

Assessing the Impact of YouTube Video Tutorials on Procedural Text Writing Skills

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Abstract

The objective of this research aims to find out whether or not using YouTube video tutorial is effective in improving tenth-grade students' skill in writing procedure texts at MAN 2 Kota Palu. Many students have problems achieving this skill due to various factors, including limited understanding, lack of vocabulary, low creativity of the students. This study employed a quantitative method with a quasi-experimental as the research design. The data was collected by taking pre-test and post-test. This study used purposive sampling with class XA serving as the control group and class XB as the experimental group. The result showed, that the post test score of experimental group was 75.72, slightly lower than control group's score of 75.76. Furthermore, statistical hypothesis testing using the Mann-whitney U test resulted in a value of 0.857 which is greater than > 0.05 . It means that there was no significant difference between the two groups. Therefore, this research concludes that YouTube video tutorials were not effective in improving students' skill in writing procedure text among the tenth-grade students at MAN 2 Kota Palu. Based on these findings, it is recommended to consider students' learning style, provide clear guidance, and explore alternatives instructional media.

Keywords: *Writing Skills, Tenth Grade Students, YouTube Video Tutorial*

INTRODUCTION

Writing is one of the most important English skills that involves process of using symbols, typically in the form of letters and words, to communicate thoughts, ideas, emotions, and information. According to Manurung, Lebagi, & Rofiqoh. (2025) Writing is a crucial language skill for formal communication. It also involves pouring ideas and feelings into writing to communicate stories to readers. According to Sakkir et al. (2016), writing produces or reproduces spoken messages into written language. Writing involves more than just putting words on paper; it also involves effective communication to communicate complex ideas in terms that even a layman can understand (Rahma et al., 2025). In writing skill, there are several types of the texts taught to the tenth-grade students such as narrative text, descriptive text, recount text, anecdote text, procedure text, and etc. The researcher has chosen to focus on procedure text, which can enhance students' creativity in creating something. In line with Sari et al. (2023), procedure text can affect students' creativity with various ideas. Procedure text explains how people perform different processes in a sequence of steps (Lubis & Hasibuan, 2020).

Procedure text is a type of text that provides instructions on how to do or make something by following a series of steps. According to Sitompul et al. (2023) stated that a procedure text refers to show daily life things like how to playing games, cooking recipes, and

using machines. Procedure text has social function. According to Rochmiyati et al. (2021), the purpose of procedure text is to guide the reader in completing a task by following a set of detailed steps. Therefore, it promotes the values of discipline and responsibility. Also, people can understand the steps with procedure texts for example understanding how to use smartphone or making orange juice.

In fact, based on the preliminary study with teacher that the researcher has done in MAN 2 Kota Palu, the researcher found that many students have problems in writing procedure text. The teacher asks students to write procedure text with their own word, but they write unstructured sentences and using unrelated words. This condition can be caused by the lack of students' understanding due to less explanation given to by the teacher according the material, the lack of vocabulary affect students used various and right words, lack of references, and the students do not have creative thinking. To improve students writing skills, various media have been considered such as using pictures, demonstration, and video tutorial. In MAN 2 Kota Palu, teacher used comic strips and picture for teaching procedure text. Those media had been used for teaching learning process in procedure text. The students still have lack of understanding due to different students' learning style, unfamiliar vocabulary, and difficult for knowing word recognition. In line with Putri et al. (2024), the basic problems faced by the learners were the lack of vocabulary, incorrect grammar, the misuse of prepositions, and inconsistent tenses. Based on these problems, the researcher wants to conduct an experiment to test the use of interesting teaching media. According to Yanti et al., (2023) YouTube video tutorial is one of teaching media that can be used by teachers for connecting the materials being taught to students. Students can spend hours watching videos in English and quickly improve their pronunciation and comprehension skills through audiovisual.

In education, YouTube video tutorial can improve ability in writing procedure text especially content and organization at eleventh grade students' (Asmira et al., 2023). Giving YouTube video tutorial in teaching writing can enhance understanding and writing procedure text significantly among ninth grade students (Sugiyono et al., 2024). Using YouTube video tutorial at eleventh grade students can increase interest and motivation to learn writing (Sari et al., 2022).

As indicated by several studies of Using YouTube video tutorial to improve students' writing skills. However, a research gap still exists. The key difference related above studies are the sample, which involved students from ninth and eleventh grade students. However, the previous research did not conduct at tenth grade students. This study explores the adaptation of YouTube video tutorials for tenth grade students, investigating the effectiveness in improving writing skills and providing meaningful insights for teachers.

Based on the explanation above, this research aims to investigate whether or not using YouTube video tutorial is effective in improve tenth grade students' skill in writing procedure text at MAN 2 Kota Palu. In order to validate the media, the researcher established into two hypotheses, such as:

- Alternative Hypothesis (Ha): The use of YouTube video tutorials is effective in improving students' writing skills for procedure texts of tenth grade students in MAN 2 Kota Palu.
- Null Hypothesis (Ho): The use of YouTube video tutorials is not effective in improving students' writing skills for procedure text of tenth grade students in MAN 2 Kota Palu.

METHODS

This research used a quantitative method with quasi-experimental as the research design to answer the research questions to prove the research hypothesis test. In line with Thyer (2011), quasi-experimental is a type of research design in which the treatment and control or comparison groups are not created using random assignment procedures. The process in conducting quasi-experimental involves collecting data by pre-test and post-test from two groups (control and experimental group). Consequently, this study aims to utilize YouTube video tutorials to improve the writing skills of tenth grade students.

Research design

The researcher implemented a quasi-experimental design, involving two classes: experimental group and control group, as research subjects. To assess the effectiveness of the treatment, the researcher administered pre-test to both groups, then post-test after getting the treatment. In addition, this research used YouTube video tutorial as the treatment to the experimental group while the control group will get conventional way. The test has been designed to serve as a comparative analysis, in order to evaluate the effectiveness of YouTube video tutorials in improving the writing skills procedure text of tenth grade students at MAN 2 Kota Palu. This study consists of six meetings for both groups. The design of the research used by Cohen et al. (2007), as follows:

Table 1
Research Design

| Class | Pretest | Treatment | Posttest |
|--------------|---------|-----------|----------|
| Experimental | O1 | X | O2 |
| Control | O3 | | O4 |

Note. Cohen et al. (2007)

Population and Sample Procedures

Population is the main component of research. Satishprakash (2020) stated that population refers to group of units which the research findings will be applied. Thus, this research population was tenth grade students at MAN 2 Kota Palu.

Table 2
List of Sample

| No | Class | Number of Students |
|----|-------|--------------------|
| 1. | X A | 31 Students |
| 2. | X B | 28 Students |
| | Total | 57 Students |

Sample refers to the small portion of something that gives the information about the thing. According to Satishprakash (2020), sample is a part of population that can be

called represents completely in research. Also, it means, sample have to represent all types of characteristics of units of population. The researcher used purposive sampling technique to select the sample. According to (Friday & Leah, 2024), purposive sampling is a sampling technique used to choose the select trait or experience required for the research specifically. The sample was 64 students from two classes; X A (32 students as the control group) and X B (32 students as the experimental group). The reason why researcher chose X A and X B as the sample because based on the information collected in preliminary study with the teacher, the achievement of X B is lower than X A so the teacher suggested to try the media to class X B (experimental class) to see the effect of using YouTube video tutorial for their achievement in writing procedure text.

Data Collection

This research use pre-test and post-test to collect the data. To gather data, this research delivered writing assessments. Students were required to write procedure texts on different topics. The goal of this test is to assess the writing skills of students both before and after treatment. Moreover, the researcher used scoring rubric as instruments that adapted by Brown (2007), as follows:

Table 3: Scoring Rubric

| Aspect | Score | Descriptions | Percentage |
|---|-------|---|------------|
| Content (C) - Topic - Detail | 4 | The topic is complete and clear and the details are relating to the topic. | 30% |
| | 3 | The topic is complete and clear but the details are almost relating to the topic. | |
| | 2 | The topic is complete and clear but the details are not relating to the topic. | |
| | 1 | The topic is not clear and the details are notrelating to the topic. | |
| Organization (O) - Identification - Description | 4 | Identification is complete and descriptions are arranged with proper connectives. | 20% |
| | 3 | Identification is almost complete and descriptions are arranged with almost proper connectives. | |
| | 2 | Identification is no complete and descriptions are arranged with few misuses of connectives. | |
| | 1 | Identification is not complete and descriptions are arranged with misuse of connectives. | |
| Grammar (G) | 4 | Almost no grammatical inaccuracies. | 20% |
| | 3 | Some grammatical inaccuracies. | |
| | 2 | Frequents grammatical inaccuracies. | |
| | 1 | Almost all grammatical patterns inaccuracies. | |
| Vocabulary (V) | 4 | Good choice of words with no repetition. | 15% |
| | 3 | Good choice of words and few repetitions. | |
| | 2 | Adequate choice of words but some of repetition. | |
| | 1 | Confused use of words and many repetitions. | |
| Mechanics (M) - Spelling | 4 | It uses correct spelling, punctuation and capitalization. | |

| | | | |
|-----------------------------------|---|--|-----|
| - Punctuation - Capitalization | 3 | It has occasional error of spelling, punctuation and capitalization. | 15% |
| | 2 | It has frequent errors of spelling, punctuation and capitalization | |
| | 1 | It is dominated by errors spelling, punctuation and capitalization. | |

Interventions

The study's intervention utilized YouTube video tutorials, with the learning process involving the following steps: videos, discussions, and individual assignments. The primary intervention consisted of presenting video tutorials on various topics, including healthy food, healthy beverages, technology, and social media. This intervention was designed to improve students' writing skills procedure text through the use of YouTube video tutorials. Research Conditions:

- **Experimental Group:** Students in the experimental group received an intervention through YouTube video tutorials covering various topics, specifically designed to enhance their procedural writing skills. Data was collected over six sessions using these video tutorials, conducted from January 13 to February 4, 2025.
- **Control Group:** Students in the control group received conventional instruction through direct explanations from the researcher. Data collection took place over six sessions, from January 13 to February 4, 2025.

RESULT, FINDINGS, AND DISCUSSION

In this research, the research findings used SPSS 24 version to analysis the data. The researcher calculated pre-test, post-test, normality test, and homogeneity test before doing the hypothesis testing. The analyzed data was described in several tables, as follows:

Table 4: *Descriptive Statistics*

| | Experimental | | | | Control | | | |
|-----------|--------------|-------|-------|---------------|---------|------|-------|---------------|
| | Mean | Min. | Max. | St. Deviation | Mean | Min. | Max. | St. Deviation |
| Pre-test | 50,65 | 25 | 87,5 | 20,409 | 43,17 | 25 | 80 | 14,436 |
| Post-test | 75,72 | 51,25 | 96,25 | 15,071 | 75,76 | 25 | 96,25 | 18,554 |

Based on table 4, the minimum score of pre-test in experimental and control group were 25. Then, the maximum score was 87,5 in experimental group and 80 in control group. Also, the mean score of experimental group was 50,65 with standard deviation 20,409 while the mean score of control group was 43,17 with standard deviation 14,436. In the pre-test, the experimental group outperformed the control group. Despite the control group's lower average score, there was variability in their performance. This variability might be useful for future research into student learning outcomes and the effects of treatments.

After getting the interventions, both groups had showed the improvement in their post-test. In experimental class, the minimum score was 51,25 and maximum score 96.25. Then, the minimum score of control group was 25 and maximum score was 96.25. Moreover, the mean

score of experimental was 75,72 with standard deviation 15,071 while the mean score of control group 75,76 with standard deviation 18,554. The higher mean score in the control group indicates that students in this group made improvement progress compared to their pre-test results, while the experimental showed little to no significant improvement. Also, it means that YouTube video tutorial is not effective in teaching writing.

Thus, the results demonstrated that YouTube video tutorial in experimental group have no significant effect in improving writing skills than control group. In order to ascertain the statistical significance of the observed difference, further statistical analysis is required. The study will employ a parametric test, specifically the independent sample t-test. For cases in which the test's assumptions are not valid, a non-parametric alternative, the Mann-Whitney test, will be applied.

Table 5: Normality Test

| No. | Class | Sig. | Normal |
|-----|------------------------|-------|--------|
| 1 | Pre-test Experimental | 0,083 | Yes |
| 2 | Post-test Experimental | 0,09 | Yes |
| 3 | Pre-test Control | 0,01 | No |
| 4 | Post-test Control | 0,006 | No |

The result of normality test describes that the significant value of both experimental groups, pre-test experimental ($0,083 > 0,005$) and post-test experimental ($0,09 > 0,05$) are normally distributed with the result is higher than 0,05. While, the significant value of both control groups, pre-test control ($0,01 < 0,05$) and post-test control ($0,006 < 0,05$) are not normally distributed. Within the four data groups, two of the experimental group's in pretest and posttest demonstrate normality, while the two control groups do not. As a result, it is suggested that a non-parametric analysis, specifically the Mann-Whitney test, be employed for further statistical analysis to provide accurate and precise interpretations.

Table 6: Mann Whitney U Test

| No | Class | Asymp. Sig. (2-tailed) |
|----|---|------------------------|
| 1 | Pre-test and Post-test of Experiment and Control Class | 0,854 |

Table 6 above shows the test statistics of Mann-Whitney test from the experimental and control group. It shows that the result of the Mann-Whitney test was Asymp. Sig. (2-tailed) 0.854. It means $0.854 > 0.05$. It can be concluded that there was not a significant distinction between the experimental group and control group. So, the alternative hypothesis (H_a) was rejected, and the null hypothesis (H_o) was accepted. Thus, it means that the research question could be answered "There was no significant effect in improving tenth grade students' skill in writing procedure text by using YouTube Video Tutorial at MAN 2 Kota Palu".

This research indicates that YouTube video tutorial could not be a useful media in improving students' writing skills of procedure text. The outcomes of this study did not help the

tenth-grade students of MAN 2 Kota Palu in learning writing. Thus, the use of YouTube video tutorials did not improve students' writing skills, leading to the need for alternative instructional strategies or conventional teaching that better support their learning process. Also, the researcher assumes that the majority of students at MAN 2 Kota Palu prefer auditory learning style rather than visual learning style. This assumption is based on the result between pre-test and post-test in both classes (experimental and control group). It can be concluded that students prefer to listen teacher's explanation (conventional way of teaching) rather than watch YouTube video tutorial as learning media. This is in line with Kayalar (2017), who states that auditory learners demonstrate a strong memory for auditory information, relying on auditory representations during the learning process.

The researcher assumes there are two main factors that may affect the result. First is loss concentration. This issue was caused by distraction elements in the videos, such as unclear sound, mispronunciations, and incorrect vocabulary. This led to students having difficulty understanding the material. Also, students became confused or disengaged. Therefore, it is evident that there is a necessity for the purposeful selection of YouTube video tutorial that ensures both accuracy and clarity. In line with Nacak et al. (2020), the utilization of YouTube videos in an academic setting is not without its disadvantages. These include technology addiction, loss concentration, a decline in eye contact, an inability to pose questions while viewing the content, the potential for acquiring unreferenced knowledge on the subject matter, and the exclusion of students from social environments. Then, other factor is lack of interaction between the researcher and students. The issue was due to technology addiction, loss of concentration, a decline in eye contact, and an inability to ask questions while viewing the content. Students were affected by the presence of unreferenced knowledge on the subject matter, which led to misconceptions. Supporting by Julianto & Qamariah (2023), the utilization of inaccurate vocabulary, colloquial expressions, or accents that are challenging to comprehend can result in adverse consequences. Students who are habituated to perceiving and emulating erroneous pronunciation or casual slang may develop detrimental habits that hinder effective communication. Additionally, students were restricted from social learning activities that enhance engagement and understanding.

CONCLUSION

Based on the result of test statistics by using Mann-Whitney, it showed that the Asymp. Sig (2-tailed) was 0.854 which was higher than 0.05. It means that the null hypothesis (H_0) is accepted. The research shows that there was no significant difference in learning outcomes between the experimental and control groups. It can be concluded that the research findings demonstrated that YouTube video tutorials was not effective in improving students' skill in writing procedure text among tenth grade students at MAN 2 Kota Palu. Furthermore, the utilization of YouTube video tutorials has been demonstrated to be ineffective in assisting students in developing proficiency in writing procedures. Furthermore, students demonstrated a higher level of understanding in the auditory learning than the visual learning condition which employed YouTube video tutorials. The researcher observed that the students' writing procedure text scores increased from the pre-test to the post-test. However, the experimental group exhibited lower scores than the control group. There were two challenges faced the researcher during the treatment. They are lack of concentration and limited interaction.

As a result of this research, several suggestions can be provided to improve the quality of English language learning. For the teacher, teacher should prioritize active engagement in learning activities that align with their preferred learning styles and consider complementing YouTube video tutorials with interactive strategies to ensure the maintenance of student engagement and focus. Then, future researcher should explore potential alternatives to improve students' writing skill. These alternatives may include multimedia tools such as interactive applications, digital storytelling, or video tutorials created by teachers. Also, future researchers have to provide structured guidance, consistent reinforcement, and direct feedback to help students fully understand the writing process.

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