# Teaching Writing Analytical Exposition Text Using YouTube Media Assisted by Whatsapp

*by* Siska Rizkiani

# Teaching Writing Analytical Exposition Text Using YouTube Media Assisted by Whatsapp

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**ABSTRACT**

This research aims to describe the responses of teachers and students toward teaching and learning, the challenges that students face when learning writing, and the challenges that teachers face when teaching students through the writing process. This research used descriptive qualitative research to describe or explain systematically and accurately events. The research participants were conducted eleventh-grade students in SMK PGRI 2 Karawang, consisting of 30 students. The instruments of this research are an observation sheet, questionnaire, interviews, and tests. The results showed that the research found three findings. First, the teachers' responses could help students be more active, communicative, effective, and efficient. Second, the questionnaire results showed that most students positively responded to learning to write analytical exposition texts using YouTube as a medium because it made it easier for them to understand the subject matter. Third, this research can be employed as a reference by another researchers conducting further research on senior high school writing instruction for analytical exposition texts.

## 1. Introduction

It is impossible to deny that English has earned international status as a foreign language. People use and learn English since it has become the major language used by everyone to communicate with one another and can help to reduce the language barrier between individuals. The language is widely spoken as a second and foreign language around the world. Students increasingly consider English a difficult subject (Machackova, 2009). They lack both motivation and foundations for learning English, such as vocabulary. High school students are required to take English studies under the Indonesian curriculum. Students in English-related disciplines are expected to master the skill.

Reading, speaking, writing, and listening are the four skills that comprise the theme of English. The writing is done in English. It entails more than just knowledge. Writing is more than just talent; it allows people to expand their thoughts and ideas and motivate them to engage in written contact with others (Fulwiller, 2002). Writing is a difficult skill that necessitates process expertise. Even if they speak English fluently and naturally, some students fail to express themselves in writing. Engaging teaching tactics are required to change students' attitudes toward learning, such as by creating new learning habits. Writing is one of the most exciting talents to learn since it is both effective and efficient.

According to Vrdyna (2016), using symbols makes writing possible (letters of the alphabet, punctuation, and spaces). Students have the chance to explore the language they are learning in addition to how to convey thoughts and ideas in a simple form.

According to the researchers, writing is one of the most important talents that kids should learn. When they put their ideas and emotions on paper, they express them beautifully. They use it as a tool for communication and exposition of their thoughts. Furthermore, because of their limited vocabulary and daily use of Indonesian rather than English, students struggle to write in English. Writing preserves the words or sentences on paper and generates language by utilizing the thoughts or an idea in writing and composition in a document.

According to the 2013 curriculum and the syllabus in English subjects used in Indonesia, exposition text represents one of the subjects learned in the high school setting. Exposition text is a collection of sentences that explain a concept from the reader's point of view. Exposition texts are divided into two types: hortatory exposition and analytical exposition. Hortatory exposition is defined as oral or written content that informs listeners or readers on what should or should not occur or be done (Interlanguage, 2008). In hortatory exposition materials, the reader is usually given recommendations.

In contrast, analytical exposition texts seek to persuade the reader to agree with the writer's point of view. According to Sudarwati (2007), the goal of an analytical exposition text is to convince readers that there is a problem. The typical structure of analytical exposition texts is thesis, arguments, and reiteration (Anderson and Anderson, 1997).

During the COVID-19 epidemic, kids must study independently at home, where teachers and students do not meet face-to-face but instead use internet media, which causes issues for students. Students have challenges due to places with no internet connectivity and the teacher's limited capacity to employ specific tactics when dealing with online learning. Face-to-face learning allows teachers to use a variety of instructional methodologies while also providing direct student understanding. Students mastery of the content is limited in online learning. As a result, teachers should employ teaching tactics to assist students in solving difficulties and comprehending the material. Using learning material is one learning strategy that may be used to improve the ability of students to write.

Students can obtain information or messages regarding learning through the use of learning media. Teachers can use learning materials to help students reach higher levels of success (Sari & Sasongko, 2013). According to Wootipong (2014), video can be used to help EFL learners improve their English skills. Padlets, flashcards, photos, YouTube, movies, television, and other forms of media are used in the teaching and learning process. According to Nur (2012), as referenced in Sumardiono (2017), writing through YouTube media increases learners' abilities to identify and organize ideas, use acceptable words, produce grammatically good sentences, and correctly employ mechanics in writing.

When writing a text, most students struggle to choose the main idea, especially for analytical exposition texts. Despite having explained the main idea, they are still struggling to develop and explore it. Furthermore, they have a negative perception of writing because they believe it is a difficult skill to learn. As a result, YouTube media can be used as a teaching approach to help students improve their writing skills. YouTube material may provide teachers and students with fresh and engaging ways to teach and learn.

According to the preceding statement, teaching with YouTube media is a method that allows the instructor and students to share analytical exposition text content, with the teacher's function being to allow students to lead the debate about the given written text. Many students, however, still do not understand what they are writing or the contexts of the reading texts. As a result, the researchers have inquiries about students' challenges in producing analytical exposition papers. The researchers use student responses to employ videos from YouTube in the instructional and educational process for both teachers and students to determine the challenges of developing analytical exposition text.

In terms of the findings of the researchers' interview with the instructor of SMK PGRI 2, children struggled to acquire English, particularly in writing. The students thought English contained difficult words (grammar, vocabulary). Furthermore, students were still challenged to create a text composition. The study discovered a tough aspect in students. First and foremost, the majority of the students struggled with grammar. The student's remarks were grammatically incorrect, and the

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meaning was unclear. Second, students have been unable to establish a topic because they have been unable to express their ideas in writing.

To ensure successful communication between teachers and students, several media are required. WhatsApp is one of these. The WhatsApp application is currently highly appropriate and helps online learning. WhatsApp is a well-known and easy-to-use program for people from all walks of life. Hence, the researchers are interested in describing the teaching-learning process of writing titled "Teaching Writing Analytical Exposition Text using YouTube Media assisted by WhatsApp".

Several previous researchers focused on the research goal have contributed to the research. Yulianti (2019) conducted the first related study. She conducted two rounds of classroom action research. Her study concentrated on seventh-grade students at SMP Pandu Nusantara. The findings suggested that the brain's writing method could help students enhance their writing skills in classroom conditions.

Indrilla (2018)'s second research employed a quasi-experimental design. Her research focused on Redion School's grade VIII students. In this study, writing tests were utilized to collect data. The discovery demonstrated that the instructor was in charge of selecting and implementing an appropriate approach to the writing-learning process.

The third research summary is conducted by Zuana (2020). The subjects of this study were eleventh-grade students at a state senior high school in Mojokerto City. The information was sorted into three categories: classification, analysis, and representation. The analysis results were proven in the investigation, which revealed that analytical exposition text was a straightforward subject to learn. The teacher was able to explain the composition in the analytical exposition text in such a way that students comprehended it.

The fourth research was investigated by Mirda (2010). She revealed that using YouTube media increased the students' writing skills, such as writing to explore their thoughts, organize their ideas, use the correct word in writing, create paragraphs with accurate syntax, and applying mechanics in writing sentences.

Garintama's research (2018) is the fifth. According to the findings of the study, the majority of students had trouble understanding the generic structure and qualities of analytical language exposition.

Furthermore, Zulfanita (2019) conducted the sixth study which was divided into two cycles of four phases each. 35 XI hotel accommodation students were the subjects. A class in SMK Negeri 1 Bawen. Quantitative data were used to supplement the qualitative data. According to the findings, accessing YouTube could assist students to enhance their writing skills.

Azzahara (2018) conducted the seventh study with 60 sample students. This study used video in the teaching and learning process. The results showed that the audiovisual media utilized, an interactive technical video from YouTube, aided them in understanding how to write analytical exposition text in the form of essays. They may choose a topic and create content that would be presented through interactive media. Furthermore, this method has the potential to be both effective and widely accepted.

Lestari (2020) presents the eighth research summary. The findings revealed that using video had a positive impact on the capacity to create critical exposition prose. It also made it easier for students to learn analytical exposition text.

Next, Gartika (2021) conducted the ninth study. Data for this study were gathered through observation and interviews. This study included twenty-one instructors from the sub-urban districts of Cimahi and Bandung. The study's findings revealed that three optional solutions were advised to help teachers overcome barriers in virtual teaching, including student participation in online learning, learning materials, and facilities for supporting learning activities.

Last, Ardha (2021) presents the tenth research overview. Materials of Writing Analytical Exposition Text (MOWAET) was produced as supplementary teaching material to help the teaching and learning of analytical exposition text, according to the findings.

Based on past research, the researchers were interested in boosting students' writing skills through the use of YouTube media. The changes between the prior study research and this research are as follows: First, the researchers concentrated on analytical exposition text writing in this study. Second, the subjects of the study are 25 Karawang vocational school students. Meanwhile, the other

researchers concentrated on research at the senior high school, junior high school, and university levels.

The goals of this research are to investigate the teachers' and students' responses to teaching writing analytical exposition text using YouTube media to senior high school students, to identify the students' difficulties in learning to write analytical exposition text using YouTube media to senior high school students and to find solutions to the teacher's obstacles during the online learning process.

## 2. Method

### 2.1 Research Method

According to Kothari (2004), a research methodology explains the research problem analytically. It means that the method describes a systematic examination of how research is carried out. This study's case was student challenges in composing analytical exposition text, and one of the strategy research methods used was qualitative. Creswell (2009) defines qualitative research as a tool for studying and analyzing the meaning of individuals or groups in the context of a social human challenge. A descriptive approach is used to explore the current status of a person, an object, a set of circumstances, a system of ideas, or even a class phenomenon (Nazir, 2005). A qualitative method, as defined by Bogdan and Taylor and quoted by Moleong (2010), is a research procedure that collects descriptive data from people and their observed behavior in written or spoken form.

### 2.2 Research Design

In the present research, a qualitative descriptive approach was used. Descriptive research is used to precisely and methodically express or analyze events in the research (Sanjaya, 2013). The goal of descriptive research is to generate a detailed and complete picture of the events in this investigation.

This approach was chosen because it was suited to the objectives of the study, which were to investigate students' challenges in creating analytical exposition texts and the possible causes of those issues. The study's conclusions concentrated on data interpretation in the field.

### 2.3 Subject of the Research

As participants in this study, the researchers recruited Eleventh Grade students from SMK PGRI 2 Karawang during the 2020/2021 academic year. This study involved thirty eleventh-grade students and one English teacher. These eleventh-grade students supported the researchers in putting the instruction analytical exposition text writing utilizing YouTube media into action. Teachers lacked vocabulary, grammar, and confidence when they first began teaching writing. It was thought that these challenges would be remedied when the teacher used YouTube as a medium for teaching writing.

An English teacher functioned as a non-participant observer in this study. The teacher's task is to observe the writing learning process while teaching analytical exposition text utilizing YouTube media. Meanwhile, the researchers acted as participant observers. She worked as a substitute teacher to learn about the implementation of teaching writing analytical exposition texts using YouTube media, the students' reactions and difficulties in writing exposition texts using YouTube media, and the issues that the instructor had during the online learning process.

### 2.4 Instrument

Sanjaya (2013) defines a research instrument as a tool used to collect and evaluate data objectively and methodically in order to solve an issue or test a hypothesis. As a result, the research instrument can be characterized as a tool for collecting, examining, analyzing, and presenting data in a systematic and objective manner in order to address the research topic. Tavakoli (2012) defines an instrument as any device that collects data and can be given in written, auditory, or visual form. The assessment was utilized in the eleventh grade to determine the deployment of YouTube material to assist students in writing comprehension. Document analysis, observation, a questionnaire, an interview, and a test were all part of this research instrument.

### 2.4.1    Document Analysis

Document analysis refers to the data that researchers provide for predicting the data in their research. Any records related to research topics, according to Moleong (1990), as cited in Nugrahani (2014), can be utilized to practice, comprehend and even predict data in the research. The information gathered from the document analysis covers the full classroom instructional and educational process. The document was a situation in the distance learning activity. It was utilized to answer the first study issue, which was to obtain information about the usage of YouTube material in the educational setting of an online classroom.

### 2.4.2    Observation

An observation by the researcher is an action in which he or she observes something as an object. According to Moleong (1990), this technique is based on direct observation and involves the researchers continuously observing the object and noting the behavior and real event. The researchers employed observation as one of the data collecting strategies to collect data on papers and reflect it consistently in the online classroom activity. Observations were made in this study to determine what actions the researchers performed during the execution of the teaching and learning process.

### 2.4.3 Questionnaire

Pennathur and Messerly (2006) define a questionnaire as a rewritten written set of questions to which respondents respond. Since it presents organized details that can be managed without the researchers' presence and tends to be very simple to interpret, questionnaire is a commonly utilized and informative instrument to gather data from surveys (Cohen et al., 2007). According to Nugrahani (2014), the goal of employing this questionnaire is to collect data on an issue being examined in the time research. This study's questionnaire was developed by asking respondents many questions about the teaching-learning process. A questionnaire was utilized to assess students' and teachers' reactions to accessing YouTube video as well as their barriers to adoption. The questionnaire was based on William's (1980) questionnaire and had 16 items grouped into three domains: attention, relevance, confidence, and satisfaction.

In addition, the questionnaire was utilized to identify barriers to teaching and learning for both teachers and students. The questionnaire asked the teacher seven questions and the students nine. One question was posed to teachers in order to understand the difficulties they confront when teaching online.

### 2.4.4 Interview

An interview is an organized dialogue used to acquire information from two or more people. In this study, structured interviews were used. The question was pre-planned by the researchers. Furthermore, the interviewer determines which questions will be asked in a structured interview (Nugrahani, 2014). As a follow-up to confident questionnaire responders, the interview results could be useful.

The interview was used to determine teachers' and students' responses to teaching and learning to write analytical exposition text utilizing YouTube material. The question concerned the students' answers to learning how to produce an exposition narrative utilizing YouTube media. There were nine interviewers, including three high achievers, three mid-achievers, and three poor achievers.

### 2.4.5 Test

The exam measured students' understanding of the content being taught. The test was an instrument used to collect data on study subjects' abilities by testing their ability (Sanjaya, 2013). The test was used to identify the student's difficulties with online learning. The exam was written and consisted of arguments and essays.

### 2.5 Data Analysis

Data analysis from document analysis, observation, questionnaires, interviews, and tests will be explained descriptively in this study to highlight the overall phenomenon under inquiry. There are four components to qualitative analysis. Data gathering comes first, followed by data analysis. Second, data reduction happens at the same time as data gathering. Third, in the data display, the researchers compare and collect data from diverse sources. Fourth, bring it all together and double-check its accuracy (Berlian, 2016).

The researchers separated data analysis into four phases based on these theories: data gathering, data reduction, data display, and conclusion drafting. Data collection is necessary for data analysis (Miles & Huberman, 1994). As a result, data collecting includes all aspects of data analysis. The data source is related to data collection. This study relied on the following data sources: instructional scenario, observation, questionnaire, and interview. In this study, the writing learning approach, reactions to the strategy, and students' issues with teaching writing were utilized to decrease data. The information analysis was structured such that the researchers could draw conclusions and take action. The data was formatted in such a way that the display of the data was easy to interpret. After picking the data, the researchers displayed it in good terms. In this study, the researchers reached conclusions and validated them by comparing observation, questionnaire, and interview data. The final stage of qualitative data model analysis is drawing and validating findings.

## 3. Results and Discussion

The following are the research findings based on observational data, questionnaires, and interviews. This study yielded four findings: the teaching scenario and implementation of writing analytical exposition text, the teacher and student responses to the implementation of writing analytical exposition text, the student's difficulties in learning writing analytical exposition text during the Covid-19 pandemic, and the teachers' barriers to online learning. Observations and an interview were done during the YouTube media installation. In addition, questionnaires were distributed following the implementation of YouTube videos.

### 3.1 The Students' And Teacher's Responses Towards The Implementation Of Youtube Media Assisted By Whatsapp In Teaching Writing Analytical Exposition Text

Questionnaires and interviews were utilized to assess students' and teachers' attitudes toward the use of YouTube material in writing instruction. The following are the findings:

a. Student Reaction

Thirty eleventh-grade students from a vocational school in Karawang completed the survey. They were asked two generic questions about their use of YouTube media. The majority of the students had never accessed YouTube before. It was the first time they used it in the classroom. The questions are detailed below.

Table 1. Questionnaire of students' responses

| No | Indicator | Variable |
|----|-----------|----------|
| 1 | Effectiveness | Do you like English? |
| | | Are you willing to learn argumentative text using audiovisual (YouTube) media? |
| | | Is writing argumentative text difficult? |
| 2 | Enjoy learning | Do you enjoy studying by using video? |
| | | Do you agree that learning by watching video is interesting? |
| | | Do you feel bored while studying English? |
| 3 | Confidence | Do you always learn English using media? |
| | | Can using media in learning motivate you to study? |
| | | Can using media in learning motivate you to study? |

Table 1 shows that the students had to answer nine questions categorized into three domains: effectiveness, enjoying learning, and confidence. As a result, the student's responses are illustrated in the following table.

Table 2. The result of students' responses

| No | Question Items | Student's Answer | |
|----|----------------|------|------|
| | | Yes | No |

| 1 | Do you like English? | 86% | 14% |
|---|---|---|---|
| 2 | Are you willing to learn the argumentative text using audiovisual (YouTube) media? | 90% | 10% |
| 3 | Is writing argumentative text difficult? | 70% | 30% |
| 4 | Do you enjoy studying by using video? | 97% | 3% |
| 5 | Do you agree that learning by watching video is interesting? | 90% | 10% |
| 6 | Do you feel bored while studying English? | 99% | 1% |
| 7 | Do you always learn English using media? | 100% | 0% |
| 8 | Can using media in learning motivate you to study? | 95% | 5% |
| 9 | Can using media in learning motivate you to study? | 89% | 11% |
|   | Average | 83% | 17% |

More specifically, the students' responses are also described in three domains in the following figure.
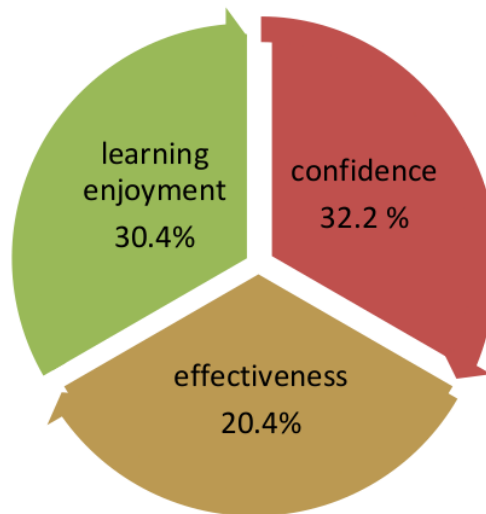


**Figure 1.** The result of students' responses

Figure 1 demonstrates that using YouTube as media could support students' confidence (32.2%). It was not only about their confidence in learning but also their confidence in learning writing. It received the highest percentage of student responses because YouTube as a medium was simple to understand. Most of the students could open this application. YouTube was thought to be effective in online learning (30.4 percent). Based on students' opinions, YouTube as a medium still had problems, especially with internet connectivity, which WhatsApp assisted. The students' writing skills could be improved in the learning process. YouTube is assumed to provide new learning enjoyment (37.4%). The students considered that they enjoyed using YouTube as a media source and were interested in using it, assisted by WhatsApp as a writing medium.

The result above was in line with the data obtained from the interview. The interview revealed that the students thought YouTube was the easiest media for online learning. The features provided were interactive, and no significant challenges or obstacles were experienced while using this media. They believed that YouTube, as a media platform supported by WhatsApp, could assist them in improving their writing skills.

a. Teacher's Response

The English teacher filled the survey to determine his response to using YouTube as media in teaching writing. It was discovered that the teacher had never used YouTube as media in teaching writing before. He mostly used Google Classroom. Regarding the use of YouTube assisted by WhatsApp in teaching writing, the teacher assumed that the students were able to use YouTube and WhatsApp. Regarding the effectiveness of YouTube as media, the teacher admitted the effectiveness of using YouTube as media assisted by WhatsApp in teaching writing. In the last domain of responses, the teacher said it could create learning enjoyment but was not interesting for students.

Based on the data presented above, the teacher responded positively to the use of YouTube as a medium for teaching writing. Unfortunately, the teacher did not believe it was more effective than other media and thought it would be interesting to use in an online classroom.

The implementation resulted from the scenario that was established. YouTube was implemented as a media in three steps: opening activity, major activity, and closing activity, with positive results. The main activity involved stages of discovery learning. In this situation, the teacher applied the steps of discovery learning given by Purnamasari and Argawati (2020).

Because YouTube is easy to use and understand, the students were enthusiastic about the implementation. Students listen to the teacher and actively participate in the online class. It demonstrates that kids are enthusiastic about learning. According to Burgess and Green (2009), as described in Margaret Hollan (2016), YouTube was one of several competing services aimed at removing technical barriers to broad internet video sharing. The website provides a simple, integrated interface for publishing, uploading, and viewing streaming videos without the need for sophisticated technological knowledge. Students are excited in learning as well. According to Wulandari (2015), audio-visual media can motivate students. WhatsApp is also utilized to communicate between students and professors. WhatsApp can also be used to gather assignments offered by teachers.

## 3.2 The Students' Difficulties in Learning Teaching Writing Analytical Exposition Text using YouTube Media Assisted by WhatsApp

The teacher used a writing test to determine the students' difficulties writing analytical exposition texts. The test's theme was "Why students should stop cheating." The results of the students' tests were scored using Brown's (2007) writing rubric. This rubric had five writing elements: content, organization, grammar, vocabulary, and mechanics.
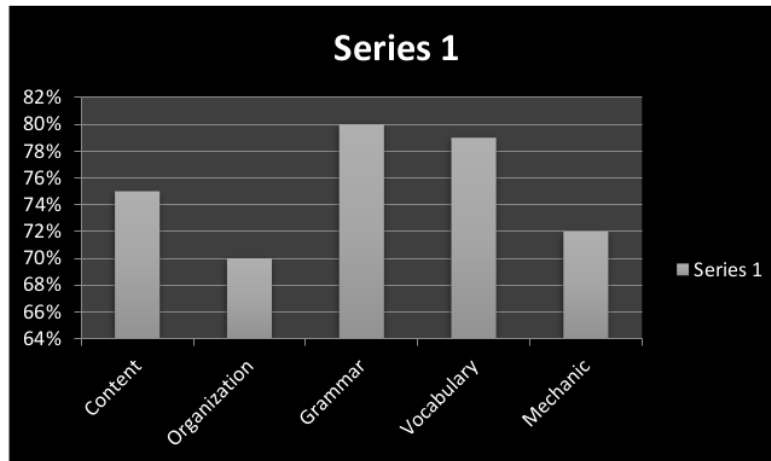
**Figure 2. Chart of Students' in Writing**

From the above figure, it can be seen that the students got the difficulties in Grammar (80%). It was then followed by Vocabulary (79%), Content (75%), Mechanics (72%), and Organization (70%).

In the case of grammar, the students could not tell the difference between verb 1 and verb 2. Based on test results, the students made mistakes when mentioning the verb of the word: "has"; "should"; "do not"; "could"; "are"; and so on. Regarding vocabulary, the students made several small mistakes relating to using words based on their functions. The students mentioned words, but the meaning was incorrect in the context of the sentence. Some students spelled wrong words, such as "them selves" (themselves); "evenmore" (even more); and others. The content was complete and clear, and the details were relevant. The majority of students struggle with the main idea or topic. This component made the students make mistakes because they lacked understanding of the concept. One of the aspects that students struggled with was mechanics. Most students' mistakes were in spelling, punctuation, and capitalization. As a result of the test, some students wrote the wrong words that were difficult to identify. Some of the words were "wich" (wish), "disten" (distance), and others. The final aspect of students' writing difficulties was organization. The chart above shows the 70 percent. As a result, the organization has almost true connectives.

The use of YouTube as a teaching tool for writing has received positive feedback from both students and teachers. YouTube, according to kids, can boost their confidence in learning to write. It is also useful for teaching writing for online courses. YouTube also promotes a healthy learning atmosphere. As stated by Pulukadang (2016), audiovisual content comprises observable sound as well as visuals, including recordings of video that come in different sizes of motion pictures, audio slides, and others. Using imagery to deliver material helps boost students' interest in learning. As a result, students become more eager to learn. They also make teaching and learning more enjoyable, which increases student achievement. This study's usage of audio-visual as a teaching medium attempts to improve writing scores. According to Jaganathan (2016), media can help students have a more enriching writing experience. It gives students the opportunity to share their writing with teachers and peers.

Based on the student's opinions, there is a less substantial gap between the student and teacher responses. In terms of effectiveness and enjoyment, teachers believe that using audio-visual media is no different than using other medium. utilizing YouTube as a media in online learning, according to the teacher, is no different than utilizing other media or an offline classroom. According to O'Malley and McCraw (1999), as stated in (Yuzulia, 2021), students in online classrooms first assume they will not be able to learn as much as they did in face-to-face courses.

### 3.3 The Teacher's Obstacles in Teaching Writing Analytical Exposition Text using YouTube Media Assisted by WhatsApp

According to the data from the field note, the teacher did not face any significant obstacles or difficulties during the three meetings. A reliable network enabled internet access. The software and interface design also supported using YouTube as a media source. YouTube was one of the most user-friendly media platforms for improving writing skills. Because it was free, the cost was cheap. It appeared that the teacher did not have to pay more for the technical problem due to the available facilities. Concerning the localization dealt with in that media as instruction or language, it was friends users. It was simple for the teacher to use.

Grammar is a problem for students based on the five components of writing. They are unfamiliar with the meanings of verbs 1 and 2. According to Marpaung et al. (2016), the students had difficulty writing text. One of the causes is a lack of comprehension of sentence structure. The students struggled to put the words into good sentences. Also, they are confused when creating sentences in the past tense. These issues may be caused by the teaching method or the student's skills. Teachers must motivate students to improve their grammar understanding to solve their difficulties. Fonseca and Vasquez (2007) state that teachers should motivate students to practice grammar. They need to understand structure because it aids in written and spoken communication.

The technological realm is the teacher's stumbling block. Due to a shortage of internet and a device quota, most students have good devices. According to Briliannur et al. (2020), as mentioned in Hermanto & Srimulyani (2021), online learning is less effective due to a lack of facilities, infrastructure, and technological education readiness. As a result, online learning must be carefully and methodically prepared.

There are no difficulties for the teacher in teaching remotely utilizing YouTube as media, aided by WhatsApp. The network is dependable, and the facilities are well-maintained. As a result, it assists the teacher in providing the finest online learning experience possible. Educators who employ and have simple access to digital tools can increase the quality of learning (Hermanto and Srimulyani, 2021).

## 4. Conclusion

Based on the discussion in the preceding chapter, the results revealed that the student's writing skills and class circumstances had improved. The purpose of this study is to determine the implementation and scenario of teaching and learning writing analytical exposition text using YouTube media, as well as teachers' and students' attitudes toward teaching and learning, as well as students' and teachers' difficulties in writing Analytical Exposition text and teachers' obstacles in the online learning process.

According to the research findings, using YouTube media can improve students' writing skills by allowing them to explore their thoughts, organize their ideas, use the suitable word in writing, compose paragraphs with correct syntax, and use mechanics in composing sentences. The test results also support the improvement of the student's writing abilities. Brown (2007) is cited in the test evaluation. The test results show the students' most difficult level of grammar usage. The use of YouTube media in teaching Analytical Exposition text writing improves the students' comprehension of syntax and vocabulary. It is easier to comprehend and enjoy learning with YouTube media. Based on the preceding description of the outcome, the writing issues that students have could be simply solved. It demonstrates that using YouTube as a medium for teaching writing can increase students' writing abilities in analytical exposition texts.

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