

USING “BIG THINK” CHANNEL ON YOUTUBE TO IMPROVE STUDENTS’ WRITING SKILL AT SMA KARTIKA XX-1 MAKASSAR

Jeshica Laura Paramita¹, Nurfaizah Sahib², Andi Hamzah Fansury³

¹²³English Language Education Study Program, Bosowa University, Indonesia

Abstract

The purpose of this research is to Improve Students Writing Skill At SMA Kartika XX-1 Makassar by using YouTube channel “Big Think”. This research used experimental method. This research was conducted in August 2023. This research was conducted in three steps these include pre-test, treatment, and post-test. The population in this study were students of X MIPA 1 SMA Kartika XX-1 Makassar consisting of 30 students and the writer took 30 sample students at X MIPA 1 SMA Kartika XX-1 Makassar. The results of this study that using “Big Think” channel improves students’ writing skills. It was supported by the result of mean score in pre-test and post-test. The mean score of pre-tests was 60.40 and is classified as poor. While the total mean score from the post-test is 89.63 and is classified as good. It means that implementation of the using “Big Think” channel on YouTube is effective to improve writing skill at students X MIPA SMA Kartika XX-1 Makassar.

Keyword: Improve, Writing skill, Channel YouTube.

INTRODUCTION

In Indonesian, teaching and learning are important for human life. All people should have an education. In this case, study English is important to all people, especially for our generation because English is an International language and it has been used spread all over the world. Education is an effort made to develop individual abilities and personality through certain processes or activities (teaching, guidance, or training) as well as the interaction of individuals with their environment to achieve the whole person. Vocabulary is very important in promoting the potential of listening, speaking, reading and writing skills. Without vocabulary, students will face difficulties in improving their ability to communicate without it. Sometimes, when it comes to vocabulary, students have problems recognizing meaning, written form, grammar, spelling, pronunciation, etc. Students with limited vocabulary cannot express themselves clearly and are unlikely to recognize any text written in English. It is difficult to master vocabulary because of lack of practice in vocabulary and lack of practice in communicating in English. Education can make people acquire various knowledge and can develop the abilities they have to apply in one’s life. Most people consider to learning English as difficult, especially in writing.

Mundriyah and Parmawati, (2016) state that learning to write in a new language is not always easy, one example of overcoming it is by using YouTube as

a learning. YouTube is a useful resource for enhancing pupils' listening abilities. YouTube is a video-sharing website that enables its users from all over the world to watch videos made by others and to submit their own videos. It includes, among other things, movies that are instructive, entertaining, political, medical, historical, and even private. You can learn languages by watching YouTube videos. As was already said, YouTube is a popular platform for finding information (Manihuruk & Nababan, 2022). In addition Kartawijaya (2018), defines Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson. Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Zakiyah Ismuwardani, 2019). Because it lets students express their personalities even guided activities can include choices for the students, like the copying the story about something.

Writing is one of important skill in English subject beside the other skills. Even though writing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Arifin, 2017). The students have to have knowledge about the elements of writing in order to deliver a good writing. Furthermore, it is stated that writing is one of the most challenging skills for student's state that the students are expected to be able to write and understand the meaning of functional text and short essay such as narrative, descriptive and recount to be interacted in student's daily life. Thus, the teachers have to be able to guide the students to write well because it not easy for students (Rezai et al., 2022).

Writing skill is an important aspect and become the basis for students to master various subjects. Writing is not one talent innate but is an activity that get used to and work on. Therefore, writing skills need to be guided and given to every child, especially children who experience problems or disorders. Activity writing that many children do in general is copying and taking notes, that is Later it is used to do school work. If the child does not have ability to write, then it will be a barrier for them to carry out a task (Yulianti et al., 2019).

Effective writing skills are central both in higher education and the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshman year (Manihuruk & Nababan, 2022). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Maulida, 2022). Finally, a large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory. A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the

ideational content. Writing ability further depends on the ability to think clearly about substantive matters (Sumarsono & Permana, 2023).

Working memory is severely taxed by the production of extended texts. Representations of the author's intended ideas, the meaning of the text as it is written, and even the possible meanings of the text as construed by the imagined readers need to be transiently maintained during text production. Moreover, mature writers concurrently juggle the planning of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention (Kartawijaya, 2018). Given these demands, it is not surprising that both developmental and individual differences in writing ability can be explained in terms of the limitations of working memory. One must have the capacity to maintain multiple representations and to control the interactions among planning, generation, and reviewing in order to write well. The effective and efficient use of English as a foreign language requires mastery of four basic skills namely writing, reading, speaking, and listening. Among these four basic skills, writing is considered the most challenging, even native speakers face problems because of its complexity. However, these inefficiencies in English writing persist with learners throughout their lives. Pakistani students' English writing performance is very subpar and weak. Traditional teaching methods and writing tools motivate students to rewrite memorized material word for word for exams. Critical thinking and creative abilities are not focused. State that there is an urgent need to introduce innovative tools for school students' English writing performance. Students must adopt the latest learning pedagogy and language learning tools according to the contemporary world. English writing skill is a cognitive process rather than a natural ability and it requires continuous practice, training and schooling on the part of the learner.

The main capital for writing is the skill of holding a writing instrument then moving hands and fingers. We first briefly review some facts on the importance of cognitive control in writing skill. We then present the elements of deliberate practice in the training of college-level writers and evidence of their importance. Finally, we discuss difficulties in implementing deliberate practice in writing instruction. Children cannot write well usually caused by several factors, such as motor disturbances, emotional disturbances, visual perception disorders or memory impairment. According to Yulianti (2019), basically to write only Two forms of lines are used, namely straight lines (upright, flat, oblique) and curved lines (concave and convex). So, before the child writes letters, the child must first understand in the form of a line and can write it down, so that if the child knows and can writing it will make it easier to make various forms of letters, because Letters are forms that have meaning when the letters are arranged together. For that every time you do writing activities, you have to understand how to form it these letters. Another factor that may have an impact on students writing performance is a limited opportunity to have extensive writing practice outside of the classroom. Student only practice writing and explore their writing skills in

class. They mostly do not have extensive writing practice when they are outside the classroom. In response to this problem, English teachers must be creative and innovative in hiring supporting media that can increase the opportunities of their students to do extensive practice and make them earn more exposure to writing practice outside the classroom. Writing skill, especially for internet marketing purposes, currently play a crucial role. This role simply cannot be replaced by machines. Effective writing on the internet must be creative in composing the ideas. This means that a writing skill should not only contain a line of its words, but more than that, ideal writing must also be an effective media of communication to the reader. Writing is one of the most important skills that must be mastered by second/foreign language students. Skills will not only help students to get better grades and help them communicate their ideas effectively, but also facilitate them to get better jobs and future opportunities (for example, as journalists, researchers, or academics). However, being able to write academically correctly is often considered difficult or even awkward by many students. This is because academic writing is a complex activity that involves several stages of task completion, requires advanced knowledge of grammatical structures, and demands extra skills such as paraphrasing and citation skills.

According to Maulida (2022), The development of recent times continues to grow with the arrival of technology that makes it easier for humans to carry out an activity, therefore technology is something that cannot be avoided from human life. Every technology is made to provide positive benefits and also make it easier for humans to complete their tasks. Technological developments are widely used in various fields, one of which is in the field of education. In the field of education, one of the technologies that can be used in the world of education is the YouTube application, where YouTube provides many kinds of videos that can be used as a reference in supporting the learning process. Good and effective writing skills both in terms of purpose, technique, use of language and time. With good writing skills like this, the opportunity to be able to win the competition in industry 4.0 is wide open. The demand for writing proficiency has increased due to globalization and proliferation. There has been a rapid expansion of technology, in the last decade and consequently, web 2.0 technologies, especially blogging for both teachers and students with new horizons in the field of language studies. In this era of technology, globalization, connectivity and information revolution, written English has become an important requirement for every learner who wants to follow the big changes in this world of knowledge insight. However, learning and teaching English writing is not that easy for students at secondary level, especially in public sector institutions due to the limitations, resources, facilities and low academic level of students. Students mostly memorize subjective texts such as character sketches, stories, answers, summaries, essays and, passages for the purpose of passing exams.

Sumarsono and Permana (2023), states "Writing is an activity of delivering communication messages using written language as a tool or medium." Writing

activities are a process, namely the writing process. This means that carrying out the activity in several stages, namely the pre-writing stage, writing, and revision stage. However, writing is considered one of the most difficult language skills that must be faced by learners in learning the language. Lots of language students think that it is difficult to communicate what they have as their top priority communicating in the language and still cannot communicate in English fluently and appropriately even though they have been taken in the language for a long time. Challenges or problems experienced by language students in learning to write can shift. Barriers are the first problem that English students face in class. Feeling worried about making mistakes, fearing criticism, and being ashamed of others' attention to themselves are examples of inhibition problems faced by learners. Students have difficulty writing in a foreign language perhaps because they lack information or background knowledge, are afraid of misspelling or lack of letters in writing related to the topic, unsure of which words or vocabulary to apply, or unsure about using accurate grammar. Whenever students face these problems, they may face decreased motivation. Another cause of student speaking problems can come from a class with many students, which can encourage low student cooperation and participation in class.

Based on the researcher observation among the researcher practical work of a profession, the researcher find that the students are difficult in writing skills. Teaching Writing skills can be improved many of techniques. One of the techniques chosen by researcher is watching YouTube with the English subtitle. However, while their listen to the audio they can also read the text subtitle. It may help them to recognize the words or the sentences spoke from the video. Therefore, the researcher interest to conduct the title "Using "Big Think" Channel on YouTube to Improve Students' Writing Skills at SMA Kartika XX-1 Makassar".

METHOD

In this research, the researcher uses a quantitative approach with a quasi-experimental research design. This research only uses one class. Firstly, the researcher will do a pre-test in class to know the students' achievement in writing before a treatment. In this research design, the researcher compared the pre-test scores for writing skill without YouTube videos with the post-test results, which were treated using YouTube videos from the Big Think Channel. Thus, the results of the treatment can be known more accurately because they will be compared with the conditions before being given treatment.

FINDINGS AND DISCUSSIONS

Findings

This research was conducted in X grade MIPA 1 SMA Kartika XX-I Makassar. The subject in X grade MIPA 1 are described in the following table.

Table 1 Number of Students in grade X MIPA 1 SMA Kartika XX-I Makassar

No.	Grade	Male	Female	Total
1.	X MIPA 1	12	18	30

Source : Result of observation in X grade MIPA 1 SMA Kartika XX-I Makassar

Presentation of data in this section is obtained through essays test. Interpretation of the data was analyzed in three stages : assessing students' tests five assessment components namely, content, organization, vocabulary, use of language/grammar, and mechanics; classifying student grades: and calculate the mean, standard deviation, frequent, using other sources support the calculation of statical elements.

1) The Classification Students' Score Pre-test and Post-test

Classification of students' pre-test and pos-test scores in X grade MIPA 1 SMA Kartika XX-I Makassar based on students' writing skills can be seen in the following table :

Table 2 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Content

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	30-27	-	-	15	50%
2.	Good	26-22	2	6.66%	15	50%
3.	Fair	21-17	18	60%	-	-
4.	Poor	16-12	10	33.3%	-	-
Total		:	30	100 %	30	100%

Source; Students' Writing Score

Based on table 4.2 which shows the pre-test and post-test scores in content. As for the content score on the pre-test where the student scores' can be seen that 0 students' (0%) are in the very good category, 2 students' (6.66%) are in the good category, 18 students' (60%) are in the fair category and 10 students'(33.3%) are in the poor category. And the post-test score in the content is that there are 15 students' (50%) are in the very good category, 15 students'(50%) are in the good category, 0 students' (0%) are in the fair category and 0 students' are in the poor category.

The writer found that in the pre-test students had difficulty in making paragraphs that are relevant to each other, but after applying the treatment and watching videos from the Big Think YouTube channel that makes students' writing skills, in the post-test easier to create relevant paragraphs. The results show that the use of the big think channel on YouTube effectively applied to students' writing skills in content.

Table 3 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Organization

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	20-18	-	-	26	86.6%
2.	Good	17-14	4	13.3%	4	13.3%
3.	Fair	13-10	23	76.6%	-	-
4.	Poor	9-7	3	10%	-	-
Total		:	30	100%	30	100%

Source; Students' Writing Score

Based on table 3 which shows the pre-test and post-test scores in organization. As for the organization score on the pre-test where the student scores' can be seen that 0 students' (0%) are in the very good category, 4 students' (13.3%) are in the good category, 23 students' (76.6%) are in the fair category and 3 students' (10%) are in the poor category. And the post-test score in the organization is that there are 26 students' (86.6%) are in the very good category, 4 students' (13.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category.

The writer concludes that in the pretest, most of the students have had trouble organizing their ideas into paragraphs well, but in the post-test, Students are able to organize their ideas into paragraphs well.

Table 4 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Vocabulary

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	20-18	-	-	25	83.3%
2.	Good	17-14	6	20%	5	16.6%
3.	Fair	13-10	21	70%	-	-
4.	Poor	9-7	3	10%	-	-
Total		:	30	100%	30	100%

Source; Students' Writing Score

Based on table 4 which shows the pre-test and post-test scores in vocabulary. As for the vocabulary score on the pre-test where the student scores' can be seen that 0 students' (0%) are in the very good category, 2 students' (6.66%) are in the good category, 18 students' (60%) are in the fair category and 10 students' (33.3%) are in the poor category. And the post-test score in the vocabulary is that there are 25 students' (83.3%) are in the very good category, 5 students' (16.6%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category.

The writer found that in the pre-test, students still experienced difficulties selection of vocabulary so that it is difficult to make a good paragraph. However, in the post-test, students found it easier to choose vocabulary, making it easier for students to make good paragraphs. Post-test results that the use of the

“big think” channel on YouTube is effectively applied to students' writing skills in vocabulary.

Table 5 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Grammar

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	25-22	-	-	17	56.6%
2.	Good	21-18	1	3.33%	13	43.3%
3.	Fair	17-11	27	90%	-	-
4.	Poor	10-5	2	6.66%	-	-
Total		:	30	100%	30	100%

Source; Students' Writing Score

Based on table 4.5 which shows the pre-test and post-test scores in grammar. As for the grammar score on the pre-test where the student scores' can be seen that 0 students' (0%) are in the very good category, 1 student's (3.33%) are in the good category, 27 students' (90%) are in the fair category and 2 students' (6.66%) are in the poor category. And the post-test score in the grammar is that there are 17 students' (56.6%) are in the very good category, 13 students' (43.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category.

The writer found that in the pre-test most of the students had not master the rules of sentence construction so that students experience difficulties good paragraph writing. In the post-test, some students can master the rules sentence construction, so students can make good paragraphs. That the results of the study show that the use of the "big think" channel on YouTube is effective applied to students' writing skills in the use of language/grammar.

Table 6 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test in Mechanics

No.	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Very good	5	-	-	2	6.66%
2.	Good	4	-	-	28	93.3%
3.	Fair	3	27	90%	-	-
4.	Poor	2	3	10%	-	-
Total		:	30	100%	30	100%

Source; Students' Writing Score

Based on table 6 which shows the pre-test and post-test scores in mechanics. As for the mechanics score on the pre-test where the student scores' can be seen that 0 students' (0%) are in the very good category, 0 students' (0%) are in the good category, 27 students' (90%) are in the fair category and 3 students' (10%) are in the poor category. And the post-test score in the mechanics is that there are 2 students' (6.66%) are in the very good category, 28

students' (93.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category.

The writer found that in the pre-test most of the students had not master good spelling rules, but in the post-test, the writer found some students are able to write with good spelling rules. The results show that the use of the "big think" channel on YouTube is effectively implemented in student classes writing skills in mechanics.

The classification students 'score pre-test and post-test. In the pre-test; 18 (60%) students were classified as average, 10 (33.3%) students were classified as poor, and 2 (6.66%) students were classified as very poor. In the post-test; 12 (40%) students were classified as very good, 18 (60%) students were classified as good. From the result of classification students' score pre-test and post-test is the score of post-tests higher than the score pre-test. Complete calculation can be seen in the appendices on page 72-73.

1. Mean Score and Standard Deviation

Table 7 Mean Score and Standard Deviation of the students' pretest and post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	49	68	1812	60.40	5.793
Posttest	30	84	98	2689	89.63	3.935
Valid N (listwise)	30					

Source: Results of hypothesis testing processed with SPSS 26 in 2023

From the results of the pre-test and post-test of students', it can be seen that the average value of the post-test writing skills' using "big think" channel on YouTube is higher than the results' of the pre-test writing skills' that do not use the "big think" channel on YouTube is higher than the results of the pre-test writing skills that without use "big think" channel on YouTube. In the pre-test, the total score is 1812, the mean score is 60.40 and the standard deviation is 5.79. While in post-test, the total score 2689 with the mean is 89.63 and the standard deviation is 3.93. The total and mean score of the post-test is higher than the pre-test.

2. Test of Significance (T-Test)

The hypothesis test used in this test is the statistical formula Paired Sample Test to determine the comparison between the pre-test and post-test. By using the SPSS 26 application program and analysis with the Paired Sample Test formula for students' pre-test and post-test through the use of the "big think" channel on YouTube on students' writing skill on the basis decision making, it is

stated to be significant if the value of Sig.(2-tailed) < 0.05. A summary of the hypothesis test results of the pre-test and post-test using the "big think" channel on YouTube on students' writing skill using the Paired Sample Test formula is shown in the following table.

Table 8 Result of the Paired Sample Test

Score Details	Mean	Std. Dev	Sig.(2-tailed)	Conclusion
Pre-Test	60.40	6.350	.000	H ₀ rejected
Post-Test	89.63			H ₁ accepted

Source: Results of hypothesis testing processed with SPSS 26 in 2023

From table 4.9 it is known that the standard deviation value = 6.350 with a sig.2-tailed value = 0.000. Because the value of sig.2-tailed = 0.000 < 0.05 and has fulfilled the decision making, it can be concluded that H₀ is rejected and H₁ is accepted. Students' writing ability between pre-test and post-test differed significantly. So it can be interpreted that there is a difference between students' writing skill without using the "big think" YouTube channel and students' writing skill when using the "big think" YouTube channel in English X grade MIPA 1 SMA Kartika XX-1 Makassar.

Discussion

This study used one class as the sample in the study so that the data analysis process used the one group test pre-test post-test design. This study aimed to determine the increase in students' writing skills by using the "big think" YouTube channel. The use of the "big think" YouTube channel makes students' writing skills improve compared to without the use of the "big think" youtube channel which can be seen from the mean pre-test and post-test scores, in the post-test with an mean score higher than the pre-test mean.

There are differences in the results of the students' pre-test and post-test, this occurs because of differences in treatment, because different treatments can influence and also generate learning outcomes. The application used is the use of videos from the "Big Think" YouTube channel at the beginning of learning which of course will create separate reflections for students in understanding the material, especially writing skills. The findings show that there is an increase in students' writing skills after given treatment through the use of the big think youtube channel in students' writing skills, especially for the five components (Content, Organization, Vocabulary, Grammar and Mechanics).

The result of the content on the students' writing skill show that from their the pre-test and post-test scores; 0 students' (0%) are in the very good category, 2 students' (6.66%) are in the good category, 18 students' (60%) are in the fair category and 10 students'(33.3%) are in the poor category. And the post-test score in the content is that there are 15 students' (50%) are in the very good category, 15 students'(50%) are in the good category, 0 students' (0%) are in the fair category and 0 students' are in the poor category. The writer found that in the pre-test students had difficulty in making paragraphs relevant to each other, but

after implementation of using videos on YouTube in channel “big think” to students' writing skill, in the post-test students were easier to make relevant paragraphs. The results of the study showed that the use of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in content.

The result of the organization on the students' writing skill show that from their the pre-test and post-test scores; that 0 students' (0%) are in the very good category, 4 students' (13.3%) are in the good category, 23 students' (76.6%) are in the fair category and 3 students' (10%) are in the poor category. And the post-test score in the organization is that there are 26 students' (86.6%) are in the very good category, 4 students' (13.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category. The writer found that in the pretest, most of the students had difficulty organizing their ideas into paragraphs well, but in the post-test, the students were able to organize their ideas into paragraphs well. The results of the study showed that the use of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in organization.

The result of the vocabulary on the students' writing skill show that from their the pre-test and post-test scores; 0 students' (0%) are in the very good category, 2 students' (6.66%) are in the good category, 18 students' (60%) are in the fair category and 10 students' (33.3%) are in the poor category. And the post-test score in the vocabulary is that there are 25 students' (83.3%) are in the very good category, 5 students' (16.6%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category. The writer found that in the pre-test, students still had difficulty in choosing vocabulary so students had difficulty making good paragraphs. However, in the post-test, students find it easier to choose vocabulary, making it easier for students to make good paragraphs. The results of the study showed that the use of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in vocabulary.

The result of the language/use grammar on the students' writing skill show that from their the pre-test and post-test scores; 0 students' (0%) are in the very good category, 1 students' (3.33%) are in the good category, 27 students' (90%) are in the fair category and 2 students' (6.66%) are in the poor category. And the post-test score in the grammar is that there are 17 students' (56.6%) are in the very good category, 13 students' (43.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category. The writer found that in the pre-test most of the students had not mastered the rules of sentence construction so students had difficulty making good paragraphs. In the post-test, some students can master the rules of sentence construction, so that students can make good paragraphs. The results of the study showed that the use of the “Big Think” YouTube channel on students' writing skill improved before the treatment was implemented in language/use grammar.

The result of the mechanics on the students' writing skill show that from their the pre-test and post-test scores; 0 students' (0%) are in the very good category, 0 students' (0%) are in the good category, 27 students' (90%) are in the fair category and 3 students' (10%) are in the poor category. And the post-test score in the mechanics is that there are 2 students' (6.66%) are in the very good category, 28 students' (93.3%) are in the good category, 0 students' (0%) are in the fair category and 0 students' (0%) are in the poor category. The writer found that in the pre-test most of the students had not mastered good spelling rules, but in the post-test, the writer found that some students were able to write with good spelling rules.

The results of the study showed that the use of the "Big Think" YouTube channel on students' writing skill improved before the treatment was implemented in mechanics.

The result of the t-test analysis shows that there is a significant difference between the result of the pre-test and post-test. The mean score from the pre-test is 60.40 and is classified as poor. While the total mean score from the post-test is 89.63 and is classified as good. It means that the implementation of the using "big think" channel on YouTube is effective to improve writing skill in English. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. This result means that there was a significant difference between the results of the pre-test and post-test.

This is in line with the researcher conducted by Micholis (2013), in his researcher entitled "Teaching Writing Procedure Text By Using Youtube Video" which resulted that students' writing skills were higher after being given treatment than before treatment was applied. In addition, the implementation of this research was carried out for find out the increase in the use of videos from the YouTube channel on students' writing learning skills. The use of learning methods on each. The learning process will provide a more interesting learning experience for students so as to increase student enthusiasm for learning. The learning varies methods that can be used by teachers in carrying out learning that can adapted to the material being taught. The learning method is a pattern that belongs to and prepared by the teacher before carrying out the learning process and his will be a guide in carrying out the learning process. One of the learning methods. What can be used in the learning process is to use YouTube videos to stimulate students' writing skills, one of which is on the "Big Think" channel. The implementation of writing skills in X grade MIPA 1 students increased after being treated by the Big Think channel on YouTube; therefore, this research proved

CONCLUSION

Based on the research that has been done, it can be seen and concluded that the use of the "big think" channel on YouTube improves students' writing skills, the use of the "big think" channel on YouTube provides higher results for

students' writing skills than not using the big think channel. The post-test value, which is the value when the treatment is applied, has a higher average value than the pre-test value, which is the value of writing skills that do not apply the resultant treatment. Because the use of the big think channel on YouTube makes students more active in the learning process. So that the initial assumption stating that the use of big think channel on YouTube in improving the writing skills of X grade MIPA 1 SMA Kartika XX-1 Makassar is proven.

REFERENCE

- Arifin, M., Sari, A. P., Maulana Tama, A., Keguruan, D. F., Pendidikan, I., Muhammadiyah, U., Utara, S., Fakultas, M., & Dan, K. (2017). *The Use of Youtube As a Media For Learning English*. 1, 633–640. <http://publikasiilmiah.ums.ac.id/bitstream/handle/11617/9613.pdf/?sequence=1&isAllowed=y>
- Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Kartawijaya, S. (2018). Improving Students' Writing Skill in Writing Paragraph through an Outline Technique. *Curricula*, 3(3), 152–158. <https://doi.org/10.22216/jcc.2018.v3i3.3429>
- Manihuruk, L. M. E., & Nababan, I. A. (2022). The Implementation Usage of Youtube Media on Listening Ability of English Students During the Covid-19 Pandemic. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(12), 2699–2707. <https://doi.org/10.11594/ijmaber.03.12.22>
- Maulida, D. S., Rahman, M. A., Handrianto, C., & Rasool, S. (2022). A Review of the Blended Learning as the Model in Improving Students' Paragraph Writing Skills. *Abjadia*, 7(1), 59–72. <https://doi.org/10.18860/abj.v7i1.15901>
- Mundriyah, M., & Parmawati, A. (2016). USING THINK-PAIR-SHARE (TPS) TO IMPROVE STUDENTS' WRITING CREATIVITY (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). *P2M STKIP Siliwangi*, 3(2), 84. <https://doi.org/10.22460/p2m.v3i2p84-91.630>
- Rezai, A., Namaziandost, E., & Rahimi, S. (2022). Developmental potential of self-assessment reports for high school students' writing skills: A qualitative study. *Teaching English as a Second Language Quarterly*, 41(2), 163–203. <https://doi.org/10.22099/TESL.2022.42670.3082>
- Sumarsono, D., & Permana, D. (2023). Contract Learning as Individualized Instructional Strategies in Improving Students' Performance in Academic Writing Courses. *Journal of Languages and Language Teaching*, 11(1), 94. <https://doi.org/10.33394/jollt.v11i1.6683>

THE ACADEMIC

Journal of English Language Education
ISSN: 2528-3677; E-ISSN: 2988-408X

Volume 9 No. 2 December 2024

- Yulianti, S., Nuraeni, S., & Parmawati, A. (2019). Improving Students' Writing Skill Using Brainswriting Strategy. *PROJECT (Professional Journal of English Education)*, 2(5), 714. <https://doi.org/10.22460/project.v2i5.p714-721>
- Zakiah Ismuwardani, Nuryatin, A., & Doyin, M. (2019). Implementation of Project Based Learning Model to Increased Creativity and Self-Reliance of Students on Poetry Writing Skills. *Journal of Primary Education*, 8(1), 51–58. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/25229>