

## The Influence of YouTube as an Audiovisual Media on the Expository Writing Skills of 8th Grade Students at MTSN 03 Blitar

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### ARTICLE INFO

*Keywords:* YouTube, Audiovisual Media, Writing Skills, Expository Text

*Received :* 16, August

*Revised :* 30, August

*Accepted:* 28, September

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### ABSTRACT

This study aims to determine the effect of using YouTube audiovisual media on the ability to write exposition texts of eighth grade students of MTsN 03 Blitar. The study used a quasi-experimental method with a nonequivalent control group design. The sample consisted of 60 students divided into an experimental class and a control class. Data were collected through an exposition text writing test and analyzed using a t-test (independent sample t-test). The results showed that there was a significant effect of using YouTube audiovisual media on students' ability to write exposition texts. The significance value was  $0.005 < 0.05$  so  $H_a$  was accepted. The average posttest score of the experimental class was 83.83, higher than the control class at 74.73. Thus, the use of YouTube media was proven to be effective in improving students' exposition text writing skills.

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## **INTRODUCTION**

Writing skills are a crucial competency in Indonesian language learning, contributing to the development of critical, logical, and systematic thinking. However, the reality on the ground shows that students still struggle to write expository texts due to the monotony of lectures and worksheets. Low student creativity and motivation necessitate innovative learning by utilizing engaging and relevant media.

YouTube, as a popular audiovisual media platform, can be used as an effective learning tool. Through videos, students not only hear but also directly see information, which can then be processed into expository text. This study was conducted to determine the extent to which YouTube use can influence students' expository writing skills.

Writing skills are a crucial competency in Indonesian language learning, serving not only as a means of communication but also as a medium for developing critical, logical, and systematic thinking skills. Through writing, students are trained to express ideas, concepts, and knowledge in structured written language that readers can understand. In an educational context, writing skills serve as a benchmark for student success in processing information, organizing thoughts, and communicating them effectively and meaningfully.

However, the reality on the ground shows that writing skills, particularly expository texts, remain a challenge for junior high school students. Observations at MTsN 03 Blitar show that the learning process is still dominated by conventional lecture methods and the use of Student Worksheets (LKS) that only contain material summaries and practice questions. This results in a learning process that tends to be monotonous, uninteresting, and lacking interaction. Students are often passive, simply accepting teacher explanations without any creative stimulation that could stimulate critical or imaginative thinking. This ultimately results in low interest, motivation, and the quality of their writing.

In the digital era, advances in information technology have provided a variety of alternative learning media that can be utilized to enhance the effectiveness of the teaching and learning process. One such medium is audiovisual media, which combines sound and visual elements to stimulate both senses: hearing and sight.

Audiovisual media has been proven to enrich students' learning experiences, facilitate exploration, and encourage students to be more active in expressing their ideas.

One form of audiovisual media that is very popular among teenagers is YouTube. This platform offers a variety of content, both entertaining and educational, that can be easily accessed anytime, anywhere. In Indonesian language learning, YouTube can be an engaging learning resource because it presents up-to-date, visual, and easy-to-understand information. Through videos, students not only hear explanations but also see real-life illustrations of phenomena, encouraging them to process the information into logical, factual, and systematic expository text.

Several previous studies have demonstrated the effectiveness of using YouTube in teaching writing. For example, Wahyu Nurmalasari's research revealed that using YouTube videos in learning can reduce student boredom and improve descriptive writing skills. Similarly, Rosanti, Rohani, and Arif found that audiovisual media can improve expository text writing skills because it helps students understand the structure of the text and encourages them to be more active in expressing ideas. Therefore, the use of YouTube in learning to write expository texts is a relevant innovation to overcome the problem of students' low interest and writing skills.

Based on this background, this study was conducted to determine the extent to which the use of YouTube audiovisual media influences the ability to write expository texts of class VIII students at MTsN 03 Blitar.

## **LITERATURE REVIEW**

### ***Audiovisual Media in Learning***

Audiovisual media is media that combines sound and image elements so that it can stimulate the senses of sight and hearing simultaneously. According to Arsyad (2017), audiovisual media can increase the effectiveness of learning because it makes students more focused and understand the material more clearly. In the context of language education, audiovisual media helps students connect abstract concepts with concrete examples presented in video form.

### ***YouTube as a Learning Medium***

YouTube is one of the largest video sharing platforms that is easily accessible and widely used by students. Mayer (2009) in *Multimedia Learning* emphasizes that learning is more effective when information is conveyed through a combination of text, images, and audio. Research by Wahyu Nurmalasari (2024) shows that the use of YouTube videos can reduce boredom and improve descriptive writing skills. Similarly, research by Rosanti, Rohani, and Arif (2018) proves that audiovisual media, including YouTube, can improve understanding of the structure of expository texts.

### ***Expository Writing Skills***

Expository texts are texts that aim to convey information or knowledge in a clear, logical, and factual manner. Tarigan (2013) states that expository writing skills require critical and systematic thinking skills and effective use of language. However, research by Octaviani and Ritonga (2023) found that many students still have difficulty writing expository texts due to a lack of creative stimuli in learning.

### ***Influence on Writing Skills***

A number of studies have proven that audiovisual media have a significant influence on improving writing skills. Sihombing, Sastromiharjo, and Abidin (2022) concluded that audiovisual media helps students write more coherently and communicatively. Mafardi et al. (2024) also found that audiovisual media improves the expository writing outcomes of junior high

school students. Thus, the use of YouTube as an audiovisual medium is expected to facilitate students in developing ideas, enriching vocabulary, and composing better expository texts.

### ***Conceptual Framework***

Based on the above description, it can be understood that the use of YouTube as an audiovisual medium has great potential in improving students' expository writing skills. The combination of visuals and audio offered by YouTube can motivate students, help them understand phenomena in a tangible way, and make it easier for them to translate their ideas into coherent and logical expository writing.

## **METHODOLOGY**

This study used a quantitative approach with a quasi-experimental nonequivalent control group design. The subjects were 60 eighth-grade students of MTsN 03 Blitar, selected using a purposive sampling technique. The research instrument was an expository text writing test given before and after the treatment (pre-test and post-test). Data analysis used a t-test to examine differences in results between the experimental and control groups. This study uses a quantitative approach because it focuses on numerical data and hypothesis testing through statistical analysis. The quantitative approach was chosen because this study aims to determine the influence of media use on learning.

YouTube audiovisual on the ability to write expository texts of class VIII students at MTsN 03 Blitar objectively and measurably.

The research design used was a quasi-experimental design with a nonequivalent control group design model. This design involved two groups: an experimental class that received treatment in the form of expository text writing using YouTube audiovisual media, and a control class that was taught using conventional methods using lectures and Student Worksheets (LKS). Both groups were given a pre-test before the treatment and a post-test after the treatment to determine differences in writing ability improvement.

The sampling technique in this study used purposive sampling, namely determining the sample based on certain considerations. The research sample consisted of 60 eighth-grade students, divided into two classes: 30 students as the experimental class and 30 students as the control class. The selection of the purposive sampling technique was based on the availability of classes with homogeneous characteristics, both in terms of age, educational background, and initial writing ability level.

The research instrument used was an expository text writing test. This test was designed to measure students' ability to compose expository texts, taking into account aspects of content, structure, language, and paragraph coherence. The instrument was validated by experts to ensure its validity and appropriateness before being used in data collection.

The data obtained from the test results were analyzed using a t-test (independent sample t-test) with the help of statistical software. The t-test was

chosen because it is suitable for comparing the average learning outcomes of two independent groups, namely the experimental group and the control group.<sup>13</sup> Before conducting the t-test, the data were first tested for normality and homogeneity to ensure that the data met the requirements of the parametric test.

With this design, it is hoped that it can be empirically determined whether there are significant differences between students who learn using YouTube audiovisual media and students who learn using conventional methods in their ability to write expository texts.

## RESEARCH RESULT AND DISCUSSION

The analysis results showed that the average post-test score of the experimental class was higher (83.83) than the control class (74.73). The t-test yielded a significance value of  $0.005 < 0.05$ , indicating a significant difference between the two groups. This proves that the use of YouTube as an audiovisual medium has a positive impact on improving students' expository writing skills. The use of videos from the Clarin Hayes YouTube channel that discuss health themes has been proven to motivate students, enrich their ideas, and help them in compiling expository texts.

With a more coherent structure and clearer language, audiovisual media not only fosters student interest but also develops critical and creative thinking skills.

Based on the results of data analysis, it was obtained that the average post-test score of students in the experimental class who received writing learning using YouTube audiovisual media reached 83.83, while in the control class taught using conventional methods only obtained an average of 74.73. The results of the t-test (independent sample t-test) showed a significance value of  $0.005 < 0.05$ , which means there is a significant difference between the two groups. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. These findings show that the use of YouTube audiovisual media has been proven to have a positive influence on students' ability to write expository texts.

Qualitatively, these results demonstrate that using YouTube videos from the Clarin Hayes channel discussing health topics can increase students' motivation to learn. The engaging video content, using conversational language, and presenting actual facts and data have been shown to help students acquire new ideas relevant to everyday life. This makes it easier for students to compose expository texts with a coherent structure, clear arguments, and more varied language.

This success is in line with multimedia learning theory which states that humans learn more effectively when information is presented through a combination of text, sound, and images rather than through just one channel. Audiovisual media provides dual stimulus to the senses of sight and hearing, thus helping students understand the material more deeply and contextually.

These findings are consistent with previous research. Wahyu Nurmalasari found that using YouTube videos can reduce student boredom and improve descriptive writing skills. Likewise, research by Rosanti, Rohani, and

Arif shows that audiovisual media can improve expository text writing skills by providing a more concrete and interactive learning experience. Thus, the results of this study strengthen the empirical evidence that YouTube can be an effective alternative learning medium to improve students' writing skills.

Furthermore, the results of this study also indicate a change in student learning patterns. In the experimental class, students appeared more active in the learning process, both when watching videos, discussing, and writing expository texts. This indicates that the use of audiovisual media not only impacts cognitive aspects (ability to writing), but also on the affective aspect (motivation and interest in learning) and the psychomotor aspect (the ability to organize information in writing).

Thus, YouTube-based audiovisual media learning can be an innovative solution for Indonesian language teachers to address students' low interest and writing skills. Teachers can utilize relevant educational videos as a stimulus to foster creativity, broaden horizons, and train students' critical thinking skills in expressing ideas in expository text.

Table 1. Comparison of Previous Research Results and This Research

Researcher	Title/object research	Method and subject	Key results	The relevance with the research
Nurmalasari (2024)	The Influence of YouTube Video Media on Descriptive Writing Skills	Quasi-experiment; junior high school students	YouTube videos Improve writing skills and student motivation	Supporting that YouTube is effective in improving skills in writing various types of texts
Rosanti, Rohani & Arif (2018)	Improving Expository Writing Skills with Audiovisual Media	Experiment; high school students	Audiovisual media enhance understanding of expository text structure and writing outcomes	In line with this research, it shows that audiovisual aids understanding of text structure.
Sihombing, Sastromiharjo & Abidin (2022)	Improving Expository Writing Skills With Audiovisual Media	Quantitative; high school students	Audiovisual helps students write more coherently and communicatively	Strengthening empirical evidence of the effectiveness of audiovisual media for exposition
Ardhana & Setyonegoro (2024)	The Influence of Storytelling on Writing Descriptive Texts Introduction	Quantitative; junior high school students	Media storytelling improves writing skills description	Providing comparisons that creative media (storytelling/YouTube) is effective in learning to write

This research (2025)	The Influence of YouTube on Expository Writing Skills	Quasi experiment; 60 students MTsN 03 Blitar	Experimental posttest average (83.83) > control (74.73); significance 0.005 < 0.05	Reinforces the results of previous research that audiovisual media (Especially YouTube) effectively improves expository writing skills
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## CONCLUSIONS

Based on the results of the research and data analysis, it can be concluded that there is a significant influence of the use of YouTube audiovisual media on the ability to write expository texts of class VIII students of MTsN 03 Blitar. This is indicated by the results of the t-test which obtained a significance value of  $0.005 < 0.05$ , so that the alternative hypothesis is accepted. The average post-test score of the experimental class (83.83) is higher than that of the control class (74.73), which confirms that students who learn by utilizing YouTube videos are better able to compose expository texts in a coherent, logical, and clear manner than students who only use conventional methods.

Thus, YouTube can be an effective alternative learning medium for improving students' writing skills. This audiovisual medium not only enriches ideas and broadens students' horizons, but also motivates them to be more active, critical, and creative in expressing their ideas in written form.

## RECOMMENDATIONS

As a follow-up, this study provides several practical suggestions:

1. For teachers: It is recommended to utilize the YouTube platform as a learning medium to support writing skills by selecting relevant, credible content that aligns with the core competencies being achieved. Teachers also need to integrate this medium with active learning methods to further engage students in the learning process.
2. For students: The use of audiovisual media should be utilized positively as an additional learning resource. Students can access educational videos to enrich their knowledge, enhance their creativity, and improve the quality of their writing.
3. For schools: The results of this study can be used as a consideration in developing innovative, technology-based learning strategies. Schools can facilitate the availability of supporting resources, such as internet access and multimedia devices, to optimize the learning process using audiovisual media.

## ADVANCED RESEARCH

For further researchers, it is recommended to develop this research by expanding the research object to other language levels or skills, and using different variations of YouTube content to obtain a more comprehensive picture of the effectiveness of audiovisual media in learning Indonesian.

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