

The use of *YouTube* as Learning Media to Enhance the Students' skill in Writing Expository Text

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Abstract

This study explored the effectiveness of YouTube as a learning medium to improve students' skills in writing expository text. As a widely accessible audiovisual platform, YouTube offers rich, engaging content that can support students in understanding complex topics, organizing ideas, and presenting information clearly. By integrating YouTube videos into writing instruction, the lecturer can provide real-world examples, stimulate critical thinking, and enhance students' motivation to write. This study used a classroom action research method over two cycles with the second semester students of Institute of Health and Technology, Ika Bina Labuhan Batu. Initially, students showed weak writing ability (average score: 52.1). After introducing the video of social phenomenon by YouTube, there was a significant increase in learning outcomes—scores rose to 74.4 in the first cycle and 85.3 in the second. The use of audiovisual media made learning more engaging, increased student participation, and improved coherence, diction, and grammar in writing. By the end of the study, 91% of the students of met or exceeded the passing score.

Keywords: *Writing, Expository Text, Audio visual*

INTRODUCTION

Writing is a complex skill that involves several cognitive and motor processes, and developing these abilities at an early stage is essential for the students to communicate effectively in various contexts (Serobjon qizi, 2024). It means that writing organizes ideas systematically and expresses them explicitly. Writing involves conveying ideas, thoughts, insights, knowledge, and understanding into a structured piece of writing that can be understood by others. Writing is a required skill not only in primary school, but also at the university level. Writing tasks are used to assess students' progress.

In the journey of learning English, writing stands out as one of the most essential and challenging skills students must develop. It is through writing that learners not only express their thoughts but also sharpen their understanding of language structure, vocabulary, and logical organization. Among the various types of writing, *expository writing* plays a vital role, as it focuses on delivering clear explanations and factual information to the reader (Silva, 2021). This type of writing helps students articulate how something happens, why it matters, or how ideas are connected in a coherent and structured way.

Expository texts encourage learners to think critically and communicate effectively without relying on persuasion or emotion (WIGNELL, 2020). Instead, they require logical reasoning, careful analysis, and organized presentation of information. Mastering this form of writing not only enhances linguistic competence but also supports academic success across subjects, as it forms the backbone of reports, essays, and research papers.

One of the main reasons expository writing is essential in English learning is because it trains students to think logically and communicate clearly. When composing an expository text, learners must organize their ideas systematically, starting from a clear thesis, supporting it with well-structured arguments, and concluding with a concise summary or recommendation. This process not only enhances their writing skills but also deepens their understanding of the subject matter. For example, when explaining the effects of plastic pollution, students must research

reliable data, interpret environmental consequences, and present their findings in a coherent way. Through this process, they become more critical readers and effective writers—skills that are valuable both academically and in real-world communication.

In conclusion, expository writing plays a crucial role in developing students' English proficiency and academic skills. By focusing on explanation, clarity, and logical structure, it helps learners express complex ideas in an organized and accessible way. Through consistent practice, students become more confident writers, able to explore a wide range of topics—from scientific phenomena to social issues—with accuracy and depth. Ultimately, mastering expository writing not only enhances communication but also prepares students for success in both their academic and professional lives.

Based on the theory, the researcher conducted this study which aimed to enhance the students' skill in writing expository text by using YouTube as the learning media.

RESEARCH METHODS

This study employed a Classroom Action Research (CAR) (Burns, 2009) design to investigate the effectiveness of YouTube as a learning medium in improving students' expository writing skills. The research was conducted over two cycles, each consisting of four stages: planning, action, observation, and reflection.

The participants were the totaling 15 people of the second semester students of Ika Bina Institute of Health and Technology, Labuhan Batu. The class was selected based on observed challenges in writing expository texts and the availability of digital learning infrastructure. Data were collected using a combination of:

- Pre-tests and post-tests to measure students' writing performance.
- Observation checklists to monitor student engagement and participation.
- Student questionnaires to gather perceptions of using YouTube in learning.
- YouTube videos selected for their relevance to expository topics (social phenomenon) served as the primary learning media.

Here are the procedures that the researcher conducted:

1. **Cycle I:** Students were introduced to expository writing structure and shown a YouTube video related to the topic. They then wrote a short expository text based on the video content.
2. **Cycle II:** Based on reflections from Cycle I, improvements were made in video selection and writing guidance. Students watched a second video and completed a more structured writing task with peer feedback.

The quantitative data from tests were analyzed using descriptive statistics to determine mean score improvements. Qualitative data from observations and questionnaires were analyzed thematically to identify patterns in student engagement and attitudes.

RESULT AND DISCUSSION

The implementation of YouTube as a learning medium at the second semester students of Ika Bina Institute of Health and Technology, Labuhan Batu revealed a significant improvement in students' expository writing skills. The study was conducted over two learning cycles, with each cycle involving pre-tests, post-tests, and classroom observations.

In the **pre-test**, students demonstrated limited ability to organize ideas and express them clearly in English. The score was **52.1**. After, the first cycle, which introduced YouTube videos related to social phenomenon, the average score rose to **74.4**. By the end of the second cycle, the

average score increased further to **85.3**, with **91%** of students reaching or exceeding the passing threshold.

These results indicate that YouTube videos provided effective visual and contextual support, helping students better understand the structure and purpose of expository texts. The videos served as engaging stimuli that sparked discussion, improved vocabulary acquisition, and offered real-life examples of explanatory content. Students became more confident in organizing their ideas and using appropriate language features such as thesis statements, supporting arguments, and conclusions.

This finding aligns with previous studies that highlight the benefits of audiovisual media in writing instruction. For instance, research by Meiristiani and Agistina (Agistina, 2022) found that students taught with YouTube videos scored significantly higher in writing tasks compared to those taught with traditional methods. Similarly, a study by Meinawati et al. (Setianingrum, 2022) concluded that YouTube as an e-resource positively impacted students' essay writing performance, with strong student engagement and improved clarity in writing.

In summary, the integration of YouTube into writing instruction not only enhanced students' academic performance but also fostered a more interactive and motivating learning environment. These outcomes suggest that YouTube can be a powerful tool in developing students' expository writing skills when used thoughtfully and in alignment with instructional.

CONCLUSION

The integration of YouTube as a learning medium has proven to be a dynamic and effective tool in enhancing students' skills in writing expository texts. Through its multimodal features—visual, auditory, and interactive—YouTube provides learners with authentic models of structured writing, diverse perspectives, and engaging content that supports comprehension and critical thinking. The platform fosters learner autonomy, encourages creativity, and bridges the gap between traditional instruction and digital literacy. As this study has shown, when used thoughtfully, YouTube not only enriches the writing process but also cultivates a more motivated and confident generation of student writers.

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