

Improving Students' Writing Skill In *Descriptive Text* Using Youtube Videos Through Clustering Technique

Ella Zakiyyatun Niswah^{1,*}, Entika Fani Prastikawati², Salimatin Mufidah³

^{1,2}Bahasa Inggris, Pascasarjana, Universitas PGRI Semarang, Kota Semarang, 50232

³SMA Islam Sultan Agung 1 Semarang, Kota Semarang, 50242

E-mail: ellazakiyyatunniswah@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa kelas X-3 SMA Islam Sultan Agung 1 Semarang sebagai hasil dari pembelajaran bahasa Inggris dengan menggunakan video YouTube melalui teknik clustering. Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah observasi dan tes. Hasil penelitian ini menunjukkan bahwa pada siklus pertama 63% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 71. Pada siklus kedua, 100% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 85. Berdasarkan data tersebut, dapat disimpulkan bahwa penggunaan video YouTube melalui teknik clustering dapat meningkatkan keterampilan menulis siswa kelas X-3 SMA Islam Sultan Agung 1 Semarang.

Kata kunci: *keterampilan menulis, video YouTube, teknik clustering*

ABSTRACT

This research is aimed to improve the writing skill of students in class X-3 of SMA Islam Sultan Agung 1 Semarang as a result of English learning outcomes using YouTube videos through clustering technique. This research is classroom action research. This research was conducted in two cycles and each cycle consisted of planning, action, observation, and reflection. The data collection techniques in this research were observation and test. The results of this research showed that in the first cycle 63% of students met the Minimum Completion Criteria (KKM) with an average score of 71. In the second cycle, 100% of students met the Minimum Completion Criteria (KKM) with an average score of 85. Based on these data, it can be concluded that the use of YouTube videos through clustering technique can improve the writing skill of students in class X-3 of SMA Islam Sultan Agung 1 Semarang.

Keywords: *writing skill, YouTube videos, clustering technique*

1. INTRODUCTION

Language is a tool and system that people use to communicate with others by expressing meanings, ideas, and thoughts through sounds, symbols, and words. Language learning is intended to be utilized not just as knowledge but also as a tool to engage with other humans who comprehend the language. Understanding and learning the rules of the language is critical, but it is not the primary emphasis of learning. The emphasis on language learning should be on how pupils can utilize

the language in actual life, rather than just as knowledge.

English is an international language that people all over the world use to communicate with one another. English is used in practically every facet of modern life, including politics, finance, technology, education, science, and even culture. Many people all across the world use English to communicate between nations, both verbally and in writing. As a result, people as human resources are expected to be able to communicate in that language. The administration has decided to include

English as a subject in schools. It is taught from elementary school through university.

In teaching English, four skills must be mastered, namely listening, speaking, reading, and writing. "Listening and reading" were classified as receptive skills and "Speaking and Writing" were classified as productive skills. Of the four skills, writing is the most difficult ability for students to master. This can be seen not only in generating and organizing ideas but also in translating these ideas into readable text. In writing activities, patience and discipline are needed in completing the writing so that later the writing we make can be understood by the reader. Therefore, teachers as educators are required to present interesting and easy-to-understand lessons to facilitate students in the writing process. Of course, this is a challenge for teachers in the success of the teaching writing activity.

Writing becomes very significant for students because it is a necessary action in their future lives. As a result, more practice is required for pupils to develop effective writing skills. Writing is a method of communicating ideas, feelings, thoughts, and experiences to a reader in written form (Hendrawaty & Ambarwati, 2017). Writing is regarded as a tough talent for pupils since it requires abilities in the writing process as well as components of writing such as content, organization, grammar, vocabulary, mechanics (Ramalia & Nirmala, 2019).

Descriptive is one of the text types that must be learnt by Senior High School, especially 10th-grade students. According to (Amaniasih, Asrul, and Sihite, 2020) states that descriptive text is a text that describes a certain object by stating its characteristics clearly and systematically. Another definition from (Zemach and Rumisek in Tiara, 2020) descriptive text is a text that describes how someone or something looks and feels. For example, describing animals, pictures, and places. The purpose of descriptive text is to describe a particular person, place, or things (Armytasari, 2023). (Hartono in Rinawati, 2018) views that the purpose of descriptive text is to describe certain

person, place, or things in detail about how something looks.

Although descriptive texts seem simple to write, there are so many problems faced by English teachers in schools, especially in SMA Islam Sultan Agung 1 Semarang for students in class X. When teachers teach students how to write descriptive text, students always have difficulties when they are asked to write in English especially to write descriptive text. Some of the problems experienced by students are the lack of English vocabulary, not being able to think of ideas to organize sentences, not knowing what tenses should be used, students are always stuck on grammar and confused to express their ideas into paragraphs using the target language. They often feel inadequate with what the teacher explains and are below the teacher's expectation to be able to compose a descriptive text. With these reasons, the researcher as an English teacher needs interesting ways and strategies to encourage students' creativity in writing and make students happy in presenting appropriate material to be able to make the material easier to understand.

The researcher want to solve the problem by using interesting learning media to stimulate students' interest in the learning process. Utilizing media is essential in English teaching and learning as it facilitates the comprehension of the subject matter (Utami et al., 2021). Media plays a crucial role (Wahyuni & Utami, 2021) in the overall learning experience, serving as a vital element in the process. Without the incorporation of media, effective communication and the optimal progress of the learning process would be hindered (Yusuf, 2020).

In this research, the researcher used YouTube videos as media. YouTube is one of the many programs that may be utilized as a learning tool and that makes use of Internet media to communicate information. YouTube users can be of any age, ranging from young children to the very elderly. YouTube offers a variety of information that can be used by students and teachers for independent learning (Nasution, 2019). Many kids are interested in reading and learning online

since the content presented on YouTube is both interesting and diverse.

YouTube, which had 25 billion viewers worldwide in March 2019, is the second most popular website, according to Digital Information World (2019). In February 2005, three PayPal workers named Chad Hurley, Steve Chen, and Jawed Karim launched YouTube, a well-known video-sharing website. During the summer of 2006, YouTube experienced rapid growth as it emerged as one of the most rapidly expanding platforms on the Internet, with an influx of over 65,000 fresh video uploads (History et al., 2022). Unexpectedly, on October 9, 2006, YouTube reached a huge milestone. The announcement revealed that Google was set to acquire the company, with the closure scheduled for November 13th (Chien et al., 2020).

Nowadays, learning English via YouTube is a well-established practice that remains highly accessible due to its user-friendly learning process (Maziriri et al., 2020), learning English through YouTube offers the advantage of flexibility, enabling learners to engage with lessons at their convenience and in various locations (Anggraini, 2021). Furthermore, it has the potential to alleviate boredom, as YouTube offers a diverse array of high-quality English channels featuring captivating content. Additionally, its user-friendly interface allows users to effortlessly pause and replay videos as needed, enhancing the learning experience (Putra & Patmaningrum, 2018). On YouTube, students have access to a wide range of educational materials readily available on the platform. Not only is it cost-effective, but learning through YouTube can also be an enjoyable experience.

Beside use teaching media, a teacher must also use an interesting technique/method to enhance the students' writing skill. The researcher intend to overcome the problems to enhance the students' writing ability by Clustering technique. The researcher believe that Clustering technique is a good technique in conducting writing activity. By conducting a classroom action research that

implements clustering technique, it is expected that the teacher is able to improve the students' writing skill. Clustering is a technique employed during the prewriting stage of the writing learning process. Making a graphic or mapping on paper as a draft is another term for clustering. Clustering is a fantastic approach to help students generate, organize, and develop their ideas, resulting in clearer and more organised writing. The clustering technique is applicable to all types of writing. According to (Baroudy in Sari and Wahyuni, 2018) defines clustering is a grouping process that generates ideas, images, and feelings into interrelated patterns. According to (Langan in Giyang, 2015) that the clustering technique is a prewriting technique which is also known as diagramming or mapping. This technique helps students to design their ideas to be written on paper. Students can use lines, boxes, arrows, and circles to show the relationships between ideas. According to (Scarry and Scarry's in Tiara, 2020), clustering technique is a writing preparation technique that creates a brainstorming list. The subject of the description is written in the center of the page, encircled by a circle. Investigate ideas or items in greater depth before relating them to the subject. Clustering can be divided into three types: routing, webbing, and branching. In brief, clustering strategies can assist pupils in problem solving when they are having difficulty formulating ideas.

Considering the advantages of YouTube videos and Clustering technique as mentioned above, the researcher has a strong belief that using YouTube videos through Clustering technique in a classroom can improve students' writing skill. Hopefully the improvement of their writing skill will be helpful for the students' communicative competence.

Previous research conducted by Ageng Jauhar Bani Waluyo, Dewi Rochsantiningasih, Abdul Asib (2015) has conducted research that focuses on the effects of using videos through Think Pair Share (TPS) method in teaching descriptive text writing. One of the findings of the research was that the use of videos through

the TPS method could improve students' writing ability and make the writing classroom climate better compared to the conditions before the implementation of the research. Meanwhile, this research focuses on the use of YouTube videos through clustering technique to improve students' descriptive text writing ability. The difference between this research and the previous research is in the technique or method used.

Consequently, the writer conducted Classroom Action Research (CAR) to improve the writing skill of tenth-grade students at SMA Islam Sultan Agung 1 Semarang. The media was YouTube video and the technique is Clustering technique, with the hope that its implementation would lead to improved writing skill among the students.

2. METHOD

In this research, the research was conducted in SMA Islam Sultan Agung 1 Semarang. The subject of this research was the class X-3 in the academic year 2023/2024, consisting of 30 students. This research was conducted in August - September 2023. The first cycle was on August 28th 2023 and the second cycle was on September 4th 2023. The researcher chose the date since the class started to study about Descriptive text as the goal of the material for this research.

The researcher used Classroom Action Research (CAR) design from Kurt Lewin's Action Research Design in this research. Kurt Lewin's research design has four essential components: planning, action, observation, and reflection. The relationship between the four components is viewed as a feasible cycle, which is characterized as follows:

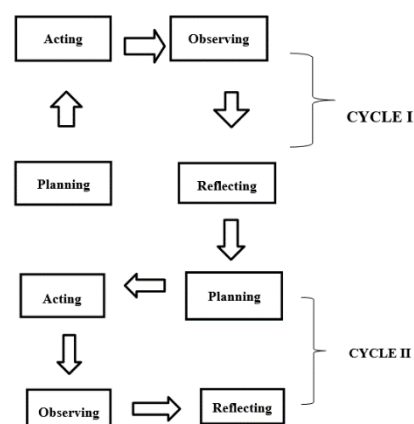


Figure 1. Kurt Lewin's Action Research Design

Classroom Action Research was employed. Within one cycle, Lewin's approach included four phases: planning, action, observation, and reflection. If the first cycle is completed but there is still an issue, it is required to go to the second cycle using the same principle as the first cycle. Those who are making planning, action, observation, and reflection.

The research instruments in this research were observation and test. The researcher directly observed the events that took place during the teaching and learning process. The aspects observed include student activeness in the learning process both individually and in groups. Below is observation assessment rubric:

| Criteria | | Score |
|----------------------------------|------------------------------|----------|
| Mastery Material | Very good at the material | 86 - 100 |
| | Mastering the material | 70 - 85 |
| | Less mastering the material | 66 - 69 |
| | Does not master the material | 56 - 65 |
| Attitude | Serious and honest | 86 - 100 |
| | Sometimes serious | 70 - 85 |
| | Less serious | 66 - 69 |
| | Not serious | 56 - 65 |
| Authenticity Idea | New idea | 86 - 100 |
| | Existing idea | 70 - 85 |
| | No idea | 56 - 69 |
| Average value from column 1 to 3 | | |

Table 1. Observation assessment rubric

The researcher used tests to examine the students' writing skill. The researcher gave tests in every cycle to find out the students' improvement and progress in their writing skill. Test in this research include:

a. Pre-test

The pre-test is conducted once at the beginning of the research to gauge students' initial writing skills before any teaching intervention begins. It provides an initial assessment of their writing abilities and serves as a baseline measurement.

b. Post-test

1) Post-test (After Cycle 1)

The first post-test is administered after Cycle 1 concludes, during which students were introduced to the use of YouTube videos along with the Clustering Technique. It measures the changes in students' writing skills after they have undergone instruction during Cycle 1, including the use of YouTube videos and the Clustering Technique. The results from this post-test provide an initial insight into the effectiveness of these teaching methods employed in the first cycle.

2) Post-test (After Cycle 2)

The second post-test is conducted after the completion of Cycle 2, where students continued to utilize YouTube videos along with the Clustering Technique. Its purpose is to measure changes in students' writing skills following their exposure to both teaching cycles, which included the use of YouTube videos and the Clustering Technique. The results from this second post-test offer a final overview of the extent of improvement in students' writing skills over the entire research period.

Students' writing will be assessed using a writing assessment rubric adapted from Brown (2007) which can be seen in the following table:

| Classification | Description | Score |
|----------------|--|-------|
| Content | • The topic is complete and clear and the details are relating to the topic. | 20 |
| | • The topic is complete and clear but the details are almost relating to the topic. | 15 |
| | • The topic is complete and clear but the details are not relating to the topic. | 10 |
| | • The topic is not clear and the details are not relating to the topic. | 5 |
| Organization | • Text is complete and each paragraph is arranged with proper connectives. | 20 |
| | • Text is almost complete and each paragraph is arranged with almost proper connectives. | 15 |
| | • Text is not complete and each paragraph is arranged with few misuse of connectives. | 10 |
| | • Text is not complete and each paragraph is arranged with misuse of connectives. | 5 |
| Grammar | • Very few grammatical or agreement inaccuracies. | 20 |
| | • Few grammatical or agreement inaccuracies but not effect on meaning. | 15 |
| | • Limited range confusing words and word forms. | 10 |
| | • Very poor knowledge or words, word forms, and not understandable. | 5 |
| Vocabulary | • Effective choice of words and word forms. | 20 |
| | • Few grammatical or agreement inaccuracies but no effect on meaning. | 15 |
| | • Limited range confusing words and word forms. | 10 |
| | • Very poor knowledge or words, word forms, and not understandable. | 5 |
| Mechanics | • It uses correct spelling, punctuation, and capitalization. | 20 |
| | • It has occasional errors of spelling, punctuation and capitalization. | 15 |
| | • It has frequent errors of spelling, punctuation and capitalization. | 10 |
| | • It is dominated by errors spelling, punctuation and capitalization. | 5 |

Table 2. Writing assessment rubric adapted from Brown (2007)

The writing assessment rubric contains five aspects, namely content, organization, grammar, vocabulary, and mechanics, where each aspect is made on a scale of 5-20.

In evaluating the results of student writing, the researcher gives the appropriate score to each aspect of the assessment based on the indicator rubric. Meanwhile, the success indicator of the research itself can be seen from the increasing number of students who get better scores from each cycle.

This research is used Classroom Action Research. The data analysis for classroom action research can be conducted using both qualitative and quantitative methods. Quantitative data is processed using descriptive presentation. The scores obtained by students were averaged to find success both individually and classically according to the predetermined targets. Qualitative data obtained from observations were classified based on aspects that were used as the focus of analysis, and then associated with quantitative data as a basis for describing the successful implementation of learning activities marked by the increasing active role of students in learning.

Quantitative data will be analyzed by calculating the average score of the pre-test and post-test. In addition, the researcher will compare the scores before and after the

implementation of the treatment. These results will then be compared to the minimum passing standard for the current semester, which is set at 70. If after the first cycle there are students who do not achieve success, the researcher will continue to the next cycle, known as cycle II. In Classroom Action Research (PTK), a minimum of two cycles are usually required. If by cycle II all students achieve success, then the research can be terminated after cycle II.

Data on writing results are taken from students' cognitive abilities by calculating the average value of learning completeness. The formula for calculating the average is as follow:

$$x = \frac{\sum x}{N}$$

Notes:

X = Mean

$\sum x$ = Total of students' score

N = Total of students

In processing data on the results of research on descriptive text writing skills, according to Anas Sudijono (2014: 43) the percentage calculation formula is as follow:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = The number of samples (total respondents)

To ensure the validity of the data obtained, researchers used triangulation. For the assessment of writing skills, researchers applied triangulation of assessment aspects, namely aspects of content, organization, grammar, vocabulary, and mechanics (punctuation, spelling, and capitalization). These five aspects were then summed up to produce the students' final score.

Important measures of achievement are needed to assess the success of the learning process and outcomes. To determine progress, data will be collected from each test by calculating the average pre-test and post-test scores. Results are

considered satisfactory if they meet the minimum writing comprehension standard for this class, which is set at a score above the KKM (70) and there is an improvement from cycle 1 to cycle 2.

3. RESULTS AND DISCUSSION

In this research, to measure the ability to write descriptive text on students, the researcher used a pre-test before being given action by using YouTube videos through clustering techniques. The pretest was conducted on August 14, 2023. Students were asked to write simple paragraphs about descriptive text, where the researcher gave five themes that could be chosen by students including Banda Neira, Karimunjawa, Bromo, Dieng, and Tangkuban Perahu. During the test, students were not allowed to use dictionaries and search for information on the internet. The purpose of the pre-test is to find out the initial ability of students about writing description text before being given action. The researcher explores the integration of YouTube videos as a dynamic learning medium to engage students, leveraging YouTube's accessibility and diverse educational content. Additionally, the Clustering technique is employed to enhance prewriting skills, aiding students in generating, organizing, and structuring their ideas. Through this research, the researcher anticipates that this combined approach will lead to improved writing skills, fostering enhanced communicative competence in English for students.

In the pre-test phase of the research, an initial assessment of students' descriptive writing skills was conducted as a baseline measure. The study involved a total of 30 students, with a defined passing grade (KKM) set at 70.

The analysis of pre-test results reveals that the majority of students, specifically 28 out of 30 (93%), did not meet the passing grade (KKM) criteria. Only 2 students out of the 30 (7%) successfully achieved a passing grade in the pre-test. These findings highlight a significant deficiency in students' descriptive writing skills prior to the implementation of the teaching interventions.

Cycle I

a. Planning

The first cycle commenced on August 21, 2023. It began with meticulous planning, wherein specific research objectives were defined. The research aimed to assess the extent to which students' writing skills in descriptive text could be improved through the integration of YouTube videos and the clustering technique. A comprehensive lesson plan was developed, encompassing the use of YouTube videos as stimuli and the clustering technique for brainstorming. Clear and measurable criteria were established to assess students' writing skills and progress. Essential materials, including the chosen YouTube video, Learning and Practice Activity (LKPD), and an assessment rubric, were prepared. To establish a baseline, an initial assessment of students' descriptive writing skills was conducted.

b. Action

The action phase of Cycle I involved the actual implementation of the planned lessons in the classroom. Students were introduced to a selected YouTube video, which served as a stimulus for the lesson. They were guided to watch and critically analyze the video. The class was then organized into small groups of 4-5 students, with each group receiving a specific descriptive text topic along with its related cinematic YouTube video. The clustering technique was introduced to students, and they engaged in collaborative brainstorming activities within their groups. Following the group activity, students were tasked with individually composing their descriptive texts.

c. Observation

Throughout Cycle I, careful observation was conducted to document student engagement, participation, and progress. Data collection methods included assessments of individual writing performance based on the predefined criteria. These assessments allowed for the measurement of improvement in students' writing skills. Additionally, issues or challenges faced by students during the individual writing process were noted.

d. Reflection

Following the completion of Cycle I, a reflective analysis was undertaken. The collected data and observations were examined to determine whether there was noticeable improvement in students' descriptive writing skills. The effectiveness of incorporating YouTube videos and the clustering technique was evaluated. Successful aspects of the lesson plan and teaching strategies were identified, as well as areas that required adjustment. Based on this analysis, informed decisions were made regarding modifications and refinements for the subsequent cycle. A plan for Cycle II was developed, taking into account the findings from Cycle I.

Following the completion of Cycle I, a post-test was administered to assess the impact of the first cycle of teaching, which incorporated YouTube videos and the clustering technique. The analysis of post-test I results is essential to evaluate the effectiveness of this initial intervention.

In the post-test I phase, there was a noticeable improvement in students' performance. Specifically, 19 out of the 30 students (63%) achieved a passing grade (KKM), representing a significant increase from the pre-test phase. However, 11 students (37%) still did not meet the passing grade, indicating that there was room for further improvement.

Cycle II

a. Planning

The second cycle commenced on August 28, 2023, building upon the lessons learned from Cycle I. Research objectives for Cycle II were defined, with a focus on investigating the impact of YouTube videos with audio and English subtitles on students' descriptive writing skills using the clustering technique. The lesson plan from Cycle I was reviewed and modified to incorporate these new elements. Clear criteria for assessing writing skills and improvements were established, utilizing the baseline data collected in Cycle I. Materials, including YouTube videos with audio and subtitles, LKPD, and an assessment rubric, were prepared.

b. Action

Cycle II began with the implementation of the revised lesson plan, which incorporated YouTube videos with audio and English subtitles as stimuli. Students were guided to watch these videos critically and take notes on important information. Small group clustering activities were organized, with each group assigned a specific descriptive text topic and its corresponding YouTube video with audio and subtitles. Students engaged in collaborative brainstorming, utilizing the clustering technique. To facilitate the process, students had access to the YouTube videos throughout their brainstorming and writing. After the group clustering activity, students worked individually to compose their descriptive texts, focusing on the same theme as Cycle I.

c. Observation

In Cycle II, data collection included examination of students' test results, continued observation of students' activities in each session, and evaluation of findings to determine the next steps.

d. Reflection

After Cycle II ended, a thorough analysis of the results was conducted. The success criteria were assessed to determine if they had been met. In this case, since the results met the minimum criteria, the research was not continued to the next cycle and ended at Cycle II. This reflective analysis formed the basis of the final conclusions of the study.

Cycle II of the research introduced additional teaching elements, including YouTube videos with audio and English subtitles, as part of the instructional approach. The post-test II was conducted to assess the cumulative impact of these modifications on students' descriptive writing skills.

The analysis of post-test II results is particularly significant, as it demonstrates the overall effectiveness of the research interventions. Encouragingly, the results indicate that all 30 students successfully achieved the passing grade (KKM) in this phase. This achievement suggests that the combined treatments applied in both cycles

were effective in enhancing students' descriptive writing skills to the desired level.

Comparison Results between Pre-test, Post-test I and Post-test II

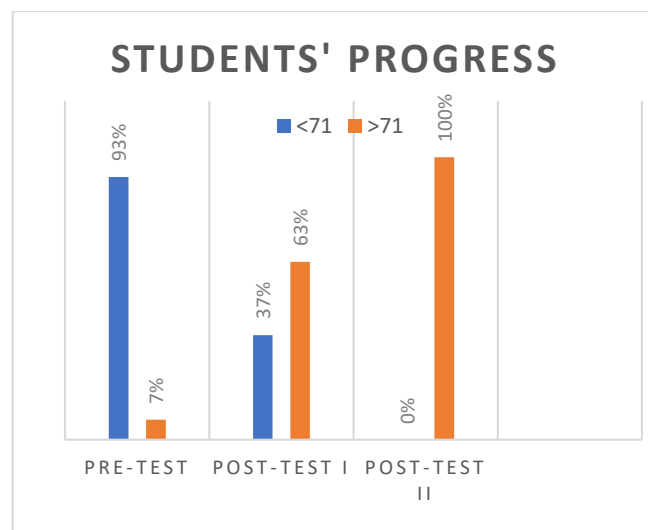


Figure 2. Students' Progress Diagram

In conclusion, the research interventions aimed at improving students' descriptive writing skills yielded substantial improvements. The analysis of the pre-test, post-test I, and post-test II results clearly demonstrates the effectiveness of integrating YouTube videos and the clustering technique into the teaching process.

Notably, the percentage of students meeting the passing grade (KKM) increased significantly, from just 7% in the pre-test to 63% in post-test I, and ultimately, 100% in post-test II. These findings emphasize the positive impact of innovative teaching methods and multimedia resources on students' writing skills.

The research successfully demonstrates that the treatments applied in both cycles were highly effective in achieving the intended learning outcomes. The results affirm the importance of adopting modern and multimedia-enhanced teaching strategies in language learning contexts. These findings can serve as a strong foundation for future educational practices and underscore the potential for similar

teaching approaches in enhancing students' language proficiency.

4. CONCLUSION

In conclusion, this research aimed to enhance students' descriptive writing skills through the integration of innovative teaching methods, namely YouTube videos and the clustering technique. The study spanned two cycles and yielded the following key conclusions, supported by empirical data:

The findings clearly demonstrate a significant improvement in students' descriptive writing skills compared to their initial performance. In the pre-test, a substantial 93% of students failed to meet the passing grade (KKM), with only 7% successfully achieving it. However, following the introduction of multimedia resources, particularly YouTube videos, and the implementation of the clustering technique, the post-test I results indicated a noteworthy shift. Here, 63% of students successfully met the KKM, signifying substantial progress.

The clustering technique emerged as a valuable tool throughout the research, facilitating effective brainstorming and organization of students' ideas. This technique played a crucial role in elevating their writing skills.

Perhaps most importantly, the research revealed the cumulative impact of these interventions. By the conclusion of post-test II, an astounding 100% of students achieved the passing grade (KKM). This conclusive data showcases the transformative potential of these teaching methods, reaffirming their efficacy in enhancing language learning outcomes.

REFERENCES

- Angraini, A. (2021). Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research. *Scope : Journal of English Language Teaching*, 5(2), 57. <https://doi.org/10.30998/scope.v5i2.8406>
- Armytasari, I. K. (2023). The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text (A Case of The Seventh Grade Students of SMP Negeri 1 Kragan Rembang). *Wawasan Pendidikan*, 3(1), 110–121. <https://doi.org/10.26877/wp.v3i1.10577>
- Chien, C., Huang, Y., & Huang, P. (2020). YouTube Videos on EFL College Students' Listening Comprehension. *English Language Teaching*, 13(6), 96. <https://doi.org/10.5539/elt.v13n6p96>
- Hendrawaty, N., & Ambarwati, N. (2017). Using Clustering Technique Towards Students' Writing Skill in Recount Text. *Deiksis*, 9(03), 350. <https://doi.org/10.30998/deiksis.v9i03.1843>
- History, A., Hardianti, S., & Saosang, A. (2022). BEE JOURNAL USING YOUTUBE TO IMPROVE STUDENTS' WRITING ABILITY. In *BEEJ* (Vol. 3, Issue 1). www.youtube.com,
- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). c, 2020-Apr. *International Journal of Instruction*, 13(2), 119–138. <https://eric.ed.gov/?id=EJ1249144>
- Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 29–33. <https://doi.org/10.31849/utamax.v1i1.2788>
- Putra, A., & Patmaningrum, D. A. (2018). Pengaruh Youtube di Smartphone Terhadap Perkembangan Kemampuan Komunikasi Interpersonal Anak. *Jurnal Penelitian Komunikasi*, 21(2), 159–172. <https://doi.org/10.20422/jpk.v21i2.589>
- Ramalia, T., & Nirmala, N. (2019). Using Clustering Technique in Teaching Writing. *Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 28, 19–23.
- Utami, A. R., Oktaviani, L., & Emaliana, I. (2021). The Use of Video for Distance Learning During Covid-19 Pandemic:

Students' Voice. *Jet Adi Buana*, 6(02), 153–161.

<https://doi.org/10.36456/jet.v6.n02.2021.4047>

Wahyuni, A., & Utami, A. R. (2021). The Use of Youtube in Encouraging Speaking Skill. *Pustakailmu.Id*, 7(3), 1–9.

Yusuf, R. (2020). Teaching EFL Students Using Selected Media: Offline Video Taken From YouTube. *Utamax : Journal of Ultimate Research and Trends in Education*, 2(1), 29–33. <https://doi.org/10.31849/utamax.v2i1.2909>