



*Available online*

*<http://jurnal.unimed.ac.id/2019/index.php/JLT-Unimed>*

---

**THE EFFECTIVENESS OF USING YOUTUBE VIDEO IN TEACHING  
AND LEARNING PROCESS: WRITING NARRATIVE  
FOR SEVENTH GRADE STUDENTS**

**Posma Imelda Putri Siahaan**

**Didik Santoso**

**Anni Holila Pulungan**

**English Applied Linguistics Study Program  
Postgraduate Program–Universitas Negeri Medan**

*Diterima September; Disetujui Oktober ; Dipublikasikan Desember*

---

**ABSTRACT**

Learning English is so important today in this era globalization and modern since English is an International Language. Nowadays, students are required to be able to understand and get to know English further, this is evidenced by the existence of English lesson in every school, from kindergarten to Senior High School. Because of the development of education, many of National schools adopt two language systems in teaching, namely bilingual language. In Teaching English, especially narrative text, it is quite difficult, especially if we learnt seventh grade students whose age about eleven until twelve years old, as we know that, the age of 11 – 12 years old usually have a very high level of boredom, especially they learnt about text. As the teacher, we have to reduce their boredom and make the class more interactive. On the Interactive class, The students do not only listen or read a text from the textbook but also must be answer the question based on the text. From this observation, the writer want to compare about how if the technology nowadays will be combined in Teaching and Learning Process. This journal discusses about to find out whether the students' interest in writing narrative taught by using text book is significantly higher than that taught by animated . The students would learn how to produce a narrative text (fable) by using textbook and watching in Video. From this observation, the writer found that using You Tube as a visual media is more effective in teaching narrative than using text book as a printed media in teaching media for seventh grade students, the class is more interactive by using a You Tube, it means that students can learn English especially how to speak fluently through the characters in the Video, and the teacher can be easier in providing an understanding of the meaning related on narrative text.

**Keywords:** Writing Narrative , You Tube Video, Seventh Grade Students' Interest

**How to Cite:** Imelda Putri Siahaan, Posma. (2021). The Effectiveness of Using Youtube Video in Teaching and Learning Process: Writing Narrative for Seventh Grade Students. *Jurnal Linguistik Terapan Pascasarjana Unimed*. 18 (3):245-252 .

---

**ISSN: 2407 – 7410**

## INTRODUCTION

Language is consisted in many sentences which have meaning. From various languages in the world, the researcher chooses English as the ones of language as media to communicate. As we know, English is an International language and all countries use English as their media to communicate to others country and different language with them.

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is used widely in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master its four skills, such as listening, speaking, reading, and writing. Harmer (2007:265) states as follows.

*“...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves.”*

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

The first significance of writing is that writing is the top level of a language. It is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance is that writing is a productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is that writing is the most complex macro skill in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last significance of writing is that writing is the stage of language mastery where people can generate ideas. In writing, people should construct the idea perfectly to make it so understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow

(2002: 316) states as follows:

*“Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”*

Students in junior high school should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although narrative text have purpose to entertain the reader. They know many stories related to narrative text but when they have to produce their own 2 narrative text, they face many difficulties. Many students cannot get and generate their own idea. Some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

The teacher usually asks the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. This fact, encourage the research to focus on helping the students developing their writing ability. Writing narrative text requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention in word spelling, punctuation marks, dictions, grammar, purpose of their writing, and idea of their writing itself. However, the researcher finds that it is difficult for students to generate narrative text based on their idea. They are confused about how they will write their idea and arrange it into good narrative text. It happens because usually they are only given examples of narrative text. After that they should write or produce their own narrative text with limited guidance. It is the main problem that the researcher wants to try to solve by conducting this research.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letter via e-mail. The importance of writing is also seen from the fact that the skill has become a need for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying for a job and many other kinds of written texts when doing their job later. In addition, writing is a means of expressing ideas or communicating with others. There are situations in which the ability of writing is crucial or written language is a need, as it is said by Nunan (1993) that

writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required.

In teaching narrative texts, short fable animated stories are better to be used as media. Short fable animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies.

They do not contain too much dialog so that students can catch the content easier. In addition the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short animated stories in the internet that students can download. The stories are in duration about 5-10 minutes with full story, meanwhile a full story movie can be 1-2 hours duration. So in the teaching and learning process especially in writing narrative texts, short animated stories are more effective than other media.

## **METHODOLOGY**

The researcher applied the classroom action research and took a part as a teacher for 32 students of seventh grade of SMP Methodist 8 Medan academic year 2018/2019 (before Corona virus) as the subject of the study. From three classes of all the students of the seventh grade, this class was chosen as the subject of the study because it was a manageable class.

The classroom has quite large room. It is also equipped with LCD. The research setting was at the class of seventh grade which has 39 students. The classroom is facilitated with DVD's player, speaker, TV, and AC. The school has a library with many of English books and dictionaries to support the English teaching learning process. The classroom condition is good and supports the English teaching learning process. The school also has potential teachers. They always try to improve their knowledge and encourage their students to get their best.

## **FINDING AND DISCUSSION**

Before the researcher tested the hypothesis, firstly the researcher described the result of students motivation at the seventh grade students of SMP Methodist 8 Medan and the students result pretest and posttest.

### **4.1.1. Students Motivation**

After distributing the questionnaire about students motivation at the seventh grade students of SMP Methodist 8 Medan, the researcher got the result of from 20 students 10 have

high motivation and 10 have less motivation

Table 3. The Result of Students Motivation

Name	Result	Criterion
EZ	4.5	High
TC	4.2	High
LD	3.5	High
CK	3.2	High
TA	4.7	High
EJ	3.9	High
GB	4.5	High
LR	3.8	High
MC	4.2	High
ND	3.9	High
AS	1.5	Low
SH	1.7	Low
SW	2.5	Low
AN	1.7	Low
OA	1.8	Low
NI	2.2	Low
EA	2.5	Low
JS	2.8	Low
NA	2.9	Low
RB	2.9	Low

#### 4.1.2. Students Result Pretest

Based on the result of collecting data which was gotten in pretest the researcher found that there is a difference achievement between high students motivation and low students motivation in seventh grade of SMP Methodist 8 Medan.

Table 4. The Result of Pretest in VII A SMP Methodist 8 Medan

NAMES	SCORES
EZ	85
TC	90

LD	89
CK	65
TA	70
AS	45
SH	55
SW	50
AN	35
OA	45

In VII A SMP Methodist 8 Medan, the researcher also found the difference students result between high and low students' motivation and it is drawn from the table below.

Table 5. The Result of Pretest in VII B SMP Methodist 8 Glugur Medan

NAMES	SCORES
EA	75
GB	80
LR	85
MC	65
NI	70
NS	45
EA	25
JS	10
NA	35
RB	50

#### 4.2. Hypothesis Testing

Hypothesis testing is done to prove whether there is a significant effect of writing narrative by text book and animated story for high and low students' curiosity in reading discussion text. If there is a significant effect, the researcher wanted to prove it though there is not a significant effect but those media also can give the improvement for students in writing narrative text in some students in different motivation. It can be prove from this chart below.

Table 6. The Result of Post Test for low motivation in VII A and VII B SMP Methodist 8 Medan

Names	Scores
AS	45
SH	55
SW	50
AN	35
OA	45
NS	45
EA	25
JS	10
NA	35
RB	50

## CONCLUSIONS

The aim of this research is to improve students' writing skills through the use of printed and visual media (text book and animated story). This research was conducted at the VII A and VII B in SMP Methodist 8 Medan. Based on the data and discussion gathered in the previous chapters, the researcher infers to answer the research question : To what extent is the students' Motivation at the seventh grade students of SMP Methodist 8 Medan in 2019 / 2020 academic?

That using animated story as a visual media is more effective in teaching writing narrative text than using text book as a printed media in teaching media in SMP Methodist 8 Medan of seventh grade students.

It can be concluded that the use of animated story as a teaching media in writing narrative text is quite success. It can be seen on the chart of student using animated story as a teaching media's graphic that the students who learn writing text by using visual media as a teaching media is more understand and interesting than using text book (printed media) as teaching media.

## REFERENCES

- A.Scholastic. (2018). Learning the English Passive Voice: Difficulties, Learning Strategies of Igbo ESL Learners and Pedagogical Implications. *International Journal of English and Literature*. Vol. 9, PP 50-62

- Abulazim, O.Y. (2019). Error Analysis of Passive Voice employed by University Students' in Writing Lab Reports: A Case Study of Sudan University of Science and Technology (SUST) Students' at Faculty of Sciences, Chemistry Department. *Canadian Center of Science and Education*, Vol. 12, No. 7
- Kristina, Melisa and A.Ngadiman, (2017). *Errors of Passive Voice Construction Found in the Explanation Composition of English Department Students*. Magister Scientiae. Surabaya
- Sinamo, Holler. (2020). An Error Analysis in Changing Active Voice into Passive Voice of Simple Past Tense. *Journal Ide Bahasa*. Vol. 1 No. 1. Medan : Sumatera Utara.
- Smelson. William. (1980). *English is a Second Languages Phase Two: Let's Read*. Virginia: Reston Publishing Company.INC.
- Somathan and Saranya. (2015). Developing a Simple Passive Voice Constructor in English: A Learning and Testing Tool for Students of ESL Especially from Rural Areas, *International Journal Applied Research*, Vol. 1 No. 7 pp. 649 – 651.
- Wang,Y. (2010). Classification and SLA Studies of Passive Voice, *Journal of Language Teaching and Research*, Vol. 1, No.6 pp.945-949.
- Wittaningsih, A. (2018). English Passive Voice : An X- Bar Theory Analysis. *Indonesian Journal of English Language Studies*, Vol. 4, No. 2.
- Yannuar, N, Ida, A.S. Yazid, B,and Utami, W. (2014). Active and Passive Voice Construction by Indonesian Student Writers. *Theory and Practice in Language Studies*, Vol. 4 No.7.
- Yunita,R, Hermawati,S and Fitriwati. (2017). The Ability of The Fourth Students in Constructing Passive Voice in Writing Explanatory Essay: A study at the English Depatment FBS UNP Padang. *English Language Teaching And Research [ELTAR]*, Vol.1, No.1