The Role of *YouTube* in Improving Expository Text Writing Skills: The Perspective of Indonesian Language Teachers at SMA Negeri 1 Doloksanggul

Tuty Susianti Sihombing*[1], Rudy[2], Dian Syahfitri[3]

[1]Universitas Prima Indonesia, Jl. Sampul No. 3 Medan, Sumatera Utara,20118, Indonesia
e-mail: [1]sihombingtutysusianti@gmail.com, [2]rudyl@unprimdn.ac.id, [3]diansyahfitri@unprimdn.ac.id
* Corresponding Author

Abstract: This qualitative study aims to find out and describe in detail the importance of the role of *YouTube* media as a learning material and analyze the perspective of Indonesian Language teachers of SMA Negeri 1 Doloksanggul on the use of *YouTube* to improve their students' skills in writing expository texts. This study can theoretically contribute to the development of theories in the fields of education, teaching, or humanities that are relevant and practically useful as a reference for future research with similar topics and to improve public understanding of the benefits of *YouTube* for expository text writing skills. The main data were obtained from the structured face-to-face interview with five respondents. By applying thematic analysis, the transcribed interview results were arranged and categorized based on relevant themes. The results show that *YouTube* plays an important role because it can be perceived as an interesting, effective, and creative media, however, teachers must be proactive in this regard. This study also suggests that the use of *YouTube* as a learning material for writing expository texts is considered effective because students are encouraged to argue, use more vocabulary, write texts systematically and are motivated. The results of the data analysis show that the obstacles often encountered are problems with the Internet network, school facilities, and distractions.
Keywords: *YouTube* media; expository text; writing skills; teachers; students

Introduction

As the main means of communication, language plays an important role and everyone needs to realize the importance of improving language skills as a reflection of intelligence, social skills, and good character (Magdalena et al., 2021). The Indonesian language subject in schools has been regulated in the curriculum to be taught continuously to students from elementary to high school. Good language skills will be an asset or provision for someone to interact well, reflect good intellectuality and insight, and can show good character. Everyone must have their own strengths and weaknesses in learning the four language skills.

From the four language skills mentioned above, writing skills can be considered as something that is not easy to do, especially for school students. According to Abidin (2021), one of the activities in learning Indonesian that is less popular with students is writing. However, writing is very important in human life. Almost every day people do writing activities for various purposes, both formal and non-formal. Daily routines cannot be separated from writing activities. Therefore, the topic of writing skills can be said to be important and will continue to be discussed or studied in research from time to time, especially in the field of language teaching or education among students.

Writing activity includes elements of emotion or feelings and it also conveys ideas, knowledge and messages to the reader, so that the writing can be understood well by the reader (Karim, 2023). This means that writing must involve thoughts, experiences, knowledge and expressions of feelings or emotions in order to produce good writing. This needs to be practiced so that students can write well and correctly. In learning activities, students or school students often face problems (obstacles) to produce good writing. Teachers at school often find that their students still have difficulty when writing, especially in writing expository texts. This condition is certainly found in schools. Most students are not yet able to express their ideas or choose the right words to write texts, for example choosing standard words. This causes them to be less confident in writing expository texts. Of course, there are many factors that certainly contribute to students' difficulties in writing texts. Nuraeni et al. (2020) suggest that this problem can be caused by a lack of reading activities in their environment. To produce a good expository text, students' abilities need to be trained and honed so that they become accustomed to writing expository texts.

Along with the development of technology in learning media, there are many types of media that can be used for learning needs, one of which is audiovisual media in the form of a site that displays various types of videos. *YouTube* media, which is one of the popular platforms, can be used by teachers in teaching, especially in Indonesian language subjects. As a subject that is specifically designed to train students' language skills, Indonesian language teachers need to be creative in using certain media to support Indonesian language teaching in the classroom, especially in the digital era like today. The use of *YouTube* media as a learning medium is seen as being able to help students understand the subject matter, especially in expository text skills. However, to find out how important the role of *YouTube* is for language teaching and learning activities, one must first understand the contribution of YouTube media to the world of education, especially for language lessons. Yusriani et al. (2022) in their research stated that in this digital era, the use of social media cannot be avoided and this is included in Indonesian language learning activities and one of them is the use of *YouTube* media by teachers to support learning activities in the classroom. Their findings show that Indonesian language teachers need to update their teaching methods in accordance with the times.

In addition, *YouTube* can also act as the right tool for formal or non-formal learning situations that can be a strategy for teaching activities, especially English (Sabrina & Nurazizah, 2024). *YouTube* users come from various circles from children to adults. According to Jati et al. (2022), *YouTube* media has become famous and is chosen by most people because of its advantages (plus points) in terms of delivering information and entertainment in the form of videos or audiovisuals. This is considered more interesting and effective in the digital era like today. Almost all videos in the form of experiences, knowledge, events (incidents), information, and others related to aspects of human life can be accessed and displayed by *YouTube* simply by typing keywords related to what you want to search for.

Regarding the use of *YouTube* media in Indonesian language learning, Baadilla et al. (2023) stated that Indonesian language teachers need to be creative and innovative by mastering the use of *YouTube* media for teaching activities in the classroom. In the digital era like today, the rapid development of social media can be utilized optimally for learning purposes and one of the most popular is *YouTube* media. One strategy that can be applied by Indonesian language teachers is to utilize *YouTube* media for the purpose of training or honing the language skills of their students,

including skills in writing expository texts. Although in reality, there are still many schools in Indonesia that are structured and regular or there are still schools whose teachers have never used YouTube media to support expository text writing skills for various reasons or considerations, the concept of using *YouTube* remains an important concern and discussion for the development of the quality of education in Indonesia. Therefore, this study focuses on the role of *YouTube* media for expository text writing skills among class X students of SMA Negeri, Doloksanggul.

Several similar but not identical studies have been conducted by other researchers related to students' writing skills on expository text material as follows: Nopriani & Pebrianti (2019) once conducted a study related to the ability to write expository texts in grade X students using descriptive methods with the results of the study that the abilities of various students were categorized as good, sufficient, and lacking in writing expository texts. Other research on expository text writing skills was also conducted by Putri et al. (2019) using the Think Talk Write (TTW) model on students revealing that the model was effective in learning to write expository texts. Next, there is a study on expository texts using the mind mapping writing model conducted by Maelasari (2020) with the results that writing skills can be stimulated by providing stimuli through the mind mapping learning model which plays a very important role in developing initiative and creativity, can foster courage, encourage willingness and the ability to collect information which can then be poured into students in developing a writing.

Next, learning to write expository texts was also studied by Adiyasa et al. (2020) by showing the results that the e-learning method produced good results and teachers were motivated to use this strategy in order to improve their students' skills in writing expository texts. Still regarding research on expository texts, there is a study on the structure and language of expository texts by class X students of SMA Pertiwi 1 Padang conducted by Harahap & Amir (2023) with the finding that although students still experience difficulties in using thesis, argumentation, and restatement, at least these students have used the four linguistic features, namely pronouns, nouns, verbs, and conjunctions in their expository texts. The next study on writing expository texts was conducted by Fitri et al. (2024) who found that improving the ability to write expository texts, results and learning motivation can be done by applying the PBL model at the elementary school level.

A literature review was also conducted on a number of studies that discussed the usefulness of *YouTube* media for learning activities. Sistadewi (2021) conducted a study on the use of *YouTube*, revealing that basically with the help of this media, the advantages that can be seen are that teachers can be more enthusiastic in completing teaching effectively and students also feel interested and basic competency achievements can be met, but the instability of the internet network is often an obstacle in the use of *YouTube* media. In addition, Kardika et al. (2022) in their research, stated that using *YouTube* to learn to write is an effective method and teachers can be creative in utilizing *YouTube* well to train their students' writing skills. A study on *YouTube* media was also conducted by Baadilla et al. (2023) who emphasized that although it is a creative and innovative learning method for Indonesian language lessons, there are still obstacles in using *YouTube*. In addition, research conducted by Nudini & Wardana (2023) also revealed that *YouTube* media can help improve the quality of learning because by utilizing this media, school students are encouraged to think critically.

The use of *YouTube* media was also studied by Sakrim (2023) who found that the YouTube media-based learning method for persuasive text writing skills showed satisfactory results and students became more interested and motivated to learn. After that, there was still a study on YouTube conducted by Aprilia et al. (2024) who found that in addition to being able to motivate and provide a different nuance to students, they were also more interested in using *YouTube* for learning lecture texts. These studies can be seen as an indication that studies on *YouTube* media for learning to write texts still need to be improved, because not all schools provide facilities or are aware of the usefulness of *YouTube* media in helping or supporting the Indonesian language learning process, especially writing skills. Although there are several researchers who have studied students' skills in

writing expository texts with several methods, including the application of *YouTube* media such as the studies reviewed above, there is still no study that specifically discusses the benefits or role of YouTube media for expository text writing skills for high school students in grade X. In reality, there are many things that can be explored or studied from *YouTube* media, especially in the digital era.

In terms of research objects, this study discusses *YouTube* media that is utilized for the purpose of learning to write expository texts. Second, in terms of research methods, this study applies a study that focuses on the responses, comments or opinions of high school Indonesian language teachers using interviews. There has been no research on the topic of *YouTube* media for expository text writing skills conducted at the school, namely, at SMA Negeri 1 Doloksanggul, North Sumatra. Therefore, this study focuses on the objectives to (a) analyze the reasons why *YouTube* media is considered necessary to be used at SMA Negeri 1 Doloksanggul as a learning medium (b) identify the responses of Indonesian language teachers regarding the use of *YouTube* media to improve the skills of SMA Negeri 1 Doloksanggul students in writing expository texts.

Method

Since this study focuses on obtaining as many facts and information as possible to explain the role and usefulness of YouTube media for expository text writing skills for high school students, this study applies interview techniques to Indonesian language teachers to collect primary data. is by interviewing respondents one by one (one-to-one interview). The primary data in this study are the results of interviews in the form of texts containing information, opinions and statements obtained directly from the research subjects, namely the Indonesian language teachers of SMA Negeri 1 Doloksanggul, totaling five people. There are five teachers who teach Indonesian language at the school. The five respondents responded to several questions in the interview. In this study, the research subjects (respondents) are the data sources and according to Murdiyanto (2020) those who meet the requirements as research subjects must be people who have been around for a long time and have experience in the matter being researched and are willing to be asked questions. The research subjects are shown in the table below:

Table 1. Data of the Respondents

No	Research Subjects	Age	Length of Time Teaching
1	Responden 1	50	20 tahun
2	Responden 2	49	23 tahun
3	Responden 3	40	15 tahun
4	Responden 4	32	8 tahun
5	Responden 5	28	5 tahun

The number of research subjects can be said to be qualified because basically the subjects for the interview should not be many because it is related to the availability of time and energy of the researcher to conduct the interview (Rosaliza, 2015). The criteria set for selecting respondents was a minimum of 5 years of teaching experience because with this length f teaching experience, they can better understand the conditions and development of their students' learning. In conducting the interview, a number of questions have been prepared to be answered by the respondents. They are free to provide answers in the form of opinions, statements, or information regarding the issues asked. The interview process to obtain primary data from respondents (teachers who teach Indonesian language subjects) in this study is divided into four stages as follows: (a) Response determination stage (b) Preparation stage for the interview (c) Interview implementation stage (d) Interview summary stage.

The data were processed by using thematic analysis described by (Braun & Clarke (2012) with the following steps: (a) Compiling and transcribing the text of the interview results with respondents arranged sequentially based on the interview schedule. Then the data is changed into text form

(transcribed) resembling a regular conversation dialogue and important notes during the interview are also arranged systematically to facilitate data categorization. (b) Classification and presentation to explain and elaborate further and specifically about the data by entering the text-based transcription into several categories in the form of a table so that the answers or information from each informant are clearly visible. (c) Determining, defining, and naming the theme. (d) Data elaboration based on the themes and explained with several arguments, evidence, or opinions from a number of relevant references (derived from scientific journal articles, books, research reports, etc.) so that the data can really provide maximum results to answer the problems being studied.

Results

Teachers' Perception on the Role of *YouTube* for Learning

The following tables show the responses obtained from the five respondents which are discussed in more detail to show the research findings to provide answers to the problems studied:

Table 2. Category as Interesting Media

Theme	Teachers' Responses (in Indonesian)
interesting	"... *menyajikan materi dengan cara yang lebih menarik dibandingkan hanya membaca buku*." (R. 1)
	"*Mereka jadi tertarik mengomentari dan menanggapi gambar-gambar*." (R. 1)
	"*Lebih menarik dan tidak membosankan bagi siswa-siswa*." (R. 1)
	"*Siswa-siswa di kelas saya sangat menikmati*" (R. 2)
	"... *menarik perhatian siswa dan membuat mereka lebih tertarik belajar*." (R. 2)
	"*YouTube* menarik bagi siswa karena itu kan audiovisual." (R. 2)
	"... *mereka tertarik dengan video YouTube yang menampilkan contoh kejadian*" (R.3)
	"... *termasuk strategi yang menarik ya*." (R. 5)
	"*Cukup banyak video yang relevan dan menarik*." (R. 5)

Table 3. Category as Effective Media

Theme	Teachers' Responses (in Indonesian)
Effective	"*Siswa lebih mudah memahami*." (R.1)
	"*Media ini efektif*." (R.2)
	"Mereka bisa lebih fokus." (R.2)
	"... *memberikan contoh konkret dan memperjelas materi pelajaran dengan visualisasi yang baik*." (R.3)
	"... banyak yang responnya baik dan positif." (R.4)
	"... anak-anak lebih mengerti materi tersebut." (R. 5)
	"... mereka jadi lebih mengerti." (R.5)

Table 4. Category as Creative Media

Theme	Teachers' Responses (in Indonesian)
Creative	"... *memilih video yang memperlihatkan dan menjelaskan secara rinci, misalnya tentang struktur, ciri-ciri, dan contoh ...* " (R.1)
	"*Bisa memberikan contoh konkrit*." (R.2)
	"*Beberapa video memberikan penjelasan yang bagus dan menurut saya kreatif.* " (R.3)
	"*Banyak pilihan video tentang keterampilan menulis yang dapat ditemukan dalam YouTube*." (R.3)

From the three thematic tables above, the results of analysis show three main points. First, there were 4 (R.1, R.2, R.3, and R.5) out of 5 respondents stated that *YouTube* is interestng and their students get interested. Second, all of the respondents (R.1, R.2, R. 3, R.4, and R. 5) agreed that *YouTube* is considered effective to be used as learnin material. Third, there were respondents (R.1,

R.2, and R. 3) who explained that *YouTube* is creative. Thus, the idea that YouTube in an intersting, effective, as well as creative media based on the teachers' perspectives is explained in more detail in the discussion section.

Teachers' Perception on the Role of *YouTube* for Expository Writing Skills

Here are the table showing the responses of teacher's view on the role of YouTube for improving their students' skills in writing expository texts.

Table 5. Responses on ability for argument

Theme	Teachers' Responses (in Indonesian)
Ability for argument	*"... terdorong untuk berpikir."* (R.1) *"Mereka jadi tertarik mengomentari dan menanggapi ..."* (R.1) *"Siswa jadi lebih bisa menyusun argumen dan menuangkan ide dan pemikiran mereka dengan baik."* (R.2) *"... mereka lebih peka melihat kondisi di sekitarnya dan mereka bisa berpendapat."* (R.2) *"... banyak siswa yang bisa mendapatkan inspirasi untuk menulis teks eksposisi."* (R.3) *"... mereka bisa memikirkan lebih banyak topik lagi."* (R. 4) *"... penggunaan fakta dan argmumen dalam tulisan mereka juga sudah terlihat."* (R.5) *"Itu cukup efektif untuk memancing mereka berargumen."* (R.5)

Table 6. Responses on ability of using vocabulary

Theme	Teachers' Responses (in Indonesian)
Ability to use vocabulary	*"... ada peningkatan penggunaan bahasa, terutama dalam kosa kata untuk menulis."* (R.1) *"Saya mengamati bahwa perubahan terlihat pada penggunaan kosakata. Mereka jadi lebih aktif bertanya kepada saya berbagai macam kosa kata."* (R.3)

Table 7. Responses on ability to undestand expository text sturcture

Theme	Teachers' Responses (in Indonesian)
Ability to understand the structure of expository texts	*"... mereka lebih memahami struktur teks eksposisi setelah melihat contoh-contoh dalam video."* (R.2) *"... perubahan terlihat pada penggunaan kosakata dan organisasi paragraf."* (R.3) *"Siswa lebih memahami bagaimana menyusun gagasan utama dan kalimat-kalimat dengan lebih baik."* (R.4) *"... mereka jadi lebih mengerti apa itu eksposisi, ciri khas, dan contohnya."* (R.5) *"Perubahan terutama terlihat pada penyusunan paragraf yang sudah teratur."* (R.5)

Table 8. Responses on the writing motivation

Theme	Teachers' Responses (in Indonesian)
The increasing of motivation to write	*"... suasana setelah nonton video bisa jadi lebih interaktif daripada sekadar membaca buku."* (R.1) *"Kalau saya amati, sepertinya lebih semangat. Kalau begitu, mereka jadi termotivasi untuk menulis."* (R.2) *"Yang saya lihat, memang sebagian besar menjadi termotivasi untuk menulis dengan teknik yang diajarkan."* (R.3) *"Banyak yang menjadi lebih semangat menulis teks eksposisi."* (R.4)

Analysis of the data in this section shows four essential points. First, all respondents (R.1, R.2, R.3, R.4, and R.5) stated that the use of YouTube can help improve the students' argumentative skill in writing. Second there were 2 respondents (R.1 and R.3) who explained that there was an increase in students' ability to use vocabulary after watching YouTube videos for learning to write expository texts. Third, 4 respondents (R.2 R.3, R.4, and R.5) explained that carefully selected videos could help

students understand the struccture of expository texts better. Finally, there were 4 respondents (R.1, R.2, R.3, and R.4) emphasized that YouTube can motivate students to write.

Teachers' Perception on Obstacles in Using YouTube for Learning

The two tables below show the results of the analysis of teachers' responses regarding the obstacles they encountered when using YouTube for teaching.

Table 9. obstacles in terms of Internet and facilities

Theme	Teachers' Responses (in Indonesian)
Internet connection and facilities	*"Keterbatasan akses internet di sekolah. Jaringan atau sinyal yang tidak lancar."* (R.1)
	"Setiap kelas perlu ada proyektor dan komputer yang siap digunakan." (R.3)
	"Perlengkapan yang diperlukan misalnya proyektor, komputer, kabel penyambung dan lain-lain tentunya harus sudah tersedia." (R.4)

Table 10. obstacles in terms of distraction

Theme	Teachers' Responses (in Indonesian)
Distraction (attention diversion)	*"Siswa mudah terdistraksi oleh video-video lain."* (R.2)
	"Beberapa siswa hanya menonton tanpa benar-benar memahami isinya." (R.4)
	"Tidak semua video memiliki kualitas pendidikan yang baik." (R.5)

Regarding the obstacles faced by the respondents when using *YouTube* as teaching material, respondents, there are two important points to underline. First, there were 3 respondents (R.1, R.3, and R.4) admitted that the Internet connection and facilities were still the main concern. Second, 3 respondents (R.2, R.4, and R.5) explained that *YouTube* video might also distract students if they are not selected correctly.

Discussions

The Importance of *YouTube o*f Learning Media in Schools

According to these teachers, there are several things that make *YouTube* a good and appropriate medium to be used as material to support Indonesian language teaching as summarized in the table above. Several important points expressed by these respondents were collected and concluded to represent their views on *YouTube*.
(a) Interesting media

Their response on learning with *YouTube* is interesting certainly has a reason. If we look at it further, the root word of "interesting" is the word "interest" which can be interpreted as interest in Indonesian. In other words, to grow or develop someone's interest in something, then that something must be made interesting. Interest in something according to Krapp (2002) is generally influenced by social groups (society), traditions, standards, and habits. In the world of education, interest plays an important role for students. Schools need to pay attention to students' interests and enjoyment of the material they are studying because according to Holmes (2018) this has an impact on the approach to learning where they study.

On the other hand, if their interest in learning is low, then their success rate in their studies will certainly be low. Interest in learning affects student achievement because it is the basis that a student must have in order to succeed in education. The five Indonesian language teachers who were respondents in this study admitted that the use of *YouTube* media as Indonesian language learning material was considered interesting for students. This means that for most students, watching videos as learning material is an interesting and enjoyable activity than learning through reading (Abidin & Oxcygentri, 2022; Aprilia et al., 2024) Based on the experiences and observations of respondents, students showed interest if the learning material was in the form of videos from *YouTube* media. There are a number of studies that have revealed that the use of audiovisual media can activate

students' senses of sight and hearing which of course can hone or train their cognitive abilities (Serungke et al., 2023).

YouTube media contains many videos in the form of guides, learning tips, talk shows, educational animations, educational quizzes, short films, educational documentaries, and others that can be selected according to the learning needs or class materials for students. However, the use of *YouTube* as a learning medium does not mean to replace reading books. The activity of reading books and listening to explanations from teachers to gain knowledge is still important to implement because the habit of reading books must continue to be developed among students. Furthermore, the term "interesting" for the use of *YouTube* media for learning must be directed towards the goal of attracting students to improve language skills or deepen their insights and expand their knowledge in developing ideas, communicating, arguing and not just as entertainment. Teachers must be selective in choosing videos that are educational, in accordance with the material, the right and interesting video duration, while at the same time convincing their students to stay focused on the main goal, namely mastery or understanding of the learning material. Choosing the right video from *YouTube* can certainly make learning interesting.

(b) Effective media

YouTube is also considered an effective media to support learning activities. From the responses obtained from these teachers, *YouTube* can be seen as an effective media. Of course, in learning and teaching activities must also be effective. The word effective means achieving the expected results through appropriate methods or steps or acting appropriately (Najar, 2020). In the world of education, effectiveness is certainly very necessary, because only by implementing effective methods or media can students become more enthusiastic and enthusiastic and can improve their achievements and skills. So, applying teaching techniques with videos from *YouTube* according to these teachers, this can be considered effective.

After watching educational videos from *YouTube* that they have selected, their students become more active in asking questions and expressing opinions. This can show that when they involve observing and listening to videos, they can be made easier to digest the material and will be encouraged to ask further questions from the results of their understanding. Observations and statements from respondents in the study are in accordance with the findings of Rahmatika et al. (2021) who also revealed that apart from being able to help students to learn independently, *YouTube* is also effectively used by school teachers as a medium that can help their students to focus on learning materials. This effectiveness is also supported by the ease of access or can be reached easily. In the digital era like today, the ability of the Internet is a mainstay for people around the world to access information. The existence of an Internet network and smartphones will certainly make it easier to access *YouTube* (Sistadewi, 2021; Rahmatika et al., 2021). Because of its ease of access, especially in the digital era like today, *YouTube* media is considered appropriate to be used as a medium for learning (Sakrim, 2023). The method for learning in schools at this time must of course be effective, so that the learning outcomes achieved can be in accordance with the expectations and targets that have been determined. Although *YouTube* has many effective educational videos, it is not necessarily true that these videos are effective for their students. Teachers remain the main key in this regard. Without teachers, videos that are effective for learning will not function optimally or produce good results if applied or used in inappropriate conditions.

(c) Creative media

The term creative in the world of education is certainly an important word that needs to be realized both in terms of methods or strategies for teaching and learning activities or the formation of student character. The word "creative" can refer to the uniqueness of the media. Using videos from *YouTube* for learning purposes is considered a creative step. It has been discussed in the previous section that *YouTube* media itself can be said to be a creative media because it can provide a variety of videos that can be used according to the needs of each individual (Reynata, 2022; Nudini & Wardana, 2023). According to respondents, thinking or learning methods can be more creative if

the use of videos as learning materials is combined with explanations from teachers and direct exercises (practice) with teacher guidance in class. Respondents agreed that this could train their creativity and in this way they could also gain more knowledge, for example how to upload videos on *YouTube*, video making techniques, togetherness, and so on. YouTube is considered a media that can encourage students to show their creativity (Yusriani et al., 2022).

All respondents commented that the use of *YouTube* videos needs to be planned, organized, guided and directed well by teachers, so that students feel interested and motivated to learn. This is an important note for teachers who want to use *YouTube* videos for learning materials, because teachers must ensure that the videos can help students understand the material and not distract them or hinder them from focusing (Rahmatika et al., 2021; Baadilla et al., 2023). Basically, Indonesian language teachers at SMA Negeri 1 Doloksanggul think that the use of videos from *YouTube* is important because of the many positive things as described above.

Utilizing YouTube for Expository Text Writing

The summary of the analysis results shows the respondents' views on the effectiveness or success of *YouTube* media as a learning medium to improve expository writing skills.
(a) Ability for Argument

According to data from interviews with Indonesian language teachers at SMA Negeri 1 Doloksanggul, *YouTub*e media has been used by them as learning material for expository writing skills. As Indonesian language teachers who guide and pay attention to the development of their students every day at school, they recognize and mark their students' abilities. One of the significant changes after using *YouTube* videos to learn to write expository essays is the emergence of arguments in their writing. They can express their ideas, opinions, responses and comments about a thing or object that is discussed, talked about or written. Although still in the form of simple arguments, they have been able to express their views on a phenomenon or thing discussed in the exposition well. By having the ability to express arguments, it also reflects someone who is able to think critically and rationally about an object, condition, event, relevance, concept, and others (Fatmawati et al., 2018). Students who are encouraged to argue can show that their critical side has emerged and that is a good thing because a student who is critical in thinking will become a quality and critical successor to the nation.

It is not easy to encourage high school students to develop their ideas or opinions and it is not easy to make them argue when discussing something either orally or in writing. Beniche et al. (2020) in their study stated that critical thinking means a way of thinking based on reasoning, reflection, analysis, synthesis, and evaluation to find solutions and make rational decisions in everyday life. Critical thinking cannot just emerge without the will to practice or the habit of thinking critically. The use of *YouTube* can create a pleasant atmosphere and its interactive nature can help students focus on thinking to respond and comment (Khasanah et al., 2022). Comments and responses submitted by students can be said to be critical if they are reasonable, relevant, based on facts, and rational, especially in expository text writing skills.

To produce a good written text, arguments are certainly needed to strengthen the writing. Walková & Bradford (2022) explain that arguments in writing are generally presented using deductive and inductive techniques. Deductive is reasoning that starts from general conditions to specific conditions, while inductive is the opposite, namely reasoning that starts from specific things to general conditions. Both inductive and deductive methods, high school students must understand the differences, master the techniques and be able to apply them in expository writing and can be learned using videos from *YouTube*.
(b) Ability to use vocabulary

The teachers responded that after watching the video, some of their students were able to use the right and appropriate words to express something. Even the children asked them more often for the right words to explain a condition. This is a sign that students are motivated to know, learn

and use new vocabulary in writing. Vocabulary is one of the elements in the field of language whose learning is very important for people who learn the language (Agazzi, 2022). Vocabulary is also related to the understanding of the use of standard words. With a good and broad mastery of vocabulary, communication can run smoothly. The thing to pay attention to in learning vocabulary according to Li (2023) is that many words have broad meanings, so you have to know the appropriate situation and conditions, the accuracy and how to use words to suit the needs in various language activities. Because vocabulary development is important, teachers need to expand vocabulary teaching resources or use strategies to enrich students' vocabulary (Syafrizal & Haerudin, 2018; Li, 2023).

By utilizing videos from *YouTube* as learning materials for writing expository texts, students can also learn vocabulary. Syafrizal & Haerudin (2018) stated that teachers need to use videos to teach vocabulary, so that students can understand it clearly. Respondents said that it turned out that with videos, their students showed good changes in terms of using vocabulary in their expository essays. After watching videos from *YouTube* about events or incidents to be written as expository texts, there were also several students who found various types of vocabulary that were more varied and appropriate to describe an object in their expository essays and that was not usually found when they were given writing assignments without videos.

(c) Ability to understand the structure of expository texts

In general, their students showed progress in terms of understanding the structure of expository writing. After checking and reading the students' writing, they stated that one of the visible changes in the students' expository writing was that more and more had understood the structure of the expository text. Every text or composition must have its own structure which is its characteristic. School students are often taught to know several types of compositions in order for them to be able to write texts correctly. Expository text, for example, must have a structure that is different from persuasive text, fictional narrative text, and others. The understanding that expository text is a type of writing or text that explains, describes, and explains a reality, thought, phenomenon, or any object clearly and completely (Juprianto, 2017) and must be repeated continuously so that students can truly understand the definition and purpose of the expository text.

Expository texts always present statements of opinion or theses that need to be explained with a number of arguments and require a concluding sentence at the end (Safitri & Mirawati, 2022). Students who learn to write expository texts must understand the structure of expository texts, in order to write good expository texts. Providing students with an understanding of the structure and characteristics of expository writing is a challenge. However, by utilizing various videos from *YouTube*, teachers will be facilitated and with the help of these videos, students can see the differences between expository texts and other types of texts, know the characteristics and elements in expository writing, and understand the context or the right thing to be used as a theme for expository texts.

(d) Increasing motivation to write

The Indonesian language teachers stated that based on their observations and experiences, by using videos obtained from *YouTube*, students became more motivated to write. To write, students must be motivated. There are many models or learning methods created by experts or educators to foster students' motivation to learn. This method has certainly changed along with the times. Learning methods that were once thought to motivate students are likely no longer effective in influencing students. Accessing videos, news, music, movies, and others quickly and easily with an Internet network seems to have become one of the daily necessities for humans in an era where people use smartphones like today (Sistasewi, 2021). High-tech audiovisual media can produce three-dimensional animated videos, videos based on Artificial Intelligence (AI), films with the latest effects and technology, and others can be educational viewing that can be used as learning materials to motivate students to be more enthusiastic about studying a material at school.

All forms of sophisticated videos can be found on *YouTube* media, which has now become a popular viewing media and an important part of society (Jati et al., 2022; Reynata, 2022; Aprilia et al., 2024). For example, interesting short documentaries, unique and educational video podcasts, video blogs about nature, videos about regional culinary specialties, reality show videos, animations, and others can be shown in class as learning materials to motivate students to provide an overview of the right theme or topic for writing expository text. By watching videos from *YouTube*, they can also be motivated to convey their ideas and opinions (Nudini & Wardana, 2023). Teachers can assign their students to mention several themes that are suitable for expository writing after they are given the show. By showing videos, students can not only be motivated, according to Sakrim (2023) an interactive atmosphere will also be created in the classroom.

Obstacles in Using YouTube

Every method applied for learning in schools certainly has its advantages and disadvantages, so is the use of *YouTube* videos. In general, the obstacles they find when using *YouTube* videos are related to technical problems. These problems are usually found in the field (in the classroom). It should be understood that the obstacles conveyed by respondents as teachers at the school can certainly be different from the obstacles found by teachers at other schools. The following are some of the obstacles they encountered in class along with what they did to overcome them.
(a) Internet network obstacles

The use of the Internet in the digital era like today is certainly a very important thing. The availability of the Internet network can also be found in many public spaces such as offices, hotels, campuses, airports, restaurants, coffee shops, and others. Schools must also have devices that provide an Internet network, to make it easier for teachers to access learning materials from the Internet. However, what often happens is that there are still many schools in Indonesia, especially those in remote areas that do not have Internet network facilities. One of the obstacles often experienced by these teachers is that internet access is often disrupted or unstable.

Internet connection instability can indeed hinder the learning process, especially learning that relies on media or applications that use the Internet network (Sistadewi, 2021; Simanjuntak et al., 2023). Not all schools provide wifi devices as school facilities, because each school has its own considerations and reasons regarding the availability of the Internet network. Limited funds, lack of human resources, remote school locations, wifi devices that do not support, and so on often cause the Internet to be unavailable at school. The availability of the Internet network is still often debated, because of course there are pros and cons to this. Respondents from this study admitted that the instability of the Internet connection interferes with the use of *YouTube* media in class.

To minimize disruptions and obstacles due to the instability of the Internet network, teachers can download videos from *YouTube* first and then display them in class as learning materials in class. The issue of the instability of the Internet network or the inadequacy of the Internet network provider devices needs to be a concern for schools so that the learning process with *YouTube* videos can run smoothly. Considering that the use of the Internet has become a necessity, especially in the digital era like today. Conventional learning methods and learning with online media need to be carried out in a balanced manner, so that students can gain more knowledge and information for their own good and skills.
(b) Projectors and Computers

The following obstacles expressed by the teachers are problems related to the equipment needed to support learning with *YouTube* media. Equipment such as projectors and classroom computers that should be part of the school facilities still seem to be not optimally available. Inadequate facilities are certainly an obstacle in learning with *YouTube* media. To access videos from *YouTube*, a computer, laptop or smartphone connected to the Internet is required. After that, the video taken from *YouTube* must of course be displayed via a projector so that all students in the class can see it clearly. The use of projectors to display learning materials according to Nggilu et al. (2023)

is preferred by students, because with a projector, they can more easily see the images or videos displayed and make them understand the material being taught better.

According to respondents, the projectors available in schools are still limited. Therefore, the use of projectors must be scheduled. In addition, computers as devices to access *YouTube* are also not yet available in every class. So that the learning process with *YouTube* media is not hampered, teachers usually bring and use their own laptops when using *YouTube* media. The obstacles conveyed by the research respondents can be a consideration for schools, so that they can provide a more adequate number of projectors and facilitate the learning process by preparing several laptop units that can be used by teachers for learning purposes through *YouTube* media. In addition, human resources in the form of operator staff or technology device technicians are also needed to help the operation of the device run smoothly.

(c) Distraction in the form of attention diversion

Distraction can occur in students when using *YouTube* media. This can happen because *YouTube* as a media provider of various videos can divert students' attention to other videos that they find interesting when they access them via their respective smartphones. If they are given the freedom to access videos determined by the teacher from *YouTube* media, then it is very likely that their attention can be diverted by a number of videos that appear on their *YouTube* media homepage. That will attract them to secretly access the video. The use of *YouTube* media as learning material emphasized by respondents in the study is the teacher as a source. This means that the teacher's role is to access and display videos from *YouTube* for students to watch together in class via a projector. Videos that have been selected as learning materials can first be saved in a file which can then be displayed. In addition, teachers can also copy the video link and when it is to be used, teachers only need to copy and access the link to show the video. Thus, during the learning process in class, students do not need to be allowed to use their own cellphones to access *YouTube* media. Teachers must be able to monitor and guide the learning process with *YouTube* carefully to ensure that all students in the class can focus their attention on the material discussed in class. Various preparations can be made, for example by making assignments, questions or discussions about the material discussed in the video.

Conclusion

There are several essential points to be concluded in this study. First, in the digital era like today, the use of videos from *YouTube* media is seen as a strategy that needs to be applied in the world of education for the purposes of language skills learning materials. Second, one of the language skills that is the focus of discussion in this study is the skill of writing expository texts among high school students, because according to a number of studies, writing skills are a language skill that is quite difficult to master and many students are less able to do it. Third, the use of *YouTube* media based on the teachers' perspective is important to use as learning material for several reasons: *YouTube* is perceived as an interesting media for students because the audiovisual-based media provides a variety of videos that can be selected according to their needs; it is an effective media because students can activate their sight and hearing on videos that make it easier for them to understand the material being discussed; and it is also viewed a creative media because educational videos made in various forms provide a fun nuance, so that students become enthusiastic and interested. Fifth, *YouTube* as material for text writing skills can help improve students' argumentative skills, vocabulary skills, ability to understand the structure of expository texts and motivation. However, teachers must continue playing an active role in explaining, guiding, and directing them. Finally, according to the teachers, the obstacles often faced in using *YouTube* media are the Internet network, the availability of projectors and computers, and distractions. Teachers can make several preparations in order to minimize or prevent the emergence of problems. It is expected that schools can provide teachers with training in using *YouTube* for learning materials in order to be better.

References

Abidin, Z. (2021). Peningkatan Kemampuan Menulis Teks Eksposisi dengan Metode Mind Mapping. *Sarasvati*, *3*(1), 33. https://doi.org/10.30742/sv.v3i1.1105.

Adiyasa, K. D., Sutama, M., & Putrayasa, I. B. (2020). pembelajaran menulis teks eksposisi berbasis e-learning dalam meningkatkan prestasi belajar 1 I Kadek Darmadi Adiyasa, 2 I Made Sutama, 3 Ida Bagus Putrayasa. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, *9*(1).

Agazzi, A. (2022). The Importance of Learning Vocabulary for Young Learners. *International Journal of Multicultural and Multireligious Understanding*, *9*(8), 56. https://doi.org/10.18415/ijmmu.v9i8.3897.

Aprilia, N., Purnomo, A., Putikdyanto, A., & Adriana, I. (2024). Pemanfaatan Media YouTube pada Pembelajaran Bahasa Indonesia Materi Teks Ceramah Siswa Kelas XI SMAN 4 Pamekasan. *Social, Humanities, and Educational Studies (SHES): Conference Series*, *7*(3). https://doi.org/10.20961/shes.v7i3.91974.

Baadilla, I., Sulistyawati, R., Amalia, N., Ibrahim, N., & Hidayatullah, A. (2023). Pemanfaatan Media Youtube dalam Pembelajaran Bahasa Indonesia bagi Guru-Guru Sekolah Menengah Pertama. *Empowerment*, *6*(02), 231–241. https://doi.org/10.25134/empowerment.v6i02.8324.

Beniche, M., Larouz, M., & Anasse, K. (2020). Examining the Relationship between Critical Thinking Skills and Argumentative Writing Skills in Moroccan Preparatory Classes of Higher Engineering Schools (CPGE). *International Journal of Linguistics, Literature and Translation (IJLLT)*, *3*(11), 55–67. https://doi.org/10.32996/ijllt.

Braun, V. & V. Clarke. (2012). Thematic Analysis. In H. Cooper, P. M. Camic, D. L. Long, T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA Handbook of Research Methods in Psychology, vol. 2: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological* (pp. 57-71). Washington, D. C.: American Psycological Association. https://www.researchgate.net/publication/269930410_Themati_analysis.

Fatmawati, D. R., Harlita, & Ramli, M. (2018). Meningkatkan Kemampuan Argumentasi Siswa melalui Action Research dengan Fokus Tindakan Think Pair Share. *Proceeding Biology Education Conference*, *15*(1), 253–259.

Fitri, A. K., Dwifarzah, D., Fathia, N., & Hanifa, R. (2024). Pengembangan Keterampilan Menulis Teks Eksposisi dengan Metode Problem Based Learning pada Siswa di Sekolah Dasar. *Guruku: Jurnal Pendidikan Dan Sosial Humaniora*, *2*(3), 167–176. https://doi.org/10.59061/guruku.v2i3.705.

Harahap, A. A., & Amir, A. (2023). Struktur dan Ciri Kebahasaan Teks Eksposisi Karya Siswa Kelas X SMA Pertiwi 1 Padang. *ANWARUL*, *3*(1), 128–142. https://doi.org/10.58578/anwarul.v3i1.872.

Holmes, A. G. (2018). The Role of Interest and Enjoyment in Determining Students' Approach to Learning. *Educational Process: International Journal*, *7*(2), 140–150. https://doi.org/10.22521/edupij.2018.72.4.

Jati, N. P., Abidin, Z., & Oxcygentri, M. (2022). Pengaruh Sosial Media Youtube terhadap Perilaku Literasi Siswa SMA Hutama. *Linimasa : Jurnal Ilmu Komunikasi*, *5*(1), 67–75. https://doi.org/10.23969/linimasa.v5i1.4689.

Juprianto. (2017). *Menulis Karangan Deskripsi Menggunakan Model Cooperative Learning Tipe Think Talk Write (TTW) Siswa Kelas X SMA Negeri 6 Padang*. Universitas PGRI Sumatera Barat.

Kardika, R. W., Subyantoro, S., & Pristiwati, R. (2022). Pemanfaatan Sosial Media Youtube dalam Pembelajaran Menulis pada Masa Sekolah Tatap Muka di SMP Negeri 38

Palembang. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, *5*(2), 379–391. https://doi.org/10.31540/silamparibisa.v5i2.1979.

Karim, A. R. (2023). Analisis Pentingnya Kemampuan Menulis Karya Ilmiah pada Siswa SMA. *NUSRA : Jurnal Penelitian Dan Ilmu Pendidikan*, *4*(4), 1226–1233. https://doi.org/10.55681/nusra.v4i4.1802.

Khasanah, A. T. N., Satiti, K. A., Aristu, A., Rizkia, D. F., & Dayu, D. P. K. (2022). Media Pembelajaran Youtube untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar. *Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar 2 (SENSASEDA) 2*, *2*(November), 104–109.

Krapp, A. (2002). An Educational-Psychological Theory of Interest and Its Relation to Self-Determination Theory. *Handbook on Self Determination Research.*, *Csikszentmihalyi 1975*, 405–426.

Li, Q. (2023). Study on the Effectiveness of Vocabulary Teaching in Senior High School. *Frontiers in Sustainable Development*, *3*(4), 1–10. https://doi.org/10.54691/fsd.v3i4.4740.

Maelasari, N. (2020). Menulis Teks Eksposisi Dalam Model Pembelajaran Mind Mapping. *METAMORFOSIS | Jurnal Bahasa, Sastra Indonesia Dan Pengajarannya*, *13*(1), 41–49. https://doi.org/10.55222/metamorfosis.v13i1.303.

Magdalena, I., Ulfi, N., & Awaliah, S. (2021). Analisis Pentingnya Keterampilan Berbahasa pada Siswa Kelas IV di SDN Gondrong 2. In *Prehistoric Europe* (Vol. 3, Issue 2, pp. 243–252). Routledge.

Murdiyanto, E. (2020). *Penelitian kualitatif*. UPN "Veteran" Yogyakarta Pres.

Najar, B. W. (2020). Efficiency and/or Effectiveness in Managing Organizations. *Journal of Education and Culture Studies*, *4*(2), p131. https://doi.org/10.22158/jecs.v4n2p131.

Nggilu, A., Ismail, R. P., Kamuli, S., Lakadjo, M. A., Agim, M., & Yusup, K. G. (2023). Penerapan Media Pembelajaran Berbasis Proyektor Terhadap Motivasi Belajar Siswa Di SMP Negeri 3 Kota Gorontalo. *Innovative: Journal Of Social Science Research*, *3*(2), 10060–10068. https://j-innovative.org/index.php/Innovative/article/view/1435.

Nopriani, H., & Pebrianti, I. T. (2019). Kemampuan Menulis Teks Eksposisi Siswa Kelas X Sma Pagaralam. *Prociding Sembadra Universitas Sriwijaya*, *2*(1), 97–103. http://conference.unsri.ac.id/index.php/sembadra/article/view/1602.

Nudini, S., & Wardana, D. (2023). Pemanfatan Youtube Sebagai Media Pembelajaran untuk Meningkatkan Kemampuan Berfikir Tingkat Tinggi Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas 4. *Jurnal Ilmiah Dan Pendidikan Dasar*, *8*(2), 3209–3218.

Nuraeni, E., Wikanengsih, & Suhara, A. M. (2020). Keterampilan Menulis Teks Eksposisi Berbantuan Media Visual Di Sma Kartika Xix-4 Cimahi. *Parole Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *3*(1), 13–20.

Putri, S. R. I. Y., Ulpa, A. M., & Ismayani, M. (2019). Pembelajaran Menulis Teks Eksposisi dengan Menggunakan Model Think Talk Write. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(5), 681–688. https://journal.ikipsiliwangi.ac.id/index.php/parole/article/view/3426

Rahmatika, R., Yusuf, M., & Agung, L. (2021). The Effectiveness of Youtube as an Online Learning Media. *Journal of Education Technology*, *5*(1), 152. https://doi.org/10.23887/jet.v5i1.33628.

Reynata, A. V. E. (2022). Penerapan youtube sebagai media baru dalam komunikasi massa. *Komunikologi : Jurnal Ilmiah Ilmu Komunikasi*, *19*(2), 96–101. https://komunikologi.esaunggul.ac.id/index.php/KM/article/view/514/254.

Rosaliza, M. (2015). Wawancara, Sebuah Interaksi Komunikasi dalam Penelitian Kualitatif.

Jurnal Ilmu Budaya, *11*(2), 71–79. https://doi.org/10.31849/jib.v11i2.1099.

Sabrina, N. S., & Nurazizah, S. (2024). Penggunaan Youtube sebagai Sarana untuk Meningkatkan Pemahaman Bahasa Inggris. *Karimah Tauhid*, *3*(1), 803–828. https://doi.org/10.30997/karimahtauhid.v2i6.11262.

Safitri, D., & Mirawati, M. (2022). Keterampilan Memahami Isi Struktur Tesis Teks Eksposisi. *Jurnal Pembelajaran Bahasa Dan Sastra*, *1*(4), 421–430. https://doi.org/10.55909/jpbs.v1i4.58.

Sakrim. (2023). Penerapan Media Pembelajaran Berbasis Youtube Menulis Karangan Persuasi Pada Matakuliah Keterampilan Menulis. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *08*(01), 2548–6950.

Serungke, M., Sibuea, P., Azzahra, A., Fadillah, M. A., Rahmadani, S., & Arian, R. (2023). Penggunaan Media Audio Visual dalam Proses Pembelajaran Bagi Peserta Didik. *Jurnal Review Pendidikan Dan Pengajaran*, *6*(4), 3503–3508. https://doi.org/10.55352/edu.v2i1.934.

Simanjuntak, S., Priono, V. V., Sembiring, M. M., & Handayani, D. (2023). Analisis Kesulitan Guru dalam Penerapan Aplikasi Youtube Pada Kegiatan Belajar Mengajar di Sekolah Dasar. *Paedagogi: Jurnal Kajian Ilmu Pendidikan (e-Journal)*, *9*(1), 72. https://doi.org/10.24114/paedagogi.v9i1.45478.

Sistadewi, M. A. (2021). Penggunaan Media Youtube dalam Pembelajaran Bahasa Indonesia pada Masa Sekolah Tatap Muka Terbatas. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, *10*(2), 186–194. https://doi.org/10.23887/jurnal_bahasa.v10i2.693.

Syafrizal, S., & Haerudin, H. (2018). The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *5*(1), 40. https://doi.org/10.33394/jo-elt.v5i1.2296.

Walková, M., & Bradford, J. (2022). Constructing an Argument in Academic Writing Across Disciplines. *ESP Today*, *10*(1), 22–42. https://doi.org/10.18485/ESPTODAY.2022.10.1.2

Yusriani, Y., Nasution, M., & Syahputra, E. (2022). Pemanfaatan Aplikasi YouTube Sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal Multidisiplin Dehasen (MUDE)*, *1*(3). https://doi.org/10.37676/mude.v1i3.2521.