

Watching the YouTube Channel “Easy English”: Learning to Write Descriptive Text for Junior High School

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ABSTRACT

Abstract. *The objective of the research was to determine whether using YouTube videos as a teaching tool to teach junior high school students how to write descriptive texts had any meaningful impact on their grades. This research used a quantitative approach, with a pre-experimental research design that included a pre-test and post-test. The average posttest score is 78,6 and the average pretest score is 88,6. The alternative hypothesis in this study is accepted based on the data analysis results since the t-test value, or $-10.247 > 2.085$, is greater than the t-table. The outcomes of the pretest and posttest imply a significant difference, suggesting that the use of YouTube media has an impact on the students' descriptive text writing abilities.*

Keywords: *Writing skills, Descriptive text, YouTube.*

INTRODUCTION

Background :

- Descriptive texts describe specific people, places, or objects, according to Anderson and Anderson (2003:26). In order to convey information about the issue, they additionally used descriptive language that described its features without expressing any opinions.
- Ismayanti and Kholiq (2020) explain that the identification generally comes in the opening paragraph to give the reader an overview of the subject matter that will be covered in the following paragraph. The author goes into great detail regarding the subject in the description. It serves as identification help.
- Writing descriptive texts in accordance with the requirements is the learning objective for class 7 using this material. Descriptive texts are those that we variously discover when attempting to characterize someone or something, according to Jayanti (2019). In its first and second years, Junior High School (SMP) students study it. Naturally, writing descriptive texts requires you to have excellent vocabulary mastery within the context of descriptive writing.

INTRODUCTION

Literature Review :

- As stated by Pakaya and Nabu (2022), students experience a variety of challenges when writing, and these challenges frequently recur throughout the ages. In addition, environmental factors such as fear, laziness, and a lack of confidence can also contribute to a student's inability to succeed in their objectives. Additionally, the students are always thinking about how afraid they are of making mistakes.
- According to Felanie (2021), the study's findings showed that students who received writing instruction through YouTube videos outperformed those who did not receive such instruction.
- Miller (2009:3) conveys YouTube as a video sharing community where users are able to create and view a wide variety of online videos with any sort of web browser. These videos can be instructional, entertaining, or something else entirely.

INTRODUCTION

- **Research Gap:** The previous research conducted the use of YouTube media for learning descriptive text in the 10th grader of senior high school while the researchers of this research conducted it in the 7th grader of junior high school.
- **Novelty:** Previous research shows that YouTube media can help improve students' vocabulary mastery. In their journal article, Siti Nurhotimah and Suryadi (2023) stated that using YouTube material in conjunction with the field trip approach to enhance writing skills for descriptive texts can result in significant improvements. So researchers are interested in conducting this research to find out whether YouTube media can really help improve, not have any impact, or even further reduce students' writing skills in composing descriptive texts for junior high school.

RESEARCH QUESTION

“Is there a significant effect of students' writing skills on learning descriptive text using YouTube media?”

METHODOLOGY

- The quantitative Pre-Experimental Design method will be implemented in this research. Creswell and Creswell (2018) state that an experimental design involves the deliberate diversion of one or more variables to assess the effects of the modification on a result (or outcomes) of interest. Additionally, by keeping all other factors constant, an experiment isolates the effects of this alteration.
- A pretest and a posttest are the research tools implemented. The development of descriptive texts, completed by each student separately, served as the test. The participants used in this research was 21 students class 7 of Junior High School.
- Pretest-Posttest Design for One Group:

For a single group, this design consists of a pretest measurement, a treatment, and a posttest.

Group A O1 ————— X ————— O2

METHODOLOGY

TEST

1. Pretest

The pretest was conducted before giving treatment. Before the pretest was conducted, a YouTube video about describing animals was played in front of the class. Then students were given a worksheet to test their' vocabulary mastery in descriptive text. On this worksheet, students were instructed to identify the appearance of animals. The worksheets were done individually. The pretest worksheet is adapted from Djatmika et. al. (2019:164).

2. Posttest

The posttest was conducted after the pretest and treatment. Before the posttest was conducted, a YouTube video about describing a person was played in front of the class. Then students were given the same worksheet as during the pretest. The difference was that students needed to identify the appearance of a person.

3. Scoring

The test assessment used for this research is the Writing Assessment Rubric adapted from Brown (2001).

METHODOLOGY

4. Treatment

- Following the pretest, treatment is given out. During the course of the treatment, the teacher meets with the class in the 3 meetings to conduct teaching-learning activities. The worksheets are adapted from Djatmika, et al. (2019:164). After identifying the appearance of animals, objects, and people, students created a descriptive text base on the classification in the worksheet table.
- Regarding the lack of vocabulary issue, the students need to learn the classification of animals, objects, and people. So that they will be able to know the vocabulary that they need to know before they create a descriptive text. From the words they found in the classification, the students will easily know what words they should use when creating descriptive texts.

FINDINGS AND DISCUSSION

- Findings: In order to get data for the study, the researchers compared the students' pretest and posttest results. The pretest's objective was to collect initial data on students' descriptive text-writing abilities, with a maximum score of 4 on each assessment indicator. The pretest mean score for the students is 78,6 as shown in Table I in the article. This is a result of the lack of usage of YouTube videos to evaluate students' abilities to write descriptive texts. After that, the researchers used YouTube to help students learn how to create descriptive texts. As a result, when the students took a posttest, the average score rose to 88, 6. The T-test sample test is then used to process and analyze the acquired data.
- Discussion: The results of the pretest and posttest imply to the researchers that there were improvements in the students' descriptive text writing ability scores. The researcher's pretest data, which stated comparatively low student mean scores of 78,6 before using YouTube as the media to improve descriptive text writing skills, make this clear. In line with the study by Felanie (2021), using YouTube videos as a teaching tool in the classroom significantly affects students' average writing achievement scores. The score of significance was 863. It exceeded five thousand. Preferred writing styles cannot be regarded as a factor that affected students' ability to write.

CONCLUSION

The results of this research might be seen as highlighting the implementation of YouTube videos to teach junior high school students how to create descriptive texts. The implementation of YouTube videos has an important effect on how well students can write descriptive text. Shown by the students' post-test scores, which considerably increased following the notion of YouTube media. Watching YouTube videos can provide students with fresh perspectives on the composition of descriptive texts. Teachers can also use YouTube videos to deliver learning materials. This has various of benefits, including trimming the need for lectures, supporting a variety of learning styles, and boosting students' enthusiasm for learning. It also makes it easier for teachers to present the content in an engaging way. With the use of YouTube media, students may improve their writing abilities, ideas, and comprehension of the structure and writing style. As a result, this approach can be utilized in the curriculum to help students increase their abilities in descriptive writing. The researchers acknowledged that their study had limitations because it only included 21 students as participants and only looked at two videos from one channel. It also only encompassed the writing of descriptive text. Thus, suggestions for future research include adding more than 21 students as participants and adding multiple YouTube channels and videos. The YouTube channels "English With Mr. Iwan," "Deti Prasetyaningrum," and "Jitender Kumar" are also suggested for teaching descriptive text in the seventh grade of junior high school. Videos with a variety of vocabulary related to descriptive text, appropriate and easily understood content, and engaging and colorful animations to showcase the illustrations and facilitate students' understanding of the learning materials are among the best options for teaching descriptive text to seventh-grade junior high school students. However, YouTube videos may also be utilized to go alongside other types of texts in the learning environment and other educational resources.

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