

**THE EFFECT OF USING YOUTUBE AS A MEDIA TOWARDS
THE STUDENTS' WRITING SKILLS**

SKRIPSI

*Submitted to Complete the Tasks and Fulfill the Requirements for Achieving
the Degree of Sarjana Pendidikan (S.Pd.)
English Education Study Program*

By

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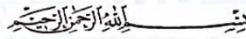
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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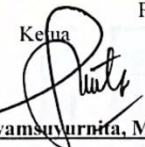
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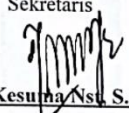
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11 Sept 2024	➤ ABSTRACT Acknowledgment	
13 Sept 2024	➤ TABLE OF CONTENT	
18 Sept 2024	➤ CHAPTER I RESEARCH FOCUS	
21 Sept 2024	➤ CHAPTER II THEORY & CONCEPT	
26 Sept 2024	➤ CHAPTER III DATA ANALYSIS	
2 Okt 2024	➤ CHAPTER IV RESULT DATA	
4 Okt 2024	➤ CHAPTER V. CONCLUSION REFERENCES	

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Improving Students' Writing Skills in English Lessons Through Youtube Media "Good English Channel" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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Hormat saya
Yang membuat pernyataan,



Wahyudi

ABSTRACT

Wahyudi. 2002050070. “The Effect of Using YouTube as a Media towards the Students’ Writing Skills”. English Education Department Faculty of Teacher Training and Education Muhammadiyah University, North Sumatra. 2024.

This study aims to examine the effects of using YouTube as a learning medium on students' writing skills, particularly through the channel “Good English Channel” at SMP Negeri 10 Medan. This study used a quantitative descriptive method involving 32 students as samples. The lowest score achieved was 58, while the highest reached 91, reflecting the diversity of participants' abilities. The average student score was 78.66, indicating that the majority of the students had good writing skills. This finding shows the positive impact of using ‘Good English Channel’ YouTube media on students' writing skills. The high mean score as well as the stable distribution of scores indicate that most students benefited from this media. Of the 32 students studied, most, 65.63% (21 students), were in the ‘Good’ category with scores between 78 and 91. One student was in the ‘Very Good’ category with the highest score of 91, and nine students (28.13%) belonged to the ‘Medium’ category with scores between 63 to 75. Only one student was in the ‘Poor’ category with a score of 58. This variation in scores also provides an overall picture of the distribution of students' writing skills, with the majority being in the “Good” category. The results of this study show that YouTube can be an effective learning medium to improve students' English writing skills.

Keywords: *Effect, Writing Skills, Good English Channel*

ABSTRAK

Wahyudi. 2002050070. "The Effect of Using YouTube as a Media towards the Students' Writing Skills". Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Pendidikan Universitas Muhammadiyah, Sumatera Utara. 2024.

Penelitian ini bertujuan untuk mengkaji efek penggunaan YouTube sebagai media pembelajaran terhadap keterampilan menulis siswa, khususnya melalui saluran 'Good English Channel' di SMP Negeri 10 Medan. Penelitian ini menggunakan metode deskriptif kuantitatif dengan melibatkan 32 siswa sebagai sampel. Nilai terendah yang diraih adalah 58, sedangkan yang tertinggi mencapai 91, yang mencerminkan keberagaman kemampuan peserta. Rata-rata skor siswa adalah 78,66, menandakan bahwa mayoritas siswa memiliki keterampilan menulis yang cukup baik. Temuan ini memperlihatkan dampak positif penggunaan media YouTube 'Good English Channel' terhadap keterampilan menulis siswa. Tingginya nilai rata-rata serta distribusi nilai yang stabil menunjukkan bahwa sebagian besar siswa memperoleh manfaat dari media ini. Dari 32 siswa yang diteliti, sebagian besar, yaitu 65,63% (21 siswa), berada dalam kategori "Baik" dengan nilai antara 78 hingga 91. Satu siswa berada dalam kategori "Sangat Baik" dengan skor tertinggi 91, dan sembilan siswa (28,13%) tergolong dalam kategori "Sedang" dengan skor antara 63 hingga 75. Hanya satu siswa yang masuk dalam kategori "Kurang" dengan nilai 58. Variasi skor ini juga memberikan gambaran menyeluruh tentang distribusi keterampilan menulis siswa, dengan mayoritas berada pada kategori "Baik". Hasil penelitian ini menunjukkan bahwa YouTube dapat menjadi media pembelajaran yang efektif untuk meningkatkan keterampilan menulis bahasa Inggris siswa.

Kata Kunci : Pengaruh, Keterampilan Menulis, Good English Channel

ACKNOWLEDGMENT



Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah, the Most Compassionate and Merciful. First, the researcher would like to express his gratitude to Allah Subhanahu Wa Ta'ala, for the blessings, protection, guidance, and everything that has been given to the researcher during his life until the completion of this research. Second, sholawat and salam to the Prophet Muhammad Shalallahu Alaihi Wassalam, who has brought humanity from darkness to bright light and from ignorance to intelligence.

This study is entitled: Improving Students' Writing Skills in English Lessons through Youtube Good English Channel Media to fulfill one of the requirements for obtaining a Bachelor of Education degree at the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara. Researchers encountered many challenges and obstacles while doing this research, but this did not dampen the enthusiasm of researchers to continue trying to make better research, which could not have been done without the help of other parties.

Third, the researcher would like to thank his beloved parents, Wagimin and Legirah for their prayers, love, attention, and support as well as materials before, during, and after the researcher's education at Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara, may Allah Subhanahu Wa Ta'ala always bless and reward them in the future. Therefore, researchers also express their gratitude and highest appreciation to:

1. Prof. Dr. Agussani, M.AP, Rector of the Universitas Muhammadiyah Sumatera Utara has been leading in campus and success to making UMSU A accredited.
2. Dra. Hj. Syamsuyurnita, M.Pd, the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nst, S.S., M. Hum, the vice Dean 1 of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara
4. Dr. Pirman Ginting, S.Pd, M.Hum, is the Head of the English Education Department, and Rita Harisma, S.Pd, M.Hum, is the secretary of the English Education Department.
5. Dr. Tengku Winona Emelia, S.Pd., M.Hum, a supervisor who gave her useful knowledge, provided solutions, valuable ideas and critiques, and guidance for completing her research from the beginning until the end.
6. Hj. Darmawati, M.Pd., the reviewer, thanks for her suggestion, comment, and correction.
7. Samiun Alim, S.Pd., M.Pd, the headmaster, and Sita Purnilawati, SS, S.Pd as the English teacher of SMP Negeri 10 Medan.
8. All the lectures of the English Department in FKIP UMSU and all administrative staff of the English Department in FKIP UMSU who had given valuable knowledge as information and new experience in teaching English during her academic years at UMSU.

9. My family who always supports and prays for me in the process of studying until now.

10. Zahra Sakinah as an encouragement in completing all challenges and coursework during the process.

11. Everyone who cannot be mentioned in this study, thanks a lot for pray and support. May Allah bless us, Aamiin.

Those who read this research paper and are interested in the topic are likely to find valuable research material. She hopes that this is not the end of the research, but rather the beginning of a new generation of researchers. Finally, the researchers realized that although the study was conducted, it was still rather preliminary. Due to this, it is highly recommended to adhere to the original meaning of this study through criticism, comments, and personal stories.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, 12 September 2024

The researcher,

Wahyudi

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing skills were one of the important aspects of English language learning. Good writing skills could help students express their ideas, thoughts, and feelings effectively in English. Harmer in Hashim (2022) stated that writing (as one of the four skills, namely listening, speaking, reading, and writing) had always been part of the syllabus in English language teaching. However, many students still had difficulties in writing English well and correctly.

Some studies showed that students often faced challenges in learning English writing, such as limited vocabulary, difficulty constructing effective sentences, and a lack of understanding of grammatical structures. The results of one study by Putri, et al., (2022), entitled "*The Students' Difficulties in Acquiring English Writing*," stated that "the list of students' grades in writing procedure texts and narrative tasks showed that almost all students scored below the Minimum Completeness Criteria (KKM). They struggled to organize and use writing mechanisms and were slow and inefficient in picking the right words to express ideas; they also struggled to develop their ideas fluently." In addition, writing learning methods that were less interesting and interactive could also be one of the factors that affected students' motivation and learning outcomes.

Based on the results of the researcher's observations in the daily learning process, the researcher found a problem at SMP Negeri 10 Medan, which stated that

students' lack of vocabulary and grammatical structure. This motivated the researcher to conduct a study on students' writing skills.

The use of appropriate and interesting learning media can help students' writing skills, one potential learning media is the YouTube channel "Good English Channel". This channel provides interactive, interesting and accessible English learning content online. The content available in this channel can be in the form of writing tutorials, tips and tricks in writing, and examples of good English writing.

The utilization of YouTube media "Good English Channel" as learning media is expected to contribute to students' writing skills in English lessons. This study aims to determine the effectiveness of using YouTube media "Good English Channel" in improving students' writing skills. Therefore, the title of this research is "The Effect of Using YouTube as a Media Towards The Students' Writing Skills".

B. The Identification of Study

Based on the research background, the research problems were identified as follows:

1. Students less vocabulary in making sentences.
2. Students did not know to expressing their ideas on writing.
3. Students did not understanding of grammatical structures in English

C. The Scope and Limitation

This study only focused on the effect of learning using the YouTube channel "Good English Channel" on students' English writing ability. External factors that might have affected the results of the study, such as students' motivation, parental support, and learning facilities at home, were not included in this study.

D. The Formulation of Study

The formulation of this research was; How were the learning outcomes in students' writing skills after using YouTube media "Good English Channel"?

E. The Objective of Study

The purpose of this study was to describe the effect of students' writing quality based on the criteria of sentence structure, grammar, and organization of ideas after learning through the YouTube channel "Good English Channel".

F. The Significance of Study

1.1 Theoretical

This research contributed to the development in the effect of students' knowledge and writing skills by using YouTube media "Good English Channel," which was simple and could be accessed anytime and anywhere.

1.2 Practical

This research was useful for English teachers, students, and other researchers who were interested in this topic, as it explores how YouTube can improve students' writing skills. This research provides insights for educators in using digital media to make writing lessons more engaging and effective. The findings can help teachers improve students' motivation and learning outcomes in writing, and

encourage further research into integrating multimedia tools in education to create a more interactive learning environment.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Framework

1.3 Definition of Writing

Writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face-to-face with other parties. According to Hernowo writing is giving birth to feelings or thoughts with writing. Thus writing is a series of activities to express opinions, ideas, or ideas in the form of written language symbols so that they can be read by others. Writing requires the complexity of activities to compose essays properly because they involve regular thinking and various requirements related to writing techniques. These requirements are (1) the existence of a unity of ideas; (2) the use of clear sentences; (3) paragraphs are arranged well; (4) applying the correct spelling rules; (5) adequate vocabulary mastery. Based on the description above, it can be defined as writing is a series of complex activity processes that require stages and pour into written form so that the reader can understand the contents of the ideas conveyed (Basri et. al., 2020).

Writing is generally regarded as a multifaceted endeavor that includes cognitive, emotional, and social mechanisms. Students' inability to effectively articulate their ideas in written form is a significant problem that can impact the educational process. Practical writing is more than just composing individual sentences. It requires organizing and consolidating information into cohesive and well-structured paragraphs and texts. Using a teaching approach that does not

involve self-generated performance is unlikely to effectively foster students' motivation to engage in writing (Ginting et. al., 2023).

Writing skill is a difficult skill for others because we have to be more attentive to it, and we need to follow some rules related to each step, namely word choice, coherence, correlation, and grammar. The students have to choose the right words to express the meaning so that the readers capture the information of what they write. The information from each paragraph, the main idea, and the researcher's argumentation must be coherent. Grammar also plays an important role in writing. Using correct grammar will not confuse the reader. In addition, incorrect use of grammar will create serious misunderstanding towards the reader. The success of learning to write does not solely depend on students, but it needs teachers' contribution to achieve English writing learning, (Annisa Raudatus Sa'adah, 2020).

There are so many different definitions of writing they have the same basic elements, namely conveying ideas, opinions, experiences, or information in the form of written language. Lindeman (1982) states that writing is a communication process that uses a conventional system to convey meaning to the recipient. The expression of ideas, and thoughts in written form to communication is the purpose of writing. In a slight difference, Webster (1996) states that composition means the act of arranging especially arranging words to form sentences, paragraphs, sentences, and so on (Dirgeyasa 2017).

Effective writing requires a combination of skills, including grammar, vocabulary, and time management. By using an active voice, keeping it simple, and tailoring your writing to your audience, you can create engaging and impactful

content. In addition, taking breaks, using examples, and staying motivated can help you overcome writer's block and achieve your writing goals. With practice and dedication, anyone can improve their writing skills and become a more effective communicator. (Tirkashovna, 2024)

1.4 Elements of Writing

Writing takes several elements that must be considered. According to Liang Gie, the writing element consists of ideas, speech, order, and rides (Liang Gie in Basri 2020).

- a. Idea Topic in the form of opinions, experiences, or knowledge of a person. Ideas depend on a person's experience or knowledge.
- b. Speech Is the expression of ideas that can be understood by readers. There are various kinds of utterances, including description, persuasion, narration, argumentation, and positioning.
- c. Order Order is a rule that must be heeded when expressing ideas. This means writing is not just writing, one must heed the rules in writing, for example, the use of proper spelling
- d. Ride Rides are also often referred to as tools. Rides in the form of grammar, vocabulary, and rhetoric (the art of using language). For beginner writers, a vehicle is often a problem. They use vocabulary, grammar, and rhetoric that are still as simple and limited. To overcome this the author must enrich the unknown meaning. A writer must be diligent in writing and reading.

Then there are some principles that make technical writing a good technical writing. These principles include Technical Accuracy, Usability, Conciseness,

Completeness, Clarity, Consistency, Correct Spelling, Punctuation, Grammar, Targeted Audience, Clear Organization, and Interest.

From the description above, it can be seen that the elements of writing consist of the expression of ideas, speech used by the writer in delivering his writing, the order in writing, and a vehicle in the form of vocabulary and grammar. Where to create good descriptive writing must include all of these elements.

1.5 Benefits of Writing

The most common reasons for writing are as follows: 1) to report what the author has done; 2) to answer the author's question; 3) to discuss a particular topic and express the author's opinion; and 4) to synthesize research that has been done by others before (Ginting et. al., 2023). Writing is an activity that has many benefits that the writer himself can feel. According to Sabarti in Basri (2020), there are several benefits of writing, including:

- a. By writing can better recognize the potential that exists in itself related to the problem being written.
- b. Through writing, can develop various ideas that want to be expressed in writing.
- c. From writing, can broaden the ability of thinking ability, both in theoretical form and in applied thinking.
- d. Vague problems can be explained and confirmed through writing activities.
- e. Through writing, can judge their ideas objectively.
- f. By writing, can motivate yourself to study and read more actively. The author becomes the inventor or problem solver, not just being a bug of information from others.

g. By writing you can get used to thinking and speaking in an orderly manner.

The benefits of writing in learning English in the classroom are essential for effect overall language skills. Some of the main benefits of writing in learning English are:

- a. Actively improve language skills: Writing helps students apply grammar, vocabulary, and sentence structure in a more tangible and communicative form.
- b. Improves vocabulary comprehension: By writing, students will search for new words more often, understand the context in which they are used, and enrich their vocabulary.
- c. Improves critical thinking skills: Writing requires students to structure their ideas logically, thus practicing critical thinking and analytical skills.
- d. Encourages creativity: The writing process allows students to express their ideas, create stories, and develop narratives, which encourages their creativity.
- e. Improve grammar skills: In the writing process, students are more careful in paying attention to grammar rules, such as the use of tenses, sentence structure, and punctuation, thereby correcting language errors.
- f. Improves reading skills: Writing is often associated with reading activities. When writing, students need to re-read their work to edit or revise, which also helps them understand the text in more depth.
- g. Builds confidence: When students manage to write well, they will feel more confident in their overall English language skills.

- h. Practice the ability to communicate in writing: Writing teaches students how to communicate effectively in writing, which is an important skill in the academic and professional world.

Writing in the classroom also provides an opportunity for teachers to provide specific feedback and help students correct mistakes and improve their language skills gradually.

1.6 Style of Writing

In English, writing has a literary genre that becomes a second language and becomes an international language in the world. According to Brown in Gazela (2024), the Classification of writing includes the most common genre which is a second language Authors may produce, within and outside of curriculum requirements. Exist The genre of written language needs to be obtained as follows:

a. Academic writing

Academic writing is the systematic activity of writing in systematically writing especially for the student to finish their final graduation. There are examples in academic writing; papers and general subject reports, Essays, compositions academically focused journals Short-answer test responses Technical reports (lab reposts) Theses, and dissertation

b. Job-related writing

It has the purpose of making frequent use of visuals, helping the reader better understand a concept in a job related to his writing. There are examples of media use in job-related writing; Messages (phone messages) Letters/emails Memos

(interoffice) Reports (job evaluations, project reports) Schedules, labels, signs
Manuals

c. Personal writing

This part is individual or personal writing with his writing as Letters, emails, greetings cards, invitations Messages, notes Calendar entries, shopping lists, reminders Financial documents (checks, tax forms, loan applications) Forms, questionnaires, medical reports, immigration documents Diaries, personal journals Fictions (short stories, poetry). From the explanation above, the researcher used the academic writing genre of genres writing for the research in English writing.

1.7 Process Writing

There are five writing processes according to Martínez et al (2023), namely:

a. Planning

Planning relates to pre-writing, with outlining and brainstorming. This stage tends to be fundamental in the writing process, as students struggle to think of ideas that are with what they want to write. Among the many strategies that can be used in this stage, Bae (2011) suggests: brainstorming, listing, categorizing, free writing, reading, skimming, and scanning. Errors It is not necessary to pay attention to this part because the goal is to collect as many ideas as possible. In addition, failure at this stage may result in a lack of ideas at other steps in the process and additional writing time. Additional writing time.

b. Drafting

Drafting brings ideas together in a coherent manner. This may also be one of the most challenging stages for students as it is usually not natural for them to turn

outlined thoughts into sentences. Here, students concentrate on getting ideas down on paper without worrying about grammatical and mechanical errors (Bae, 2005).

c. Revising

This stage focuses on assessing the alignment and cohesion of the text as a whole. Students pay close attention to the content and organization of the whole text, looking for cohesion and avoiding certain internal errors found throughout the text. The teacher can also guide students with questions relating to the specific guidelines of the assignment.

d. Editing

In the editing section, students dedicate time to correcting errors found in the text. By discussing grammar, word choice, conjunctions, punctuation, and spelling, students pursue writing accuracy.

e. Publishing

Some experts suggest one last stage called ‘publishing,’ where students share what they have that they have written, or in the academic world, they can submit it for scholarly publication (Lakshmi as cited in Aziz, 2015). Other authors call it ‘sharing’ (Bae, 2005) and consider it an opportunity for students to communicate and negotiate about the mechanics of the text.

1.8 Review of Writing and Effect

This study of Write & effect centers on its use by learners as an online writing development technology. Learners use their own time to develop their writing, and this study aims to determine how learners engage with Write & Improve feedback and to determine what impact Write & Improve has on their writing development.

It also aims to identify teachers' perceptions of learners' use of Write & Improve and to determine how learners' use of Write & Improve impacts, if at all, teachers' practice. There is also scope for teachers to manually add feedback, and, as a result of this mechanism, motivation is also increased (Niall Curry & Elaine Riordain, 2021).

1.9 YouTube Media

Videos are widely used in classrooms and have evolved into an essential resource for effective language learning and teaching. Teachers have changed their views on YouTube and now see it as a valuable source of educational content. Due to the benefits of multiple input modalities, the use of video in English language teaching is favored over audio-only teaching. In other words, videos can enhance learning and comprehension by drawing learners' attention to both aural and visual cues (Raza Hasan in Emelia, et al 2024)

Mosully (2024) stated that YouTube can be an effective learning media to improve students' writing skills in English. There are several strategies for watching YouTube such as choosing the right videos, integrating videos with learning activities, providing video-based writing activities, and providing constructive feedback, as well as utilizing YouTube features.

Here are some examples of YouTube's application in learning English writing:

a. Watch a learning video about sentence structure

Students can watch a video that explains different English sentence structures, such as the simple present, past-tense, and future-tense sentences. After that, students can practice writing sentences using the structures they have learned.

b. Watch English news videos

Students can watch English news videos to practice their writing skills in the news genre. After watching the news video, students can write a news summary or create their own news.

c. Watch English videos or movie series

Students can watch English movie videos or series to practice their writing skills in the fiction genre. After watching the movie or series, students can write a story based on the movie or series or create new dialog for the characters in the movie or series.

It is important to remember that YouTube is just one tool that can be used to improve students' writing skills in English. Teachers should use YouTube creatively and effectively to achieve learning objectives.

1.10 Using YouTube as a Learning Resource

Zhou (2020), Using YouTube as a Learning Resource As a video-sharing social media, YouTube allows users to upload, share, view, rate, and comment on videos. Research has suggested that the multimedia resources provided through YouTube made it a promising platform for learning. In particular, visual and

auditory information in YouTube videos can facilitate knowledge retention. In addition, learners can see their learning pace with YouTube by pausing, fast-forwarding, or rewinding the video. Moreover, examined the application of YouTube videos in an anatomy course and found that 98% of the students utilized YouTube as an online information resource and 92% agreed that the tutorial videos on YouTube were helpful. Suggest that YouTube videos can be a complementary learning resource for educators and that students' learning experience can be enhanced if relevant videos are used for teaching a subject at hand.

In addition to the accessibility and availability of educational videos, YouTube also enables users to connect and communicate with other users. YouTube users can interact with other users via commenting and rating. Social cues that represent aggregated user behavior, such as the number of connections and aggregated views and ratings, enable users to evaluate the viewed content. The social interaction afforded by an online learning platform, such as getting feedback from peers and instructors, was an important predictor of effective learning on that platform. Through social interaction, YouTube changed learning from a passive to an active and interactive learning activity, thus stimulating deeper learning. Analyzed comments on YouTube education videos and found that YouTube provides an interactive and engaging learning environment that enables self-directed learning both within and outside classroom learning. Collectively, in addition to providing a large number of instructional videos, YouTube also serves as a social learning environment.

Existing research on YouTube use for learning has mainly focused on several aspects. First, some studies have investigated the characteristics (e.g. quality, quantity, credibility, etc.) of educational content on YouTube. Second, other studies have focused on the pedagogical strategies (e.g. using video clips for class discussion, vlogging as a learning activity, etc.) when integrating YouTube as part of academic education and professional training. Moreover, a handful of studies have examined the effectiveness of YouTube for self-directed learning, such as learning computer programming and musical instruments. However, the factors that influence the extent to which people use YouTube as a learning resource (i.e. online learning behavior) have not been well examined yet.

Zhou (2020), revealed several factors that affect the extent to which people use YouTube as a learning resource (i.e. online learning behavior). Here are some of these factors:

a. Social Cognitive Theory

Social cognitive theory provides a comprehensive theoretical framework to understand human behavior. Specifically, he advocates triadic reciprocity among people, environment, and behavior, which indicates that changes in behavior Humans are embedded in the dynamic interaction between individuals, environments, and behavior factors. Previous studies have used social cognitive theory to explain technology use behavior and user participation in social question-and-answer communities. If online learning, personal factors (e.g. self-efficacy and expected results) can predict the acceptance of the learning system.

b. Personal Factors

Personal factors are the key components of the social cognitive theory's definition of human functioning that affects behavior. In this study, we examine two personal factors that may affect the behavior of using YouTube as a learning resource: learning outcome expectations for YouTube and attitude towards YouTube as a learning resource.

c. Attitude Towards YouTube as a Learning Resource

Attitude refers to a psychological state that reflects feelings of liking or disliking. In this study, we investigated people's attitudes towards YouTube as a learning resource, which can be defined as people's liking to use YouTube for learning objectives. According to social cognitive theory, if one believes that certain behaviors are unethical or bad, they will not engage in such behavior so they behave by internal standards. In the case of online learning, students' positive attitudes towards online Learning are strongly linked to better online learning outcomes. Researchers have also suggested that a positive learning experience in an online learning environment can influence the sustainable use of online learning systems by students.

d. Environmental Factor

Social cognitive theory suggests that the environment is one of the key factors that can influence human behavior. In particular, one fundamental tenet of the social cognitive perspective is that people develop and adjust judgments and opinions through observing and learning from others' experiences and consequences in their environment, in addition to direct experience. In an online environment, social

interaction among users is supported by the social features in the online system. The social features designed on YouTube, such as commenting, subscribing, and liking, can encourage and stimulate the exchange of ideas, opinions, information, and knowledge among users. This suggests that the concept of sociability can express the extent to which an online learning environment is perceived to be able to allow social interaction among learners. The sociability of YouTube can then be defined as the extent to which people perceive that YouTube can facilitate interaction and communication with other users. Hence, we propose that the sociability of YouTube is an important environmental factor from the social cognitive perspective.

e. Behavioral factor

The social-cognitive perspective highlights that the development of human behavior can be influenced not only by the environment but also by their personal experience of actual doing. Social cognitive theory contends that the outcome expectations of a given action can be derived from personal experience. That is, the consequences of people's actions can influence their judgment of whether they may experience similar outcomes in a future endeavor.

1.11 YouTube for effect writing skills

Yusuf (2020) found that YouTube implementation in teaching is improving the writing skills of students, in this case, procedure text. The use of YouTube as a learning tool not only enhances students' proficiency in crafting procedural texts but also aids in the development of their ability to articulate ideas effectively. It enables students to comprehend the purpose of procedural texts, convey

information, and outline steps with precise and clear grammar. Kusumawardhani (2019) also proves that YouTube implementation in teaching improves students' comprehension of simple past tense materials, like when they must use regular verbs or irregular verbs.

Additionally, for educators, leveraging YouTube as a teaching aid facilitates seamless material explanation. Prihatini et al. (2019) also found that YouTube can increase motivation in students because they say it is more engaging than regular learning and aids them in identifying the text's fundamental idea. Cohesively, Mutoharoh et al. (2022) also found that YouTube is an attractive media for teaching EFL, it shows students' interest in learning EFL while improving the writing skills of students in their scores. It is also beneficial for the teacher because the teacher can find and make more engaging teaching media and make the teaching process more effective, which demonstrates that YouTube implementation in teaching EFL writing skills brings a fresh learning experience to the students than the conventional or traditional teaching media (Setiawan et al, 2024).

1.12 Pros and Cons of YouTube

YouTube has the advantage of being a source of information for various parties, being a good promotional media, a good source of entertainment that is rich in creativity, a source of income, and sharing activities with live streaming. While the disadvantages of YouTube media are that there is still a lot of hoax news, there is still content that is inappropriate for minors to see, there are still many adult videos that can be accessed by anyone, and much more. The advantages and disadvantages of YouTube are as follows:

a. Pros

- 1) With YouTube we can see and take various videos that we have never seen before, so we don't miss information or infotainment.
- 2) In YouTube there is a "search" menu so that when we enter the name or type of video we want to take, the video we want will automatically and quickly appear.
- 3) In YouTube there are various video formats that we can choose according to the video player application that we have.
- 4) Video images on YouTube are good so that we are comfortable and clear when watching them.

b. Cons

- 1) If your internet connection is slow or loading is slow, then retrieving videos on YouTube will be interrupted and you may have to wait until it recovers.
- 2) Videos on YouTube generally have a very large size or capacity.
- 3) YouTube does not provide a video capture application on its website, so we have to look for other applications such as KeepVid and YouTube Downloader.
- 4) YouTube provides video upload facilities for anyone, so this can be misused by irresponsible parties. For example, uploading porn videos and videos about insulting certain groups.

1.13 Advantages of using YouTube in school learning

Nowadays, there are some unique techniques to teach students so that they don't get bored. One of them is YouTube. YouTube is one of the effective media for teaching students. The use of YouTube is one of the teacher's strategies to make it easier for students to understand the subject matter. Many videos can be watched

on YouTube, the videos are also very diverse. So, we just need to type in keywords then what we are looking for will be found immediately.

There are several benefits of YouTube as a learning media, namely:

a. Informative

Informative means that YouTube can provide information including various technological and scientific developments that are very common today.

b. effective

This means that YouTube can be accessed for free over the internet.

c. Potential

It is very popular and there are many videos on YouTube. So that it has an influence on education.

d. Practical and complete

This means that YouTube can be used easily from all directions and there are lot of video footage as a source of information.

e. Shareable

YouTube videos can be distributed to other sites by sharing the link in the video.

f. Interactive

This means that YouTube can facilitate discussions through the comments section of the video.

Other benefits of YouTube are that it can make students more confident after watching videos and practicing them, it is easily accessible anywhere and anytime as long as it is connected to the internet, and it provides a new atmosphere in the classroom when teachers use YouTube as a learning medium. The students not only

get new vocabulary but also the pronunciation. Teachers have a new strategy in teaching their students in class, this helps them to make their students interested in new learning. This new thing will improve the quality of students' English language skills. This will reduce the sense of inferiority.

B. Location and Time of Research

The location of this research was SMP Negeri 10 Medan in the academic year 2024/2025. This school was located in Jl. Letjend. Djamin Ginting Km 4.5 Medan, Padang Bulan, Kec. Medan Baru, Medan City, North Sumatra Province. This location was chosen by the researcher because, in this school, there were problems with writing skills. This research was conducted starting from April 2024. The following was a timetable for the research plan and implementation.

C. Relevant Research

In this study, researchers took several previous studies that have relevance to researchers, namely:

First, research by Aenun Muthoharoh, Alisa Zumrotul 'Ulya, Euis Nawangsari, Salamatus Riska Fatin & Maulana Maulim (2021) entitled "*The Use of YouTube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic*". The journal states that the learning process that was originally carried out face-to-face is now turning into distance learning or online learning. This online-based learning process forces educators or teachers to be more creative in determining the learning media that will be used to teach their students. In this situation, technology has a very important role in the teaching and learning process from home. The research used a qualitative approach. Data dikumpulkan melalui

triangulasi wawancara, observasi, dan dokumentasi. The results revealed that YouTube is seen as a good learning medium for overcoming learning difficulties in the unprecedented COVID-19 crisis. The asynchronous nature of YouTube videos allows students to repeat the videos as many times as they want. The implementation of YouTube in online learning is done in three stages: 1) preparation, the teacher creates and uploads the video; 2) implementation, the teacher shares the link and gives a brief explanation via WhatsApp; and 3) evaluation, the teacher gives a quiz to ensure that the material can be well received.

Second, research by Aulia Septian Wulandari, Z, Tasnim & A. Puspa (2023) entitled *"Teaching descriptive text writing by using YouTube videos to Improve the tenth-grade students' writing achievement"*. The journal stated that based on an interview with one of the English teachers at SMK Gajah Mada Puri, Mojokerto, it is known that students' achievement in writing is still low, including writing descriptive texts. In addition, students are also often confused to find ideas that they should write about. This is because teachers usually only provide explanations and examples from student books. The methods used in the study were observation, writing tests, and interviews. Observation was used to collect data on students' active participation when joining the writing class by using YouTube videos. The writing test aims to measure students' writing achievement on descriptive text. And, interviews were conducted to find the problems faced by students during the teaching and learning process of descriptive text writing, the techniques used, and how the teaching and learning process was conducted before the research was conducted. The results of the observation analysis showed that there was an increase

in student participation in the teaching and learning process of writing using YouTube videos from 70% in meeting 1 and meeting 2 to 80% in meeting 3 and meeting 4. In addition, the average score of students' descriptive text writing test also increased from 55.9 in the pre-action to 78.7 after the post-action. The number of students who obtained a passing score of 75 or more also increased from 35% in the pre-action to 75% after the post-action. So, it can be concluded that the use of YouTube Videos can increase the active participation and achievement of descriptive text writing of tenth-grade students.

Third, a study by Jin, S. (2024) entitled *“Tapping into social media: transforming EFL Learners’ writing skills and alleviating anxiety through YouTube”*. The study mentioned that it explored the impact of incorporating interactive elements of YouTube, such as comments and engagement, in writing activities integrated with social media. The aim was to examine how this approach affected the writing anxiety and writing performance of Korean English as a Foreign Language (EFL) learners. The participants, who were all first-year students at an intermediate level of English, consisted of 115 EFL students. Among them, 58 were included in the experimental group, while the other 57 were part of the control group. The experimental group actively participated in social media-integrated writing activities that emphasized YouTube comments and interactive engagement, while the control group engaged in traditional writing activities. Data collection involved pre- and post-writing tasks, accompanied by pre-and post-questionnaires measuring second language (L2) writing anxiety. The results showed that the inclusion of comments and interaction on YouTube in social media-

integrated writing activities was much more effective than traditional writing activities in reducing writing anxiety and improving writing proficiency. Specifically, the experimental group showed a significant improvement in writing proficiency compared to the control group, and this improvement was observed across multiple dimensions including content, coherence, vocabulary, grammar, and mechanics. In addition, the experimental group experienced a significant decrease in terms of writing anxiety. These results highlight the importance of integrating interactive elements, such as comments and engagement on YouTube, in EFL writing instruction to reduce writing anxiety and improve writing proficiency among EFL learners. Moreover, this approach offers innovative opportunities for language learning in an educational setting.

Fourth, research by Rakhmad Felanie (2021) entitled, "*The Effect of Using Youtube Videos on Students' Writing Descriptive Text Across Learning Styles*". Investigating the effect of using Youtube videos toward student's writing descriptive text across student's learning styles is the objective of this research. The research is quasi-experimental factorial research. Non-randomized sampling technique was applied in this research. The sample of the research were 10th grade of Multimedia class student. The Instrument used in this research were pretest and posttest as means to measure students' writing achievement, and questionnaire as means to identify students' learning styles. Two way Anova (Analysis of Variance) was used to analyze the data. It was found that the achievement of students who were taught using Youtube videos were higher than the students who were not taught by using Youtube videos. Writing achievement of visual learning style

students were better than auditory learning style students in experimental class. It was also found that the significant value of interaction between the usage Youtube videos and student writing achievement was .04. The significant level was less than .05 ($04 < .05$). However, learning style has no effect to writing achievement.

From the three previous studies, it can be concluded that the application of the use of YouTube videos is very helpful for students, especially in improving their writing skills. Their research is very helpful for researchers because researchers also raise the same issue even though researchers highlight Improving Students' Writing Skills in English Lessons through YouTube Good English Channel Media.

D. Conceptual Framework

In effect students' writing skills in English, students had to practice writing equipped with the right materials, such as in making sentences. Applying the right method in writing English was easy to understand for students and affected the effect of their writing ability. The researcher mentioned that one of the YouTube channels, "Good English Channel," was the dependent variable, while the independent variable was writing ability.

Thus, the research process was conducted by answering a writing ability test after watching the Good English Channel YouTube channel. Finally, this study aimed to determine the results of independent variables that influenced watching the Good English Channel YouTube channel on students' ability to construct sentences and grammar in English.

E. Hypothesis

Alternative Hypothesis (Ha): The use of YouTube Good English Channel media could significantly improve students' writing skills in English lessons.

Null Hypothesis (H0): The use of YouTube Good English Channel media did not have a significant effect on students' writing skills in English lessons.

CHAPTER III

RESEARCH METHODS

A. Population and Sample

According to Sugiyono (2018: 130), “population was a generalization area consisting of objects/subjects that had certain qualities and characteristics set by researchers to study and then draw conclusions.” Based on this explanation, the population of this study was students of SMP N 10 Medan, class VII, totaling 128 people in the 2024/2025 school year.

According to Sugiyono (2018: 131), the sample was part of the number and characteristics of the population. The same thing was also expressed by Arikunto (2010: 109); according to him, the sample was part or representative of the population to be studied. Regarding the determination of the sample size, it was recommended in sampling that if the subject was less than 100, then all were taken so that the research was population research. Furthermore, if the number of subjects was large, it could be taken between 10%, 15%, 20%, and 25% or more (Arikunto, 2010: 112).

The technique or type used was the simple random sampling technique. Simple Random Sampling was said to be simple (simple) because taking sample members from the population was done randomly without regard to the strata in that population, according to Sugiono (2018: 134). The total population in this study consisted of 120 people. Based on the steps above, the researchers took a sample of 25% of the total population, which totaled 32 students who would be sampled.

B. Research Design

In this study, researchers used field research with quantitative descriptive methods to measure the effect of using YouTube on students' writing skills. The data collection technique was conducted through classroom observation, in which the researcher directly monitored the writing learning process using YouTube as a medium to see students' interaction and engagement. In addition, the researcher conducted interviews with students and teachers to get a more in-depth view of their experiences during learning with YouTube media, as well as to find out the factors that affect students' writing skills. The researcher also conducted a writing test to measure students' writing ability after using YouTube as part of the learning process. The data collected was then analyzed using the calculation of mean, median, modus, and standard deviation to evaluate the effect of YouTube media in improving students' writing skills.

C. The Source of Data

The data source in this research is the English writing skills of seventh grade students at SMP Negeri 10 Medan. The total number of data in this study was 32 students. The researcher chose class VII because seventh grade students have a diversity of characteristics in terms of ethnicity, social status, culture, language used, and social environment. These characteristics are considered representative to see the effect of using YouTube as a learning media on students' writing skills. Therefore, the researcher chose class VII as the data source in this study.

D. Techniques of Data Collection

The data collection techniques used were observation, interview, and writing assignment. The observation was conducted during the implementation of learning by using YouTube as media. This observation includes aspects of students' participation level, how they respond to the video, and their interaction with the material provided. The aim is to measure changes in student behavior related to writing skills and the use of YouTube media in the learning process. Semi-structured interviews with students and teachers regarding their experience of using YouTube in learning writing skills to provide more in-depth data on the impact of the media on students' learning were conducted to guide discussions on the effects of the media, difficulties encountered, and views on improving writing skills. The aim was to gain deeper insight into how YouTube helped or did not help in improving students' writing skills. After the interview, the researcher gave a writing task which was to analyze the students' writing made during the learning process by using YouTube by describing animals. The students' writing was then analyzed in terms of errors with the rubric of content, organization, vocabulary, grammar, and mechanics in writing. The goal is to directly measure the results of student writing before and after learning using YouTube media.

E. Techniques of Data Analysis

The instrument was used to acquire the data, which was then processed using the following process:

1. Scoring each component by using the following rating scale in the scoring of the composition (Jacobs, 2000: 6).

a. *Table 3.1: Content*

30-27	Very Good: knowledge, substantive, relevant to the assigned topic.
26-22	Good: some knowledge of the subject, adequate range, mostly relevant to the topic but lacks detail
21-17	Fair: Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor: does not show knowledge of subject, substance, not enough to evaluate.

b. *Table 3.2: Organization*

20-18	Very Good: Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good: somewhat choppy, loosely organized but minimum ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair: non-fluent, ideas confused or disconnected.
9-7	Poor: does not communicate, no organization, not enough to evaluate.

c. *Table 3.3: Vocabulary*

20-18	Very Good: sophisticated range, effective word/idiom choice, and usage.
17-14	Good: adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13-10	Fair: limited range, frequent errors of word/idiom from choice, and usage.
9-7	Poor: essential translation, little knowledge of English vocabulary.

d. *Table 3.4: Grammar/Language use*

25-22	Very Good: effective complex construction.
21-18	Good: effective but simple construction
17-11	Fair: major problems in sample /complex construction
10-5	Poor: virtually no mastery of sentence construction rules.

e. *Table 3.5: Mechanics*

5	Very Good: demonstrate mastery of convictions
4	Good: occasional errors of spelling, punctuation capitalization.
3	Fair: frequent errors of spelling, punctuation capitalization.
2	Poor: no mastery of connections, dominated by errors of spelling. Capitalization paragraphing.

Classifying the students' score based on the following classification:

Table 3.6
Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

Source: (Depdiknas, 2013:13)

To find out the classification of scores for each student's pre-test and post-test components, the researcher converted the students' scores using the formula:

$$\text{Score classification of students} = \frac{\text{Frekuensi}}{\text{Total of Students}} \times 100\%$$

In this study, the data processing method used SPSS (Statistical Package for the Social Sciences) software version 29. The use of SPSS aimed to obtain accurate calculation results and speed up the data processing process. The data obtained from the research results was analyzed systematically using tables to facilitate interpretation and understanding of the research results.

Data processing using tables also aimed to facilitate researchers in applying the results of the analysis into a form of values that were easier to understand. This research data was in the form of pretest and posttest scores, which were analyzed to determine any differences before and after the intervention.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Descriptive Statistics Results

This chapter will present the results of research on the effect of students' writing skills in English lessons through YouTube media "Good English Channel". The findings are related to the problem formulation mentioned in the introduction. The findings presented in this section are data obtained through tests to see students' writing ability after being given treatment. The data obtained were analysed using the calculation of mean, standard deviation, minimum and maximum to see the students' writing ability after using YouTube media as learning media.

This study uses descriptive analysis to provide an overview of students' writing ability after learning with the help of YouTube media 'Good English Channel.' From the results of the descriptive analysis, several main points were obtained:

Table 4.1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Skills	32	58,00	91,00	78,6562	8,48760
Valid N (listwise)	32				

Source: SPSS 29

The research sample consisted of 32 students, with the lowest score of 58 and the highest score reaching 91, showing a range that reflected the variation in writing ability among the students. The mean score achieved by the students was 78.66, indicating that most of the students showed fairly good writing ability. The standard deviation of 8.49 illustrates how much the students' scores varied from the mean, and this moderate value indicates that the difference in scores between students was not too great, with most students scoring close to the mean.

Overall, this data shows that learning to write through the YouTube medium 'Good English Channel' has a positive impact on students' writing ability. The high mean scores and stable distribution of scores indicate that the majority of students benefited from this medium. These results suggest that learning media such as YouTube can be an effective option in assisting students in learning English writing.

B. Students Scores Classification Results

Table 4.2
Students Scores Classification

NO	Name Student	Score	Classification
1	QANITA BASIMA	89	Good
2	YUDISTIRA PRAYOGA	76	Good
3	DIMAS RAMADHAN AL-FARIZI	78	Good
4	FARHAN AL HAKIM	70	Average
5	GILANG AZKA DINATA	84	Good
6	ISABEL TESALONIKA SARAGIH	91	Excellent
7	JOYA ALENA BR BANGUN	71	Average
8	AFIFAH NURSYAHIRA	88	Good
9	KHALILAH SAFITRI	81	Good
10	YOSHIA ANANTA	80	Good
11	NABILA RAMADHANI	66	Average
12	PRADANA SYAHPUTRA	85	Good
13	SASKIA YUSNAINI	80	Good
14	TALITHA ATHALLAH	90	Good
15	KEVIN HUTAJULU	67	Average
16	ZASKIA ANGGRINI	86	Good
17	AFIQA FAHTANIA	89	Good
18	BINTANG ALVARO GINTING	79	Good
19	DWI AISYAHFITRI	78	Good
20	FAIRUZ AZIZAN	80	Good
21	HANA HUMAIRA	63	Average
22	IRENE PUTRI SINAGA	67	Average
23	JOSUANTA SINURAYA	83	Good
24	KHAIRANI PUTRI	84	Good
25	MUSHAF FADIL	75	Average
26	NAZHIFAH DHILLAH PRASETYO	83	Good
27	RIBCHA ADI RAMADANI	90	Good
28	SASTI NURAINI	58	Poor
29	TIARA FEBRYNA	72	Average
30	WILMAN LAIA	81	Good
31	ALYA NAULI	78	Good
32	DINI SABILI	75	Average

Source: Researcher

The results of this study show that most students have good writing skills based on five assessment components: Content, Organization, Vocabulary, Grammar, and Mechanics. Of the 32 students sampled, 21 students (65.63%) were in the Good category with scores ranging from 76 to 90, while 9 students (28.13%) were in the Average category with scores from 63 to 75. One student obtained the Excellent category with the highest score of 91 (3.13%), and one other student was in the Poor category with the lowest score of 58 (3.13%). The average overall score was 78.66, which falls into the 'Good' category and indicates that students' writing ability is generally quite good. The standard deviation of 8.49 shows that the variation in scores is not too large, so most students have almost even writing skills.

Based on the assessment components, students showed good ability in Content, with relevant understanding of the topic, although some still lacked in depth. In terms of Organisation, most students were able to convey ideas quite clearly, although the flow and logical sequence could still be improved. For Vocabulary, the majority of students have an adequate range and word or idiom errors are minimal and do not interfere with meaning. In Grammar, the majority of students were in the Good category, using simple effective sentence constructions with few errors. Meanwhile, in Writing, most students were also in the Good category with minor errors in spelling, punctuation and capitalisation that did not interfere with understanding. Overall, this data shows that learning through YouTube media, specifically 'Good English Channel,' has a positive impact on students' writing skills. These results indicate that media such as YouTube can be an effective alternative in supporting students' learning of writing in English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of this study shows that learning to write through YouTube media, especially Good English Channel, has a positive impact on students' writing skills. From the research sample consisting of 32 students, most of them showed good writing skills, with an average score of 78.66 which is included in the 'Good' category. The variation in writing ability among students is also not too large, which is reflected in the standard deviation value of 8.49. A total of 21 students (65.63%) were in the 'Good' category, while 9 students (28.13%) were in the 'Average' category. Only one student reached the 'Excellent' category with the highest score of 91 (3.13%), and one student was in the 'Poor' category with the lowest score of 58 (3.13%). Of the five assessment components - Content, Organisation, Vocabulary, Grammar, and Writing - most students were in the 'Good' category. They demonstrated relevant understanding of the topic, fairly clear organisation of ideas, adequate range of vocabulary, effective use of simple grammar, and writing skills with minor errors that did not interfere with understanding. Overall, these results suggest that learning media such as YouTube can be an effective alternative in helping students improve their writing skills in English. Therefore, the initial assumption stating that the use of the YouTube channel “Good English Channel” in effect the writing skills of students in class VII SMP Negeri 10 Medan was proven.

B. Suggestions

Based on the results of this study, it is recommended that teachers use YouTube media, such as Good English Channel, as an additional means to help improve students' writing skills in English. The use of this media will be more effective if combined with discussions or writing exercises in class so that students can better understand the material. In addition, schools are expected to provide adequate internet access to support the optimal use of digital learning media. For future research, the sample coverage should be expanded and other factors, such as students' learning styles, should be considered to provide more in-depth results. Finally, teachers are also recommended to provide additional guidance for students who still have difficulties in writing, so that they can achieve better results.

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APPENDIX

Appendix 1 : Administration



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PTX/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 2143/II.3/UMSU-02/F/2024
Lamp : ---

Medan, 16 Shafar 1446 H
21 Agustus 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP Negeri 10 Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Wahyudi
N P M : 2002050070
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Writing Skills in English Lessons through YouTube Media "Good English Channel"

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. Hj. Syamsuurnita, M.Pd.
NIDN : 0004066701



Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP NEGERI 10 MEDAN
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII Ganjil
Skill	: Writing
Alokasi waktu	: 3 x 30 menit (3 pertemuan)
Tema	: The Effect of Using YouTube as a Media Towards The Students' Writing Skills

A. Standar Kompetensi

Memahami makna dari konten channel youtube “Good English Channel” dalam kehidupan sehari-hari dan untuk menemukan pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat.

C. Indikator

Siswa mampu memahami informasi yang tersirat dalam channel “Good English Channel” dan meningkatkan kemampuan menulis.

D. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Siswa memahami writing skill

2. Siswa meningkatkan kemampuan menulis berbahasa Inggris.
3. Siswa meningkatkan kemampuan menulisnya setelah menonton channel “Good English Channel”

E. Nilai karakter

4. Jujur, Percaya diri, teliti, dan memperhatikan dengan baik.

F. Materi pembelajaran

5. Good English Channel
(http://youtube.com/c/goodenglishchannel?sub_confirmation=1 /
<https://youtu.be/ZPCIZVz3YDk?si=0bMDED8IquDkrSoY>)

G. Metode pembelajaran

6. Writing Ability

H. Materi pembelajaran

7. Pertemuan 1

Memperkenalkan apa itu writing skills dan youtube

8. Pertemuan 2

Memutar video yang sudah disiapkan dari “Good English Channel” channel youtube.

9. Pertemuan 3

Mengarahkan untuk mengisi pertanyaan-pertanyaan dan melakukan test setelah menggunakan channel YouTube “Good English Channel”

I. Langkah Kegiatan Pembelajaran

Sintaks Model Pembelajaran	Langkah-Langkah Kegiatan Pembelajaran	Nilai Karakter, Literasi, 4C, PPK	Waktu
Stimulation	Mengamati (10 menit) <ul style="list-style-type: none">• Guru mengamati peserta didik tentang persiapan belajar yang berkaitan dengan pembelajaran• Peserta didik menyimak dialog yang dibacakan oleh guru	Critical thinking	50 Menit
Pproblem staatement	Menanya (10 menit) <ul style="list-style-type: none">• Guru melakukan apersepsi kepada peserta didik.• Guru bertanya kepada peserta didik tentang YouTube Channel		

<p>Collecting data</p> <p>Data processing</p> <p>Verification</p> <p>Generalization</p>	<p>Mengumpulkan Informasi (15 menit)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa menyampaikan informasi tentang channel YouTube • Guru bertanya media sosial apa saja yang dapat digunakan peserta didik dalam proses pembelajaran belajar bahasa Inggris <p>Verifikasi (5 menit)</p> <ul style="list-style-type: none"> • Guru memperkenalkan beragam media sosial dalam proses pembelajaran <p>Mengkomunikasikan (10 menit)</p> <ul style="list-style-type: none"> • Guru menyampaikan media YouTube dalam proses pembelajaran bahasa Inggris • Guru menjelaskan salah satu channel YouTube yaitu Good English Channel dalam proses belajar bahasa Inggris terutama dalam menulis. 	<p>Rasa ingin tahu, critical thinking</p> <p>Critical thinking</p> <p>Colaborative</p> <p>Communicative</p>	
Kegiatan Penutup			
	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan pertanyaan untuk menguji pengetahuan siswa tentang topik yang telah dipelajari. • Menyampaikan materi untuk pertemuan berikutnya. • Siswa diberikan tugas (optional) 	<p>Creativity</p>	<p>10 Menit</p>

J. Media/alat, Bahan dan Sumber belajar

Media/Alat : Infocus

Bahan : Buku dan pulpen

Sumber : YouTube dan Internet

K. Penilaian Hasil Pembelajaran

1. Penilaian pengetahuan berupa tes tertulis
2. Penilaian keterampilan berupa praktik menulis (Writing Test)
3. Penilaian sikap dari hasil observasi dan diskusi

Appendix 3 : Worksheet

Nama : Ganita Basma
kelas : VII-D

Describe the animal below!



Elephant

789

CONTENT : 30
ORGANIZATION : 17
VOCABULARY : 17
GRAMMAR : 21
MECHANICS : 4

The elephant is the largest land animal in the world. They are known for their long trunks, which they use for eating, drinking, and social interactions. Elephants live in herds led by a matriarch, and they are very social animals. They communicate using low-frequency sounds that can travel long distances. Elephants are herbivores, primarily eating grasses, leaves, and fruits. They play an important role in their ecosystem by helping to maintain the balance of their habitats. However, elephants face threats from poaching and habitat loss, which endanger their populations.

Appendix 4 : Worksheet

Nama : ISABEL TESALONIKA SARABIH
Kelas : VII-A

Describe the animal below!

91



GIRAFFE

Content : 29
Organization: 19
Vocabulary : 18
Grammar : 20
Mechanics: 5

Giraffe is the tallest animal in the world. They can grow up to 18 feet tall! Giraffe have long necks that help them reach leaves high in trees. Their unique spotted fur helps them blend into their environment. Giraffes are social animals and live in groups called herds. They mostly eat leaves, fruits, and flowers. Giraffes have a gentle nature and are known for their calm behavior. However, their population is decreasing due to habitat destruction and hunting.

Appendix 5 : Worksheet

Nama: Dini Sabili
Kelas: VII-D

Describe the animal below!



75

Content : 25
Organization: 16
Vocabulary : 16
Grammar : 15
Mechanics : 3

The Panda is a bear that eats bamboo. They are black and white and very cute. Pandas are from China and live in forests. They spend most of their time eating because bamboo doesn't have a lot of nutrients. Pandas are good climbers and can climb trees easily. They are usually solitary animals but sometimes gather to eat. Sadly, they are endangered because of habitat loss.

Appendix 6 : Worksheet

Nama : Sasti Nurani
Kelas : VII-D

Describe the animal below!

58



Content : 16
Organization : 9
Vocabulary : 13
Grammar : 17
Mechanics : 2

LION

Lion is a big cat that lives in Africa. They have strong body and manes. Lion are social animals that live in groups called prides. They hunt together and eat big animals like zebras. male lions are bigger than females. lions sleep most of the day to save energy. They are called kings of the jungle even though they live on grasslands.

Appendix 7 : Worksheet

Name: PRADANA SYAHPUTRA
class : VII-B

Describe the animal below!

85



Content : 29
Organization : 18
Vocabulary : 17
Grammar : 18
Mechanics : 4

Elephant

Elephant is the largest land animal, known for its immense size. Long trunk, and large ears. These creatures are intelligent, social, and have incredible memory. Elephants are herbivores and consume plants and fruits. They can live 70 years in the wild and form strong emotional bonds with their herds. Unfortunately, due to poaching and habitat loss, elephant population is at risk. Conservation efforts are in place to protect these majestic animals and ensure their survival for future generations.

Appendix 8 : Research Documentation



Figure 2 : Researcher giving Explanation of YouTube



Figure 3: Researcher giving test



Figure 4: Student of class VII SMP Negeri 10 Medan



Figure 4: Photo with the headmaster of SMP N 10 Medan

Appendix 9 : Administration



PEMERINTAH KOTA MEDAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 10 MEDAN
NPSN: 10210959 NSS: 201076004008 TERAKREDITASI "A"
Jalan Letjend Djamin Ginting Km 4.5, Kelurahan Padang Bulan, Kecamatan Medan Baru, Kota Medan - Sumatera Utara
Kode Pos 20156 Email: sepuluh.smpn@yahoo.com

SURAT KETERANGAN

Nomor: 400.3.3/351

Saya yang bertanda tangan di bawah ini:

Nama : Samiun Alim, S.Pd, M.Pd
NIP : 19691206 199512 1 001
Pangkat/Golongan : Pembina Tingkat I / IV.B
Jabatan : Plt. Kepala Sekolah
Unit Kerja : UPT SMP Negeri 10 Medan

Dengan ini menerangkan bahwa :

NO	NAMA	NPM	PROGRAM STUDI	PERGURUAN TINGGI
1	WAHYUDI	2002050070	Pendidikan Bahasa Inggris	UMSU Fak. Keguruan dan Ilmu Pendidikan

Adalah benar telah melaksanakan penelitian/riset pada tanggal 23 Agustus s/d 23 September 2024 di Kelas VII (Tujuh) C, untuk penulisan Skripsi dengan judul penelitian **Improving Students' Writing Skills in English Lessons through YouTube Media "Good English Chanel"**

Demikian Surat ini kami perbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 September 2024
Plt. Kepala UPT SMP Negeri 10
Medan



Samuun Alim, S.Pd, M.Pd
Pembina Tingkat I/IV.B
NIP 19691206 199512 1 001

Appendix 10 : K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Wahyudi
NPM : 2002050070
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135 SKS

IPK= 3,57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disetujui oleh Dekan Fakultas
	Improving Good English Chanel Youtube Channel on Students Writing Skills in English Lessons	
	The Role of Multimodal Literacy in Developing English Language Skills in the Digital Age	
	Implementation of Digital Learning Technology in Improving English Comprehension and Production Skills among Secondary School Students	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 April 2024
Hormat Pemohon,

Wahyudi

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 11 : K2



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Medan

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Wahyudi
NPM : 2002050070
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Improving Good English Chanel Youtube Channel on Students Writing Skills
in English Lessons**

Sekaligus saya mengusulkan/ menunjuk Bapak:

Dr. Tengku Winona Emelia, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 April 2024
Hormat pemohon,

Wahyudi

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua /Sekteraris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 12 : K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 1015 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Wahyudi
N P M : 2002050070
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Good English Chanel Youtube Channel on Students' Writing Skills in English Lessons.

Pembimbing : Dr. Tengku Winona Emelia, M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 15 Mei 2025

Medan 7 Zulkhaida 1445 H
15 Mei 2024 M




Dr. Hj. Syamsurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



Appendix 13 : Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 08 Bulan Agustus Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Wahyudi
 N.P.M : 2002050070
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Improving Good English Channel Youtube Channel on Students' Writing Skills in English Lessons.

No	Masukan dan Saran
Judul	✓ <i>Wahyudi</i>
Bab I	<i>- TABLE OF CONTENTS</i> <i>- BACKGROUND OF THE STUDY (specific problem)</i> <i>- DATA</i>
Bab II	<i>- TEXT OF SENTENCE ?</i> <i>- CONCEPT & THEORY</i> <i>DEFINITION</i>
Bab III	<i>> CONCEPT . procedure</i> <i>> LOCATION & TIME .</i> <i>> SKILLS , research design</i>
Lainnya	✓
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Hj. Darmawati, M.Pd.)

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Dr. Tengku Winona Emelia, M.Hum.)

Panitia Pelaksana

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 14 : Pengesahan Proposal



**MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama : Wahyudi
NPM : 2002050070
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Good English Channel Youtube Channel on Students' Writing Skills in English Lessons

Sudah layak diseminarkan.


Medan, Juli 2024

Disetujui oleh
Pembimbing


Dr. Tengku Winona Emelia, S.Pd., M.Hum.

Unggul | Cerdas | Terpercaya

Appendix 14 : Pengesahan Hasil Seminar Proposal



UMSU
Unggul. Cerdas. Berprestasi.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL



Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Wahyudi
N.P.M : 2002050070
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Good English Channel Youtube Channel on Students' Writing Skills in English Lessons.


Pada hari Kamis, tanggal 08, bulan Agustus, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 8 Agustus 2024

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
	
(Hj. Darmawati, M.Pd.)	(Dr. Tengku Winona Emelia, M.Hum.)

Diketahui oleh
Ketua Program Studi,



(Dr. Pirman Ginting, S.Pd., M.Hum)

Appendix 15 : Turnitin information

IMPROVING STUDENTS' WRITING SKILLS IN ENGLISH LESSONS THROUGH YOUTUBE MEDIA "GOOD ENGLISH CHANNEL"

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