



The Effect of YouTube Video Media on the Recount Text Writing Ability of Junior High School Students

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Abstract

The low proficiency in writing recount texts among eighth-grade students at SMP Negeri 5 Pematangsiantar is triggered by the dominance of conventional methods, causing students to struggle in developing ideas and reconstructing past experiences. This study aims to examine the effectiveness of using YouTube video media on students' recount text writing ability. This research employed a quantitative approach with a quasi-experimental design. The sample consisted of 62 students divided into an experimental class (VII-2) and a control class (VII-3). Data collection was conducted through writing pre-tests and post-tests, analyzed using the Independent Sample T-Test with SPSS 25. The results showed a significant difference in learning outcomes, where the experimental class achieved a post-test average of 81.33 (Good category), outperforming the control class which only reached 69.56 (Fair category). The statistical test yielded a significance value of 0.000 ($p < 0.05$), confirming that the alternative hypothesis is accepted. These findings conclude that YouTube video media is effective as a cognitive scaffold in helping students visualize narratives, enrich vocabulary, and organize text structures chronologically.

Keyword: YouTube Media; Writing Skill; Recount Text; English Learning

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INTRODUCTION

In the context of learning English as a *Foreign Language* (EFL), writing occupies the highest position as the most complex productive skill (Ketut & Putri, 2025). This activity goes beyond the mechanical act of transcribing words and instead involves a complex cognitive process for expressing ideas (Kepirianto et al., 2024). The urgency of mastering this skill becomes increasingly evident at the eighth-grade level, where the curriculum mandates the mastery of Recount Text. The essence of this genre lies in the reconstruction of reality through the retelling of personal experiences, which requires not only narrative coherence but also grammatical accuracy, particularly in the consistent use of the Simple Past Tense (Hidayati, 2024).

However, empirical conditions at SMP Negeri 5 Pematangsiantar indicate a significant gap between competency standards and actual student performance. Preliminary data reveals that students' writing proficiency remains suboptimal, with an average score of approximately 58.32, which falls below the Minimum Completeness Criteria (KKM). Based on observations and teacher interviews, instructional practices are predominantly teacher-centered with a heavy reliance on printed textbooks. Consequently, the classroom atmosphere tends to be passive. Students frequently struggle to develop initial ideas due to narrative confusion, limited vocabulary, and grammatical constraints. These challenges culminate in suboptimal learning motivation (Rani et al., 2024). This situation aligns with Silitonga & Hasibuan (2021), who argue that reliance on printed media can be monotonous and may fail to adequately stimulate student cognition.

To address these issues, the integration of technology through YouTube serves as a strategic pedagogical alternative (Solihin, 2024). The primary advantage of this platform lies in its capability to present materials audiovisually a characteristic absent in printed media (Siregar et al., 2025). Silitonga & Hasibuan (2021) state that the simultaneous combination of sound and images is capable of clarifying messages to prevent them from being excessively verbalistic. In the context of English learning, this visualization provides authentic language input, helping students understand abstract concepts (such as past events) concretely (Hayes, 2018). Furthermore, YouTube offers access flexibility, enabling students to study English materials according to their individual learning pace (Setiawati & Charlina, 2025).

The effectiveness of this approach has been substantiated by the research of Tiffany & Ropiah (2024), who documented a significant improvement in the learning outcomes of writing personal experiences following the use of video media. This is further corroborated by Nurmalasari (2024), where the use of video was proven to enhance student mastery in aspects of text structure, content, and writing style. Building upon these empirical findings and addressing the specific instructional needs identified at the research site, the implementation of this media constitutes a highly relevant pedagogical measure. Therefore, this research explicitly aims to determine the significant effect of using YouTube video media on the ability to write Recount Text among eighth-grade students at SMP Negeri 5 Pematangsiantar.

METHOD

This study employed a quantitative approach utilizing a quasi-experimental Nonequivalent Control Group Design (Creswell, 2023). This design was selected to accommodate the research context by utilizing intact classroom groups, thereby maintaining the natural setting of the educational process. Functionally, this design serves to empirically measure the causal effect of YouTube video-based media on students' writing proficiency by comparing the score improvements (pre-test to post-test) between the experimental group receiving the video intervention and the control group receiving conventional instruction (Sugiyono, 2023).

The study was conducted at SMP Negeri 5 Pematangsiantar, with the population comprising all eighth-grade students. The sampling technique applied was purposive sampling, employing strict inclusion criteria related to the homogeneity of students' initial academic ability. Based on an analysis of daily English achievement records, Class VII-2 was designated as the experimental group, while Class VII-3 served as the control group. This decision was made based on empirical evidence indicating that both classes exhibited highly comparable characteristics, as reflected in their nearly identical average daily scores 81.00 for Class VII-2 and 80.94 for Class VII-3. The high degree of initial homogeneity, combined with the fact that both classes were taught by the same English teacher, was considered crucial for ensuring the internal validity of the study, thereby confirming that any differences in learning outcomes were attributable to the instructional treatment rather than pre-existing differences in student ability.

The primary instrument for data collection was a written test (writing test) that required students to compose a recount text essay based on personal experiences (Hidayati, 2024). Data collection was carried out through two stages of measurement: a pre-test and a post-test. The pre-test was administered during the initial meeting prior to the implementation of the treatment to assess students' baseline writing ability in both groups (Kasvita & Ritonga, 2024). After the treatment period concluded, a post-test was administered using an instrument with an equivalent level of difficulty to evaluate the impact of YouTube video-based instruction on students' writing performance. Student writing was assessed using an analytic scoring rubric encompassing the aspects of content, organization, vocabulary, grammar, and mechanics.

To ensure objectivity and measurement validity, the assessment of writing skills adopted the analytic rubric developed by Jacobs et al. (1981), as cited in the more recent study by (Siska et al., 2025). This rubric was selected due to its comprehensive breakdown of writing performance into five fundamental components: content, organization, vocabulary, language use, and mechanics. The detailed indicators of the scoring rubric are presented in Table 1.

Table 1. Scoring Rubric for Recount Text Writing Skills

Aspect	Score	Assessment Criteria
Content	30-27	Very Good: Ideas are clear, substantive, and well-developed.

Aspect	Score	Assessment Criteria
	26-13	Good to Poor: Limited information, insufficient development, or irrelevant content.
Organization	20-18	Very Good: Fluent expression, complete structure, logical sequencing.
	17-7	Good to Poor: Lack of fluency, fragmented ideas, poor organization.
Vocabulary	20-18	Very Good: Sophisticated word choice, effective lexical use.
	17-7	Good to Poor: Limited vocabulary, frequent misuse of idioms, lack of clarity.
Language Use	25-22	Very Good: Effective complex constructions with minimal grammatical errors.
	21-5	Good to Poor: Major grammatical errors that obscure meaning.
Mechanics	5	Very Good: Mastery of writing conventions.
	4-2	Good to Poor: Errors in spelling, punctuation, or illegible handwriting.

After obtaining raw scores, the results were converted into qualitative performance categories to determine students' levels of writing achievement. The classification intervals applied in this study followed the guidelines proposed by (Sugiyono, 2023). The categorization scheme is presented in Table 2.

Table 2. Writing Ability Score Categories

Score Range	Category	Interpretation
85-100	Very Good	Students demonstrate a high level of competence in writing recount texts.
70-84	Good	Students are competent, with minor errors present.
55-69	Fair	Students show adequate competence; improvement is needed in structure or grammar.
40-54	Poor	Students display limited competence; ideas and structure are unclear.
0-39	Very Poor	Students are not competent in writing recount texts.

Statistical analysis was performed using SPSS version 25. Before hypothesis testing, the data underwent prerequisite examinations, specifically normality testing to check distribution patterns and homogeneity testing to ensure equal variances across the groups (Ghozali, 2018). Once all assumptions were satisfied, hypothesis testing was conducted using an Independent Sample T-Test. This mean difference test aimed to statistically determine whether the use of YouTube video-based media had a significant effect on students' recount text writing ability compared to conventional instructional methods.

RESULTS AND DISCUSSION

Research Findings

The primary data of this study were obtained from measurements of students' recount text writing ability in two independent sample groups, namely Class VII-2 as the experimental group and Class VII-3 as the control group. The measurements were conducted in two stages: a pre-test to map students' baseline writing ability prior to the intervention, and a post-test to assess final achievement after the treatment was implemented.

Description of Learning Outcome Data

Descriptive statistics were employed to illustrate the distribution of students' scores, including the mean, standard deviation, minimum score, and maximum score. A comparative summary of the learning outcomes of both groups is presented in Table 3.

Table 3. Descriptive Statistics of Recount Text Writing Ability

Class		Statistic	Std. Error
Pretest	Control Class (VII-3)	Mean	59.28
		Median	59.50
		Std. Deviation	4.275
		Minimum	51
		Maximum	66
	Experimental Class (VII-2)	Mean	57.37
		Median	57.00

		Std. Deviation	5.314	
		Minimum	48	
		Maximum	68	
Posttest	Control Class (VII-3)	Mean	69.56	1.026
		Median	69.50	
		Std. Deviation	5.803	
		Minimum	59	
		Maximum	81	
	Experimental Class (VII-2)	Mean	81.33	1.129
		Median	81.00	
		Std. Deviation	6.183	
		Minimum	71	
		Maximum	94	

Referring to the pre-test data, the initial writing ability of both groups was relatively comparable. The control group recorded a mean score of 59.28, slightly higher than that of the experimental group, which achieved a mean score of 57.37. This marginal difference of 1.91 points confirms that both groups started from a relatively homogeneous level of academic ability, an ideal condition for minimizing baseline bias in a quasi-experimental design. In addition, the data dispersion at this stage, as indicated by the standard deviation values (all below 6.00), suggests that individual ability variation within each class was not excessive.

A substantial shift in score patterns was observed in the post-test results. The experimental group, which received instruction through YouTube video-based media, demonstrated a marked improvement in performance, achieving a final mean score of 81.33. This figure represents an average increase of 23.96 points from their initial pre-test score. In contrast, the control group, which was taught using conventional instructional methods, exhibited a more moderate improvement, rising from an initial mean score of 59.28 to a post-test mean score of 69.56, reflecting an average gain of 10.28 points.

The disparity in final outcomes is also evident in the range of extreme scores. The maximum score in the experimental group reached 94, substantially exceeding that of the control group, which peaked at 81. Moreover, the minimum score achieved by students in the experimental group (71) already surpassed the mean post-test score of the control group (69.56). This statistical phenomenon indicates a substantial and evenly distributed shift in score distribution among students exposed to the video-based instructional treatment, in contrast to the control group, which experienced a more linear yet limited improvement.

Prerequisite Tests of Analysis

The validity of interpreting the results of the independent samples t-test is highly dependent on the fulfillment of fundamental assumptions of parametric statistics. Therefore, prerequisite analyses were conducted prior to hypothesis testing to verify two essential parameters: data normality and homogeneity of variances between groups.

Normality Test of Data Distribution

The normality test was conducted to ensure that the pre-test and post-test score data from both sample groups originated from populations that were normally distributed. Given that the sample size was fewer than 50 participants ($N < 50$), the Shapiro-Wilk test was employed, as it provides greater statistical sensitivity and accuracy than the Kolmogorov-Smirnov test for small sample sizes. A summary of the normality test results is presented in Table 4.

Table 4. Results of the Shapiro-Wilk Normality Test

Kelas		Shapiro-Wilk	
		Statistic	df Sig.
Pretest	Control Class (VII-3)	.964	32.343
	Experimental Class (VII-2)	.972	30.603
Posttest	Control Class (VII-3)	.976	32.690
	Experimental Class (VII-2)	.971	30.567

Referring to Table 4, the significance values (Sig.) for all data categories exceeded the critical threshold of 0.05. In the pre-test measurement, the control class recorded a significance value of 0.343, while the experimental class obtained a value of 0.603. This pattern of normal data distribution was consistently maintained in the post-test measurement, with significance values of 0.690 for the control class and 0.567 for the experimental class. These results confirm that the distribution of students' writing ability scores in both groups was symmetric and met the assumption of normality, thereby justifying the use of parametric statistical analysis.

Homogeneity of Variances Test

In addition to normality, homogeneity of variances is a fundamental assumption to ensure that any observed differences in scores are attributable solely to the treatment, rather than to unequal data variability between groups. This assumption was tested using Levene's Test for Equality of Variances. A summary of the homogeneity test results is presented in Table 5.

Table 5. Results of the Homogeneity Test (Levene's Test)

	F	Sig.
Posttest Equal variances assumed	.468	.497
Equal variances not assumed		

Referring to Table 5, the Levene's Test yielded an F value of 0.468 with a significance probability of 0.497. This significance value is well above the alpha level of 0.05 ($0.497 > 0.05$). These results provide sufficient statistical evidence to conclude that the variances of the control and experimental groups are homogeneous.

The implication of this finding is that the assumption of variance equality has been satisfied. Therefore, subsequent hypothesis testing using the independent samples t-test was conducted based on the "Equal variances assumed" condition.

Hypothesis Testing

After all prerequisite assumptions normality and homogeneity of variances were satisfied, the analysis proceeded with a mean difference test using the Independent Samples T-Test. This test aimed to statistically examine the significance of differences in recount text writing ability between students who were taught using YouTube video-based media and those who were taught using conventional instructional methods. A summary of the Independent Samples T-Test results is presented in Table 6.

Table 6. Results of the Independent Samples T-Test

	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Posttest Equal variances assumed	.497	-7.733	60	.000	-11.771	1.522
Equal variances not assumed		-7.717	59.020	.000	-11.771	1.525

Based on Table 6, the statistical analysis revealed a t-value of -7.733 with 60 degrees of freedom (df). The negative sign of the t-value, along with the negative mean difference (-11.771), indicates that the mean score of the control group was substantially lower than that of the experimental group. However, within the context of a two-tailed hypothesis test, the interpretation focuses on the absolute magnitude of the t-value and its level of statistical significance.

The primary indicator of hypothesis testing is the Sig. (2-tailed) value, which was 0.000. This value is well below the established significance level of 0.05 ($0.000 < 0.05$). According to standard statistical decision-making criteria, when $\text{Sig.} < 0.05$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Statistically, these findings demonstrate that there is a significant difference in the mean writing ability scores between the experimental and control groups. The mean difference of 11.77 points confirms that the use

of YouTube video-based media exerted a significant positive effect on students' recount text writing skills compared to conventional instructional methods.

Discussion

The results of the inferential statistical analysis using the Independent Samples T-Test provide strong empirical evidence regarding the effectiveness of YouTube video-based media in teaching recount text writing. The finding yielded a significance value (Sig. 2-tailed) of 0.000, which is substantially below the threshold of 0.05. This statistical rejection of the null hypothesis (H_0) confirms that the variance in learning outcomes is a direct consequence of the instructional intervention. Specifically, the experimental group achieved a mean post-test score of 81.33 (Good), significantly outperforming the control group which stagnated at 69.56 (Fair). The mean difference of 11.77 points empirically demonstrates that audiovisual media provides superior facilitative support for accelerating students' English writing competence compared to conventional instruction.

The superior effectiveness of the experimental group can be explained theoretically through the perspective of *Dual Coding Theory* (Winingsih et al., 2025). In the conventional method applied to the control group, students relied solely on a single channel (verbal/textual) to process information. This approach imposes a high cognitive load, as students must simultaneously retrieve memories of past events and translate them into foreign language structures without external support. Conversely, the integration of YouTube videos allows for information processing through two simultaneous channels: visual and auditory. This dual stimulation functions as cognitive scaffolding, which reduces the cognitive burden. Since the visual representation of events is explicitly provided, students can allocate their cognitive resources more efficiently to focus on linguistic aspects, such as selecting appropriate vocabulary and constructing accurate *Simple Past Tense* sentences.

This theoretical mechanism directly impacts the quality of students' writing, particularly in the Content and Organization aspects of the analytic rubric. The video exposure provides a concrete situational context, enabling students to produce richer and more substantive descriptions. Furthermore, the linear timeline inherent in video narratives aligns perfectly with the generic structure of Recount Text (*Orientation, Events, Reorientation*). This structural alignment assists students in maintaining narrative coherence, thereby minimizing common errors found in the control group, such as disorganized sequencing or inconsistent use of the past verb form (V2).

These findings align with and reinforce previous studies on the use of audiovisual media in EFL contexts. The results corroborate Tiffany & Ropiah (2024), who reported that YouTube media enhances motivation and engagement in writing personal experiences. Moreover, contrasting these results with Silitonga & Hasibuan (2021) reveals that the primary limitation of conventional instruction lies in student passivity and the lack of sensory stimulation, which hinders idea development. The control group's stagnation in the "Fair" category indicates that relying solely on printed textbooks is insufficient to stimulate complex writing skills that require both narrative reconstruction and grammatical precision.

The pedagogical implication of this study is clear. While conventional instruction yielded moderate improvements, it faced instructional limitations in bridging the gap between abstract concepts and practical writing application. YouTube media effectively overcomes this barrier by providing authentic language input and visual context. Therefore, it can be concluded that YouTube video-based media functions not merely as a variation of classroom activity, but as an essential pedagogical tool that significantly enhances students' ability to write Recount Texts by optimizing cognitive processing and ensuring the substantive quality of their English language use.

CONCLUSION

Based on the comprehensive data analysis and hypothesis testing, this research concludes that the utilization of YouTube video-based media exerts a significant and positive effect on the recount text writing skills of eighth-grade students at SMP Negeri 5 Pematangsiantar, thereby fulfilling the research objective. This conclusion is statistically substantiated by the Independent Samples T-Test result which yielded a significance value (Sig. 2-tailed) of 0.000 ($p < 0.05$), confirming that the intervention had a decisive impact on learning outcomes. Empirically, the effectiveness of the media is reflected in the substantial disparity in post-test achievements, where the experimental group attained a mean score of 81.33 (categorized as "Good"), significantly

outperforming the control group which stagnated at 69.56 (categorized as "Fair") with a mean difference of 11.77 points. These findings demonstrate that the integration of visual and auditory elements in YouTube videos functions effectively as cognitive scaffolding, which assists students in overcoming barriers to idea development and organizing narrative sequences chronologically. Consequently, video-based instruction serves as a pedagogically superior instrument compared to conventional methods for enhancing students' EFL writing competence.

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