



THE INFLUENCE OF THE YOUTUBE CHANNEL “INDONESIA FAIRY TALES” ON THE FANTASY STORY WRITING SKILLS OF GRADE VII STUDENTS OF SMP MUHAMMADIYAH 31 JAKARTA

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ABSTRACT

This study aims to determine the effect of using the YouTube channel "Indonesia Fairy Tales" on the fantasy story text writing skills of seventh grade students of SMP Muhammadiyah 31 Jakarta. The method used is an experiment with a Pretest-Posttest Control Group Design. The sample was selected using simple random sampling, namely class VII-C as the experimental class and VII-D as the control class. The results of the initial and final tests showed an increase in both classes, but the increase in the experimental class was more significant (from 65 to 82), compared to the control class (from 61 to 74). The normality test with Kolmogorov-Smirnov showed that all data were normally distributed (sig. > 0.05). The homogeneity test showed that the variance between groups was homogeneous (sig. 0.121 and 0.105). The results of the hypothesis test using the t-test showed a significant difference between the experimental class and the control class (Sig. 2-tailed = 0.000 < 0.05). Thus, the use of the YouTube channel "Indonesia Fairy Tales" has been proven effective in improving students' fantasy story text writing skills, and can be used as an alternative learning medium in Indonesian language learning.

Keywords: *YouTube, Indonesian Fairy Tales, Writing Skills, Fantasy Stories, Junior High School Students.*

INTRODUCTION

Writing is one of the skills included in Indonesian language learning, alongside listening, speaking, and reading (Aziezah, 2022). Writing can also be understood as the process of conveying thoughts, feelings, and imagination in meaningful symbols or written form (Dalman, 2016). This skill requires not only language proficiency but also the ability to think critically and creatively in organizing ideas.

In the Independent Curriculum, Indonesian language learning uses a genre pedagogical approach or text-based learning (Kemendikbudristek, 2024). Writing skills are part of the learning outcomes, divided into several phases. In phase D, students are guided to express their writing based on facts, experiences, and imagination in an engaging manner, using literary works with creative vocabulary. One type of text studied in this phase is fantasy stories. Fantasy stories are narrative texts that feature characters, plots, and settings whose truth cannot be fully proven logically, as they contain elements of imagination and fantasy (Nurgiyantoro, 2017).

However, based on the results of observations and interviews with Indonesian language teachers in class VII of Muhammadiyah 31 Jakarta Middle School, it was found that students' fantasy story writing skills were still low. Several factors that influenced

this condition included: (1) low student enthusiasm for fantasy story material, so that their understanding of the intrinsic elements, structure, and language of the text was not optimal; (2) students' difficulties in developing story ideas based on the structure and elements that form the text; and (3) the lack of use of interesting and contextual learning media. These three factors indicate the need to utilize learning media that can trigger students' interest in learning and facilitate understanding of the material.

One solution that teachers can use is the use of audiovisual media in writing learning (Indriani, 2019). Asyhar in (Rozak & Juwanda, 2020) stated that audiovisual media is a medium that combines sound and image elements, making it easier for students to understand material visually and auditorily simultaneously. In learning to write fantasy story texts, this media is considered effective because it can help students imagine the plot, characters, and setting of the story in a concrete way (Rozak & Juwanda, 2020). One form of audiovisual media that is easily accessible and free and rich in educational content is YouTube. As a video-sharing platform, YouTube offers a wealth of audiovisual content that can be accessed for free and used as a learning tool.

One YouTube channel with potential for use in teaching fantasy narrative texts is Indonesia Fairy Tales. This channel presents fantasy stories and fairy tales in engaging animated form, aligning with the structure and building blocks of fantasy texts taught in schools. Previous research has also shown that using YouTube has a positive impact on students' writing skills. For example, (Sobri et al., 2022) found that YouTube can improve motivation and learning outcomes in short story writing. Another study by (Indria Rani et al., 2024) showed that YouTube video media influences anecdotal writing skills, while (Aprilia & Winarti, 2024) found a significant effect on drama script writing skills. Based on this background, the problem formulation in this study is: Is there an influence of the use of the YouTube channel "Indonesia Fairy Tales" on the fantasy story text writing skills of seventh grade students of Muhammadiyah 31 Middle School Jakarta? The purpose of this study is to determine the influence of the use of the YouTube channel "Indonesia Fairy Tales" on the fantasy story text writing skills of seventh grade students of Muhammadiyah 31 Middle School Jakarta.

METHOD

This study used a quantitative approach with the true experiment method, as it allows researchers to control all external variables that could influence the course of the experiment, thereby increasing the validity of the results. The research design used was a pretest-posttest control group design, involving two groups: an experimental group and a control group.

The population in this study was all seventh-grade students of SMP Muhammadiyah 31 Jakarta in the 2024/2025 academic year, consisting of four classes. Of these, the researcher selected two classes as research samples using a simple random sampling technique. Class VII-C was designated as the experimental class, receiving treatment in the form of learning using the YouTube channel "Indonesia Fairy Tales," while class VII-D was designated as the control class, which did not receive this treatment and continued using conventional learning methods.

The data collection instrument used in this study was a written test in the form of a fantasy story writing assignment. The test was administered twice: before the treatment was administered (pretest) and after the treatment was completed (posttest). The pretest was used to measure students' initial ability to write fantasy stories, while the posttest was



used to determine the development of writing skills after the treatment. The treatment was only given to the experimental class.

Data analysis techniques in the initial test included normality and homogeneity tests to determine whether the data from both groups had a normal distribution and homogeneous variance. Data analysis in the final test included normality tests, homogeneity tests, and hypothesis testing. Hypothesis testing was conducted to determine whether there was a significant difference between the average scores of the experimental and control classes. The entire data analysis process was carried out using SPSS version 25 software.

RESULTS AND DISCUSSION

This study aims to determine the effect of using the Indonesian Fairy Tales YouTube channel on the fantasy story writing skills of seventh-grade students at Muhammadiyah 31 Middle School, Jakarta. This study used a quasi-experimental method with a non-equivalent control group design. There were two classes involved: the experimental class that received treatment using the YouTube channel as a learning medium and the control class that did not receive the treatment.

After conducting a pretest and posttest on both groups, the average score data for fantasy story writing skills was obtained as follows:

Group	N	Pretest (Mean ± SD)	Posttest (Mean ± SD)
Experiment	30	65 ± 8,08	82 ± 5,97
Control	30	61 ± 7,17	74 ± 5,57

The data in the table above shows that the experimental group had an average pretest score of 65, while the control group had an average pretest score of 61. However, after the treatment, there was a significant increase in the posttest score of the experimental group (82) compared to the control group (74). This increase indicates the influence of the treatment given.

To determine the significance of the difference, a paired sample t-test and an independent sample t-test were conducted. The results of the paired sample t-test showed a significant difference between the pretest and posttest scores in the experimental group with a significance value (Sig. 2-tailed) of $0.000 < 0.05$. A similar result was found in the control group with a significance value of $0.000 < 0.05$, although the increase was not as significant as in the experimental group.

Next, an independent sample t-test was conducted to compare the posttest scores between the experimental and control groups. The test results showed a significance value (Sig. 2-tailed) of $0.000 < 0.05$, indicating a significant difference between the two groups after treatment.

These results indicate that the use of the Indonesian Fairy Tales YouTube channel significantly improves students' fantasy story writing skills. This is in line with research by (Indriani, 2019) which states that audiovisual media can facilitate students' imagination in writing because it combines visual, sound, and story elements that stimulate creative thinking. Furthermore, research by (Rozak & Juwanda, 2020) also shows that the use of digital-based media, such as video stories, can increase students' interest and ability in writing narrative texts.

The Indonesian Fairy Tales channel provides complete story visualizations with narration, character illustrations, settings, and conflicts, enabling students to understand

the story's structure contextually. This supports the opinion (Setiadi et al., 2019) which asserts that contextual learning media can accelerate the process of internalizing story structure and elements in students' minds. When students see visual representations of story elements such as characters, settings, and conflicts, they more easily reproduce these elements in written form.

However, these results are not without research limitations, such as the limited treatment time and variations in student learning motivation, which may have influenced the results. Therefore, further research with a longer timeframe and using similar media and different approaches is recommended to obtain more in-depth results.

CONCLUSION

Based on the research results, it can be concluded that the use of the YouTube channel "Indonesia Fairy Tales" has a positive effect on improving the fantasy story text writing skills of seventh-grade students at SMP Muhammadiyah 31 Jakarta. This is evidenced by a significant difference between the pre-test and post-test scores of students in the experimental class compared to the control class. Watching fantasy story videos from the channel can help students understand text structure, enrich their imagination, and improve the use of appropriate linguistic elements in writing fantasy stories.

Engaging and contextual audiovisual media such as YouTube have proven to be an effective alternative learning medium for improving students' writing skills, particularly in writing fantasy narratives. These findings support previous research on the effectiveness of digital media in literacy learning and suggest that teachers can utilize popular media favored by students to support the achievement of Indonesian language learning objectives.

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