

# USE OF YOU TUBE MEDIA IN LEARNING WRITING NARRATIVES IN JUNIOR HIGH SCHOOL STUDENTS

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## Abstract

Learning to write is still considered difficult for some junior high school students. Less than optimal learning and the use of methods that do not pay attention to the situation and abilities of students result in minimal abilities. Teachers are required to innovate and continue to show their creativity in welcoming learning in industry 5.0. This research method uses a pretest post test experimental method in the same class. The number of respondents was 34 class VII students at Kanzul Mubarak Middle School, Bekasi City. The method used in this research is an experimental method with a pre test post test type. The data obtained will be tested for assumptions (homogeneity and normality), and the paired sample t test. Students are able to improve their narrative writing skills through practice and learning sourced from YouTube. Students are expected to be able to develop writing, other than narrative, such as argumentative, descriptive and persuasive writing.

**Keywords:** YouTube; Writing; Narrative

## INTRODUCTION

Language skills are divided into 4, namely writing, speaking, listening and writing. Writing skills are still often considered difficult. Students are not used to writing. Students still experience obstacles when they want to express their thoughts and ideas into writing. Writing skills become difficult when students are not used to reading. This is related to the ability to read and write. Students who are not used to reading regularly do not have sufficient vocabulary and ideas to express their ideas in writing. Likewise, students who are used to reading regularly will have a good vocabulary, so they will be able to express their thoughts and thoughts on a piece of paper (Kurniawati, 2019).

Writing ability is one of the materials in learning English and Indonesian in junior high school. Writing skills are expected to increase imagination and creativity in writing literature. However, if you look at students' abilities, writing is not an easy thing to do. Students still have difficulty developing their ideas and imagination. Children are less interested in writing.

One type of writing taught in junior high school is writing narrative text. Narrative means telling or describing the process of an event (Hairul, 2020). The aim is to provide a real picture to the reader, both stages, steps and a series of events about something.

Narratives have special characteristics that can be recognized. The first essay is an event. The second is clear and the sequence of events, the third is the background of time and location, the fourth is the background of the perpetrators, and finally there is chronology or story order.

Teachers who become facilitators need innovation and creativity in implementing writing learning in the classroom. One of the media that can be used and has become a well-known platform is You Tube. Teachers can use this platform, because students are very familiar with this platform. You tube can be used in various activities.

Research on the use of YouTube in learning is (Putri, et al, 2021), stating that the use of YouTube can be used in students' learning to write. This research was motivated by the low scores of students in the skills of writing persuasive paragraphs for VIII SMP students. Research from (Simamora, et al, 2022), reveals that in particular, there is low ability in writing procedural texts. Then, there is a lack of students' understanding of the structure and linguistic characteristics of procedural texts. Apart from that, the teacher's way of communicating is also less pleasant and students are still found to be less active in learning activities. Learning can be developed by using YouTube to improve students' writing skills. Research from Muttalib, A., & Mardawati, M. (2019) examining narrative writing stated that by using YouTube media the final test results were compared. The average pretest score in the experimental class was 66.00 and after the media was applied the average score obtained was 76.00. This effectiveness is caused by students' ability to observe and understand YouTube shows (Muthmainnah, et al, 2022). YouTube is a video sharing site for various needs and interests for free. Various materials on YouTube can be used as support for online learning at home which is monitored by parents of elementary school students (Widiyarto, et al. 2023). There are various school English learning materials (Angraeni, D. K. 2021).

Learning to write, especially narrative writing, will become more interesting if you use the right media. Students are invited to understand and save and watch materials/materials for writing. By watching YouTube, according to the story, students can practice their writing well (Simamora, et al, 2021).

Middle school students need more intensive writing practice. Teachers can provide structured narrative writing practice. One of the junior high school students who continues to hone his writing skills is Kanzul Mubarak Bekasi Middle School student. The school and teachers provide various media to practice writing skills.

Based on the description above, research questions can be asked, namely whether YouTube media can improve junior high school students' narrative writing abilities, and what is the process of learning to write narratives using YouTube media? Meanwhile, the aim of the research is to find out whether YouTube media can improve junior high school students' narrative writing abilities, and to find out what the process of learning to write narratives is using YouTube media.

YouTube is a collection of content containing thousands of films and TV episodes. In a day, YouTube serves more than 2 billion videos per day. has become the clear leader in online video sharing. YouTube mainly earns revenue by selling advertising on its homepage and search results, as well as in its videos (Permana, I. 2017). The site allows users to upload, watch and share videos. The company is headquartered in San Bruno, California. The company was founded in 2005 by Steve Chen (former CTO) and Chad Hurley (former CEO). YouTube today is a subsidiary of Internet search giant Google. In November 2006, YouTube, LLC was purchased by Google for US\$ 1.65 billion and officially operates as a subsidiary of Google. The YouTube company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technology to display various kinds of artificial video content. users, including movie clips, TV clips, and music videos. Apart from that, there is also amateur content such as video blogs, short original videos and educational videos.

Narrative is a type of writing that states an incident or event in sequence over time. Narrative has a plot or story line with literary content. In the narrative there is a fictional story that states a certain topic. Narratives can be written based on imagination. Students are encouraged to enrich their imagination and suggestive narratives (Yanti, D. F. 2018). One way to write a good narrative is to determine the point of view that will be written. This needs to be paid attention to because the point of view draws the reader's attention to how the writer processes words that make the reader curious.

## METHOD

The method used in this research is an experimental method with a pre test post test type, where only 1 class is used in the experiment. The pretest was carried out before teaching using YouTube media. The post test was carried out after learning using YouTube media. The following is the experimental design,

**Tabel 1.** Design of Experiment

T1	X	T2
Pretest	Treatment	Posttest

Based on the table above, the experimental design used in this research is One-Group Pretest-Posttest Design. Using one experimental group in this research, this group was treated using the YouTube method. At the end of the class learning, narrative writing skills were measured through a test where the test was given a Pre-Test at the beginning of the lesson and at the end a Post-Test was given in the form of command questions in the form of students' narrative writing. The number of students who took part in the experiment was 32 class VII students at Kanzul Mubarak Bekasi Middle School. Class selection uses probability sampling (random sampling), namely a random sampling technique. The procedure for collecting data is that the researcher determines the test as an instrument in the research. equipment or methods used in the form of measurement and evaluation. The instrument given before the teaching and learning process is carried out is the Pre-Test and then carried out after the entire teaching and learning process has been carried out, namely the Post-Test. The data obtained will be tested for assumptions (homogeneity and normality), and the paired sample t test. Researchers use SPSS 22.

## RESULTS AND DISCUSSION

### Results

Pre-test and post-test data that have been obtained are carried out prerequisite tests including Normality and Homogeneity tests. The following are the results of the homogeneity and normality tests of data that have been processed using SPSS 22, namely,

**Table 2.** Homogeneity Test

		Varians $F_{hitung}$ $F_{tabel}$	Kriteria	Kriteria		
<i>Pre-Test</i>	240,3	1,382	1,882	$F_{hitung} < F_{tabel}$	Homogen	<i>Post-Test</i> 173,8

From the table above, it can be seen that the value of all pre-test and post-test data has  $p$  (sig)  $> 0.05$  so the data is homogeneous.

**Table 3.** Test of Normality

		Kolmogorov-Smirnov		
Class		Statistic	df	Sig.
Writing Skill (pretest)		.130	34	.141
Posttest		.142	34	.171

Based on the table above, the normality test results can be seen that all pretest data and The posttest has a p value (sig) > 0.05, indicating that all residual data is normally distributed

**Table 4.** Pretest and Posttest

<i>Variabel</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Prettest</i>	32	1	3	6.6	0.640
You tube Posttest	32	3	5	7.3	0.116

In table 4, the pretest result is 6.6 and the posttest value is 7.3, meaning there is an increase.

**Table 4.** Paired Sample Test

Table 4: Paired Sample Test							
Paired Differences				Confidence Interval of The Difference	t	df	Sig.(2-tailed)
Mean	Std.Deviation	Std.Error	95%				
		Mean	Lower Upper				
23.712	7.254	1.624	31.087	-26.103	21.432	34	.000

Based on the data output of pair 1 in Table 4. Paired Samples Test above shows that the sig. (2 tailed) of  $0.000 < 0.05$  then it can be concluded that there is a difference in average

The average results of learning to write essays for the pretest and posttest results. With the difference in the average results of the pretest and posttest, it can be concluded that there is an influence of using YouTube on student learning outcomes. Based on the statistical hypothesis which has been formulated as follows. Ho: There is no influence between application use you tube on writing ability Ha: There is an influence between using you tube Ho:  $p = 0$  (meaning there is no influence)

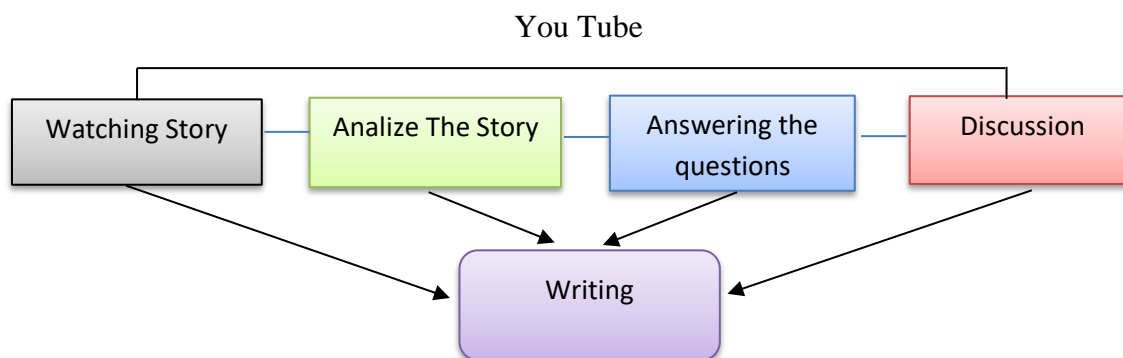
Ha:  $p \neq 0$  (meaning there is influence). From testing the hypothesis above, it produces a sig value. (2 tailed) of  $0.000 < 0.05$ , it can be concluded that Ho is rejected and Ha is accepted. Because Ha is accepted, it can be interpreted that there is an influence between the use of YouTube.

## Discussion

Using YouTube is one way to bring learning methods closer to students. You Tube is an application that is easy to use and can be a learning resource. Students who are used to opening YouTube will be more accustomed to following the storyline that has been explained in class. The author provides a link from Mrs. Ruli, an education practitioner, on how to write interesting short stories or narrative stories. The duration of the explanation on the link is 20 minutes. The link also explains how to describe a story. <https://www.youtube.com/watch?v=9VUz7Q3Im-4>. The process of learning to write narratives begins with showing an interesting story <https://www.youtube.com/watch?v=xKgLySFWqoE>, conducted by Ni Made Wulan Cahyani, a junior high school student from Tabanan, Bali. The story told is quite attractive and interesting. Students can analyze stories and write stories in books. After that, students answer questions from the teacher. Students who are able to answer receive a reward in the form of a learning activity score and a notebook. After that, students form groups and start writing. In

accordance with the theme given by the teacher. Narrative writing practice is given in 3 meetings for 30 minutes.

Learning to write on YouTube ends with a conclusion and each group is given the opportunity to read the narrative writing that has been created. Students from other groups may provide opinions about other groups' writing. The teacher closes by providing input and final conclusions. In general, the stages of learning to write narratives using YouTube can be described as follows:



**Figure 1.** Learning Writing

In the picture you can see the role of the teacher is small. Students do more activities. Students are encouraged to practice writing at least 3 times a week for 1.5 hours. The role of YouTube has a dual function, as material for writing, and can provide explanations to students. The teacher provides assistance if there are students who do not understand the stages of learning to write narratives (Inggriyani, & Fazriyah, 2018).

The results of learning to write narratives using YouTube resulted in an increase in scores from an average of 6.6 to 7.3. there was an increase of 7 points. These results are in line with research. (Muttalib, A., & Mardawati, 2019). which states that the ability to write narratives can use YouTube media on reality shows. Students are more interested in artists' stories and current stories. Another research that focuses on the use of You Tube is Angraeni, D. K. (2021 which states that in learning to write you can use media that is suitable for students, You Tube media can be a teacher's choice in improving writing skills.

Learning to write must be followed in stages that are appropriate to the student's abilities. Putri, et al, 2021). For example, if there are students who have low writing skills, the teacher must adjust the child's abilities by choosing simpler vocabulary or sentences, so that students can still develop their imagination without being hampered by composing more complicated sentences. You tube is not only used in learning to write but can be used in learning to listen. Listening skills improve if students are invited to watch and listen to various interesting stories in English. Students understand the meaning of stories more quickly (Widiyarto, et al, 2021).

## CONCLUSION

Learning to write is a lesson that requires practice and monitoring from teachers at school. Learning using YouTube can improve students' narrative writing abilities. The stages of learning to write with YouTube include watching, analyzing, answering and discussing. This stage can be carried out by students through monitoring by the teacher. Students get new experiences in learning to write narratives through YouTube.



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