

THE EFFECTIVENESS OF USING SOCIAL MEDIA VIDEOS TO IMPROVE STUDENTS' PERFORMANCE IN WRITING PROCEDURE TEXT

Nurul Anjarwati

Universitas Negeri Surabaya, Surabaya, Indonesia
e-mail: nurul.21011@mhs.unesa.ac.id

Suvi Akhriyah

Universitas Negeri Surabaya, Surabaya, Indonesia
e-mail: suviakhriyah@unesa.ac.id

Abstract

This study aimed to investigate the effectiveness of using social media videos (YouTube, Instagram, and TikTok) in improving students' writing performance in procedure texts. Utilizing a quantitative quasi-experimental design, the research involved two groups of ninth-grade beginner-level EFL students at a junior high school in Surabaya: an experimental group taught with social media videos and a control group taught through conventional methods. Data was collected through pre-tests and post-tests, and analyzed using descriptive statistics, t-tests, and effect size calculations. The independent t-test results indicated a significant difference between the experimental group and control group in writing performance ($p = 0.000$) with a modest effect (0.448). The experimental group experienced notable improvements across key aspects of writing, with gains of 5.77 points in content, 4.67 in organization, 4.27 in grammar, 1.20 in style, and 0.33 in mechanics from pre-test to post-test. The findings support the integration of social media videos as engaging instructional tools that enhance students' understanding of procedure texts and foster better writing outcomes. The study concludes that social media videos can serve as effective media for developing students' writing skills in the EFL context, making learning more relatable and dynamic.

Keywords: *EFL Students, Experimental Study, Procedure Text, Social Media Videos, Writing Performance*

1. INTRODUCTION

Writing is a foundational skill, incredibly important for communication. It allows individuals to share thoughts, feelings, and information across different situations and through the ages (Langan, 2010). As a complex mental process, writing actually helps both writers and readers develop clearer thinking, critical analysis, and overall cognitive abilities (Oshima & Hogue, 2007). In English as a Foreign Language (EFL) environments, writing isn't just about doing well academically; it's also vital

for personal expression and even empowerment (Kirsznar & Mandell, 2018). Yet, EFL learners often hit significant hurdles when it comes to writing, battling with grammar, vocabulary, how to organize their ideas, and even basic mechanics (Bailey, 2014; Deane, 2018). These struggles become even tougher due to things like not enough practice, a lack of confidence, and the rather rigid nature of traditional teaching approaches (Pasaribu, Pasaribu, Siahaan, & Sitompul, 2024). What's more, conventional instruction frequently

misses the mark when trying to connect with today's digitally-savvy students, which often leads to disengagement (Alobaid, 2020; Vai, Desviyanti, Ndayisenga, Ahmadi, & Nevitaningrum, 2023).

To tackle these persistent issues, educators are really pushing to adopt fresh, creative strategies that weave technology into writing instruction. Among these, video-based learning has truly gained momentum because it can simplify tricky ideas and support individualized learning pathways (Meiristiani & Agistina, 2022; Nuraini, Ruhiat, Nulhakim, Kurniawan, & Sultan Ageng Tirtayasa, 2024). Social media platforms like YouTube, Instagram, and TikTok have become particularly valuable. Why? Well, students use them constantly, and they offer content that's visually captivating, brief, and easily relatable (George, 2018; John & Yunus, 2021). These social media videos don't just help with understanding; they also foster student engagement, creativity, and teamwork through activities such as video-based writing tasks and peer feedback (Jin, 2024).

Previous studies have certainly looked into using social media as a way to improve students' writing skills, exploring various types of texts like explanation, recount, and scientific writing. For example, research by Marlina, Kasim, & Fitriani (2024) indicated that YouTube can notably improve eleventh-grade students' performance when writing explanation texts. Similarly, Instagram has been shown to boost ninth-grade students' writing abilities in procedure texts, as a study by Sallamah & As Sabiq (2020) demonstrated. Beyond that, Vai et al. (2023) suggested that TikTok actually made learning scientific writing easier for college students. While each of these studies highlights the individual

potential of these platforms, there's a noticeable gap: less research has explored how combining YouTube, Instagram, and TikTok videos might collectively improve students' performance in writing procedure texts. Marlina et al. (2024) pointed out that YouTube, with its capacity for long-form videos (up to 12 hours), is fantastic for delivering detailed, well-structured information and explaining procedures comprehensively, all while giving broader context. Instagram Reels, on the other hand, focusing on shorter clips (15 seconds to 3 minutes), really prioritizes clarity and appealing visuals, helping students concentrate on identifying and organizing key aspects of procedure texts (Sallamah and As Sabiq 2020). And TikTok videos, which can be anywhere from 15 seconds to 10 minutes long, use sound effects, filters, and creative transitions to make presentations that are both fun and informative (Vai et al., 2023).

This study fills that gap by examining how well social media videos, especially YouTube, Instagram, and TikTok, can help students write better procedure text. This study wants to find out how to smoothly use social media videos in EFL courses by looking at the qualities of each site. The goal of this integration is to help students become better writers in ways that are both educationally sound and in line with how they use technology. In the end, these results should lead to a more interesting and student-centered style of teaching writing, and they should also provide strong evidence that social media can be used in formal education settings.

2. LITERATURE REVIEW

This chapter establishes the framework for the theory by looking at ideas about writing in EFL, the function

of different media in education, how social media can be used to teach writing, and other relevant research that have come before it.

2.1 Writing in English as a Foreign Language

Writing is a very important ability to have when learning EFL. It helps pupils organize their thoughts and ideas, which greatly enhances their general language skills (Oshima & Hogue, 2007). To really convey meaning, you need to be able to playfully and successfully change language, not merely master grammar and syntax (Knapp & Watkins, 2005). Writing is therefore an important part of learning English as a foreign language (EFL) since it combines correct grammar with creative language use to communicate ideas clearly and improve overall competency. Bailey (2014) says that writing really helps EFL learners improve their overall language skills since it helps them grasp the language better and develops important communication skills. Moreover, writing assignments naturally encourage critical thinking and analysis Oshima & Hogue (2007). As students tackle writing tasks, they learn to assess information, build arguments, and present their perspectives logically—all indispensable skills in both academic and real-world situations. Accordingly, writing enhances EFL learners' language proficiency by consolidating vocabulary, grammar, and sentence structures while fostering critical thinking, confidence, and effective communication skills essential for academic and real-world contexts. According to Brown (2010), here are some important elements to consider: organization, content, grammar, style, and mechanics. Organization refers to how well the writing is structured.

Content assesses the relevance and depth of the ideas presented in the writing. Grammar involves the rules that govern the structure of sentences. Style refers to the writer's unique voice and tone, as well as their ability to engage the reader. Proper mechanics are foundational for clarity.

Furthermore, in developing writing skills, students follow a structured process. The writing process is a structured approach that helps individuals create clear and effective written communication. It typically involves several key stages, each contributing to the overall quality of the final piece. According Oshima & Hogue (2007) the process of writing unfolds such as, prewriting, drafting, revising, editing, publishing. The first stage of the writing process is prewriting, which involves generating ideas and exploring the topic to establish a foundation for writing. In drafting phase, writers are encouraged to focus on expressing their ideas without concern for grammatical accuracy, spelling, or punctuation. After completing the first draft, writers should take a break before revising. According to Oshima & Hogue (2007), this involves refining the overall structure, ensuring logical flow, and enhancing clarity. Editing is a vital last step of the writing process, where writers correct grammatical, mechanical, and typographical errors, ensuring their paragraphs are polished and ready for presentation through careful proofreading and attention to surface-level issues (Kirsznier & Mandell, 2009). Oshima (2007) introduces the concept of self-editing worksheets, where students identify and correct errors in their drafts and peer editing, where they review each other's drafts to provide feedback on content and organization. It is essential to ensure that the writing adheres to the

conventions of the language. Writers may use tools or seek feedback from peers to catch errors they might have missed. The final stage involves sharing the completed work with the intended audience. Oshima & Hogue (2007) emphasize that writers are instructed to submit their rough draft, revised draft, final version, and completed editing worksheets, showcasing the progression from initial ideas to the polished final product.

2.2 Procedure Text

Procedure text is a type of writing genre that provides clear, step-by-step instructions on how to perform a task or achieve a goal, using imperative sentences and including necessary materials or tools (Knapp & Watkins, 2005). A procedure text, in the context of writing, is a form of process analysis that explains how to do something or how something works, step by step (Kirszner & Mandell, 2018). Langan (2010) describes procedure writing as a structured guide that directs the reader to perform a task by using chronological and imperative forms, ensuring each instruction is actionable and understandable. Oshima & Hogue (2007) categorize procedure texts under process writing, which explain how something happens or is done. They emphasize that in writing a process, especially for instructional purposes, writers should ensure their explanations are logical and easy to follow. According to Knapp & Watkins (2005), procedure texts follow a specific and logical structure that helps readers carry out tasks efficiently. The structure typically consists of three main elements: goal, materials, and steps.

2.3 Teaching Writing Using Social Media

Building on previous studies, this section lays out a structured way to teach writing using social media platforms to get the best learning outcomes. The steps below use several types of social media videos, such YouTube and TikTok, in a smart way to keep students interested and help them improve their writing. There are instances of research that support each step here.

At the beginning, students learn about the writing topic through videos on social media. This makes the learning experience participatory from the outset. For example, Meiristiani & Agistina (2022) ran an experimental group treatment across six online meetings on Zoom, where YouTube videos were the main way to learn. In the same way, (Tambunan, Hutaauruk, Siahaan, & Hutahaeen, 2024) used TikTok videos to get students interested in the process text genre. The second stage truly focuses on grammar and linguistic qualities that are important for the writing assignment. In Meiristiani & Agistina (2022) study, students viewed another YouTube video, this one about how to utilize the simple present tense in procedural text. In the study by Tambunan et al. (2024), this step also had students closely look at the vocabulary used in different TikTok videos. In the third step, students used what they had learnt in real-life situations. Meiristiani & Agistina (2022) used a YouTube video that showed how to use a TV to help students identify the general structure and language aspects of procedure text. Tambunan et al. (2024) smartly employed TikTok videos that demonstrated simple but interesting tasks to help students understand the step-by-step format of process texts.

Stage four is when students write on their own, using what they have learned to make their own procedural text. Meiristiani & Agistina (2022) say that after seeing instructional videos, students had to write their own procedural text on "How to Make Watermelon Juice." In the same way, in Tambunan et al. (2024) study, students produced their own process text based on what they saw in the TikTok videos.

In stage five, students get to make changes and improve their work. Meiristiani & Agistina (2022) used the YouTube video "How to Make Sweet Tea" to help students improve their writing. They let them change their work based on what they saw in the video and what their teacher said. In the study by Tambunan et al. (2024), teachers gave feedback after the first draft, which helped students improve their writing and learn more about how to build a process text. Of course, the last step checks how well pupils have improved their writing. Meiristiani & Agistina (2022) provided a post-test in which students had to write a process text on their own in 60 minutes. This last test checked how effectively students comprehended and used the writing skills they had learned during the program. The last test in the Tambunan et al. (2024) study required students to turn in their final procedure texts after they had finished learning. Students turned in their final drafts after making changes based on their teacher's feedback. These drafts were then graded on how clear, coherent, and well they followed the rules of a process text genre.

3. RESEARCH METHOD

This study used a quantitative quasi-experimental design to examine whether social media videos (from YouTube, Instagram, and TikTok)

improve ninth-grade students' ability to write procedure texts. The research was conducted at MTsN 1 Surabaya from February 24 to March 19, 2025, with two intact classes—9A and 9C—selected through convenience sampling. After accounting for absences, 30 students from each class ($N = 60$) participated: one as the experimental group (taught using curated social media videos) and the other as the control group (taught using traditional methods).

Both groups followed the same Genre-Based Approach over four lessons, but only the experimental group used social media videos as instructional support. Students completed a pre-test ("How to Make Strawberry Smoothie") and a post-test ("How to Make a Healthy Sandwich"), each 150–200 words long and written in 45 minutes. Writing performance was scored using an analytic rubric adapted from Brown (2003) and validated by English teachers and a lecturer. The rubric assessed five criteria: content (30%), organization (20%), grammar (25%), style (20%), and mechanics (5%). Inter-rater reliability was strong (Pearson's $r = 0.828$, $p < 0.001$).

Data analysis included descriptive statistics, normality (Shapiro-Wilk), homogeneity (Levene's), and independent samples t-tests. Results showed the data were normally distributed and variances were equal ($p > 0.05$ for all tests), meeting assumptions for parametric testing. The t-test revealed a significant difference between groups, indicating that social media videos positively impacted students' procedural writing skills. The study demonstrates that carefully selected social media content can be an effective tool in EFL writing instruction.

4. RESULT AND DISCUSSION

4.1 Result

This section presents a detailed look at descriptive and inferential statistical analyses. It covers the descriptive statistics of pre-test and post-test scores, independent sample t-tests, and calculations of effect size. All these results aim to clarify just how effective social media videos are in

boosting students' performance in writing procedure texts.

4.1.1 Descriptive Statistics of Pre-Test Scores

Descriptive statistics were used to summarize and analyse the pre-test scores for both the experimental and control groups. Below is a table that presents these descriptive statistics for the pre-test scores for both groups:

Table 4.1 Descriptive Statistics of Pre-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Score Experimental Group	30	44	69	58.03	6.037
Pretest Score Control Group	30	41	70	55.53	7.574
Valid N (listwise)	30				

The table's descriptive statistics show the pre-test scores for both the experimental and control groups before the therapy was given. The experimental group (N = 30) had a minimum score of 44 and a maximum score of 69. The mean score was 58.03 and the standard deviation was 6.037. The control group (N = 30), on the other hand, had a minimum score of 41 and a maximum score of 70, with a mean score of 55.53 and a standard deviation of 7.574. These results show

that both groups had about the same level of writing skills when it came to procedural text.

4.1.2 Independent Sample T-Test of Scores on the Pre-Test

To compare the pre-test scores of the experimental and control groups, an independent samples t-test was run. This table shows the results of the independent samples t-test that looked at the pre-test scores of the experimental and control groups.

Table 4.2 Independent Sample T-Test of Pre-test Scores

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pre-test Score	Equal variances assumed	1.414	58	.163	2.500	1.768	-1.040	6.040
	Equal variances not assumed	1.414	55.254	.163	2.500	1.768	-1.043	6.043

The table shows the results of the independent samples t-test, which was used to see if there was a big difference in pre-test scores between the two

groups before the therapy. The test gave a Sig. (2-tailed) value of 0.163, which is greater than the usual level of significance of 0.05. This means that the

difference in pre-test scores between the experimental group ($M = 58.03$) and the control group ($M = 55.53$) is not statistically significant. So, the average difference of 2.50 points is thought to be due to chance and not any systematic change. Table 2 shows that both groups were about the same when it came to writing before the intervention.

4.1.3 Descriptive Statistic for Post-Test Scores

Descriptive statistics were used to summarize and analyse the post-test scores of both the experimental and control groups. Here is the table presenting the descriptive statistics of the pre-test scores for both the experimental and control groups:

Table 4.3 Descriptive Statistic of Post-test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Score Experiment Group	30	63	93	74.27	7.168
Post-test Score Control Group	30	48	80	61.17	7.589
Valid N (listwise)	30				

The post-test results, as presented in Table 3, show that the experimental group ($N = 30$) achieved a minimum score of 63 and a maximum score of 93, with a mean score of 74.27 and a standard deviation of 7.168. Meanwhile, the control group ($N = 30$) obtained a minimum score of 48 and a maximum score of 80, with a mean score of 61.17 and a standard deviation of 7.589. These findings indicate that students in the experimental group not only performed better on average than those in the control group, but they also had a higher lowest score, suggesting a more

consistent overall performance. The smaller standard deviation in the experimental group also reflects slightly less variation in scores.

4.1.4 Independent Sample T-Test of Post-Test Scores

The independent samples t-test was conducted to compare the pre-test scores between the experimental and control groups. The following table presents the results of the t-test for the post-test scores of both the experimental and control groups.

Table 4.4 Independent Sample T-Test of Post-test Scores

		<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post-test Score	Equal variances assumed	6.874	58	.000	13.100	1.906	9.285	16.915
	Equal variances not assumed	6.874	57.812	.000	13.100	1.906	9.285	16.915

The results of the independent samples t-test indicated that there is a statistically significant difference between the post-test scores of the

experimental and control groups. The test showed a t-value of 6.874 with 58 degrees of freedom and a Sig. (2-tailed) value of .000, which is well below the

0.05 threshold. This result confirmed that the difference in means is not due to chance. The mean difference between the two groups was 13.10 points, with a standard error difference of 1.906. The 95% confidence interval for this difference ranges from 9.285 to 16.915, indicating a reliable and statistically significant gap in performance of the experimental group. These findings indicated that the experimental group, which received instruction through social media videos, performed significantly better than the control group. The p-value of less than 0.05 confirmed that the intervention using social media video-based instruction had a positive and significant impact on students' writing performance in procedure text. Therefore, H_0 is

rejected, and H_a is accepted as there is a significant difference in writing performance between students who engage with social media videos and those who do not.

4.1.5 Effect Size of Post-Test Scores

The eta squared value was calculated to be 0.448, which indicates a modest effect according to Cohen's criteria. The experimental group showed a score improvement of 16.24 points, while the control group improved by only 5.64 points.

Detailed analysis of five writing aspects revealed the experimental group outperformed the control group in all areas:

Table 4.5 Improvement across Five Aspects of Writing

Aspect	Exp (Pre)	Exp (Post)	Gain	Control (Pre)	Control (Post)	Gain
Content	15.73	21.50	+5.77	16.40	17.20	+0.80
Organization	12.13	16.80	+4.67	10.33	12.57	+2.23
Grammar	14.90	19.17	+4.27	13.70	15.20	+1.50
Style	12.30	13.50	+1.20	12.37	12.80	+0.43
Mechanics	2.97	3.30	+0.33	2.73	3.40	+0.67

4.2 Discussion

This study aimed to determine whether there was a difference in students' writing performance in procedure texts between those who engaged with social media video-based instruction and those who received conventional instruction. The results revealed a statistically significant difference in post-test scores, with the experimental group outperforming the control group. The experimental group achieved a mean score of 74.27, while the control group scored 61.17. The results of the independent samples t-test showed a significance value of $p = 0.00$, ($p\text{-value} < 0.05$). This indicated that the

difference in scores between the two groups was statistically significant and unlikely to have occurred by chance. This demonstrated that integrating social media videos into writing instruction effectively enhanced students' performance in writing procedure texts.

The findings of this study are further supported by a consistent body of prior research demonstrating the effectiveness of media-based instruction, particularly through social media platforms, in enhancing students' writing skills. Regarding Instagram, Sallamah & As Sabiq (2020) found that its use significantly improved students'

recount writing performance. Similarly, Rizky, Adi, & Sukmaningrum (2021) specifically demonstrated the positive impact of Instagram Reels on writing procedure texts, this aligns with Instagram's visual and engaging content fostering writing development (Jang, Han, Shih, & Lee, 2015). In addition, Nugroho & Rahmawati (2020) reported that writing Instagram captions enhanced learners' writing ability, further reinforcing the platform's value as a tool for language learning. Concerning YouTube, Meiristiani & Agistina (2022) confirmed that YouTube videos helped students produce better organized and grammatically accurate procedure texts. Jin (2024) further emphasized that YouTube not only improved writing proficiency but also reduced writing anxiety through interactive engagement. For TikTok, Tambunan et al. (2024) reported that TikTok videos improved clarity and sequencing in students' procedure text writing.

These findings indicate that social media videos effectively enhanced students' ability to write procedure texts, consistent with theoretical perspectives on social media as powerful audio-visual media, as articulated by Selwyn & Stirling (2018), Yuan et al. (2021). Social media videos across platforms like YouTube, TikTok, and Instagram Reels, typically feature step-by-step demonstrations accompanied by clear narration or captions, often in a concise format. Previous studies have highlighted this affordance (Marlina et al. 2024; Meiristiani and Agistina 2022; Vai et al. 2023;). These features likely supported students in understanding both the generic structure and language features of procedure texts (Marlina et al. 2024; Tambunan et al. 2024). The visual and auditory elements provided

contextualized input, which helped learners to internalize the sequence of actions, relevant vocabulary, and imperative structures (Mayer, 2005; Yuan et al., 2021). Compared to conventional instruction, video content offered concrete, real-time examples of processes being carried out (Kaplan & Haenlein, 2010; Kietzmann, Hermkens, McCarthy, & Silvestre, 2011), enabling students to understand the structure and steps of procedure texts more clearly.

The structured approach of the intervention also effectively facilitated students' writing development. During the first and second meetings, students were introduced to the concept of procedure texts using YouTube and Instagram videos. This helped them grasp the overall concept of a procedure text, aligning with *Goals* (Knapp & Watkins, 2005) as the initial element of structure. In the second meeting, students engaged with a jumbled Instagram video and corresponding jumbled text, actively reordered them. This hands-on activity directly supported their understanding of the logical sequence and steps (Knapp & Watkins, 2005; Langan, 2010) essential for procedure texts, as well as helped them identify language features like imperative verbs and sequence markers. This strategy mirrors the first and second stages described by Meiristiani & Agistina (2022) and Tambunan et al. (2024), where videos are used to scaffold understanding and focus on grammar relevant to the target genre.

Specifically, in the third meeting, students were guided through a structured session that allowed them to apply and experience all five stages of Oshima & Hogue's (2007) writing process (prewriting, planning, drafting, revising, and editing) within an integrated and supportive learning environment. Here, Prewriting was

initiated when groups analyzed silent TikTok and Instagram video clips to understand the procedure and generate initial ideas. This transitioned into Drafting, as groups used graphic organizers to construct their initial procedure texts, focusing on content and sequence. The Revising stage was then facilitated by allowing groups to re-watch the same videos with audio and incorporating teacher feedback, enabled them to refine overall structure, logical flow, and clarity. This activity also reflected the application of revision stages as highlighted by Tambunan et al. (2024), where students broke down real-world video content into logical steps and improved their drafts based on multimodal cues and teacher feedback. Following this, Editing involved a meticulous review of their texts for grammatical, spelling, and punctuation errors, ensuring adherence to writing conventions. Finally, students published their group works through a classroom "gallery walk" where groups displayed and briefly presented their creatively decorated procedure text posters, providing a tangible audience and a sense of accomplishment.

Furthermore, the fourth meeting involved independent writing. Students watched a YouTube video about recycling and the transformation of waste into reusable art projects. Following the video, students were tasked with independently creating their own procedure text based on the prompt "How to Create an Art Project from Recycled Materials," ensuring adherence to the genre's structure (Goals, Materials, Steps) and effective use of language features (imperative verbs, sequence markers, simple present tense) (Knapp & Watkins, 2005; Langan, 2010). This independent creation offered a valuable opportunity for students to show what they had

learned and apply their writing skills in a self-directed way, perfectly aligning with the idea of independently applying and solidifying new knowledge. This approach was supported by earlier studies (Meiristiani & Agistina, 2022; Tambunan et al., 2024) that use media-based prompts for independent writing assignments.

5. CONCLUSION

As both the study's findings and discussion revealed, using social media videos proved effective in improving students' performance in writing procedure texts. The experimental group's post-test results were considerably higher than the control group's, showing that this approach worked well. These results confirm the usefulness of social media videos as teaching tools, helping students generate ideas and understand the language features and structure of procedure texts. Teachers are advised to carefully select videos appropriate for students' proficiency levels and the specific objectives of procedural writing. Schools and curriculum designers may also consider incorporating social media video-based instructions into lesson plans and teacher training programs to better prepare educators in selecting and applying digital materials.

Looking ahead, further research could examine the long-term effects of social media video-based instruction across different grade levels and educational settings. Future studies might also explore students' perceptions of different video formats, their engagement, and creativity, as well as extend the focus beyond writing skills to include other language competencies such as listening, speaking, and vocabulary development. Such research would provide deeper insights into how

social media videos can contribute to more comprehensive language learning.

REFERENCES

- Alobaid, A. (2020). Smart multimedia learning of ICT: role and impact on language learners' writing fluency— YouTube online English learning resources as an example. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00134-7>
- Bailey, S. (2014). *Academic Writing* (Fourth Edition). London: Routledge. <https://doi.org/10.4324/9781315768960>
- Brown, H. D. (2010). *Language Assessment: Principles and Classroom Practices* (Second Edition). New York: Pearson Longman.
- Deane, P. (2018). The Challenges of Writing in School: Conceptualizing Writing Development Within a Sociocognitive Framework. *Educational Psychologist*, 53(4), 280–300. <https://doi.org/10.1080/00461520.2018.1513844>
- George, M. S. (2018). Developing Listening and Reading Skills through Social Media using Apps.
- Jang, J. Y., Han, K., Shih, P. C., & Lee, D. (2015). Generation like: Comparative characteristics in Instagram. *Conference on Human Factors in Computing Systems - Proceedings*, 2015-April, 4039–4042. Association for Computing Machinery. <https://doi.org/10.1145/2702123.2702555>
- Jin, S. (2024). Tapping into social media: transforming EFL learners' writing skills and alleviating anxiety through YouTube. *Education and Information Technologies*, 29(9), 10707–10728. <https://doi.org/10.1007/s10639-023-12252-z>
- John, E., & Yunus, M. M. (2021, August 2). A systematic review of social media integration to teach speaking. *Sustainability* (Switzerland), Vol. 13. MDPI. <https://doi.org/10.3390/su13169047>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251. <https://doi.org/10.1016/j.bushor.2011.01.005>
- Kirsznner, L., & Mandell, S. (2009). *Writing First with Readings Practice in Context* (Fourth Edition). Boston: Bedford/St.Martin's.
- Kirsznner, L., & Mandell, S. R. (2018). *Patterns for College Writing* (Fourteenth Edition). Boston: Bedford/St.Martin's.
- Knapp, Peter., & Watkins, Megan. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. UNSW Press.
- Langan, J. (2010). *Exploring Writing: Sentences and Paragraphs* (Second Edition). New York: McGraw-Hill.
- Marlina, Kasim, U., & Fitriani, S. S. (2024). The Use of YouTube

- Videos to Improve Students' Ability in Writing Explanation Text. *ELTIN Journal: Journal of English Language Teaching in Indonesia*.
- Mayer, R. (2005). A Cognitive Theory of Multimedia Learning: Implications for Design Principles. Retrieved from <https://www.researchgate.net/publication/248528255>
- Meiristiani, N., & Agistina, N. (2022). Developing Students' Skill in Writing Procedure Text Using YouTube Videos. *Journal Lingua Idea*, 13(1), 86. <https://doi.org/10.20884/1.jli.2022.13.1.5546>
- Nugroho, A., & Rahmawati, A. (2020). "Let's Write a Caption!": Utilizing Instagram to Enhance ESP Students' Writing Skills. *JURNAL BASIS*, 7(1), 1–12. <https://doi.org/10.33884/basisupb.v7i1.1782>
- Nuraini, H., Ruhiat, Y., Nulhakim, L., Kurniawan, A., & Sultan Ageng Tirtayasa, U. (2024). Short Video in Improving Students' Writing on Procedure Text: An Experimental Study for Students in Vocational School. Retrieved from <https://jurnaldidaktika.org>
- Oshima, Alice., & Hogue, Ann. (2007). *Introduction to academic writing. Level 3*. Pearson/Longman.
- Pasaribu, A. N., Pasaribu, T. K., Siahaan, R. B., & Sitompul, D. S. (2024). Challenges for Indonesian EFL Students in English Academic Writing. *English Review: Journal of English Education*, 12(2), 527–536. <https://doi.org/10.25134/erjee.v12i2.9780>
- Rizky, N., Adi, P., & Sukmaningrum, R. (2021). Instagram Reels as a Media in Writing Procedure Text for the Ninth Grade Students of SMPN 1 Pageruyung Academic Year 2021/2022. *Desember*, 2(2), 2021. Retrieved from http://ejournal.undhari.ac.id/index.php/de_journal
- Sallamah, I. B., & As Sabiq, A. H. (2020). Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text: Experimental Research (Vol. 2). Retrieved from <http://ojs.journal.unilak.ac.id/index.php/>
- Selwyn, N., & Stirling, E. (2018). *Social Media and Education*. <https://doi.org/https://doi.org/10.4324/9781315121697>
- Tambunan, B. J., Hutauruk, B. S., Siahaan, M. M., & Hutahaean, D. T. (2024). Effect of Using TikTok Video on the Students' Ability in Writing Procedure Text at Grade VII (Vol. 4). *Desember*. Retrieved from http://ejournal.undhari.ac.id/index.php/de_journal
- Vai, A., Desviyanti, E., Ndayisenga, J., Ahmadi, D., & Nevitaningrum. (2023). Exploring the potential of TikTok as a learning resource for enhancing scientific writing skills in physical education. *Edu Sportivo: Indonesian Journal of Physical Education*, 4(2), 169–177. [https://doi.org/10.25299/es:ijope.2023.vol4\(2\).12304](https://doi.org/10.25299/es:ijope.2023.vol4(2).12304)
- Yuan, D., Rahman, M. K., Issa Gazi, M. A., Rahaman, M. A., Hossain, M. M., & Akter, S. (2021). Analyzing User Attitudes Toward Intention to Use Social Media for Learning. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211060784>