

The Influence of YouTube Media on Writing Short Story Texts in Class VI Students of SD Negeri 2 Percontohan Blangkejeren

Fitria Ratnawati [✉], Sadieli Telaumbanua, Yenita Br. Sembiring

Universitas Prima Indonesia, Indonesia

Article Info

History Articles
Received:
18 February 2024

Accepted:
20 March 2024

Published:
30 April 2024

Keywords:
Media, YouTube,
Writing, Short stories

Abstract

The research entitled "The Influence of Using YouTube Media on the Short Story Text Writing Skills of Grade VI Students at SD Negeri 2 Percontohan Blangkejeren aims to determine the extent of the influence of using YouTube media on the ability to write short story texts for Grade VI students at SD Negeri 2 Percontohan Blangkejeren. Quantitative approach to experimental methods. An experimental design was used to test the effect of using YouTube media on students' ability to write short story texts. This research involved a control group and an experimental group to compare the results between students who used YouTube media in learning to write short stories with students who did not use this media. Data was collected through short story text writing tests before and after treatment using YouTube media. Data analysis was carried out using statistical methods to measure the influence of using YouTube media on students' short story writing skills. The results of the research show that the tcount of 26.207 is much greater than the ttable value of 1.76, so H_0 is rejected and H_1 is accepted so it can be concluded that the use of YouTube media in learning to write short stories has a positive influence on the writing ability of class VI students at SD Negeri 2 Percontohan Blangkejeren. Students who used YouTube media experienced a significant increase in writing skills with an average of 67.89 compared to students who did not use this media with an average of 42.31.

[✉] Correspondence address:
E-mail: fratnawati05@gmail.com

INTRODUCTION

Writing is the process of putting ideas and thoughts into written form, starting from writing words, sentences, to coherent paragraphs. However, in the school environment, writing is often a challenge due to students' lack of reading skills and interest (Subekti, 2022). Reading is the basic foundation for writing; someone who doesn't like reading will have difficulty writing because these two activities are interrelated. Good writing skills involve collaboration between reading and writing, such as retelling the contents of a book, turning personal experiences into writing, or responding to news by writing letters.

To improve writing skills, we need to promote interest in reading and writing as complementary activities. Students should be given opportunities to explore different types of reading and writing in a variety of genres and formats, so that they better understand how to convey ideas and information effectively through writing. According to Ertan Ozen & Duran (2022), students who have effective writing skills can connect their thinking with the knowledge they have acquired and transfer that knowledge. A positive attitude toward writing can help students achieve success inside and outside the classroom.

One type of writing that is important in the development of writing skills at school is a story. Short stories or short stories are an aesthetic form of text that can enrich life and imagination. In the Merdeka Curriculum, one of the important writing skills for sixth grade elementary school students is writing short story texts. Learning short story texts now places more emphasis on text structure compared to analysis of short story elements, indicating a shift in focus in learning approaches.

The situation in the field shows several factors that play a role in students' low ability to write short story texts, such as difficulty in stimulating ideas and ideas, as well as the monotonous use of learning media. Teachers need to be creative in arranging learning so that it is not monotonous, so that students are more

involved and able to produce better writing (Purwadi & Yulistio, 2021). Audiovisual media such as video can be used as an alternative to create more meaningful and real learning. YouTube media, for example, can be an effective learning tool because it provides the latest information and expands students' knowledge.

This research aims to evaluate the effect of using YouTube media on the ability to write short story texts in class VI students at SD Negeri 2 Perpilotan Blangkejeren. This study is related to previous research entitled "The Effect of Using YouTube Media on Procedural Text Writing Skills". This research focuses on the influence of using YouTube media in writing procedural texts for high school students. Then the next research entitled "The Effect of Using Videos on Students' Writing Descriptive Text Across Learning Styles" the focus of this research is the effect of using YouTube videos in writing descriptive text and learning styles by class X students. As well as the next research entitled "The Effect of Using YouTube Video on The Tenth Graders' Writing Procedural Text Achievement" focuses on the influence of using YouTube videos in improving students' writing abilities in general. This shows that the use of YouTube media can improve students' writing skills.

Furthermore, research entitled "Using YouTube as a Teaching Media to Increase Interest and Motivation" can also be related to this research. This research shows that using YouTube as a learning medium can influence student interest and motivation. This can have a positive impact on the ability to write short story texts in class VI students at SD Negeri 2 Percontohan Blangkejeren.

METHODOLOGY

This research uses a quantitative approach with experimental or quasi-experimental methods to evaluate the impact of audiovisual media, especially YouTube, on the ability to write short story texts. A quasi-experimental method was used with a nonequivalent group posttest control design to understand writing ability. This research aims to investigate and

explain the impact of audiovisual media on the ability to write short story texts using statistical analysis. In this research, research methods are very important because research results, both success and quality, are greatly influenced by the selection and application of appropriate research methods.

This research was conducted in Class VI of SD Negeri 2 Percontohan Blangkejeren, Gayo Lues Regency, Aceh Province, in February of the 2023/2024 school year. The population of this study were all class VI students at SD Negeri 2 Percontohan Blangkejeren, totaling 72 students. The research sample used an incidental sampling technique by taking class VIA students as the experimental group and class VIB students as the control group, each numbering 36 students. Research stages include preparation, data analysis, and report creation. The data collection methods used are observation and tests. Observations were made during the learning process in class and when the experimental group used YouTube media. The test is carried out to evaluate student learning achievement and measure the increase in achievement achieved by students after applying short story writing skills.

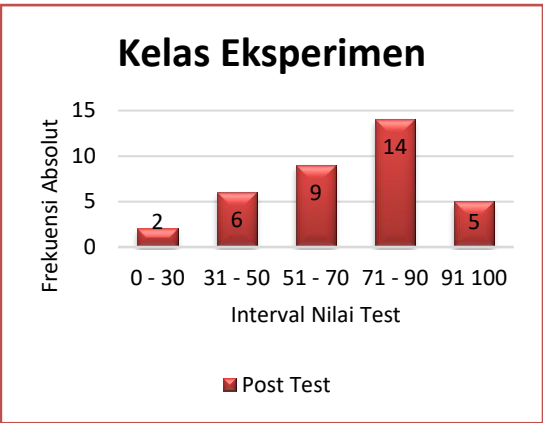
The validity of this research instrument was tested using the content validity method on a collection of test questions that had been prepared. The validation process involves consulting the instrument with colleagues and teachers who are experts in related subjects. Lecturers who are experts in the field of short story writing are asked to make corrections to each test question that has been prepared. The results of the consultation ensure that the content of the test questions matches the desired material and students can understand and answer the questions according to the instructions given. The assessment instrument has gone through an appropriate validity and reliability process, tested

by fellow teachers and language expert teachers. The reliability of the instrument was tested using Cronbach's alpha coefficient, producing a high reliability value, namely 0.67. With fulfilled validity and reliability, this assessment instrument can be relied on in measuring the quality of students' short stories with good consistency in the research "The Influence of YouTube Media on Short Story Text Writing Skills in Class VI Students of SD Negeri 2 Percontohan Blangkejeren".

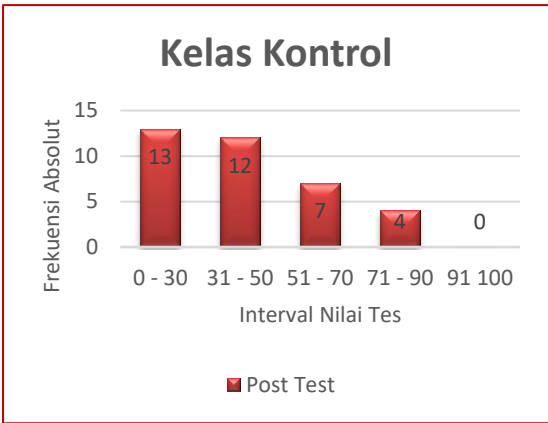
The data analysis method in this research aims to identify differences in learning achievement between the control and experimental groups in the influence of YouTube media on the ability to write short story texts. Analysis includes descriptive techniques such as mean, median, mode, standard deviation, variance, and score range. Apart from that, parametric statistics such as normality tests and sign tests are also used to test differences in learning outcomes between the two groups. Eligibility evaluation is carried out based on student questionnaire responses, with the results converted to a scale of one to four for assessment.

RESULTS AND DISCUSSION

In the t test, the posttest results of the Experimental Group and Control Group used SPSS version 26 to test the significant difference between the posttest average of the Experimental group ($M = 67.89$, $SD = 19.632$) and the posttest average of the Control Group ($M = 42.31$, $SD = 17.912$) in a sample of 36 participants. The t test results show that there is a significant difference between the pretest and posttest averages $t(35) = 26.207$, $p = 0.000$. where the significance value is $0.000 < 0.05$. The average difference between the Experimental and Control Group Posttest was 25.583



Grafik 1 - Hasil Post Tes Eksperimen



Grafik 2 - Hasil Post Tes Kontrol

	Paired Differences							
				95% Confidence Interval of the Difference				
				Lower	Upper			
Mean	Std. Deviation	Std. Error	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1Eksperimen Kontrol	-25.583	5.857	.976	23.602	27.565	26.207	35	.000

Table 1 - Hasil Hipotesis

The results of the t-test analysis show that there is a very significant influence from YouTube media on the ability to write short story texts for class VI students at SD Negeri 2 Percontohan Blangkejeren. This is based on the calculated t value of 26.207, which is much greater than the t table value at the 0.05 significance level. Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted.

CONCLUSION

The conclusion of this research shows that the use of YouTube media for writing short story texts has a positive and significant influence on the writing ability of class VI students at SD Negeri 2 Percontohan Blangkejeren. Students who use YouTube media as a learning resource show better writing skills compared to students who use media other than YouTube. YouTube

media has also been proven to be able to increase students' motivation and interest in writing short story texts through interesting and interactive video content.

However, an integrated approach and effective mentoring from teachers is needed to maximize the potential of this media. This research provides an important contribution to the understanding of the influence of media in learning to write short story texts at the elementary education level, and the results can be a guide for teachers and stakeholders in designing more effective learning strategies to improve students' writing abilities.

ACKNOWLEDGEMENT

The author expresses his deepest thanks to:

- 1. Dr. Sadeli Talaumbanua, M.Pd., as Supervisor I, for the guidance, direction

and support that has been given patiently and attentively.

2. Yenita Br. Sembiring, S.S., M.Hum., as Supervisor II, for all the valuable input, constructive criticism, and motivation which was very helpful in completing this research.
3. Jusrin Efendi Pohan, M.Pd., as Examining Lecturer, for very constructive criticism and suggestions as well as providing a broader view of this research.
4. Febriana, S.Pd., as Home Teacher for Class VI-A, and Mrs. Ani Nova Yanti, S.Pd., as Home Teacher for Class VI-B, for the help and support provided during the research process in the field.
5. The principal and all the teachers at SD Negeri 2 Percontohan Blangkejeren have given permission and the opportunity for the author to carry out research at the school.
6. My beloved family always provides endless prayers, support and encouragement to the author.

The author would also like to thank all parties who cannot be mentioned one by one, who have provided support both directly and indirectly in the preparation of this research.

REFERENCES

- Agarwal, S. S., Yadav, P. P., Chavali, K. H., & Kumar, L. (2011). How to write a thesis? *National Journal of Physiology, Pharmacy and Pharmacology*, 1(2). <https://doi.org/10.5040/9798400666933.ch-035>
- Aminuddin. (2004). Pengantar Apresiasi Karya Sastra. In *Journal of Accounting and Finance* (Vol. 5, Issue 01).
- Arikunto, S. (2012). Prosedur penelitian : suatu pendekatan praktik / Suharsimi Arikunto | OPAC Perpustakaan Nasional RI. In *Jakarta: Rineka Cipta*.
- Berger, A. A. (1991). Seeing Is Believing: An Introduction to Visual Communication. *The Journal of Aesthetics and Art Criticism*, 49(1). <https://doi.org/10.2307/431664>
- Calkins, L. M. (Columbia U. (2001). The Art of Teaching Reading. In *The Art of Teaching Reading*.
- Chion, M. (2019). Audio-Vision: Sound on Screen. In *Audio-Vision: Sound on Screen*. <https://doi.org/10.7312/chio18588>
- Cook, G. E., Stotsky, S., & Graves, D. H. (1986). Writing: Teachers and Children at Work. *College Composition and Communication*, 37(4). <https://doi.org/10.2307/357919>
- Diana Suci, Erizal Gani, dan Z. (2021). Korelasi keterampilan memahami teks cerpen dengan keterampilan menulis teks cerpen siswa kelas xi sma negeri 1 enam lingkung. *Angewandte Chemie International Edition*, 6(11), 951–952.
- El-Serafy, M. (2009). How to write a thesis. *Arab Journal of Gastroenterology*, 10(3). <https://doi.org/10.1016/j.ajg.2009.07.200>
- ERTAN ÖZEN, Nesime, & DURAN, E. (2022). Developing a Story Writing Attitude Scale for Secondary School Students. *International Journal of Contemporary Educational Research*, 8(1). <https://doi.org/10.33200/ijcer.788115>
- Fitriani, D. (2019). Penerapan Metode Kuantitatif Dalam Penelitian Ilmiah Mahasiswa. *PROSIDING SEMINAR Nasional Pengabdian Pada Masyarakat (SNPMas)*.
- González-López, M. (2021). Management of Teaching to ready and writing through art therapy in children. *International Journal of Educational Administration, Management, and Leadership*. <https://doi.org/10.51629/ijeamal.v2i2.51>
- Has, C. (2018). How to write a thesis in. *Tutorial Created by Chandra Has, xx–xx*.
- Hashim Yusup. (1997). Media Pengajaran Untuk Pendidikan. *Shah Alam: Fajar Bakti*.
- Heinich, et al. (2002). Instructional media and technologies for learning (7th edition). In *United State of Amarica: Pearson Education, Inc*.

- Hidayat, A. (2012). Sastra dan Ilmu Sastra: Pengantar Teori Sastra. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(February).
- Holt, J. (2011). Empires of entertainment: Media industries and the politics of deregulation, 1980-1996. In *Empires of Entertainment: Media Industries and the Politics of Deregulation, 1980-1996*.
- Knapp, P., & Watkins, M. (2005). Genre, text, grammar: Technologies for teaching and assessing writing. *Education*, 17(2).
- Krisnan. (2021). Metode Kuantitatif Menurut Para Ahli. *Metode Kuantitatif Menurut Para Ahli*.
- Moshinsky, M. (2014). Instructional technology and media for learning Smaldino Lowther Russell. In *Pearson* (Vol. 13, Issue 1).
- Purwadi, A. J., & Yulistio, D. (2021). Kemampuan Menulis Teks Cerpen Mahasiswa Program Sarjana Pendidikan Bahasa Indonesia. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 4(1). <https://doi.org/10.31540/silamparibisa.v4i1.1254>
- Riyanto, S., & Hatmawan, A. A. (2020). Metode Riset Penelitian Kuantitatif. In *Deepublish*.
- Rosalen, R. (2019). YouTube: Online video and participatory culture. *New Media & Society*, 21(9). <https://doi.org/10.1177/1461444819859476>
- Septi, N. fadhilah. (2021). Media pembelajaran Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat. In *Universitas Muhammadiyah Tangerang*.
- Setyoningsih. (2015). E Learning: Pembelajaran Interaktif Berbasis Teknologi. *Elementary*, 3(1).
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2018). Instructional Technology and Media for Learning Tenth Edition. In *Journal of Materials Processing Technology* (Vol. 1, Issue 1).
- Strangelove, M. (2010). Watching YouTube: Extraordinary videos by ordinary people. In *Watching YouTube: Extraordinary Videos by Ordinary People*. <https://doi.org/10.1177/0094306110404515nn>
- Subekti, M. A. (2022). Keterampilan Menulis Cerita Pendek Siswa SMA. *Parafrasa: Jurnal Bahasa, Sastra, Dan Pengajaran*, 4(1).
- UMAR, N. (2022). Metode Penelitian Kuantitatif. *Google Books*, April 2022.
- Yulisna, R. (2016). Kontribusi kemampuan memahami cerpen terhadap keterampilan menulis cerpen siswa kelas xi sma negeri 4 padang. *Gramatika STKIP PGRI Sumatera Barat*, 2(2). <https://doi.org/10.22202/jg.2016.v2i2.1101>
- Yuselvya, D. (2021). Kemampuan Menulis Teks Cerpen Siswa Kelas XI SMA Free Methodist Medan Tahun Pembelajaran 2020/2021. In *J. Electroanal. Chem.*
- Zulfahnur. (2014). Lingkup Ilmu Sastra: Teori Sastra, Sejarah Sastra, dan Kritik Sastra, serta Hubungan antara Ketiganya. *Universitas Terbuka*, 1.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)*. SAGE Publications. –
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education (8th ed.)*. McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Applications (10th ed.)*. Pearson.