kalam, 2021).

English is an essential subject, requiring students to develop four key skills: speaking, listening, reading, and writing (Hariati & Supriyani, 2023). Writing is crucial not only in English but across all subjects, serving as a powerful means to acquire knowledge and information from the environment. Writing fosters idea generation, self-confidence, and broader insights. Process writing, in particular, is a method that aids in organizing and analyzing students' ideas, encourages collaboration, offers control over writing, and supports diverse activities (Bayat, 2024). Recount text, a functional text type commonly used in schools, involves retelling past events or experiences (Sinthianuary et al., 2020). Its primary aim is to inform or entertain by presenting events in chronological order.

Observations at SMP Negeri 8 Pematangsiantar during the field experience practice (PPL) program in the odd semester revealed that teachers did not utilize media in their instruction, leading to student boredom and difficulty in understanding the material. The lack of media use negatively affected student learning outcomes. This was evident from the final semester exam results, where only 98 out of 305 students in Grade VII scored above the KKM, representing about 32.1% of the total.

Learning media are effective tools that make the learning process more engaging. The absence of media use was identified as a factor contributing to low student performance (Febrina & Setiawan, 2024). Media are essential for revitalizing classroom dynamics, making learning more interactive and interesting, and enhancing students' learning experiences. Consequently, learning media are crucial for fostering behavioral changes, supporting creativity, and encouraging active participation and enthusiasm for learning (Wanodya, 2023). Given these challenges, there is a need for interactive learning media, particularly in teaching recount text writing. Technology-based media play a vital role in enhancing the effectiveness of learning by conveying messages and content (Hikmah, 2019). YouTube videos, with their engaging visuals and subtitles, can improve students' understanding of grammar and generate more enthusiasm than traditional textbooks.

This research aligns with previous studies, reinforcing the findings. For instance, Nuur et al. (2021) explored the impact of YouTube videos on students' writing skills in recount texts. Safitri et al. (2022) examined the use of YouTube media in teaching procedure text writing skills. Other studies, such as those by Imelda Putri Siahaan et al. (2021), Chantika (2022), Idarmawati (2022), and Situmorang et al. (2023), also highlight the effectiveness of video and diary applications in enhancing students' writing abilities.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect of YouTube Video as Teaching Media to the Ability of Grade VII Students of SMP Negeri 8 Pematangsiantar in Writing A Recount Text”**

## METHOD

This study utilizes a quasi-experimental design with a quantitative approach. As described by Ary et al. (2014), quantitative research involves a deductive method that explores relationships or cause-and-effect scenarios, typically using large samples and presenting data numerically, which is then analyzed through statistical tests. The aim of this research was to evaluate the impact of using YouTube videos for teaching recount texts, compared to traditional media methods.

The study involved two groups: an experimental class and a control class. Both groups participated in a pre-test and a post-test to assess differences in their performance. The experimental class was exposed to YouTube videos as part of their learning, while the control class continued with conventional teaching methods without video integration.

The participants were students from SMP Negeri 8 Pematangsiantar, with Grade VII-3 serving as the experimental class and Grade VII-4 as the control class, each comprising 30 students. The research instrument was a written test, divided into two parts: a pre-test, conducted before the intervention to assess students' initial writing skills, and a post-test, administered afterward to measure improvements in their writing abilities. Each test lasted 60 minutes and focused on producing a descriptive written text.

## RESULT AND DISCUSSION

### Data Description

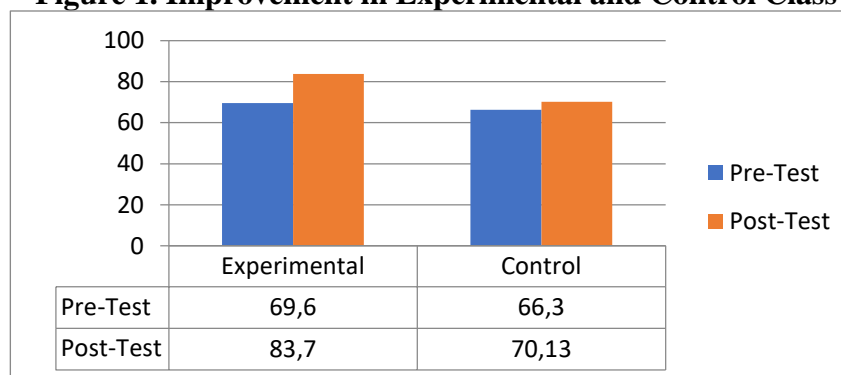
The data for this research consisted of paragraphs written by students, focusing on the generic structure of recount texts. Each paragraph included the elements of orientation, events, and reorientation. For the evaluation, three paragraphs from each student were

selected as samples from their assignments. After reading the recount texts, the paragraphs were assessed using a rubric based on the generic structure. The researcher employed a rubric that evaluated three key aspects of writing: orientation, events, and reorientation. A total of 30 students in each class received the worksheet and composed recount texts about their experiences, both in the experimental class and the control class.

**Table 1. Students scores of the Experimental Class**

| No       | Student's Initial Name | Pre Test    | Post Test   |
|----------|------------------------|-------------|-------------|
|          | AFT                    | 70          | 74          |
|          | CJM                    | 60          | 75          |
|          | IAIS                   | 70          | 75          |
|          | PU                     | 60          | 77          |
|          | AP                     | 70          | 77          |
|          | AS                     | 65          | 78          |
|          | AN                     | 75          | 78          |
|          | NARG                   | 57          | 79          |
|          | RJH                    | 55          | 80          |
| .        | POC                    | 65          | 80          |
| .        | MAA                    | 70          | 80          |
| .        | NNS                    | 75          | 80          |
| .        | KAS                    | 55          | 84          |
| .        | ES                     | 65          | 85          |
| .        | TU                     | 65          | 85          |
| .        | ZFS                    | 65          | 85          |
| .        | HAG                    | 70          | 85          |
| .        | NAH                    | 70          | 85          |
| .        | LKS                    | 75          | 85          |
| .        | NAP                    | 75          | 85          |
| .        | KP                     | 74          | 87          |
| .        | YRS                    | 75          | 87          |
| .        | SG                     | 78          | 87          |
| .        | RHP                    | 65          | 90          |
| .        | ASSN                   | 68          | 90          |
| .        | YFP                    | 75          | 90          |
| .        | TTS                    | 77          | 90          |
| .        | ARS                    | 85          | 90          |
| .        | MAS                    | 80          | 95          |
| .        | RN                     | 80          | 95          |
| $\Sigma$ |                        | <b>2089</b> | <b>2513</b> |

In the experimental class, the highest pre-test score recorded was 85, while the lowest score was 55. After the implementation of YouTube videos as a teaching medium, the post-test results revealed a significant improvement, with the highest score reaching 95 and the lowest score at 74. The total score for the pre-test in the experimental group was 2089 points, resulting in an average pre-test score of 66.3. Following the instructional intervention, the experimental group achieved a total of 2513 points in the post-test, leading to an improved average score of 83.7. This data suggests that the use of YouTube videos positively influenced the students' ability to write recount texts, clearly demonstrating an enhancement in their performance after the intervention.

**Figure 1. Improvement in Experimental and Control Class**

After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, particularly following the intervention. The experimental group, which utilized YouTube videos as a teaching medium, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class rose from 66.3 in the pre-test to 83.7 in the post-test. In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score increasing from 65.16 in the pre-test to 70.13 in the post-test.

This results in an increase of 17.4 points for the experimental class, while the control class experienced an improvement of only 4.97 points. The findings of this study suggest that the use of YouTube videos had a significant impact on enhancing students' writing abilities, particularly in composing recount texts. The greater improvement observed in the experimental class compared to the control class indicates that engaging media can be an effective strategy for developing writing skills among students. This underscores the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing.

### Testing Hypothesis

The researcher found that the t-test value was 8,023 after doing a data analysis. The distribution table and the t-test value at various degrees of freedom (df) were then calculated using the t-test value. The t-table's result is 8,023 because the degrees of freedom (df) in this study are 58 at a significant level of 0.05. Based on the calculating results,  $H_a$  was accepted and  $H_o$  was rejected because  $t\text{-test} > t\text{-table}$  at level  $t = 0,05$ , or  $8,023 > 1,672$ .

### Research Findings

This analysis investigates the impact of YouTube videos as teaching media on the ability of Grade VII students at SMP Negeri 8 Pematangsiantar in writing recount texts.

#### 1. Experimental Class

- The highest pre-test score recorded in the experimental class was 85, while the lowest score was 55.
- The total score for the pre-test in this class was 2089 points, resulting in an average pre-test score of 69.6.
- After implementing YouTube videos as a teaching medium, the post-test results showed significant improvement, with the highest score reaching 95 and the lowest score at 74.
- The total score for the post-test was 2513 points, leading to an improved average score of 83.7.

#### 2. Control Class

- In the pre-test, the control class had a lowest score of 51 and a highest score of 85.

- b. The total score for the pre-test in this class was 1989 points, resulting in an average pre-test score of 66.3.
- c. In the post-test, the control class scored as low as 55 and as high as 90.
- d. The total score for the post-test was 2104 points, leading to an improved average score of 70.13.

### 3. Statistical Analysis

The t-test was 8,023. Thus, the researcher found that the t-test value was higher than the t-table value ( $8,023 > 1,672$ ). In other words, the researcher concluded that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_o$ ) was rejected.

This statistical evidence supports the conclusion that using engaging media, such as YouTube videos, positively impacts student engagement and educational outcomes in writing recount texts.

## Discussion

This research aimed to explore the impact of YouTube video application media on the ability of Grade VII students at SMP Negeri 8 Pematangsiantar to write recount texts. The study involved two classes: VII-4 as the experimental group and VII-3 as the control group. Both classes underwent the same pre-test and post-test assessments. However, the experimental class received treatment through the use of YouTube videos after the pre-test, while the control class continued with traditional textbook learning without any additional media.

The findings indicated that students who utilized YouTube videos achieved better scores compared to those who relied solely on textbooks. The students expressed a keen interest in learning English and writing recount texts through the YouTube video application, suggesting a significant difference between their pre-test and post-test results. The data revealed that the mean score for the pre-test was 66.3, which improved to 83.7 in the post-test. In contrast, the control class had a mean pre-test score of 65.16 and a post-test score of 70.13, indicating that conventional media did not effectively enhance their writing skills.

The statistical analysis showed a significant difference between the t-test and t-table values ( $8.023 > 1.672$ ), confirming that the students were generally very engaged with the material presented and demonstrated a good level of writing ability in recount texts. The use of YouTube videos positively influenced students' writing across five key aspects: main orientation, events, and re-orientation. Additionally, this approach provided teachers with a valuable tool for assessing student performance and facilitating engaging online learning experiences.

In conclusion, the research supports the effectiveness of YouTube video application media in enhancing students' abilities to write recount texts. This aligns with previous studies that found significant improvements in writing skills when using YouTube videos as a teaching resource. For instance, Nuur et al. (2021) reported notable differences in writing achievement among students taught with YouTube videos compared to traditional methods. Similarly, Chantika (2022) demonstrated that YouTube videos enhanced students' recount writing skills, while Rakhmad Felanie (2021) confirmed their effectiveness in improving writing abilities.

## CONCLUSION

Based on the data analysis, findings, and discussions from this research, it was concluded that YouTube videos positively influenced the writing abilities of Grade X students at SMP Negeri 8 Pematangsiantar in composing recount texts. During the learning activities, students were more engaged when using YouTube videos, which encouraged them to think critically and creatively while writing descriptive texts. They effectively developed essential elements such as orientation, events, and re-orientation in their recount writing. In

contrast, the use of textbooks had a lesser impact on the writing abilities of Grade VII students at the same school. Although textbooks were employed, their effect was not as significant. The traditional learning approach, which primarily focused on the teacher, resulted in students being less active and limited in their creative thinking. The influence of YouTube videos was found to be more substantial than that of textbooks regarding the students' writing skills. This was demonstrated by the t-test value of 8.023, which was greater than the t-table value of 1.672. This indicates that the effect of YouTube videos on the writing abilities of Grade VII students at SMP Negeri 8 Pematangsiantar was more pronounced than that of traditional textbooks. Consequently, the researcher accepted the alternative hypothesis ( $H_a$ ) and rejected the null hypothesis ( $H_o$ ). The students' writing achievements improved after the introduction of YouTube videos. By incorporating this teaching media, students became more active and creative in acquiring new knowledge and information, particularly in writing recount texts. Overall, the research highlights the effectiveness of YouTube videos as a teaching tool in enhancing students' writing skills.

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