

Improving College Students Writing Skills after Learning using Youtube Teaching Materials

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Abstract: The primary objective of this study is to investigate the impact of instructional media based on YouTube on the writing skills of students. The research employs an experimental research design, concentrating on students enrolled in the third semester of the Indonesian Language and Literature Education Study Program at STKIP PGRI Bangkalan. The study includes a total of 30 participants, comprising both male and female students. Consequently, each group consists of 15 samples. The paired sample test outcomes reveal a Sig (2-tailed) value of < 0.05. The findings of this research suggest a notable disparity in writing skills before and after exposure to instructional content on YouTube. This conclusion is supported by the observed rise in mean values between the pretest and posttest, indicating improvement subsequent to receiving writing lessons via the YouTube platform. Recommendations based on the results of this research suggest conducting further research on the development of YouTube teaching media for students.

Keywords: writing skills, youtube teaching materials, college students

Introduction

In the contemporary age of globalization and technological progress, the proficiency in writing holds significant importance for students[1]. The competency standards outlined in the Indonesian language course syllabus emphasize the expectation for students to possess accurate knowledge and understanding of the writing concept, enabling them to articulate information, ideas, or thoughts effectively in written form[2]. Writing plays a fundamental role in both everyday life and academic success[3].

With academic writing skills possessed by students, a person's imagination can be sharper, language mastery increases, and self-confidence increases because they are able to create. Therefore, this writing skill should not be underestimated[2]. The instructional materials employed by educators should guide students through a meaningful and comprehensive learning journey. Specifically, when learning Indonesian, the material should be systematically presented and aligned with real-world experiences. The aim is to enable students to absorb diverse content, cultivate the ability to independently seek learning resources, and adeptly collect, filter, and assimilate as many lessons as possible[4].

As time goes by, learning media has many interesting and creative innovations[5]. Teachers can use multimedia tutorials on YouTube as a learning support medium[4]. However, there are still some teachers who only focus on one learning resource, such as Indonesian language textbooks[6]. Students' traditional poetry writing skills after learning using textbooks are better than before learning using textbooks[7]. Written feedback plays a key role in the acquisition of academic writing skills[8].

The results of the research showed that seven students had the ability to write scientific articles in the good category (21%), 4 in the sufficient category (12%), 11 in the poor category (33%) and 11 in the very poor category (33%)[9]. Inquiry-based writing instruction is suggested as a means to improve students' academic writing skills[10]. The use of YouTube media influences the procedural text writing skills of class VII students at RK Deli Murni Bandar Baru Middle School[11]. YouTube media has a significant influence on students' scientific writing skills[1]. The results of previous research show that there is an influence significant in the application of the Inquiry Based Learning learning model assisted by student YouTube media with a value of sig.0.001[12].

Observational findings indicate a deficiency in the writing skills of third-semester students in the Indonesian Language and Literature Education Study Program at STKIP PGRI Bangkalan. Additionally, there is a recognized need for more engaging teaching media that aligns with current advancements for the students. Despite this, research on YouTube-based instructional media for writing is still in its infancy. Consequently, this study aims to address this gap by examining the impact of YouTube-based teaching media on the writing skills of students at STKIP PGRI Bangkalan.

Methods

This study adopts an experimental research design, focusing on students enrolled in the Indonesian Language and Literature Education Study Program, semester 3, at STKIP PGRI Bangkalan, comprising a total of 30 male and female students. So the number of each group is 15 samples. The participants were divided into two groups

using matching techniques to ensure homogeneity in pretest and posttest conditions. A writing skills test served as the research instrument, administered both before and after the instructional intervention using YouTube-based teaching media. Data analysis was conducted using SPSS, involving descriptive tests, normality prerequisite assessments, and subsequent hypothesis testing through the Paired Sample Test.

Results

The findings of this study will be showcased in the subsequent sections. Initially, a descriptive statistical analysis will be conducted to provide a comprehensive overview.

Table 1: Descriptive Statistics

Variable	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest Writing	15	60	72	970	64,67	3,697	13,667
Posttest Writing	15	75	88	1220	81,33	4,370	19,095

Derived from the presented table, it is evident that the average posttest writing skills surpass the pretest writing skills. The ensuing information will be visually depicted in a diagram to enhance clarity regarding the observed mean differences.

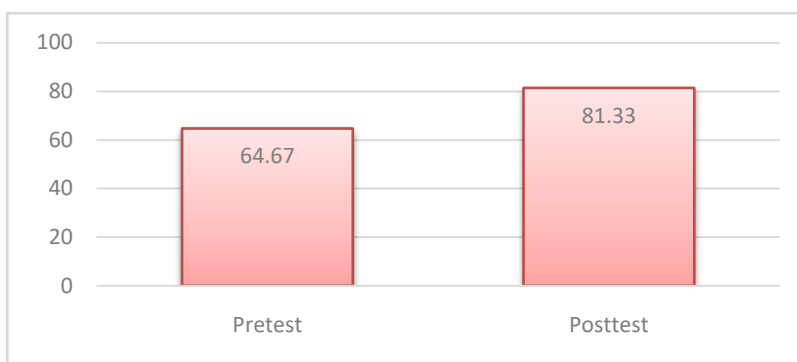


Figure 1 : Writing Skill (Pretest and Posttest)

Analyzing the aforementioned diagram reveals a noticeable enhancement in writing skills before and after the intervention. The subsequent steps will involve the conduction of normality prerequisite tests.

Table 2: Shapiro-Wilk Normality Test

	Statistic	df	Sig
Pretest Writing	0,923	15	0,211
Posttest Writing	0,934	15	0,312

The outcomes of the normality tests indicated a Sig value exceeding 0.05. This result signifies that the distribution of writing skill data before and after treatment falls within the normal category, allowing for the continuation of hypothesis testing.

Table 3: Paired Samples Test

Variable	Sig. (2-tailed)
Pretest Writing- Posttest Writing	0,00

The paired sample test outcomes reveal a Sig (2-tailed) value of <0.05, indicating a significant difference between the pretest and posttest results.

Discussion

The findings of the study indicate a noteworthy disparity in writing skills before and after acquiring knowledge on using YouTube. Additionally, the mean comparison between the pretest and posttest demonstrates an increase following the provision of writing lessons through YouTube. Comparable studies reveal a rise in students' average scores based on post-test results, with an increase from 6.3 in cycle I to 7.2 in cycle II. Furthermore, there is notable progress in the learning process of writing skills IV, marked by a reduction in student passivity and an

elevation in student engagement during meaningful learning activities[13]. The results of previous research show that there is an influence significant in the application of the Inquiry Based Learning learning model assisted by student YouTube media with a value of sig.0.001[12].

At the college student level, writing skills are very necessary to express ideas and write them down in written form[2], [14]. The improvement in writing skills is probably due to the appropriate teaching media used. YouTube-based teaching media is video learning material that students can easily access. Utilizing YouTube-based video media serves multiple purposes, including the clarification of messages in a less verbalistic manner. It effectively addresses limitations related to space, time, energy, and sensory capabilities. This medium fosters enthusiasm for learning, facilitates direct interaction between students and learning resources, and accommodates various learning styles such as visual, auditory, and kinesthetic abilities. Additionally, it ensures consistent stimuli, equalizes experiences, and cultivates similar perceptions among learners. The learning process, in this context, encompasses five communication components: the teacher as the communicator, learning materials, media learning, the communication process, and the learning itself[11]. Utilizing technology in the educational process serves as an alternative to capture students' interest during learning. Currently, YouTube stands as the largest and most widely used online video-sharing platform globally [5]. This illustrates that the educational use of YouTube aligns with technological advancements, catering to the evolving needs of students.

Conclusion

In summary, this research concludes that a substantial difference exists in writing skills before and after acquiring knowledge through YouTube. This conclusion is reinforced by the increase in mean values observed between the pretest and posttest, signifying improvement following the provision of writing lessons via YouTube.

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