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## The Effectiveness of YouTube-Based Folk Story Video Learning Media to Improve Learning Outcomes in Writing Drama Texts Among Grade XI Students of SMK EKATAMA Pekanbaru

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**Abstract:** This study aims to examine the effectiveness of instructional media based on folk tale videos in improving students' learning outcomes in drama script writing skills among 11th-grade students at SMA EKATAMA. Writing drama scripts is often a challenging task for students, as it requires an understanding of dramatic structure, character development, and a coherent and engaging plot. Engaging and contextual learning media are needed to help students overcome these difficulties. The research employed a quasi-experimental method with a quantitative approach. Data were collected through written tests administered before and after the treatment (pre-test and post-test), as well as through classroom observation. The results indicate that the use of YouTube-based folk tale videos significantly enhances students' performance in writing drama scripts compared to conventional teaching methods.

**Keywords:** Instructional Media, Youtube, Drama Script Writing, Learning Outcomes, Senior High School.

### INTRODUCTION

Writing is one of the fundamental skills in learning the Indonesian language, playing a significant role in developing students' critical and creative thinking abilities. One form of writing skill taught at the senior high school or vocational school level (SMA/SMK) is writing drama texts, which are scripts intended for performance and contain elements such as characters, dialogue, conflict, and a clear storyline.

However, in practice, many students face difficulties in writing drama texts. This is caused by several factors, including a lack of imagination in creating conflicts and characters, unfamiliarity with the structure of drama texts, and low student interest in exploring creative forms of writing. Conventional teaching methods, which are still dominated by lectures, are also considered less effective in inspiring students to write creatively and originally.

To improve students' writing skills, the use of video-based learning media—especially those available through the YouTube platform—has become a relevant and potential alternative. Videos presented on YouTube offer advantages in terms of material visualization,

thus supporting deeper student understanding, particularly in learning to write news texts. Additionally, the high accessibility of videos allows students to access and review learning materials outside of formal class hours, which ultimately enhances both the effectiveness and efficiency of the overall learning process.

The Discovery Learning model in teaching drama text writing using folk story-based videos from YouTube functions as a constructivist approach that encourages students to learn through direct experience, observation, and exploration. As such, video media not only serve as visual aids but also become active learning resources that enable students to construct their own understanding of drama texts.

As a solution to these challenges, there is a need for instructional media that can stimulate students' imagination and provide concrete examples in developing drama scripts. One promising alternative is the use of folk story-based video learning media. Folk stories are rich in cultural heritage and moral values and offer strong characters and plots, making them easy to adapt into drama scripts. The use of video in delivering folk stories not only helps students comprehend the content both visually and auditorily but also increases their interest and participation in the learning process.

The researcher identified several previous studies relevant to this research. The first study, titled *The Effectiveness of the CORE Learning Model Assisted by YouTube Media in Writing News Texts*, was conducted by Siti Nurjanah et al. and published in *Jurnal Educatio*, Vol. 10, No. 3, 2024, pp. 965–977. This study aimed to determine the effectiveness of using the CORE (Connecting, Organizing, Reflecting, Extending) learning model to improve news writing skills.

The second relevant study, titled *The Application of YouTube Media in Learning to Improve High School Students' Literacy in Explanatory Texts*, was conducted by Ervin Nurfadilla et al. and published in *WIDYANTARA*, Volume 2, Number 2, December 2024, pp. 184–192. This study aimed to improve literacy skills by applying YouTube media in teaching explanatory text writing to Grade XI.I students at SMAN 9 Cirebon.

Therefore, this research aims to examine how effective folk story-based video media is in improving students' ability to write drama texts, particularly for Grade XI students at SMK EKATAMA.

## **METHODS**

This research was conducted on Thursday, May 22, 2025, at SMK EKATAMA Pekanbaru, Riau Province. The study employed a quantitative method using a quasi-experimental design approach. The research subjects were Grade XI students of SMK EKATAMA, divided into two groups: the experimental group, which received instruction using folk story-based video media, and the control group, which received instruction through conventional (lecture-based) methods.

The research instruments consisted of a written test, used to measure students' ability to write drama texts before and after the learning process, and an observation sheet used to monitor student activity during the lessons. Data analysis was conducted by comparing the pre-test and post-test results of both groups and calculating the significance of improvement using statistical testing (t-test).

## **RESULT AND DISCUSSION**

This study aimed to determine the effectiveness of YouTube-based folk story instructional media in improving student learning outcomes. Based on the data analysis using the t-test with the help of SPSS software, it was found that there was a significant difference in learning outcomes between students in the experimental class, which used YouTube folk story media, and those in the control class, which used conventional teaching methods. The

analysis showed that the use of YouTube folk story videos had a positive effect on improving students' learning outcomes in drama writing skills.

**Table 1.** Pre-Test Scores of the Experimental Class (Grade XI A Culinary Arts, SMK EKATAMA Pekanbaru)

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Retest	30	60	100	73.67	11.885
Valid N (listwise)	30				

The total number of participants (N) was 30 students, indicating that all data were complete and valid. The average (mean) pre-test score was 73.67, meaning that, in general, students' initial ability to write drama texts was still below the Minimum Competency Criteria (KKM), which is 78. This shows that most students had not yet achieved the learning mastery standard before the treatment. The minimum score was 60 and the maximum was 100, indicating a wide variation in students' initial abilities. The standard deviation was 11.885, suggesting a fairly wide distribution of scores, meaning there were significant differences in ability among students in this group.

Before the implementation of YouTube folk story-based learning media, students' learning outcomes in writing drama texts showed an average score of 73.67, which was still below the KKM. Furthermore, there was considerable score variation (SD = 11.885), indicating uneven student abilities.

After applying the folk story video-based learning media, the learning outcomes showed a significant change, as follows:

**Table 2.** Post-Test Scores of the Experimental Class (Grade XI A Culinary Arts, SMK EKATAMA Pekanbaru)

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	60	100	86.33	12.452
Valid N (listwise)	30				

The number of participants (N) remained 30 students, meaning all students stayed involved until the end of the study. The mean post-test score was 86.33, which exceeded the KKM of 78. This demonstrates a significant improvement compared to the previous pre-test average of 73.67. The minimum score remained at 60 and the maximum at 100, showing that although score variation still existed, more students achieved high scores. The standard deviation was 12.452, indicating that while score distribution still existed, it tended to cluster around a higher average compared to the pre-test.

After the treatment using YouTube-based folk story videos, students' average learning outcomes increased to 86.33. This indicates that most students exceeded the KKM threshold and showed significant performance improvement compared to the pre-test average (73.67).

Thus, it can be concluded that the use of YouTube folk story video-based instructional media is proven effective in improving drama text writing learning outcomes, as seen from the 12.66-point increase from pre-test to post-test. When tested using a paired t-test and the Sig. value is < 0.05, this improvement is statistically significant.

This also indicates a significant difference compared to learning outcomes achieved through the conventional (lecture) method. The researcher used Grade XI B Culinary Arts as the control class. The results are shown below:

**Table 3.** Pre-Test Scores of the Control Class (Grade XI B Culinary Arts, SMK EKATAMA Pekanbaru)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre test	31	60	100	72.58	10.636
Valid N (listwise)	31				

The sample consisted of 31 students who took the pre-test, indicating that all student data were completely and validly recorded. The average (mean) pre-test score was 72.58, showing that students' initial ability was generally slightly below the KKM of 78. Thus, many students had not met the mastery standard in writing drama texts before the teaching intervention. The minimum and maximum scores ranged from 60 to 100, showing a broad range of student abilities in this class. Some students already performed well, while others were far from ideal scores. The standard deviation was 10.636, indicating a considerable spread in scores among students. This means that student abilities before instruction were not evenly distributed some were already proficient while others were lacking.

In general, the pre-test results of the control class showed that students' initial ability in writing drama texts varied and was slightly below the KKM standard. This serves as an important comparison to assess the degree of improvement after conventional instruction and how it compares with the experimental class.

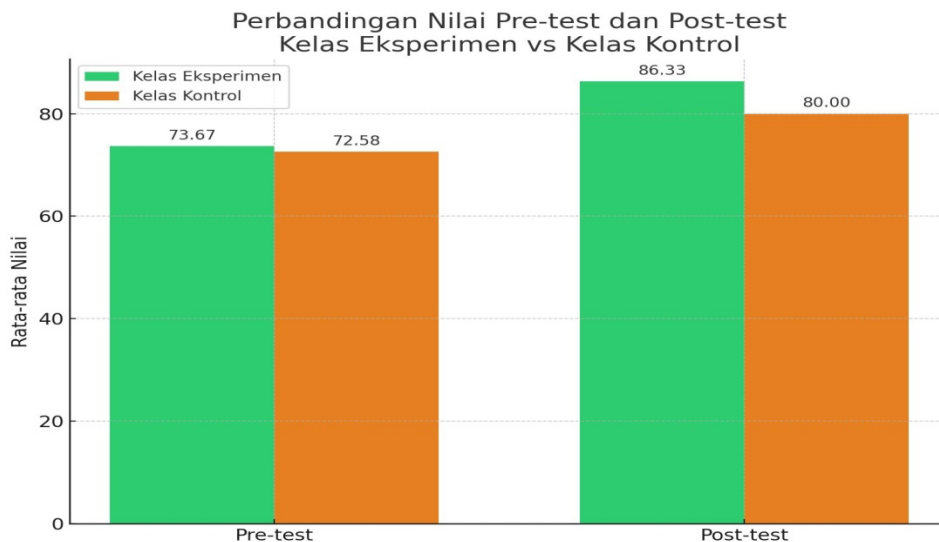
After the application of conventional (lecture-based) learning, the post-test results of Grade XI B Culinary Arts as the control class were as follows:

**Table 4.** Post-Test Scores of the Control Class (Grade XI B Culinary Arts, SMK EKATAMA Pekanbaru)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POST_TEST	31	60	100	80.00	13.904
Valid N (listwise)	31				

The number of students who took the post-test remained at 31, the same as the pre-test. This indicates that all students continued participating through the end of the instruction. The average post-test score was 80.00, which exceeded the KKM of 78. This indicates improvement in student learning outcomes after conventional teaching. The lowest score remained at 60, and the highest was 100, showing that the range of abilities remained broad. However, many students managed to achieve high scores. The standard deviation was 13.904, reflecting a large variation or spread in scores. This means that despite the relatively high average, there were still noticeable differences between low- and high-performing students.

There was an increase of 7.42 points in the average score, from 72.58 to 80.00. This indicates that conventional instruction can also improve student learning outcomes, although the improvement was likely not as significant as that observed in the experimental class using YouTube-based folk story videos.



**Figure 1.** Comparison of Pre-Test and Post-Test Scores: Experimental vs. Control Class

The following graph compares the average pre-test and post-test scores between the experimental and control classes. The Experimental Class improved from 73.67 to 86.33. The Control Class also improved from 72.58 to 80.00.

This graph illustrates that both classes experienced learning improvement. However, the experimental class showed a greater increase, indicating the effectiveness of the YouTube-based folk story video learning media.

## CONCLUSION

Based on the research findings, it can be concluded that the use of folk story video-based instructional media has proven effective in improving the learning outcomes of Grade XI students in writing drama texts. This is evidenced by the increase in the experimental class's average post-test score from 73.67 to 86.33, which is higher than the control class, which only increased from 72.58 to 80.00. This difference in improvement indicates that students who learned with the aid of videos found it easier to understand the structure and content of drama texts and were more motivated during the learning process. Therefore, folk story video media can serve as an innovative learning alternative that supports the optimal achievement of student competencies.

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