

**THE EFFECTIVENESS OF EMPLOYING YOUTUBE AS SOCIAL
MEDIA PLATFORM TO ENHANCE STUDENTS' PROFICIENCY IN
WRITING DESCRIPTIVE TEXT IN ENGLISH: A CASE STUDY AT
SMPN 47 MAKASSAR**



THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial Fulfillment of the
Requirements to Obtain Bachelor Degree in English Literature Study Program

WRITTEN BY

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ENGLISH DEPARTMENT

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR, INDONESIA

2024

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LEGITIMATION

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BY

MAHARANI ABUBAKAR

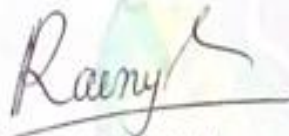
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It has been examined before the Board of Thesis Examination on Friday, 12 July 2024
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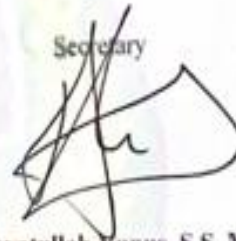
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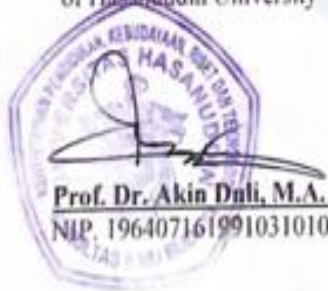
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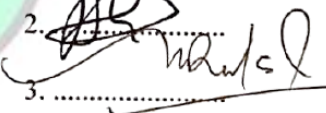
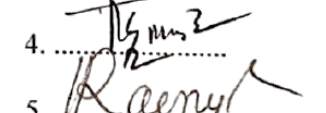



AGREEMENT

On July 12, 2024,, the Board of Thesis Examination has kindly approved a thesis by Maharani Abubakar (F041201123) entitled The Effectiveness of Employing Youtube as Social Media Platform to Enhance Students' Proficiency in Writing Descriptive Text in English: A Case Study at SMPN 47 Makassar submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, July 12 , 2023

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DECLARATION

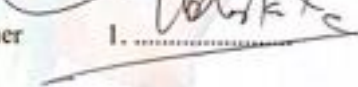

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FACULTY OF CULTURAL SCIENCES

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DECLARATION

The thesis by Maharani Abubakar (F041201123) entitled The Effectiveness of Employing Youtube as Social Media Platform to Enhance Students' Proficiency in Writing Descriptive Text in English: A Case Study at SMPN 47 Makassar has been revised as advised during the examination on _____ and is approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Marleiny Radjuni, M. Ed. First Examiner 1. 
2. Prof. Dra. Nasmilah, M.Hum, Ph.D. Second Examiner 2. 

STATEMENT LETTER

STATEMENT LETTER

The undersigned,

Name : Maharani Abubakar

ID : F041201123

Title of Thesis : The Effectiveness Of Employing Youtube As Social Media Platform To Enhance Students' Proficiency In Writing Descriptive Text In English: A Case Study At Smpn 47 Makassar

Department/Faculty : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, July 12th 2024



Maharani Abubakar

APPROVAL FORM

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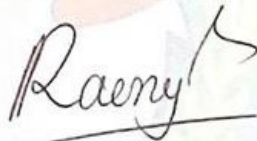
APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1338/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Maharani Abubakar (F041201123) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 24 Juni, 2024

Approved by


First Supervisor



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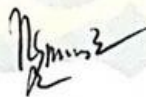


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Approved by the Execution of Thesis Examination
by The Thesis Organizing Committees

On Behalf of Dean
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The writer realizes that the completion of this thesis is due to the help and cooperation, as well as moral and material support from various parties. With full respect and all humility, with this opportunity the writer would like to express her gratitude to:

1. Dean of Faculty of Cultural Sciences of Hasanuddin University, Prof. Dr. Akin Duli, M.A.
2. Head of English Literature Study Program, Prof. Dra. Nasmilah, M.Hum, Ph.D and secretary of English Literature Study Program Sitti Sahraeny, S.S., M.AppLing
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The author acknowledges that there are still a lot of issues with this theory that need to be fixed. As a result, the author is looking for advice and criticism on how to make this thesis better. The author hopes that readers and anyone in need can profit from this thesis.

Makassar, 20 August 2024

Maharani Abubakar

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ABSTRACT

Maharani Abubakar. 2024. *The Effectiveness of Employing Youtube as Social Media Platform to Enhance Students' Proficiency in Writing Descriptive Text in English: A Case Study at SMPN 47 Makassar.* English Literature, Faculty of Cultural Sciences, Hasanuddin University.

Supervisor: **Sitti Sahraeny, S.S, M.AppLing. & Hidayatullah Yunus, S.S., M. Tesol.**

This study investigates the effectiveness of using YouTube as a medium to improve the mastery of descriptive text writing skills in class VIII students at SMPN 47 Makassar. The motivation for this research stems from the difficulties students face in creating bain and correct texts that only use conventional teaching methods and fail to engage students.

This research used a quantitative case study method approach. Social Media YouTube was used as the main teaching tool. The results showed that YouTube is effective in helping learners understand the basic concepts of writing descriptive text. Students reported increased motivation and engagement during the lesson, attributing this to YouTube's nature of having clear and interesting visualizations, which allowed students to learn independently and adjust their own learning pace.

The findings suggest that using YouTube as a medium for language teaching can be a valuable strategy for improving grammar writing skills that integrate music, particularly descriptive text writing skills, in the context of descriptive writing. This research contributes to the broader field of language pedagogy by highlighting YouTube's potential in English language teaching to improve students' understanding of the structure, style, and techniques of description.

Keywords: YouTube, descriptive text writing, learning media, educational technology.

ABSTRAK

Maharani Abubakar. 2024. *The Effectiveness of Employing Youtube as Social Media Platform to Enhance Students' Proficiency in Writing Descriptive Text in English: A Case Study at SMPN 47 Makassar.* Sastra Inggris, Fakultas Ilmu Budaya, Universitas Hasanuddin. Pembimbing: **Sitti Sahraeny, S.S, M.AppLing. & Hidayatullah Yunus, S.S., M. Tesol.**

Penelitian ini menyelidiki keefektifan penggunaan YouTube sebagai media untuk meningkatkan penguasaan keterampilan menulis teks deskriptif pada siswa kelas VIII di SMPN 47 Makassar. Motivasi untuk penelitian ini bermula dari kesulitan yang dihadapi siswa dalam membuat teks yang baik dan benar yang hanya menggunakan metode pengajaran konvensional dan gagal melibatkan siswa.

Penelitian ini menggunakan pendekatan metode studi kasus kuantitatif. Media sosial YouTube digunakan sebagai alat pengajaran utama. Hasil penelitian menunjukkan bahwa YouTube efektif dalam membantu siswa memahami konsep dasar menulis teks deskriptif. Siswa melaporkan peningkatan motivasi dan keterlibatan selama pelajaran, mengaitkan hal ini dengan sifat YouTube yang memiliki visualisasi yang jelas dan menarik, yang memungkinkan siswa untuk belajar secara mandiri dan menyesuaikan kecepatan belajar mereka sendiri.

Temuan ini menunjukkan bahwa menggunakan YouTube sebagai media untuk pengajaran bahasa dapat menjadi strategi yang berharga untuk meningkatkan keterampilan menulis tata bahasa yang mengintegrasikan musik, khususnya keterampilan menulis teks deskriptif, dalam konteks penulisan deskriptif. Penelitian ini berkontribusi pada bidang pedagogi bahasa yang lebih luas dengan menyoroti potensi YouTube dalam pengajaran bahasa Inggris untuk meningkatkan pemahaman siswa tentang struktur, gaya, dan teknik deskripsi.

Kata kunci: YouTube, penulisan teks deskriptif, media pembelajaran, teknologi pendidikan

CHAPTER I

INTRODUCTION

A. Background

Social media platforms quickly spread to many industries, including education. With the current advancements in social and technological education, knowledge is easier to get. Nowadays, students prefer using social media platforms as their primary source of knowledge and interaction rather than physical materials like books, journals, or newspapers. Learners of English can use this innovative literacy tool to increase their ability to write.

Social media is one of the most essential tools for individuals to communicate with each other through internet networks. "Web-based and mobile technologies are used by social media to build highly interactive platforms that allow people to share, co-create, discuss, and edit content created by users" (Wolf et al., 2018). It significantly and profoundly alters communication for communities, corporations, and individuals.

One term for YouTube is a social media tool. Because sharing content with "followers" subscribers allows you to create communities through engagement and conversation. It's classified as a video-sharing website on YouTube. As their name suggests, video-sharing social networks are devoted to promoting video content.

Because it is a social networking website that enables users to engage with videos by liking, commenting, and joining in on debates in the comments section, YouTube is one of social media. It is similar to other websites like Instagram and Facebook. Additionally, users may sign up for a channel to get updates and

notifications when new content is added. YouTube is a social networking site that provides free user-generated content. Users may create and share free videos, including instructional videos, comedic movies, and new tools, which makes sharing material simple. Like other social media platforms, YouTube facilitates the development of a sense of community by linking users with shared interests through its hundreds of influencers.

Regarding the connection between social media and English, (Lukman et al., n.d.) contend that the number of people using social media for education grows yearly. Despite social media being designed primarily for non-educational purposes, students have a favourable attitude while utilizing it to learn English.

The author chose YouTube as the subject since it is a social media platform with which many groups, including SMP 47 Makassar students, are familiar. In addition to video sharing, YouTube features may instruct pupils. For this reason, people in our period liked to use it as an associate. Undoubtedly, many kids these days need to be more active readers. As a result, YouTube may serve as a substitute for traditional classroom materials since it allows students to watch videos with audio, saving them the trouble of reading. Meanwhile, YouTube videos with text typically use motion to keep viewers from getting bored. YouTube may be a fantastic teaching resource that adds excitement and insight to learning (Hussaeni et al., 2020).

According to (Dwi et al., 2019), writing is a linguistic ability used to communicate indirectly when individuals cannot speak to each other face-to-face. There are several ways to understand the idea of writing, one of which is the social

perspective. In the writing pattern, description and narrative are inextricably intertwined, particularly when people narrate stories or narratives; humans seldom describe something in isolation. Once they have mastered descriptive writing, students can write various texts, such as narrative, recount, and report texts. For example, students need to be able to include enough description in a narrative work to draw readers in. This necessitates that they explain things in great detail (Ismayanti & Kholiq, 2020).

Based on the author's observations, students are introduced to descriptive text in junior high school class VIII. Therefore, the author chose to research class VIII students because the author felt it necessary to strengthen learning from the start to make future learning more accessible for students. The author took SMPN 47 Makassar as a place to research because the author has teaching experience there after participating in the "Kampus Mengajar 5" Program in February - June 2023, so the author knows the learning situation at SMPN 47 Makassar. Therefore, the author conducted research entitled: "The Effectiveness of Employing YouTube as a Social Media Platform to Enhance Students' Proficiency in Writing Descriptive Text in English: A Case Study at SMPN 47 Makassar."

B. Identification of the Problem

Based on the background described above, several problems can be identified, namely as follows:

1. Students' motivation to write description text still needs to improve.
2. The student'sStudents' ability to write descriptive text could be more optimal.

3. Students' activeness in writing descriptive text still needs to be improved.
4. Students' scores in writing descriptive texts still need to meet the KKM.
5. There needs to be a clear writing learning strategy.
6. Students think that writing is a tedious activity.

C. Scope of the Problem

This research focuses on efforts to improve students' descriptive text writing ability through YouTube as a learning media. It does not only answer whether YouTube is effective or not but also further describes other influences that may be found in this research later. The limitation of this research is the eighth-grade students at SMP Negeri 47 Makassar.

D. Research Questions

1. What are the benefits of using YouTube to improve students' English descriptive writing proficiency?
2. How effective are YouTube videos in improving students' descriptive writing skills?

E. Objectives of the Study

1. To know the benefits of using YouTube to improve students' English descriptive writing proficiency.
2. To explain the effectiveness of YouTube videos in improving the student's descriptive writing skills.

F. Significance of the Study

After completing this study, the author aims to contribute to both the academic and practical realms, with hopes like:

1. **Academic Significance:** This study's results can help students learn more about English through videos, especially in writing descriptive texts. This research can also help teachers to find a new medium of teaching.
2. **Practical Significance:** This study's findings can help other researchers examine the relationship between different types of social media and students' English writing skills.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

After reading various issues related to this research, the writer decided that researching learning through social media is an appealing and engaging topic. Several studies that are relevant to this study come from (Asafo-Adjei et al., 2023; Hussaeni et al., 2020; Olasina, 2017)

(Olasina, 2017) Conducted study entitled "An evaluation of educational values of YouTube videos for academic writing". His research is to determine whether YouTube videos significantly affected students in improving academic writing performance. He used a semi-experimental research method. In summary, the findings indicate that YouTube contributes to a more profound comprehension of students' engagement with videos in the context of acquiring specific writing skills like grammar, vocabulary, organization, referencing, and collaborative writing. This understanding is facilitated through exploring broad themes derived from focus group and interview data and observations of the writing process.

(Asafo-Adjei (2023) stated that in what ways might social media help students write better in English? They studied how students' social media usage affected their academic performance, especially when it came to writing in English. The findings of observations made during one semester of the school year 2021–2022 allowed them to conduct this investigation. Scholars have examined several topics, including students' social media platforms and the connection between social media addiction and English writing proficiency. Even though the topic is getting a lot of

attention, there aren't many studies specifically looking at the relationship between social media and senior high school (SHS) students in Ghana's ability to write in English.

In different study, (Hussaeni (2020) conducted study entitled “The Use of YouTube as a Learning Tool in Teaching Listening Skill”. The Research using qualitative descriptive in collecting data. The examination of data indicates that utilizing video-based instruction notably improves students' comprehension of subject matter and events. It is recommended that educators integrate YouTube videos into the instructional framework, as they offer enriching and captivating learning opportunities. Students derive enjoyment from YouTube videos, which augment their grasp of academic content and refine their presentation abilities. Furthermore, students perceive that YouTube videos enhance language proficiency, especially in listening, and aid in immersing themselves in the culture associated with the language they are learning.

The significant similarity between my research and previous studies is that it relates to the same field of research, that the researched want to find how social media can have an impact on skills for academic writing skills. The difference is that the authors only focus on one social media platform, YouTube, while (Asafo-Adjei et al., 2023) use the term social media, which can include several platforms in improving students' writing ability. In addition, there is also a difference in the focus of the research (Olasina, 2017) using the term academic writing, which has a wide range, while the author uses descriptive text as the focus of research. as well

as in author's research (Hussaeni et al., 2020) both use YouTube as a learning medium but have different focuses and methods.

B. Theoretical Framework

Use the Uses and Gratifications Theory as the primary theory while investigating the efficacy of YouTube as a learning tool. This theory focuses on the reasons behind and methods by which people actively choose and use media to meet particular needs or objectives. When it comes to using YouTube for learning, your research would focus on how and why students decide to utilise the platform (for example, tutorials, explanations, and instructional videos) as well as the benefits they derive from using it (e.g., mastering new ideas, deciphering complex subjects, getting ready for tests).

1. Social Media

"Social media employ mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content," (Wolf et al., 2018). It significantly and profoundly alters communication for communities, corporations, and individuals. Another definition of social media given by (Kaplan, 2016) is a group of web-based applications that expand upon Web 2.0 concepts and enable creating and distributing user-generated content. Among the numerous advantages of social media are the freedom to connect online, stay informed about world events, and build friendships.

Globally, the use of social media has been rising quickly because it offers both interactive and multimedia-based teaching resources, including games and movies,

which are far more engaging than conventional pedagogical techniques, as well as entertainment (AL-Dossary et al., 2022).

2. YouTube

Kaplan (2016) offered an alternative interpretation of social media, characterizing it as an assemblage of web-based applications that expand upon the ideas of Web 2.0 and enable the creation and dissemination of user-generated content. One term for YouTube is a social media tool. Because sharing content with "followers" subscribers allows you to create communities through engagement and conversation. It's classified as a video-sharing website on YouTube. As their name suggests, video-sharing social networks are devoted to promoting video content.

Because it is a social networking website that enables users to engage with videos by liking, commenting, and joining in on debates in the comments section, YouTube is one of social media. It is similar to other websites like Instagram and Facebook. Additionally, users may sign up for a channel to get updates and notifications when new content is added. YouTube is a social networking site that provides free user-generated content. Users may create and share free videos, including instructional videos, comedic movies, and new tools, which makes sharing material simple. Like other social media platforms, YouTube facilitates the development of a sense of community by linking users with shared interests through its hundreds of influencers.

We may express ourselves, reach our potential, and engage with other users or the public on YouTube. Because we are all connected and communication plays a significant role in our lives as humans, we can't exist without them. YouTube is an

app that facilitates the sharing of videos on social media. Users can upload instructional films in order to share entertaining ones. YouTube mobile social networking and video-sharing app users may post videos publicly or privately on YouTube and through several other social networking sites and apps, including Facebook, Instagram, Twitter, and YouTube. On February 14, 2005, Steve Chen, Chad Hurley, and Jawed Karim registered YouTube.

Researchers and educators have been paying close attention to YouTube as a teaching tool lately (Maziriri et al., 2020). Social media may be utilized in various ways to help students' writing. Students may use YouTube as a platform to learn new languages and vocabulary, as well as to share videos and find entertainment. YouTube was the most used social media platform for nursing education in Saudi Arabia, according to (AL-Dossary et al., 2022) data (46.2%).

3. Writing

Writing assessments may be used both within and outside the classroom for several goals, such as certifying competency, assessing programs, putting students in appropriate courses, assisting with their learning, and assigning a grade. According to (Asiah et al., 2020) students may convey their feelings, knowledge, and ideas via writing; therefore, developing their writing abilities is essential.

Academic writing supports students' use of their interpretation and understanding of subjects. However, teachers do not have insight into students' thoughts about the subject, nor do they know how students have interpreted and

integrated their knowledge with earlier experience about the subject (Friberg & Lyckhage, 2013; Lavelle et al., 2013)

4. Descriptive Text

“Descriptive text includes descriptions of objects, people, animals, places, and so on.” (Iryna Ushchapovska, 2020) This statement is supported by (Urunami et al., 2017) , who states that descriptive text is information on a specific item, such as a written description of an object. It details the person, the incident, and their actions. A descriptive paragraph thoroughly and precisely describes an item, person, animal, thing, or location. In this instance, the stated item is visualized by the readers. As a result, the reader can visualize, feel, and obtain a general idea of the topic being read, and the writers will be able to express their feelings and provide a clear image of the thing described. Additionally, a description activity explains an object to readers so they may comprehend what is being described.

Rusmawan, (2017) claimed that the two general structures of English descriptive writing are description and identification. The identification process involves outlining the topic's broad description and the unique qualities of the people, locations, or objects being discussed. The description includes an example of the physical characteristics, a purpose statement, an explanation of the persons involved, an explanation of the features and how they are used, an explanation of some fascinating facts, and a description of the attributes. Students can identify the subject during identification. The student presents the material in this section. Students can explain an object's specific features, attributes, and parts in a

description. In addition, pupils must use linguistic elements while crafting descriptive texts.

5. Difficulties in Writing Descriptive Text

Writing a text can be difficult for pupils, especially for junior first-year high school students who are only beginning to learn to write more extensive texts. Creating evocative writing is among these difficulties. This occurs due to the pupils' requirement to focus on the specific thing that will be described and utilize proper grammar. To define an object is to explain every aspect of it and give the reader a true sense of what it is like.

Many students still need help to write a book that will tie together. (Ismayanti & Kholiq, 2020) students may have various writing difficulties and problems at different stages of their education. (Novita, 2017) reports that throughout her research, the students indicated they had trouble producing descriptive texts: first, general structure; second, grammar; and third, spelling.