

Literature Review on the Use of the YouTube Show “Lapor Pak Trans7” in Learning to Write Anecdote Texts for Students

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ABSTRACT

This study aims to describe the potential use of the YouTube show "Lapor Pak Trans7" as a learning medium in writing anecdotal texts for high school students through a literature review of nine relevant previous studies. This study is motivated by students' still low ability in writing anecdotal texts, especially in finding ideas, developing humorous elements, and conveying social criticism appropriately. The method used is library research with a qualitative descriptive approach. Data were obtained from nine previous studies that discussed the use of visual and audiovisual media, YouTube, satirical content, roasting videos, and digital-based teaching materials in writing learning. The results of the study indicate that visual and audiovisual media can increase students' interest in learning, creativity, motivation, understanding of the material, and writing skills. In addition, various research methods used in the nine studies, such as experiments, Classroom Action Research (CAR), Research and Development (R&D), and qualitative descriptive, show that audiovisual-based learning media are effective in language learning. Based on the results of this study, the YouTube show "Lapor Pak Trans7" has the potential to be used as an interesting and relevant learning medium to help students write anecdotal texts

INTRODUCTION

Writing is one of the essential language skills in learning Indonesian, alongside listening, reading, and speaking. Writing plays a crucial role in helping students express ideas, thoughts, and experiences in written form that can be understood by others. Expressions expressed through language will be understood by others or readers if they are presented in a structured, systematic, simple, and easy-to-understand language (Abdoel Gafar, 2024:3). In Indonesian language learning, writing skills aim not only to train students in sentence structure but also to develop critical, creative, and communicative thinking skills. Indonesian language learning is currently text-based, requiring students to produce various types of texts, one of which is anecdotes. Developments in information and communication technology have also brought changes to the learning process. Teachers are required to utilize innovative learning media that are appropriate to the characteristics of students in the digital age, especially those familiar with audiovisual media and the internet, such as YouTube.

Anecdotes are one of the Indonesian language learning materials for students, containing elements of humor, criticism, and satire on social phenomena. Anecdotes serve not only as entertainment but also as a means of conveying criticism politely through humorous and engaging stories. However, in reality, learning to write anecdotal texts still faces various obstacles. Many students struggle to find story ideas, develop a coherent plot, and develop elements of humor and social criticism in their writing. Furthermore, learning that still uses conventional methods and a lack of varied media causes students to feel uninterested and quickly become bored during anecdotal writing lessons. Consequently, students' anecdotal writing skills are not optimally developed.

In the learning process, learning media plays a crucial role in assisting teachers in delivering material and increasing student interest in learning. According to Suryani et al. (2018), learning media is anything used to convey a message, thereby stimulating students' thoughts, attention, and interest in the learning process. Similarly, Munadi (2018) states that learning media can create an effective and efficient learning environment. One learning medium closely related to students' lives today is YouTube. YouTube is an audiovisual medium capable of presenting images, sounds, dialogue, and situations in concrete ways, making it easier for students to understand the material. YouTube videos can be used as an engaging learning medium because they provide a more active and enjoyable learning experience for students.

One relevant YouTube show for use in learning anecdotal texts is "Lapor Pak Trans7." This show presents comedy sketches containing humor, social criticism, and light dialogue close to everyday life. The characteristics of the "Lapor Pak Trans7" show are in accordance with the characteristics of anecdotal texts which are humorous, entertaining, and contain satire on social phenomena. Through this show, students can obtain concrete examples of how to convey humor and social criticism in the form of an engaging story. Thus, the "Lapor Pak Trans7" show has the potential to be used as a learning medium to help students understand the structure and linguistic rules of anecdotal texts and increase students' creativity in writing.

Several previous studies have shown that the use of audiovisual media and YouTube in learning can help improve students' writing skills, especially in learning anecdotal texts. Ricka Fahdilla's (2023) research shows that audiovisual media influences the anecdotal text writing skills of high school students. Safitri et al. (2025) also found that the strategy of reviewing a film can improve students' anecdotal writing skills. Furthermore, Evika Indria Rani et al.'s (2024) research proves that the use of the YouTube video media "Lapor Pak" has an influence on the anecdotal text writing skills of grade 10 students. Research by Haryadi, Gunawan Ismail, and Ernita Sari (2022) shows that the use of YouTube social media in writing learning has a positive impact on student learning outcomes even though it is a different type of text, namely biographical text. In addition, research by Imroti et al. (2022) focused on planning teaching materials for anecdotal texts using a 21st-century skills approach, while I Nyoman Rai Suwija's (2024) research examined the "Lapor Pak" (Pak Report) broadcast from the perspective of illocutionary speech acts and their relevance to anecdotal text learning. Based on these studies, it can be seen that the use of audiovisual media and YouTube has the potential to support writing learning. However, research on the use of the YouTube broadcast "Lapor Pak Trans7" in teaching anecdotal text writing through a literature review approach is still limited, making this study important.

Nevertheless, most previous research has focused on experimental research and the direct impact of media use on student learning outcomes. Research specifically examining the use of the YouTube broadcast "Lapor Pak Trans7" in teaching anecdotal text writing through a literature review approach is still limited. Furthermore, there are not many studies that in-depthly connect the results of previous research on YouTube media, anecdotal text learning, and the characteristics of the "Lapor Pak Trans7" broadcast as a medium for Indonesian language learning.

LITERATURE REVIEW

A literature review on the use of the YouTube show "Lapor Pak Trans7" in learning to write anecdotal texts is important to conduct because audiovisual-based learning media is increasingly used in the learning process in the digital era. This study is expected to provide insight into the use of YouTube shows as an interesting, creative, and relevant learning medium to students' characteristics. In addition, the results of this study are also expected to be a reference for Indonesian language teachers in selecting appropriate learning media to improve students' anecdotal writing skills. Based on this description, the purpose of this study is to describe the use of the YouTube show "Lapor Pak Trans7" in learning to write anecdotal texts for students through a literature study of the results of relevant previous research.

METHODOLOGY

This study employed library research with a qualitative descriptive approach. Library research is conducted by collecting, reviewing, and analyzing various written sources relevant to the research topic. A qualitative descriptive

approach was used because this study aimed to describe the use of the YouTube show "Lapor Pak Trans7" in teaching anecdotal writing based on theory and previous research findings. Data sources for this study were obtained from various references, such as scientific journals, articles, theses, books, and other documents related to the research topic.

The researcher collected data through the Google Scholar database using the Publish or Perish application. The researcher used the Boolean method to combine search keywords to obtain literature sources relevant to the research topic. The keywords used were ("Anecdotal Text" AND "YouTube"). The use of the word "AND" aims to ensure that the articles found simultaneously address both aspects: teaching anecdotal text and using YouTube as a medium. Next, the researcher selected the articles based on their topic suitability, research objectives, variables used, and relevance to the current research.

The source criteria used include: (1) research discussing YouTube media or similar audiovisual media, (2) research related to the ability to write anecdotal texts, and (3) articles published in scientific journals that can be fully accessed. Next, the data obtained was analyzed through the stages of data reduction, data presentation, and drawing conclusions to obtain a systematic picture of the use of the YouTube broadcast "Lapor Pak Trans7" in learning to write anecdotal texts.

RESULTS AND DISCUSSION

The author searched for journals and previous studies relevant to the research title. The search results revealed several studies related to the use of audiovisual media, YouTube, and anecdotal writing skills. However, the author conducted a selection process and determined nine studies to be relevant. This was done because the six studies met the criteria appropriate to the research needs. The criteria used were: (1) having similar independent and dependent variables to the research conducted, (2) discussing the use of audiovisual media or YouTube in Indonesian language learning, (3) using research sources from a relatively recent time period, and (4) using standard scientific language and adhering to scientific writing rules. Based on these criteria, the nine relevant studies are outlined in Table 1 below.

Table 1. Data Based on Relevant Journals

No	Researcher Name and Year	Topics Using Visual Media	Research methods	Research result
1.	Ricka Fahdilla (2023)	The use of audiovisual media in teaching anecdote writing	Experiment	Audiovisual media significantly improved anecdote writing skills, with an average score of 82.5.
2.	Febi Nurul Safitri (2025)	<i>Film review strategy using Ibis Paint X</i>	Classroom Action Research (CAR)	Writing scores increased by 8.67%, and student

				engagement increased by 11.2%.
3.	Evika Indria Rani	Utilization of the "Lapor Pak" YouTube video	Experiment	YouTube videos enhance students' writing skills and enthusiasm for learning.
4.	Imrotin (2022)	Development of Google Sites-based teaching materials	<i>Research and Development (R&D) model 4D</i>	Digital-based learning materials support students' critical thinking, creativity, communication, and collaboration skills.
5.	Dita Hasibuan dkk.	Development of teaching materials assisted by YouTube videos	<i>Research and Development (R&D) model ADDIE</i>	YouTube videos enhance students' motivation, understanding, and learning outcomes.
6.	Rahma Mardiana Kurniasih, Oktarina Puspita Wardani, Aida Aziza (2024)	The use of satirical YouTube content as teaching material	Deskriptif Kualitatif	Satirical content fosters students' creativity in crafting anecdotal texts.
7.	Wisal Khurrota A'yunia dan Agusniar Dian Savitri (2024)	Analysis of roasting videos on YouTube	Deskriptif Kualitatif	Roast videos possess a structure and linguistic conventions that align with those of anecdotal texts.
8.	Khoirotul Kamalia, Ahmad Muzakki, Fatih Holis Ahnaf (2024)	Analysis of satirical language styles on YouTube	Deskriptif Kualitatif	The content helps enhance students' critical thinking skills and writing creativity.
9.	Among Karlina Ayu Anggraini dkk.	Use of online-based audiovisual media	Eksperimen	Audiovisual media enhances students' learning outcomes, interest, and attention.

Analysis of Research Topics Using Visual and Audiovisual Media

Based on the research reviewed, the use of visual and audiovisual media plays a crucial role in teaching writing, particularly for anecdotal texts. Various previous studies have shown that media such as YouTube videos, television broadcasts, satirical content, roasting videos, and digital teaching materials can help students understand material more concretely. Ricka Fahdilla (2023)

demonstrated that audiovisual media can improve students' anecdotal writing skills because they more easily grasp the examples, plot, and humorous elements contained in the broadcasts. Furthermore, research by Evika Indria Rani demonstrated that using the YouTube broadcast "Lapor Pak" can improve writing skills while fostering student enthusiasm for learning. The broadcast is considered relevant because it contains elements of humor, social criticism, and dialogue relevant to students' daily lives. Research by Rahma Mardiana Kurniasih, Oktarina Puspita Wardani, and Aida Aziza (2024) also demonstrated that satirical YouTube content can help students develop ideas and creativity in composing more engaging anecdotal texts.

Visual and audiovisual media also help students understand the linguistic elements and structure of anecdotal texts because the presentation of dialogue, character expressions, and social situations can be directly observed. This aligns with research by Wisal Khurrota A'yunia and Agusniar Dian Savitri (2024), which demonstrated that audiovisual-based learning media can provide a more concrete and contextual learning experience. Thus, students not only receive theory but also see real-life examples that can serve as models for their writing. Furthermore, research by Khoirotul Kamalia, Ahmad Muzakki, and Fatih Holis Ahnaf (2024) confirms that visual media can strengthen students' understanding of the content and messages conveyed in a broadcast. In the context of anecdotal texts, this is crucial because students need to accurately capture elements of satire, humor, and social criticism. Therefore, the use of the YouTube video "Lapor Pak Trans7" is relevant because the broadcast presents social phenomena close to students' lives and can stimulate writing ideas. In general, the study results indicate that visual and audiovisual media function not only as learning aids but also as sources of inspiration for students in developing writing ideas. With engaging and contextual content, students more easily understand the characteristics of anecdotal texts, such as humor, satire, and moral messages. Therefore, the use of media such as YouTube's "Lapor Pak Trans7" has great potential as a learning tool that supports students' anecdotal writing skills.

Research Method Analysis

The studies reviewed employed various research methods tailored to their respective objectives. Ricka Fahdilla (2023) and Evika Indria Rani used an experimental method to determine the effect of media use on improving students' writing skills. Through this method, researchers were able to compare student learning outcomes before and after using audiovisual media or YouTube videos in anecdotal writing lessons. In addition to the experimental method, other studies employed Classroom Action Research (CAR), such as that conducted by Febi Nurul Safitri (2025). This method is used to gradually improve the learning process through actions designed over several cycles. Imrotin's (2022) study employed a Research and Development (R&D) model with the 4D model, while Dita Hasibuan et al. used the ADDIE model to develop digital-based teaching materials. Both models demonstrate that learning media development can be carried out systematically to meet students' needs. Meanwhile, qualitative descriptive methods were used by Wisal Khurrota A'yunia and Agusniar Dian Savitri (2024) and Khoirotul Kamalia, Ahmad

Muzakki, and Fatih Holis Ahnaf (2024) to analyze the content, characteristics, and potential of learning media. The use of these diverse methods demonstrates that studies on learning to write anecdotal texts can be conducted from various perspectives, including testing the influence of media, developing teaching materials, and describing the quality of the media used.

Comparatively, experimental and CAR methods both demonstrate an orientation toward improving student abilities, but have different focuses. Experimental methods emphasize testing the influence of media, while CAR focuses on continuously improving the learning process. This difference is evident in the research of Ricka Fahdilla (2023) and Febi Nurul Safitri (2025), both of which demonstrated that learning media can improve writing skills, but through different research procedures. Meanwhile, the Research and Development (R&D) model, as used by Imrotin (2022) and Dita Hasibuan et al. Studies have shown that developing learning media requires systematic steps, from needs analysis and design to validation and product trials. This approach is crucial because the media developed must not only be engaging but also align with student characteristics and learning objectives. Qualitative descriptive research by Wisal Khurrota A'yunia and Agusniar Dian Savitri (2024) and Khoirotul Kamalia, Ahmad Muzakki, and Fatih Holis Ahnaf (2024) demonstrates that media content analysis can also provide a strong basis for assessing the appropriateness of media for learning. Thus, the research methods chosen in each study contribute significantly to understanding the effectiveness of learning media. The diversity of methods used demonstrates that learning to write anecdotal texts can be studied through various complementary approaches, resulting in a more comprehensive understanding of the use of learning media in improving students' writing skills.

Research Analysis

Based on the research reviewed, most studies indicate that the use of visual and audiovisual media has a positive impact on writing. Ricka Fahdilla (2023) found that the use of audiovisual media improved students' anecdotal writing skills, with an average score of 82.5. These results indicate that audiovisual media can help students understand the structure of anecdotal texts while also facilitating their development of writing ideas. Research by Febi Nurul Safitri (2025) also showed positive results, with an 8.67% increase in writing scores and an 11.2% increase in student engagement after implementing media-based learning strategies. Furthermore, research on the use of online audiovisual media indicates that it can improve student learning outcomes, interest, and attention during the learning process. These findings demonstrate that engaging learning media can create a more active and enjoyable learning environment. In general, research results indicate that the use of visual and audiovisual media not only improves student learning outcomes but also encourages creativity, motivation, critical thinking skills, and student engagement in learning to write anecdotal texts. Shows like the YouTube show "Lapor Pak Trans7" have great potential because they present humor, social criticism, and dialogue that is close to students' lives. Therefore, this media can be an effective learning alternative to help high school students produce more creative, communicative anecdotal texts

that align with the characteristics of anecdotal texts. These results demonstrate a consistent pattern that engaging media can increase students' attention to writing material. When students are presented with shows containing elements of humor and social criticism, they tend to understand the characteristics of anecdotal texts more easily than if they only read theoretical explanations. This finding aligns with research by Rahma Mardiana Kurniasih, Oktarina Puspita Wardani, and Aida Aziza (2024), which showed that satirical YouTube content can stimulate students' creativity in developing writing ideas.

In addition to improving learning outcomes, the use of visual and audiovisual media also impacts students' affective aspects, such as motivation, self-confidence, and courage to write. This is evident in Evika Indria Rani's research, which showed that the YouTube video "Lapor Pak" was able to foster student enthusiasm in learning to write. Similarly, Febi Nurul Safitri's (2025) research showed an increase in student activeness after implementing media-based learning strategies. Thus, learning media not only functions as an aid but also as a catalyst for active student participation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of a literature review of nine relevant studies, it can be concluded that the use of visual and audiovisual media plays an important role in learning to write anecdotal texts. Various media used, such as YouTube videos, the show "Lapor Pak", satirical content, roasting videos, and digital-based teaching materials show potential in helping students understand the material, find ideas, and improve writing skills. In addition, previous studies using various methods, such as experiments, Classroom Action Research (CAR), Research and Development (R&D), and qualitative descriptive, which show that studies on learning to write anecdotal texts can be conducted through various approaches according to the research objectives. The results of the study generally indicate that the use of visual and audiovisual media can improve learning outcomes, creativity, motivation, critical thinking skills, and student engagement in the learning process. Therefore, the YouTube show "Lapor Pak Trans7" has the potential to be used as an effective learning medium because it contains elements of humor, social criticism, and everyday life phenomena that are in accordance with the characteristics of anecdotal texts, so it can help students in developing their writing skills.

FURTHER STUDY

As this study has limitations, further research is needed on the topic of the YouTube show "Lapor Pak Trans7" in learning to write anecdotal texts, in order to refine the study and broaden the reader's understanding.

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