



Implementation of YouTube-Assisted Narrative Writing Instruction Based on *Tegalan* Stories to Enhance Literacy

Syamsul Anwar^{1*}, Lutfhizien Ibra Mufti²

¹²Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Pancasakti Tegal, Jawa Tengah, Indonesia

*E-mail : syamsulanwar590@gmail.com

ABSTRACT

This study aims to improve students' literacy skills through the implementation of narrative writing instruction based on *Tegalan* stories, supported by YouTube media. The research method employed was Classroom Action Research (CAR) conducted over two cycles. The subjects were eighth-grade junior high school students. The study population consisted of all eighth-grade students at SMP Negeri 5 Tegal City. A purposive sampling technique was used to select the sample: a single class of approximately 30 students with relatively homogeneous writing ability characteristics. Data collection techniques included observation, writing tests, questionnaires, and documentation. Writing tests were used to measure students' literacy skills before (pre-test) and after (post-test) instruction. Observation was used to monitor student activities during the learning process. Questionnaires were used to assess student responses and motivation regarding the implemented instruction. Documentation consisted of students' written work and records of learning activities. Data analysis involved quantitative analysis—calculating average pre-test and post-test scores and score improvements—as well as descriptive analysis to describe student activities and responses during instruction. The results indicate an improvement in students' narrative writing skills from Cycle I to Cycle II. The use of *Tegalan* stories and YouTube media proved effective in enhancing students' motivation and literacy skills. Teachers are encouraged to creatively utilize the local environment and digital media in their instruction. Future research could extend this method to other text types or different educational levels.

Keywords: YouTube-assisted, narrative writing instruction, *Tegalan* stories, literacy

INTRODUCTION

Literacy is a crucial competency for students in the modern era. However, many junior high school students still struggle with writing, particularly narrative writing. This difficulty stems from a lack of ideas, limited contextual experience, and the use of unengaging teaching methods.

Literacy—specifically writing proficiency—is a vital competency for 21st-century students. It extends beyond the mechanical ability to read and write, encompassing the capacity to comprehend, process, and express ideas logically, systematically, and creatively. One form of writing taught in

schools is narrative writing, which requires students to develop ideas into a cohesive story while attending to plot, characters, setting, and effective language use. In reality, however, students' narrative writing skills remain low; they often struggle to generate ideas, develop plotlines, and articulate their thoughts in a coherent and engaging manner. These issues are linked to teaching processes that remain largely conventional. Teachers frequently assign writing tasks without the support of engaging, contextual strategies, media, or learning resources. Consequently, students lack motivation

Submitted
07/09/2026

Accepted
16/09/2026

Published
25/09/2026

Citation	Anwar, S., & Mufti, L. I. (2026). Implementation of YouTube-Assisted Narrative Writing Instruction Based on <i>Tegalan</i> Stories to Enhance Literacy. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 5, September 2026, 4297-4302. DOI: https://doi.org/10.55909/jpbs.v5i5.1855
----------	---

Publisher
Raja Zulkarnain Education Foundation

and struggle to grasp narrative writing concepts in depth. Therefore, instructional innovations are needed to integrate learning experiences that are meaningful, engaging, and relevant to students' lives.

One viable approach is narrative writing instruction based on local stories—specifically those from Tegal. As a form of local wisdom, Tegal stories embody cultural, social, and moral values ??relevant to students' lives. Utilizing local stories can help students better understand narrative structures, as the tales resonate with their own environments and experiences. Furthermore, using local stories helps instill character values and fosters an appreciation for regional culture.

In today's digital era, the use of technology is also a key factor in enhancing the quality of instruction. YouTube, an audiovisual-based platform, is one such medium that can be utilized. YouTube enables storytelling through engaging visual and audio formats, thereby stimulating students' imagination and creativity. By watching videos of Tegal stories on YouTube, students can more easily grasp narrative elements—such as plot, characters, and setting—which can subsequently serve as inspiration for their own writing. Utilizing this medium can also boost student motivation by making the learning process more varied and dynamic rather than monotonous.

By integrating instruction based on Tegal stories with the use of YouTube, it is hoped that students will not only improve their narrative writing skills but also develop their overall literacy capabilities. This approach combines local wisdom with modern technology, creating a learning experience that is contextual, innovative, and meaningful. Consequently, examining the implementation of YouTube-assisted narrative writing instruction based on Tegal stories is crucial for enhancing student literacy and developing a learning model that is both effective and relevant to contemporary needs.

One viable solution is to implement narrative writing instruction based on Tegal stories in conjunction with YouTube. As a component of local culture, Tegal stories offer authentic experiences that resonate with students' lives, while YouTube provides engaging visuals that help boost learning motivation.

This study employs the Classroom Action Research (CAR) method, consisting of two cycles, each comprising the stages of planning, implementation, observation, and reflection. The research subjects were 30 eighth-grade SMP negeri 5 Tegaala students. Research instruments included student activity observation sheets, a narrative writing ability test, and documentation of learning activities. Data analysis techniques used in this study were both quantitative and qualitative descriptive methods.

Research instruments are tools used to collect data relevant to the research objectives. Two main types of instruments were used in this study: tests and observation sheets.

First, narrative writing test specifications involve assessment aspect, indicator, and score (Budiaji, 2013; Razak et al., 2020; Simamora, 2022; Harpe, 2015).

Content/Ideas	Relevance of content to the theme, completeness of ideas	1-4
Narrative structure	Completeness of orientation, complication, and resolution	1-4
Plot coherence and cohesion of the story	Language Use, Accuracy of language, diction, and sentence structure	1-4
Creativity	Uniqueness and imaginative quality	1-4

Second, assessment rubric (scale 1–4)

- 1) Score 4: Excellent (complete, coherent, creative, effective language)
- 2) Score 3: Good (reasonably complete and coherent)



- 3) Score 2: Fair (lacking coherence, limited ideas)
- 4) Score 1: Poor (incoherent, numerous errors)

A test instrument was used to collect data. The development of the test instrument was carried out through the following stages:

1. determining the test objective: to measure students' narrative writing ability.
2. drafting the test specifications based on basic competencies and learning indicators.
3. determining the test format: a performance test (narrative writing).
4. drafting the task: instructions to write a narrative based on a YouTube video of a Tegal story.
5. developing an assessment rubric: to evaluate students' written work objectively.
6. Content validity testing, conducted via expert judgment (expert lecturers/teachers).
7. instrument pilot testing, to assess the clarity of instructions and the level of difficulty.
8. instrument revision, based on pilot test results and expert feedback.

In addition to test instruments, non-test instruments—specifically observation guidelines—were also used. Observation is used to gather data on student activities and the learning process during the implementation of the method.

The aspects observed (each rated on a scale of 1–4) are: attention, participation, engagement, enthusiasm, and independent work. First, attention (students pay attention to the YouTube presentation). Second, participation (students actively ask or answer questions). Third, engagement (students are involved in writing activities). Fourth, enthusiasm (students demonstrate interest and spirit). Fifth, independent work (students complete tasks well).

Observation Assessment Criteria

- 1) Score 4: Highly active
- 2) Score 3: Active

- 3) Score 2: Moderately active

- 4) Score 1: Less active

The aspects observed (each rated on a scale of 1–4) are: attention, participation, engagement, enthusiasm, and independent work. First, attention (students pay attention to the YouTube presentation). Second, participation (students actively ask or answer questions). Third, engagement (students are involved in writing activities). Fourth, enthusiasm (students demonstrate interest and spirit). Fifth, independent work (students complete tasks well).

The assessment employs the mode principle because the data is based on a 1–4 scale.

RESULTS

In Cycle I, instruction involved introducing Tegal stories and showing YouTube videos depicting life in Tegal. The results indicated that while some students began to demonstrate the ability to write narratives, there were still shortcomings regarding plot development and language usage. The students achieved an average score of 70, with a learning mastery rate of 65%. In Cycle II, improvements were implemented through more intensive guidance, a wider variety of sample texts, and group discussions. The results showed significant improvement, with the average score rising to 82 and the learning mastery rate reaching 85%. Students also appeared more active and enthusiastic during the lessons.

1. Student Activity Observation Results

Observations of student activity were conducted across two cycles during the YouTube-assisted narrative writing lessons based on Tegal stories. The aspects observed included student attention, participation, active engagement in discussions, and diligence in writing.

1.1 Cycle I Observation Results

First, the aspect of paying attention to the teacher's explanation. The mode for this aspect is 3, falling into the "active" category.

Second, the aspect of enthusiasm in watching YouTube videos. The mode for this aspect is also 3, falling into the "active" category.

Third, the aspect of participation in discussions. The mode for this aspect is 2, falling into the "moderately active" category.

Fourth, the aspect of expressing opinions. The mode for this aspect is also 2, falling into the "moderately active" category.

Fifth, the aspect of earnestness in writing. The mode for this aspect is "active."

Based on the description above, the mode of student activity during learning in Cycle I is "active."

1.2 Cycle II Observation Results

First, the aspect of paying attention to the teacher's explanation. The mode for this aspect is 4, falling into the "very active" category.

Second, the aspect of enthusiasm in watching YouTube videos. The mode for this aspect is also 4, falling into the "very active" category.

Third, the aspect of participation in discussions. The mode for this aspect is 3, falling into the "active" category.

Fourth, the aspect of expressing opinions. The mode for this aspect is also 3, falling into the "active" category.

Fifth, the aspect of earnestness in writing. The mode for this aspect is "very active."

Based on the description above, the mode of student activity during learning in Cycle II is "very active."

DISCUSSION

Implementing instruction based on *tegalan* (dry-field farming) stories provides a contextual experience that makes it easier for students to generate story ideas. Furthermore, the use of YouTube helps students grasp the situations and settings of the stories in a more concrete way.

Combining these two approaches has proven effective in enhancing both narrative writing skills and student learning motivation. This aligns with

contextual learning theory, which emphasizes the importance of linking learning materials to students' real-life experiences.

The improvement in literacy observed in the study is not measured solely by final writing scores but encompasses various aspects of literacy skills that developed throughout the learning process. Specifically, these improvements can be described as follows:

Reading Literacy

Students became better at comprehending the content of the YouTube videos and the *tegalan* stories presented. They were able to identify key elements such as characters, settings, and plotlines. This was evident in their improved ability to answer questions and discuss the story content.

Writing Literacy

The most significant improvements were observed in narrative writing skills, including:

- 1) Story ideas became clearer and more relevant to the theme
- 2) Narrative structure (beginning–middle–end) became more coherent
- 3) Vocabulary usage became more varied
- 4) Spelling and punctuation errors decreased
- 5) Writing became more extensive and well-developed

Digital Literacy

Through the use of YouTube, students learned to process information from audiovisual media. They were able to interpret images, sounds, and video sequences and translate them into writing ideas. This demonstrates an improvement in digital and visual literacy.

Critical Literacy

Students began to offer opinions on the content of the *tegalan* stories—for instance, regarding the value of farmers' hard work or life in a rural environment. They moved beyond mere writing



to understanding the underlying meaning of the stories.

Cultural Literacy

Because the instruction was based on Tegal (local) stories, students gained a deeper understanding and appreciation of their local culture and environment. Values such as gotong royong (communal cooperation), simplicity, and a close connection to nature began to emerge in their writing.

CONCLUSION

The implementation of narrative writing instruction based on Tegal stories and supported by YouTube proved effective in enhancing the literacy of junior high school students. This improvement was evident in both learning outcomes and student engagement during the instructional process. Therefore, this approach serves as a viable alternative for Indonesian language instruction at the junior high school level. Teachers are encouraged to creatively utilize the local environment and digital media in their teaching. Future research could extend this method to other text types or different educational levels. The literacy improvement observed in this study was comprehensive, encompassing the ability to comprehend, process, and produce written information, while also being supported by the ability to utilize digital media and understand local cultural values.

ACKNOWLEDGEMENTS

The author extends gratitude to the Rector of Universitas Pancasakti Tegal and the Head of the Institute for Research and Community Service for funding this study. Appreciation is also expressed to fellow teachers who facilitated the research, as well as colleagues from the study program and students who assisted with the project.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Budiaji, W. (2013). Skala Pengukuran dan Jumlah Responden Skala Likert. *Jurnal Ilmu Pertanian dan Perikanan*, 2(2), 127-133
- Dalman, D. (2016). *Keterampilan Menulis*. Jakarta: Rajawali Pers.
- Harpe, S. E. (2015). How to Analyze Likert and Other Rating Scale Data. *Currents in Pharmacy Teaching and Learning*, 7(6), 836–850. <https://doi.org/10.1016/j.cptl.2015.08.001>
- Kemendikbud. (2017). *Bahasa Indonesia SMP/MTs Kelas VII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Victoria: Deakin University.
- Mayer, R. E. (2009). *Multimedia Learning*. Cambridge: Cambridge University Press.
- Nurgiyantoro, B. (2013). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada University Press.
- OECD. (2019). *PISA 2018 Results: What Students Know and Can Do*. Paris: OECD Publishing.
- Razak, A., Syihabuddin, S., Damaianti, V. S., & Mulyati, Y. (2020). The Effectiveness of Islamic Characters by Approaching Constructivism in Reading Understanding Ability. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 4(2), 1-12. DOI: <https://doi.org/10.17509/jomsign.v4i2.26214>
- Sanjaya, W. (2016). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Sanjaya, W. (2017). *Penelitian Tindakan Kelas*. Jakarta: Kencana.



- Simamora, B. (2022). Skala Likert, Bias Penggunaan dan Jalan Keluarnya. *Jurnal Manajemen*, 12(1), 84–93. <https://doi.org/10.46806/jman.v12i1.978>
- Suyono, S., & Hariyanto, H. (2015). *Belajar dan Pembelajaran*. Bandung: Remaja Rosdakarya.
- Tarigan, H. G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Uno, H. B., & Lamatenggo, N. (2016). *Teknologi Komunikasi dan Informasi Pembelajaran*. Jakarta: Bumi Aksara.