

**ENGLISH CHANNEL YOUTUBE AS A LANGUAGE TEACHING MEDIA  
IN LEARNING SPEAKING AT SMPN 3 MAKASSAR**

**SKRIPSI**

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UNIVERSITY BOSOWA**

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**Submitted to the Faculty of Teacher Training and Education in Partial  
Fulfillment of the Requirements for the sarjana Degree**

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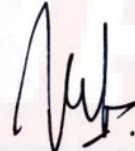
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*English Channel Youtube As A Language Teaching Media In Learning Speaking At SMP Negeri 3 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri dan bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 1 Desember 2019  
Yang membuat pernyataan,



Rini Yuniar

## ABSTRACT

**Rini Yuniar. 2019.** *English Channel Youtube As A Language Teaching Media in Learning Speaking at SMPN 3 Makassar. Skripsi.* (Supervised by Hj. St. Haliah Batau and Ulfah Syam)

This research aimed to identify the extent to which *YouTube* videos can improve students speaking skills at SMPN 3 Makassar.

This research employed Pre-Experimental Method that applied One-Group Pre-test and Post-test Design. The writer counted the total populations are the seventh grade students of SMPN 3 Makassar are 432 students from twelve classes which each class consists of approximately 36 students. The sample of this research was the class of seventh grade eleven with 36 students. The writer analyzed data to find the mean score, the different between pre-test and post-test used statistic formula.

Based on findings and discussion, the writer concluded that English Channel YouTube can improve students' speaking skill at SMPN 3 Makassar. The mean score in pre-test was 50.4. After giving treatment the mean score of posttest was 78 and the t-test of the students' speaking achievement in posttest was higher than  $\alpha$  ( $22.902 > 0.05$ ). The students' achievement increased about 27 point. It indicates that there is a significant progress before and after treatment by English YouTube channel. Finally, it was shown that the used of English Channel YouTube effective to improve the students' speaking skill at SMPN 3 Makassar.

**Keywords:** Channel YouTube, Teaching Media, Speaking

## ABSTRAK

**Rini Yuniar. 2019.** *English Channel Youtube As A Language Teaching Media In Learning Speaking at SMPN 3 Makassar.* Skripsi. (Dibimbing oleh Hj.St. Haliah Batau dan Ulfah Syam)

Tujuan penelitian ini adalah untuk mengidentifikasi apakah video YouTube mampu meningkatkan keterampilan berbicara siswa di SMPN 3 Makassar.

Peneliti menggunakan metode penelitian Pra-Eksperimental dengan menerapkan tes awal dan tes akhir. Populasi penelitian ini adalah siswa kelas VII SMPN 3 Makassar yang terdiri dari 12 kelas . Jumlah siswa setiap kelas adalah 36. Sampel penelitian ini adalah siswa kelas VII 11 berjumlah 36 siswa. Penulis menganalisis data menggunakan rumus statistik.

Berdasarkan hasil temuan dan pembahasan menyatakan bahwa video YouTube tentang kegiatan sehari-hari mampu meningkatkan keterampilan berbicara siswa di SMPN 3 Makassar. Nilai rata-rata siswa pada tes awal adalah 50.4. Setelah peneliti memberikan perlakuan nilai rata-rata tes akhir siswa yaitu 78 dan t-test prestasi berbicara siswa di tes akhir (post-test) lebih tinggi dari  $\alpha$  ( $22,902 > 0,05$ ). Prestasi siswa meningkat sekitar 27 poin. Hal ini menunjukkan bahwa ada kemajuan yang signifikan sebelum dan sesudah peneliti memberikan perlakuan dengan menggunakan media YouTube Bahasa Inggris. Hasil akhir menunjukkan bahwa penggunaan Saluran Bahasa Inggris YouTube efektif dalam meningkatkan keterampilan berbicara siswa di SMPN 3 Makassar.

Kata Kunci: Saluran YouTube, media pengajaran, berbicara

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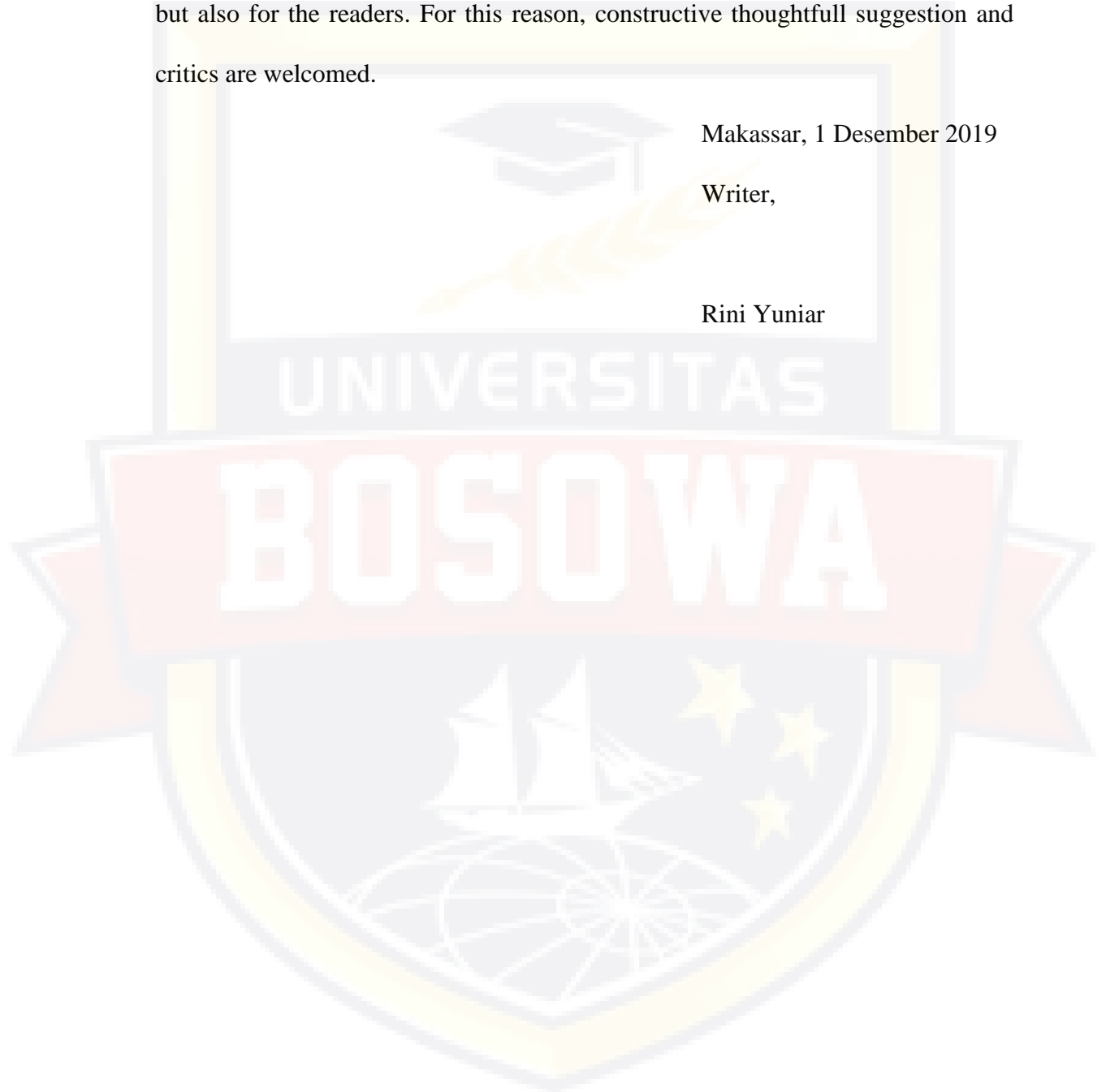


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Writer,

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## CHAPTER I

### INTRODUCTION

This first chapter consists of background of the research, problem statement, scope of the research, objectives of the research and significance of the research.

#### **A. Background of the Research**

One of the language skills that must be mastered by the students in learning English is speaking skill. In line with this, (Graubergs in Muna 2015: 31) stated that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. (Harmer in Andrea 2015: 39) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English. Thus, it is necessary to design various teaching techniques to solve those problems and the learning objectives can be achieved. From reference to those conditions, the writer proposes to use media to support the speaking teaching and learning process. The media that was be used is video. By using laptop, speaker, and LCD in the classroom, the researcher wants to provide an audio visual media that is video

to present the speaking materials to the students. Besides, videos can be the authentic material for the students because they need authentic model in learning speaking. Harmer in Muna (2015: 282) stated that teachers frequently enliven their classes with off-air material or tapes produced for language learning. Videos are likely to be an interesting and effective learning media to support the students' learning process which can attract their attention to learn. Videos are expected to be able to make the students focus and interested to the speaking materials which will be taught. Moreover, it will encourage students to enhance their speaking skills when it is coupled with other classroom speaking activities. There are several causes that cause problems in teaching speaking. Speaking includes many aspects or components in English such as grammar, vocabulary, compactness, and coherence. Speaking classes must have more than one meeting to teach each component of speech. However, the class spoke in only one meeting. The teacher focuses on language functions and ignores other components such as grammar. Students also lack confidence when they are asked to be present in front of the class. They are afraid to make mistakes in their speeches. The teaching and learning process is also monotonous and uninteresting. Therefore, some students do not listen to the teacher's explanation. Another problem is the teacher's focus on getting students' maximum scores rather than improving skills. To overcome this condition, the teaching and learning process can use *YouTube* videos. Wenner in David (2017: 22) states that *YouTube* is sharing online videos on the internet. YouTube is a website that internet users can upload and share about

their videos. According to Sondakh ( 2017:22) *YouTube* is a portal website that serves video sharing by using *YouTube*, students as users can view videos.

The writer choose a *YouTube* video because the video can be used as a medium to teach speaking. *YouTube* videos contain many interesting videos this video also contains speaking learning methods that will improve students' speaking skills and class conditions. Students, as teenagers, like watching movies and browsing the internet. By using *YouTube* as a medium, students can learn to speak which will help them improve their speaking skills. from the explanation above the researcher wanted to conduct a study entitled “ English Channel Youtube as a Language Teaching Media In Learning Speaking at SMP Negeri 3 Makassar “.

#### **B. Problem Statement**

Based on the background above the writer formulates background in question: Can applying YouTube videos improve students' speaking skill?

#### **C. Objectives of the Research**

Based on the research question above the objectives of the research is to identify the extent to which *YouTube* videos can improve students speaking skills.

#### **D. The Significant of the Research**

The writer expects that this research was be useful for:



## 1. Theoretically

To give information to the readers about the English channel *Youtube* as language teaching media to enhance students learning speaking at SMP Negeri 3 Makassar.

## 2. Practically

### a. For the students

Using *YouTube* videos can be used for their own study in their home without the help of a teacher. Therefore, they will be encouraged to be active in individual learning so that they can improve their ability to speak.

### b. For the teacher

They can find out references in solving problems related to speaking, developing the quality of the teaching and learning process, and they can apply this technique in their classrooms.

### c. For the school

This can be used for the development of school quality. Schools can create and facilitate any facilities to make students' improve their speaking skills.

## E. Scope of the Research

In order to make a focus on this research, the writer limits the study on the students' mastery in improving students' speaking skills which were expected to help students' improve their speaking skills.

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, the writer explained about some previous related findings, the nature of speaking, the concept of speaking, and conceptual framework. .

#### **A. Some Previous Related Findings**

There are some previous research related to the topic as follows. The first related study was conducted by Rahmah Afia Febria (2015) with the title “The Effectiveness of Using English Songs From *YouTube* Towards Students’ Vocabulary Mastery”. The population of this research was 96 students and the number of sample was 30 students. The result of this research was 0.242. It means that there was a significant the effectiveness of using English songs from *YouTube* towards students’ vocabulary mastery.

Then, the second previous research conducted by Ragil Safitri (2015) with the title “ Improving the Students’ English Speaking Skill in class X.A of State Senior High School 1 Gamping Through Videos in the Academic year of 2014/2015 “. The population of this research was 98 students and the number of sample 46 students. The result of this research was 0.294. It means that there was a successful to improve the students’ English speaking skills.

Based on the above statement *YouTube* video media can increase student motivation, student confidence in the aspect of speaking. The used of video can also provide a good speaking model for students in using certain

expressions in certain situations and also helps students develop their speaking skills in a real-world context. Therefore, the writer conducted a research entitled “English Channel Youtube as a Language Teaching Media in Learning Speaking at SMP Negeri 3 Makassar”.

## **B. The Nature of Speaking**

Speaking is a key of communication. It plays a very crucial part in peoples’ daily life. Almost of every aspects in our life is covered by speaking. Speaking is either as interaction or a social and situation-based activity. It means that the participants need to negotiate meaning contained the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students’ in learning language because it is used to communicate with other people naturally in real time. It can improve students’ pronunciation, grammatical structure, and vocabulary. Brown in Andrea (2015: 50) stated that learning a foreign language is long and complex undertaking. It means that the students have to have good proficiency and hard effort in order to achieve it.

The successful speaking of students’ can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels. There are five basic types of speaking.

They are:

a. Imitative

It is someone interested only what is labeled by “Pronunciation”.

She/ he imitates a native speaker’s pronunciation.

b. Intensive

It is someone ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All the five components above can sign how far students’ speaking proficiencies are. To achieve these speaking purposes, we need to activate a range of appropriate expression. People may often form judgments about

our language competence from our speaking rather than from any of the other language skills. In other words, speaking is as the high measurement of successful students of language besides three skills that the students should master them at the end of their learning process; they are listening, reading and writing. In conclusion, speaking skill will play a large part in the overall competence.

In conclusion, speaking is a measure to determine one's ability to used language. In other words, having good speaking skills illustrates a person's ability to master language skills. Especially in this study is English. The students are expected to have an increase in terms of good and true speaking by using learning techniques through the English language channel on *YouTube* where students can speak; present; retelling their conversation orally without special preparation.

### **C. The Concept of Speaking**

Speaking is the activity of conveying the message to be conveyed, it occurs between the speaker and listener verbally. In other words, the main point of speaking activities is that the speaker communicates their message to the listener. In this case, the speaker and listener must be able to understand each other. The speaker can produce sound that involves the message to be conveyed and the listener can receive, process, and respond to the same message.

## 1. Definition of Speaking

Speaking is a productive language skill. It consists of producing systematic verbal utterance to convey meaning. Spoken language and written language are differing in much significant ways. In speaking, we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation even managing the components of language that must work together when we speak is very demanding indeed. It is unlike writing. We have the chance to plan what we are going to share in unlimited time and doing either editing or revision. Speaking is one of core for success in education.

According to Inayah (2018:21) stated that speaking is an act to express an ideas, feelings, purpose and though orally. It is also called oral communication. Speaking as communicate actively has a kind of scope or area that skill can apply. Speaking needs the performance, expression, intonation, stressing, pronunciation, grammar, and confidence to explore the idea or opinion, speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency (Syakur in Ermawati 2016:11).

According to Nadzirotunuha (2017:11) Speaking is a key of communication. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. Speaking is either as interaction or a social and situation-based activity. It means that the

participants need to negotiate meaning contained the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students in learning language because it is used to communicate with other people naturally in real time. It can improve students' pronunciation, grammatical structure, and vocabulary.

According to Ladouse in Muna (2015:15) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Nindya (2015:15) defined speaking as a development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or individual.

Based on the statements above the writer infers that if someone speaks, he/she should understand what is he/she about. In this section, the researcher should develop ideas or build some topics to be talked and to make other responds to what speakers says.

1. The component skills in speaking

The component is the aspects influencing how well people speak English. Here is the component of speaking skill according to (Brown in Ria 2017: 27) namely:

a. Accuracy

Accuracy is achieved to some extent by following students' to focus on elements of phonology, grammar, pronunciation and vocabulary in their spoken output. In teaching English speaking, teachers have to explain to students how to speak accurately (clear, articulate, grammatically, and phonologically correct) language and of course fluent language.

1) Pronunciation is the way of students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds and pattern in a language. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation.

2) Vocabulary

Vocabulary is one of the language aspects which is very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary. Vocabulary is



an important aspects in teaching leaning process; students must continually learn words as they learn structure and as they practice sound system. Vocabulary is about the words, where they come from, how they change, how they related to each other and how to use them to view the world. In brief, vocabulary is a total number of words that make up the language.

### 3) Grammar

Grammar and pronunciation have a close relationship grammar is very crucial in speaking because if the speaker does not mastering grammar or structure, she/he cannot speak English well. In addition the listener will not understand what the speaker are trying to say.

#### b. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. Fluency is the ability to talk freely without too much stopping or hesitating. From the explanation above, it can be concluded that someone will be able to speak fluently and accurately when they have sufficient vocabulary and know how to pronounce the word correctly. In addition, their ability in using grammar also will help them to have a good speaking.

#### c. Comprehension

In oral communication, responding to a speaker speech is

certainly required because when the listeners give respond well and correctly, it shows that the listeners" comprehend and understanding well what the speakers" are saying. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

## **2. Language Features of Speaking**

According to Harmer in Mustika (2015: 269), they are some language features of speaking such as connected speeches, expressive devices, lexis and grammar negotiation language. In connected speech, sounds are modified (assimilation), omitted (elision), added, and weakened. Therefore, the speaker of English need to be able to not only to produce the individual phonemes of English but also to use fluent connected speeches. Expressive devices need to the people to be able to change the pitch and stress of particular parts of utterances vary volume and speed, and show by other physical and nonverbal. The use of the devices contributes to the ability to convey the meaning. It also involves the expression of emotion and intensity. Lexis and grammar means that speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure what we are saying.

## **3. Speaking types**

Thornbury (2015: 251) defined monologue happens when one

speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcast, etc. The hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance and other hesitations can either help or hinder comprehension. Meanwhile, dialogue involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose to convey proportional or factual information (transactional). Participants may have a good deal of shared knowledge. Therefore, the familiarity will produce conversations with more assumptions, implications, and other meanings hidden the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When the references are not explicit, it can be easily misunderstanding between the speakers.

#### **4. English Channel YouTube**

English Channel YouTube is an English language content which contains English language learning, both for beginners, children and adults to improve their English. If we used to learn English from books or course classes, there are now more choices. One of them is through Youtube

channels. Besides being free, it's also fun! Is not it? Besides that, you can learn from the native speaker, so that your accent and intonation can be more accurate.

Of the many choices, here are 5 Youtube channels that are suitable for students who want to improve their English, namely:

1) English Class 101

English Class 101 is one of the most popular channels that has more than 1.4 million subscribers. English Class 101 teaches all aspects of English, starting with speaking, reading and writing. If you are looking for fun, easy and fast learning English material.

2) VOA Learning English Channel

This VOA Learning English Channel presents a wide variety of news shows on politics, social, health and education. News is delivered at a slow tempo to help you understand the entire contents of the news, and also how to recite English vocabulary

3) BBC Learning English

The BBC Learning English Channel is created by the world's leading broadcasting company, The British Broadcasting Corporation. This channel provides short videos with a variety of topics discussing English lessons. Such as interviews, cartoons and also conversations in everyday life.

4) Speak English with Mr.Duncan

Channel Speak English With Mr Duncan has been created since 2006. This channel has many videos about learning English that are delivered in a fun way. Mr. Duncan uses a humorous approach to help you learn.

#### 5) ETJ English

The ETJ English Channel is owned by an English teacher from the United Kingdom named Elliot. This channel contains videos about tips on learning English and listening practice, which are useful for improving your English skills.

## 5. YouTube Videos

### a. Internet Media

Stempleski (2015:3) defined that media is a tool that has function to send messages. However teaching learning media is a tool that has function and can be used to send messages in teaching learning process.

There are some purposes of teaching learning media: (a) to make easy teaching learning process; (b) to increase teaching learning process more efficient; (c) to keep relevant between the material and the teaching learning purposes; (d) to help the learners concentrate in teaching learning process (Prasetia 2016:10). Nowadays, there is some of teaching learning media that is usually used in teaching learning process. One of them is computer or internet. Internet or inter connected network is a global communication system that has relation

that has relation to computers and network around the world (Lestiyaningsih 2017:38). In other words, internet is a system that can be used by the user to make a communication or to give information to other people around the world.

a) YouTube Video

One of the internet services that contain information around the world is using video. One of the websites that contain video is *YouTube*. Pardosi in Inayah (2018:38) stated that *YouTube* is a website that has free videos. By using *YouTube*, people can search and watch the video using a computer. Meanwhile, Andrea (2015:35) stated that *YouTube* is a web sharing videos that people can share video to other people around the world.

Jati (2017: 40) stated that using *YouTube* can be done by people without registering. That means that using *YouTube* is very easy. People can search and watch the video directly without registering.

Mustika (2015: 25) stated that *YouTube* is available for everyone in community. Mustika (2015: 32-33) also stated that *YouTube* has some professional accounts. The professional accounts that are available in *YouTube* are:

- a. Comedians: for comedians around the world,
- b. Directors: for videographer, actor, director, or people who want to be a director,

- c. Teacher: for teacher or people who want to share their knowledge,
- d. Musicians: for musician, singer, the owner of recording company, or people who has job in music world,
- e. Non-profit: for organization and non-profit activities,
- f. Politicians: for politician campaigning,
- g. Reporters: for reporter and journalist.

Therefore, *YouTube* is available for everyone who search and watch videos in many differences profession.

#### **b. Video**

Harmer in Andrea (2015:42) stated that there are some function so fusing video such as seeing language in use, cross-cultural awareness, the power of creation, and motivation. For the students, video can be seeing language in use. The students do not only be able to hear the language but also the can see it too. This can be used for the lesson aids and make the students to know the general meaning conveyed through expression, gesture, and other visual clues. As cross-cultural awareness, video allows students a look at situations far beyond their classroom. This means that video give the students some information about another cultural in different country. Video makes the students creative to create something memorable and enjoyable. This means that video when the students are created by themselves make them to creative to make something.

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interest task.

### **c. Video Problems**

According to Harmer in Muna (2015:43), there are six problems that can happen in teaching learning process using video.

First, the 'nothing new' syndrome. The video is just switching on the monitor in classroom is not especially exciting for a television. Therefore, the teacher has to provide video activities that are unique learning experiences and do not replicate home television viewing.

Second, poor quality tapes and disk. Poorly filmed and woodenly acted material will not engage students who are used to something better. Teacher has to use video tape or disk with the quality sufficiently good to attract students' interest.

Third, poor viewing condition. Teacher has to know that the students can see and hear the video. Them on it or must big enough for the people at the back of the class to see the screen clearly. Teacher also has to know the light sufficiently for the picture to be clear.

Fourth, stop and start. Some students become frustrated when teacher constantly stop and start the video, only showing little bit at a time. Therefore, teacher should stop and start the video whether



necessary and the students should know the video's content.

Fifth, the length of extract. Some students like to watch the whole of the video. Meanwhile, some students will feel bored when the video is too long. To solve the problem, the teacher has to design the activities to keep the students involved.

The last, fingers and thumbs. Students can be irritated by teacher who cannot find what they want or get back to where they have just been on the tape or disk. Teacher also can be frustrated when the machine does not work the way that they want it to. Therefore, teacher has to familiarize with the systems that are used.

#### **d. Teaching Speaking Using YouTube Videos**

Internet can be used in teaching learning process as a media. It can be like that because internet is easily to be used. Nowadays, the students not only use internet in internet shop but also from their school directly or even in their home. Ephifania (2017: 40) stated that the use of internet can do in teaching learning process in school because learner can find internet shop or in their home easily.

For the teacher, Andrea (2015: 79) stated that internet can make the teacher easier in teaching learning process. According to Sanakys in Ermawati (2015:66) the use internet can do in teaching learning process more effective. The teacher not only uses the book as the material but also he or she can improve or make the material from internet. The use of internet will make different with the

teaching learning process as usual. Therefore the students will not feel bored with teaching learning process.

Internet has characteristics for teaching learning process that are:

- e. as media interpersonal and mass that can make communication one- to-one or one-to-many
- f. having interactive character
- g. able to make a communication

h. For ELT (English Language Teaching), internet can use for everything such as updating language skills, finding materials teaching, working on class project, and activities (Teeler and Gray in Muna, 2015: 37). In other word, internet is very useful in teaching learning process especially in teaching or learning foreign language. The teacher and the learner can know about how to use the language in daily life. The teacher also can find the material from the internet easily. For the students, internet is useful in their school project. As the teaching learning process, teacher will be able to find many activities in the class.

Internet have several advantages as a source of teaching materials: (1) Scope: Internet has unlimited information, but the people can make scope to make limitation that suitable with the material; (2) Topically: Internet always has new publication being added everyday; (3) Personalization: Internet helps the students to find the topic that difficult to discuss in the class (Teeler and Gray

in Muna, 2015: 35- 36).

In teaching speaking, internet can use for the topic that will discuss in the class. Teeler and Gray in Muna (2015: 74) stated that web (internet) can provide a real impact for discussing topic. The material that they search in the internet can make them discuss or present with the friends.

One of the webs that can be used for the material in teaching learning process especially in teaching speaking is *YouTube*. Andrea (2015:52) says that *YouTube* is a popular site that the user can find video about trailer film, accident, music concert, tutorial, etc. *YouTube* not only use the user of internet to share their video but also the user can find the video that they want. In learning language, it serves many films about how to learn foreign language especially learning English language.

According to Mustika (2015: 29), *YouTube* serves the user to find the type of video that their search. He also says that the people can find an animation or film in YouTube. Kindarto in David (2017:5) stated that the user of internet can find video from anywhere with different categories by using *YouTube*. It means that the user of internet can find the every video that they search. The user even can find an animation or film from *YouTube* site.

The video that can find in *YouTube* has several categories such as comedy category, entertainment category, film and

animation category, music category, news and politics category, people and blog category, pets and animal category, science and technology category, sport Category, travel and events category (Mustika, 2015: 46-49).

*YouTube* also has some education videos. The learners can learn not only in the class but also from a film. Smaldino in Prasetia (2016: 76) stated that the education not only teaching learning in the class but also can find from film. Dodeney in Prasetia (2016: 30) stated that *YouTube* has about education and technology. Manney in Andrea (2015:41) stated that *YouTube* has very wide of videos about education Meanwhile, Downeys in Mustika (2015:42) stated that *YouTube* has very widely of videos about education

In Education category, the user will find some of video clip that contains of educations. The user can find from making some juice until learning language (Kindarto in Muna,2015:82).In other word, YouTube serve many films of education. The learners will not find the video difficulty.

The use of videos has some aims as mentioned by Tomalin in Muna (2015: 56) that videos can be used to improve:

- a. Motivation. The students feel interest quicken when language shown in a lively way through video. The use video in class gives the students experiencing in the real life.

- b. Communication. The use videos make the students more ready to communicate in the target language.
- c. Non-verbal aspects of communication. Video allows to see this in action and to freeze any moment to study the non-verbal communication in detail.

Cross-cultural comparison. Videos make the students know the differences in cultural.

#### **e) Concept of *Youtube***

We are now in the Modern Age. This was marked by the rapid development of technology. Every day new technologies emerge. Likewise with communication technology. Communication technology that helps people communicate. At this stage it can be seen that the use of increasingly sophisticated communication technology has made major changes to human communication itself. One that causes this to happen is new media. New media is a term to describe the emergence of a new era in communicating or interacting, computers, information and communication networks. One example of new media is *Youtube*.

#### **1. Definiton of *Youtube***

*YouTube* is an Internet portal that allows its users to upload and view videos .It was created in February 2005 by Chad Hurley, Steve Chen and Jawed Karim, who met while working on PayPal. A year later, YouTube was acquired by Google in 1,650 million dollars.

This platform has an online player based on Flash, the format developed by Adobe Systems. One of its main innovations was the ease of viewing streaming videos, that is, without downloading the file to the computer users, therefore, can select which video they want to watch and play it instantly.

The original idea was to share personal videos (holidays, parties, etc.) with friends. YouTube, however, grew very quickly and soon began to be published fragments of films, television programs and music videos (video clips). Many companies even decided to upload commercials and spread them through the portal.

Another step for the popularity of *YouTube* was the possibility of including the videos in other websites and blogs just by copying an HTML code. In this way, the videos transcended the portal itself and reached all kinds of sites.

Such is the progress and growth experienced by *YouTube* that, today, is one of the global platforms that has become the advertising tool of many artists. Proof of this is that a large number of composers and singers choose to create their own channels in order to make known their video clips and all that information that may be of interest to their fans or the press.

## **2. Purpose of using *YouTube***

Purpose of using *YouTube* is eLearning videos can be a very powerful learning tool, as they add a dynamic element to your

eLearning courses, improve knowledge transfer, demonstrate complex procedures, and help explain difficult topics. They can also be particularly entertaining and re-watched as many times as your learners wish. This is why the video-sharing website *YouTube* can provide unlimited opportunities to enhance your eLearning course by not only using the countless videos you can find there, but also creating your own to help your audience achieve their learning goals and objectives. The only thing you should pay attention to is ensuring that the videos you are using are aligned with your expected learning outcomes and are appropriate for your eLearning audience.

**3. The reason the writer chose Youtube as a teaching media, namely:**

- 1) YouTube has several advantages as a medium of learning, namely: Potential, which is YouTube is the most popular site in the internet world today that is able to provide edit value to education.
- 2) Practical : YouTube is easy to use and can be followed by all groups including students and teachers.
- 3) Informative : YouTube provides information about the development of education, technology, and culture.
- 4) Interactive : YouTube facilitates us to discuss or conduct question and answer and even review a learning video.

- 5) Economical : YouTube free for all people and YouTube can be accessed by anyone using a smartphone.
- 6) There is an HD size, which can be downloaded.

#### 4. Types of *YouTube* channel

Youtube is a media, which at the moment is one of the media that is often used as learning. The following types from *YouTube*, namely :

##### 1) Product reviews

Product reviews are just that a *Youtuber* talks about a product and what they think of it. The most popular ones are about technology, but they can be about anything really, from a movie to a restaurant.

##### 2) How-to/Tutorials

Where would us bloggers be without the power of the 'how-to'? The same thing applies to *YouTube*, as it now stands as the second most popular search engine in the world. Example : Some of the most popular how-to/tutorials include make-up, technical skills, cooking ?

##### 3) Vlogs

Vlog is a blog, but in video. This is usually fun and fast, but some brave *Youtubers* present videos like their usual daily activities.



#### 4) Comedy / Drama Videos

a spectacle that is interesting for fans of drama and comedy because it provides various videos from various drama genres.

#### 5) Favorite / Best of

This is very similar to the catch with difference is that instead of highlighting the items they buy during a shopping trip, it displays their favorite items from a full month. This is usually sponsored.

#### 6) Education

Quite clear. This is a video created with the aim of educating a particular subject. Example, Crash Course is an outstanding educational channel thanks to a variety of topics covered (from world history to computer science).

#### 7) Q&A

People ask and *Youtubers* answer. This is one of the most popular ways for content creators to interact with their followers. Usually, they collect the question using another social media network like Twitter and/or Facebook and answer them all in a single video.

#### 8) Parody

*YouTube* is the right place to parody and many pay attention. For various levels of success, some channels have tried to take advantage of it, but few have done it well.

#### 9) Self-improvement

Much like the educational videos, these are meant to give tools to the viewer instead of entertain. But rather than teaching a particular subject, self-improvement is aimed at making someone's life better through self-knowledge.

#### 10) Cooking

On *YouTube*, one of the most searched topics is how to cook or just want to learn and know the recipes for making easy and tasty dishes.

### D. Conceptual of Framework

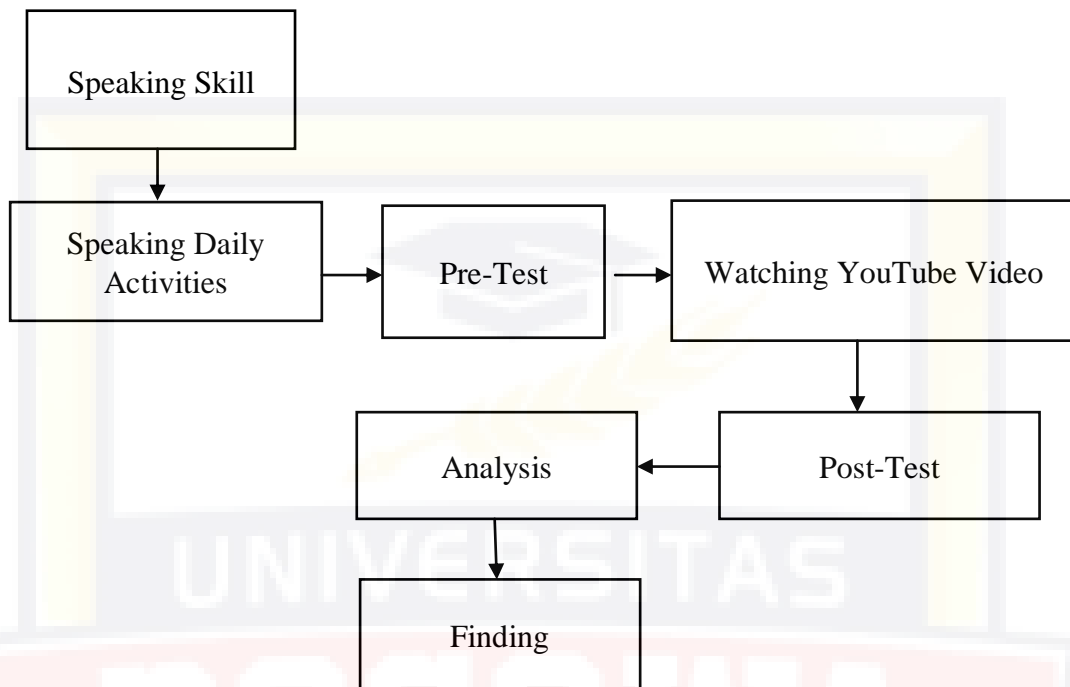
#### 1. Speaking Skill

Speaking skill is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot (Harmer in Rahmawati, 2015: 15).

#### 2. *YouTube*

Youtube is believed as an effective media that can improve students' speaking skill. There are several reason that *YouTube* can improve students' speaking ability. *YouTube* also has many educating videos. The videos usually are easier understand the people watching it. Students, as teenagers, usually like watching movie or video by using a video, they can think of what they watch. They also could watch some educating videos by watching it, they will understand the material because the videos explain the material.

The conceptual framework of this research were illustrated as follows:



The diagram above describe about how describing method in using learning and teaching process. In this part the research used the method because there are students' problems, especially in speaking subject. This method has goals to enhance the students' speaking ability. The writer used to English Channel *YouTube* as the exercise to increasing students' speaking ability. The writer used it in experimental and it made the students' interest and feel challenging in speaking. It is to be expectable as the result of speaking fluency and students confidently in speaking. The hypothesis of the research was there is no significant result used Eng' Channel *YouTube* in teaching speaking.

## CHAPTER III

### RESEARCH METHOD

This chapter explained about the design of the research, method of the research, variables, population, sample, the instrument of the research, the procedure of collecting data and technique of data analysis.

#### A. Research Design

This research employed Pre-Experimental Research Method that applied One-Group Pre-test and Post-test Design. This design involved one group that applies pretest and posttest, where the pretest was administered before the writer gave treatment used English channel *YouTube*. Posttest was administered after giving treatment. The group received treatment by using English channel *YouTube*.

The design could be illustrated as follow:

**Table 3.1**  
**Research Design**

Pre-test	Treatment	Post-Test
O1	X	O2

Where :      O1 =Pre-Test  
                  X    =Treatment  
                  O2 =Post-Test

(Gay in Ria:2017)

## **B. Place and Time of the Research**

This research took place at SMPN 3 Makassar on Jln. Baji Gau Kec Tamalate, Makassar. The research held on 10 until 24 May 2019.

## **C. The Population and the Sample of The Research**

The writer counted the total population data of the seventh grade students of SMPN 3 Makassar are 432 students from twelve classes which each class consists of approximately 36 students. The sample of this research was the class of seventh grade eleven with 36 students.

## **D. Research Variable**

There were two types of variables that the writer used, namely the independent variable and the dependent variable. The used of the *YouTube* English language channel to improved students' speaking skills was an independent variable and improving students' speaking skills is the dependent variable.

## **E. Instrument of The Research**

The instrument of this research was an oral presentation test. Presentation tests were be done by watched videos on *YouTube* using LCD. The students were given the task to speak according to what they watch on the videos on *YouTube*. The pre-test aimed to determine student achievement before treatment, and the post-test aims to determine student achievement after the writer gave treatment.

In the test, the writer conducted this test with video through an audio

visual recorder on a Smartphone. The write heard the recording again and transcribed it used IPA.

## **F. Procedure of Collecting Data**

### **1. Pre-Test**

Before treatment, the writer applied a pre-test to students to know their prior knowledge which carried out about 5 minutes for each students. The test used oral test (speaking). They think a few times and express their idea. The writer gave directive for all students in the class. Then, students were told their daily activities one by one in front of the class. The writer recorded their voice. Pre-test were conducted in one meeting.

### **2. Treatment**

Before the writer asked for student' to told about the daily activities, the writer explained what is *YouTube* then gave an example and explained how to used *YouTube* to enhance speaking skill.

The treatment was held in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> meeting and divided in these parts. The writer used teaching procedures in the treatment which described as follows.

#### **a. 1<sup>st</sup> meeting (Treatment parts 1)**

Writer explained what is English channel in *YouTube* then gave an example.

1. The writer explained. What is *YouTube* materials related to good speaking technique.

2. The writer show English channel on *YouTube* that were given.

3. The writer gave time for question answer.

b. 2<sup>nd</sup> meeting (Treatment part 2)

1. The writer devided students' into 3 groups each group consist with 12 students and each group must choose one of three English channel on *YouTube* provided.

2. The writer play *YouTube* choosen by each group.

3. Students' practice to tell about their daily activities according to the topics they get and the teacher were observed.

c. 3<sup>th</sup> meeting (Treatment part 3)

1. The writer ask for students' with the same group to choose the previously randomized *YouTube* channel.

2. Students' practice to tell about their daily activities according to the topics they get and the teacher were observed.

d. 4<sup>th</sup>( Treatment part 4 )

1. The writer ask for students' for repeat the materials from first meeting until last meeting.

2. Question session.

3. Practice students' (same in the 2<sup>nd</sup> treatment ) the writer asked students' with the same group to choose the previously randomized *YouTube* channel.

4. Students' practice to tell about their daily activities according to the topics they get and the teacher were observed.

### 3. Post-Test

Post-test is to find out whether the accuracy and smoothness of their skills increases or not after treatment. After the writer gave treatment, the writer provided a post-test to students with the same task of retelling what they watch on *YouTube* about daily activities.

## G. The Technique of Data Analysis

This analysis compared the students' achievement and performance during the pre-test, treatment and post-test.

1. The procedure of evaluation in giving score for the students' speaking test:
  - a. Accuracy

Classification	Score	Criteria
Excellent	5	Pronunciation is slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterance are correct.
Good	4	Pronunciation is still moderate influenced by the mother tongue but no serious phonological errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue, only a few serious phonological errors several grammatical and lexical errors



Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Seriously pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	5	Speech of fluent and effortless as that of a native speaker.
Good	4	Speed of speech to be slightly affected by language problems.
Average	3	Speed of speech to be slightly strongly by language problems.
Poor	2	Usually hesitant, often forced into silence by language limitations.
Very poor	1	Speech is halting and fragmentary as to make conversation virtually impossible.

## c. Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for listener understand the speaker's intention and general meaning. Very few interruptions of clarification required.
Good	4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for shake of clarifications are necessary.
Average	3	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him in convey message or to seek clarification.
Poor	2	The listener can understand a lot of what said, but he must constantly seek clarification cannot understand many of the speaker's more complex of longer sentence.
Very Poor	1	Only small bits usually short sentence and phrases can be understood and then with considerable effort by someone who is to listening to the speaker.

(Heaton in Ria 2017: 35)

2. Calculating the significance difference between pre-test and post-test.

a. To know the students ability in speaking English the writer found out the

mean score of all students used mean score formula as follows :

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{X}$  = Mean Score

$\sum x$  = The sum of all score

$N$  = The number of students

(Gay in Ria 2017:36)

b. To compare the scores of pre-test and post-test of the students, the writer used the following formula :

$$t = \frac{D}{\sqrt{\sum D^2 \left( \frac{\sum D^2}{N} \right)}} \cdot N(N-1)$$

Notation :

$t$  = Test of significant

$D$  = The mean of score

$\sum D$  = The sum of total score

$\sum D^2$  = The square sum of difference

$N$  = Total number of students

(Gay in Ria 2017: 38)

c. Classifying the students score based on the following class classification:

**Table 3.2 Score Classification**

Score	Classification
91-100	Excellent
76-90	Good
61-75	Fair
51-60	Poor
Less than 50	Very poor

(Nurwahdiniah in Ria, 2017 : 36)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the findings of this research and the discussions of the findings. The findings which presented in this part consists of the data obtained through test of speaking in order to identify the extent to which *YouTube* videos can improve students speaking skill at SMPN 3 Makassar. In the section the writer also describe the class situation when *YouTube* videos are used in class to learn to speaking. Otherwise, the discussion presents the descriptions of the students' speaking achievement, arguments, and further interpretation of the findings.

#### **A. Findings**

The findings of the research deal with students' achievement in speaking. Students' speaking achievement is described in four parts namely the frequency and percentage of the students speaking achievement, the mean score and standard deviation of students speaking achievement, the overall students speaking achievement and test of significance.

##### **1. Students' Speaking Skill**

This part explains about the result description of the research through the scoring classification of pre-tests and post-tests on components of speaking skills which focus on accuracy, fluency, and comprehensibility to see the percentage of students score. It also explains the main score and standard deviation, and t-test result to see the difference between pre-test and post-test.

a. Scoring Classification of the Students' Pre-test and Post-test

In this part, the writer presented the students achievement in pre-test and post-test scores in term of pronunciation. The students speaking achievement can be seen as follows:

Table 4.1. The Students' Speaking Score and Classification in Pre-Test

No	Initial Name of Students	Pre – Test					
		A	F	C	Total	Score	Classification
1	NSI	3	3	3	9	60	Poor
2	ASA	3	2	2	8	47	Very Poor
3	LK	3	3	3	9	60	Poor
4	MT	2	2	2	8	40	Very Poor
5	A	2	3	3	8	53	Poor
6	AM	3	3	3	9	60	Poor
7	AR	2	2	2	6	40	Very Poor
8	AR	2	3	3	8	53	Poor
9	DA	3	2	2	7	47	Very Poor
10	NA	3	3	3	9	60	Poor
11	NA	3	2	2	7	47	Very Poor
12	RA	2	3	3	8	53	Poor
13	SM	3	3	3	9	60	Poor
14	AN	2	2	2	6	40	Very Poor
15	FTD	3	3	3	9	60	Poor
16	AKP	3	2	2	7	47	Very Poor
17	AYG	2	3	3	8	53	Poor
18	AH	3	2	3	8	53	Poor
19	NP	2	3	2	7	47	Very Poor
20	CC	3	3	3	9	60	Poor
21	CL	2	3	2	7	47	Very Poor
22	DS	3	3	3	9	60	Poor
23	EM	2	2	2	6	40	Very Poor
24	RS	3	3	3	9	60	Poor
25	GCA	2	2	3	7	47	Very Poor

26	AA	3	2	2	7	47	Very Poor
27	JD	3	2	3	8	53	Poor
28	JA	2	2	2	6	40	Very Poor
29	JW	3	2	2	7	47	Very Poor
30	KC	2	3	3	8	53	Poor
31	K	3	3	3	9	60	Poor
32	LB	2	2	2	6	40	Very Poor
33	M	3	3	3	9	60	Poor
34	AA	3	2	2	7	47	Very Poor
35	SS	2	3	3	8	53	Poor
36	S	3	2	3	8	53	Poor
Total		93	91	93	280	1847	
Mean Score		2.6	2.5	2.6	7.8	50.4	Very Poor

Note:

A: Accuracy

F : Fluency

C : Comprehensibility

Table 4.1 at page 41 shows the students score in mastering speaking in term of accuracy, fluency, and comprehensibility through English Channel YouTube as a language teaching media in learning speaking. The total score of the students in pre-test is 1847 and the total numbers of the students are 36 students. The mean score in pre-test is 50.4. The result showed that most of students' were classified as very poor based on the mean score.

Table 4.2. The Students' Speaking Score and Classification in Post –Test

No	Initial Name of Students	Pre – Test					
		A	F	C	Total	Score	Classification
1	NSI	4	4	4	12	80	Good
2	ASA	4	4	4	12	80	Good
3	LK	4	4	5	13	87	Good
4	MT	3	3	4	10	67	Fair
5	A	4	4	4	12	80	Good
6	AM	4	4	4	12	80	Good
7	AR	3	4	4	11	73	Fair

8	AR	3	4	4	11	73	Fair
9	DA	4	4	4	12	80	Good
10	NA	3	4	4	11	73	Fair
11	NA	4	4	5	13	87	Good
12	RA	3	4	4	11	73	Fair
13	SM	3	3	4	10	67	Fair
14	AN	3	4	4	11	73	Fair
15	FTD	4	4	4	12	80	Good
16	AKP	4	3	4	11	73	Fair
17	AYG	4	4	4	12	80	Good
18	AH	4	4	4	12	80	Good
19	NP	4	4	4	12	80	Good
20	CC	4	4	4	12	80	Good
21	CL	3	4	4	11	73	Fair
22	DS	4	4	5	13	87	Good
23	EM	3	4	4	11	73	Fair
24	RS	4	4	4	12	80	Good
25	GCA	3	4	4	11	73	Fair
26	AA	4	3	4	11	73	Fair
27	JD	4	4	4	12	80	Good
28	JA	3	3	4	10	67	Fair
29	JW	4	4	4	12	80	Good
30	KC	3	4	4	11	73	Fair
31	K	4	4	5	13	87	Good
32	LB	4	4	5	13	87	Good
33	M	4	4	4	12	80	Good
34	AA	4	4	4	12	80	Good
35	SS	4	4	4	12	80	Good
36	S	3	4	4	11	73	Fair
Total		131	139	149	419	2793	
Mean Score		3.6	3.9	4.1	11.6	78	Good

Based on the table 4.2 at page 42 above show that total score of the students in post-test was 2793. Total number of the students was 36 students. The mean score in this post-test was 78. The result showed that most of the students were classified as good based on the mean score. It show that students' speaking through English channel YouTube as a language teaching media in learning speaking at SMPN 3 Makassar was improved.



The frequency and the percentage of the students' speaking ability in Experimental class can be seen in the table 4.3 as follows:

Table 4.3 The Students' Frequency and Percentage Achievement in Term of Speaking in Pre-test

Range of score	Classification	Experimental Class	
		F	%
91-100	Excellent	-	-
76-90	Good	-	-
61-75	Fair	-	-
51-60	Poor	20	56.6
Less than 50	Very poor	16	44.4
Total		36	100

Table 4.3 illustrates that most of the students in experimental and class were categorized as very poor. The students' percentage in pre-test classified as poor were 11 students (56.6%), 16 students (44.4%) classified as very poor. Meanwhile, none of the students classified as fair, good and excellent. Most of the students classified as poor in pre-test. It indicated that the students speaking skill in term of focus on accuracy, fluency and comprehensibility still needs improved. The frequency and the percentage of the students' speaking skill in post-test can be seen in the table 4.4 as follows:

Table 4.4 The students' Frequency and Percentage Achievement in Term of Speaking in Post-test

Range of score	Classification	Experimental Class	
		F	%
91-100	Excellent	-	-
76-90	Good	21	58.3

61-75	Fair	15	41.7
51-60	Poor	-	-
Less than 50	Very poor	-	-
Total		36	100

Table 4.4 indicated that most of the students in experimental and class were categorized as good. The students percentage in post-test classified as fair were 15 students (41.7%), 21 students (58.3%) classified as good. Meanwhile, none of the students classified as excellent, poor and very poor. The percentage in post-test shows that the most of the students classified as good.

As it has been stated above that after tabulating the frequency and the percentage of the students score, the writer calculated the mean score of the students score in experimental class. It can be seen that most of the students could pronoun several words very well in post-test after the writer gave treatment used English channel YouTube. In order to find out more statistic data, table 4.5 showed the mean score in the experimental and control group.

Table 4.5 The Mean Score and Standard Deviation of the Students Pre-test and Post-test in Speaking.

Experimental Class	Mean	N	Std. Deviation
Pretest	50.39	36	7.121
Posttest	78	36	5.669

The mean score and standard deviation were difference in pre-test and post-test. The result of data analysis in table 4.5 illustrates that the mean score of

pre-test and post-test were different after giving the treatment. This means that there was an improvement after giving the treatment. The students mean score of pre-test in experimental group was 50.39 and standard deviation was 7.121 and in post-test was 78 and standard deviation was 5.669. The mean score of both pre-test and post-test were different after the treatment executed. It means that the mean score of posttest is higher than pretest ( $78 > 50.39$ ).

b. Test of Significance (T-test)

The hypotheses were tested by using inferential analysis. In this case, the writer used t-test (testing of significance) or paired samples test for independent sample test, that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pre-test and post-test.

Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed; the degree of freedom ( $df$ ) =  $N-1=36$ . Below are the t-test results in pre-test and post-test of experimental class in term of speaking ability.

Table 4.6 The Probability Value of t-test of the Experimental Class Achievement

Experimental Class	T	2 Tailed Value	( $\alpha$ )	Remarks
Pretest and Posttest	22.902	0.00	0.05	Significantly Different

Table 4.6 shows the probability value of T-test of the experimental class achievement. In experimental class, the result of data analysis showed that there were significant difference between pre-test and post-test where the probability value (0.00) is smaller than the level of significance with t-test (22.902) at T-table

(0.05). It can be drawn that the probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). It indicated that alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. In control group the result of analysis of pre-test and post-test also showed that there was a significant difference between pre-test and post-test result. The result of data analysis showed that the probability value (0.00) is smaller than the level of significance at T-table (0.05) or it can be said that the probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). It indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

In other word, the data of post-test as the final result gave a significant improvement. The use of YouTube channel in teaching English was effective to improved the students' speaking ability.

## **B. Discussion**

The experiment research implemented YouTube videos in order to enhanced students' speaking skill at SMPN 3 Makassar. Based on the result of the research, it found that YouTube videos can enhanced students' speaking skill. YouTube videos could enhanced the students' speaking focus on accuracy, fluency and comprehensibility and made understand the content. The implementing of YouTube videos in speaking class can enhanced class situation better. The students showed that the use of YouTube make them interest to join the class. They also were more active and creative during teaching learning process.

Based on the findings above, the students' achievement of experimental class can be proved by analyzing pre-test and post-test result. The result shows

that the mean score of the students' posttest both the groups increased after giving the treatment. It can be seen through the mean score of the students' pre-test was 50.39 becoming 78 for the experimental class in post-test. The result of the post-test indicated that the use of YouTube channel gave significant progress toward students speaking achievement.

Comparing with the students' pre-test and post-test, the result of the pre-test for the experimental class lower than post-test. After calculating the t-test, the result show that in the value of P-value or sig. (2-tailed) that shows that P-value or sig. (2-tailed) is higher than  $\alpha$  ( $22.902 > 0.05$ ). It is supported by Gay (2006: 358) stated that there is significant difference between pre-test and post-test if the P-value or sig. (2-tailed) is less than or equal to  $\alpha$  (0.05).

In addition, the score between pre-test and post-test of experimental group was  $50.39 < 78$ . The students' achievement increased about 27 point. It indicated that there is a significant progress before and after treatment by English Channel YouTube. After seeing the result of data analysis, the writer found that the value of P-value or sig. (2-tailed) shows that p-value is smaller than  $\alpha$  ( $0.00 < 0.05$ ), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 35. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and, of course, the null hypothesis ( $H_0$ ) was rejected. It shows that the by performing drama significantly affects students speaking achievement. English Channel YouTube was able to give greater contribution in teaching and learning process. Besides, the writer used English Channel YouTube to provided strategy instruction for students by integrating learning strategies and made the students

interest in learning speaking.

In this research, the writer taught students used English Channel YouTube in learning speaking explicitly, and implicitly integrated into everyday class material. In the first meeting, the writer explicitly taught students about concept English Channel YouTube in learning speaking focus on accuracy, fluency and comprehensibility. During treatments for 3 meetings the writer implicitly asked the students to made 3 groups. Each group consist of 12 students and each of group practice to tell their daily activities. For each group the writer told to tell their daily activities. In pre-test and post-test, the writer gave the students test by shown English Channel YouTube. As the result of the treatment it showed that the mean score of students' post-test in experimental class is increased significantly. It was also proved by the significance test that show the value of P-value or sig. (2-tailed) that p-value is smaller than  $\alpha$  ( $0.00 < 0.05$ ), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 35. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and, of course, the null hypothesis ( $H_0$ ) was rejected.

As stated before, the writer tries to find out the students pronunciations. The writer assumed that the students' speaking skill in term of accuracy, fluently and comprehensibility relating to the students' ability to take in the sounds uttered by speakers and use them to construct an interpretation of what they think the speaker intended to convey. Mustika (2015:15) state that speaking skill is oral skill that plays a very essential role in human interaction and communication. In expressing our ideas, minds, and feelings, of course we need to speak. It is the most essential

way in which the speaker can express himself through a language learning to speak involves developing a number of complex skill and different types of knowledge about when and how to communicate.

When conducting treatments, the writer tried to motivate students to tell their daily activities related to English Channel YouTube. Besides that, students take an imaginative leap out of the confines of the classroom; provide a useful springboard for real life language use in speaking when they speak. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk.

Focus on accuracy, before the writer gave students' treatment, most of the student cannot utterance several word clearly. It was caused by their mother tongue and unpracticed to utterance a word routine. The writer used YouTube videos to made students' made words and sentences with correct utterance because they could watch and listened from the videos content. The students did not express the content that they expressed in the pre-test. However, the used of videos made them knew how to make the content based on the material. This is supported by the result finding stated in pre-test and post-test. The students' score enhanced from each element. The students were active and creative during the class. It was proven by the students' activities during the research. The students could follow the researcher instruction. They also could make their ideas that were proven of their creativity. The students pay attention to the teacher explanation. In the pre- research, the students

show that they did not pay attention to the teacher explanation. The use of YouTube videos made the students paid attention to the teacher explanation. The videos influenced them to express their idea freely. The students showed that they could make their own idea

The time needed for threaten activity depend on several factors, including the size of the class, the language level of the students, and whether they are familiar with the work to be performed. Before the students watched English Channel YouTube they need to comprehend the topic that there are going to watch. After being introduced to the title of play, students focus on message on English Channel YouTube, discuss roles, rehearse, and perform the play. Then, in the day of first meeting the group one tell their daily activities in front of the class continued by others group for every meeting. The writer recorded the students voice to measure the ability in speaking focus on accuracy, fluency and comprehensibility.

The result of pre-test in the YouTube Channel groups showed not much enhanced students speaking ability focus on accuracy, fluency and comprehensibility. The most common error which found by the researchers was accuracy when the students' utterance words with their own language based on their comprehension. In retelling the daily activities, the students must read their notes. The mistake when students cannot utterance several word in pre-test with the topic daily activities. It also related to the lack knowledge of the students' vocabulary. The other aspect which included in accuracy category is pronunciation. It cannot be denied that a second language students will never have



good pronunciation, but ignorance toward poor pronunciation can result in miscommunication and misunderstanding toward the delivered meaning of the utterance. One factor that causes the insignificant result of the students' pre-test and post-test in the students' speaking accuracy is the lack of students' pronunciation. Poor pronunciation in some sounds particularly vowels. It is affected by the students' mother tongue in their native language. This error is mostly done by the students who always used their mother tongue. The students tend to interchange the pronunciation of these two vowels.

Focus on fluently, mother tongue influenced which identified by the researchers is in the adding of sound. This error was mostly conducted by the students in pre-test. It implies that the students' fluently was affected by their mother tongue. This sign indicates that the students do not prepare to spend time looking for the vocabulary related to the story given. After the researcher gave treatment, most of the students fluently in speaking. It indicated that the use of YouTube videos gave an effort for the students' to practice speaking.

Before treatment, students' do not comprehend the topic that they are going to learn. After the researcher conducted the treatment most of the students comprehend the subject which contained in YouTube videos. In the post test the students become more fluent and comprehend what they are going to utterance. The enhancement clearly can be identified in the students' pronunciation because in the post-test the students heard the daily activities which read by the researchers who use the correct and appropriated pronunciation. The students read their daily activities themselves; therefore the students reveal the correct pronunciation based

on their prior knowledge about the pronunciation of the words. Thus, in this category, it can be concluded that the by gave the students treatment by YouTube Channel with the topic daily activities as a method is more effective in enhanced the students' speaking. Fortunately, some of the students were still reluctant to produce the words and it came when the students could not find the word or formulates the sentence which they wanted to say. It can be assumed that the students' prior knowledge of grammar affect their speaking fluency The pre-test and post-test results showed the enhanced of the students' speaking ability are almost similar to the students' accuracy, fluency and comprehensibility. It indicates that if the students have an adequate accuracy in speaking, so the students will speak fluently and comprehend the topic.

During the treatment, students were introduced to a English Channel YouTube that led them to facilitate them catching the important points of the topic of daily activities clearly. By using those important points students can reconstruct daily activities outline effortlessly. When the post-test was given, students could arrange their daily activities in their own words. After that they read it. But there also remain those who were very reluctant to produce the words. After conducting the treatments which delivers more explanation about their mistake the students' comprehensibility were increased.

The writer also assumed that the use of English Channel YouTube not only increased students' speaking skill but also students' awareness of how to act, self confident, sharing ideas, learned expression, cooperate with other students, group cohesive, and etc. In the end of the treatment the writer gave post-test. The

result of post-test showed the significant result. Based on the discussion, the use of YouTube videos could be used for a media or technique in teaching speaking. It is proven by the students' mean score and the activity of the students during teaching learning process. The students more active during the teaching learning process that implemented YouTube videos as media. Therefore, the use of YouTube video could increased the students' speaking skill. Finally, the writer concluded that YouTube videos about daily activities can increased students speaking skill at SMPN 3 Makassar.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. The conclusion deals with the matching between the research finding and theories which supported them. While the suggestion refers to the writer expectation to the readers regarding research findings.

#### A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer concluded that English Channel YouTube can improve students' speaking skill at SMPN 3 Makassar. It can be seen from the students' mean score of pre-test and post-test which was 78. The t-test of the students' speaking achievement in posttest was higher than  $\alpha$  ( $22.902 > 0.05$ ). The students' achievement increased about 27 point. It indicated that there is a significant progress after giving treatment by English YouTube channel. Finally, it was shown that the used of English Channel YouTube with the topic daily activities effective to enhanced students' speaking skill at SMPN 3 Makassar.

#### B. Suggestion

Based on the conclusions above, the writer put forwards some suggestions and recommendations as follows:

1. The students should be more active and creative during the teaching learning process because whatever the methods if the students do not

active their skill will not improve. Learning is not only inside of the class. Therefore, they should active to learn also outside of the class.

2. The teacher should give more opportunity to students to practice speaking and develop their speaking skill. The teacher also should create the enjoyable situation during the teaching learning process. It can be done by using a media. The use of YouTube videos could be used and recommended. By using YouTube videos, the students will be attracted to join the speaking class and the speaking will be a go a well.
3. The writer recommends to the future researchers to use English YouTube channel on developing the other skill.

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# APPENDIXES





## Appendix 1: Research Instrument

**PRETEST AND POST-TEST**  
“Daily Activities”

Directions :

1. The researcher will show a topic for all students in the class
2. Students will given time 5 minutes for prepare themselves to explain their daily activities by the researcher
3. Students will give their Daily Activities in front of the class. The time that will give is 3 minutes each student
4. The researcher will record their voice in recorder

**A. Task activity in Pre-test**

- Describe orally based on the topic ( about daily activities)

**B. Task activity in Post-test**

- Describe orally based on the topic after students' watching video on YouTube (about daily activities) Treatment

## Appendix 2 : Lesson Plan

**Rencana Pelaksanaan Pembelajaran  
(RPP)**

**Satuan Pendidikan** : SMP Negeri 3 Makassar  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/ Genap  
**Alokasi Waktu** : 4 X 40 Menit (4 X Pertemuan)

**Standar Kompetensi :****Berbicara**

4. Mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar :****Berbicara**

- 4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

**Indikator:**

- Memberi instruksi dengan dapat dipercaya (trustworthiness)
- Mendiskripsikan suatu hal dengan berani dan dapat dipercaya (courage)
- Mendiskripsikan dengan jelas dan bertanggung jawab (responsibility)

**A. Tujuan Pembelajaran:**

- Siswa mampu memberikan instruksi dengan dapat dipercaya (trustworthiness)
- Siswa mampu mendiskripsikan alur suatu hal dengan berani dan dapat dipercaya (courage)
- Siswa mampu mendiskripsikan dengan jelas dan bertanggung jawab (responsibility)

**B. Karakter Peserta Didik Yang di Harapkan:**

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif
- d. Kerja keras
- e. Tanggung jawab

### C. Materi

Merupakan teks yang menggambarkan fitur dari sesuatu atau tempat tertentu. Fungsi sosial adalah untuk menggambarkan orang, benda, atau tempat tertentu.

Fitur bahasa:

- Menggunakan present tense sederhana
- Berfokus pada subjek tertentu (tempat, benda)
- Menggunakan kata sifat kata sifat (mis. Sarapan, makan siang, makan malam)

### D. Metode dan teknik

- Tanya jawab, menuntut keaktifan siswa di dalam kelas
- PPP (Presentation, Production, and Practice)
- Tempat penyelenggaraan : SMP Negeri 3 Makassar, kelas 7.11

### E. Langkah-Langkah Kegiatan Pembelajaran:

#### 1. Pertemuan Pertama

##### a. Kegiatan Awal

1. Menyampaikan salam kepada siswa
2. Mengecek kehadiran siswa
3. Menjelaskan tujuan pembelajaran atau KD yg akan dicapai

##### b. Kegiatan Inti

1. Elaborasi
  - a) Menjelaskan kepada siswa tentang daily activities
  - b) Memberikan sebuah contoh tentang daily activities
  - c) Menunjukkan gambar untuk memancing pemikiran siswa
2. Eksplorasi
  - a) Memberikan tugas tentang kegiatan sehari-hari yang biasa dilakukan
3. Konfirmasi
  - a) Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami terkait dengan daily activities.

##### c. Kegiatan Akhir

1. Menginformasikan topic pertemuan selanjutnya.
2. Memotivasi siswa untuk meningkatkan motivasi belajarnya.
3. Menutup pelajaran dengan mengucapkan salam.

## 2. Pertemuan Kedua

### 1. Kegiatan Awal

1. Mengucapkan salam dan mengecek kehadiran siswa
2. Menjelaskan kembali tentang daily activities.

### 3. Kegiatan Inti

- a. Peneliti akan menjelaskan apa itu saluran bahasa Inggris di YouTube kemudian memberikan contoh.
- b. Peneliti akan menjelaskan. Apakah materi YouTube terkait denganteknik berbicara yang baik.
  1. Elaborasi
    - a) Peneliti akan menampilkan channel berbahasa Inggris di YouTube yang akan diberikan
    - b) Menceritakan tentang daily activities
  2. Eksplorasi
    - a) Memberikan tayangan video dari YouTube tentang bagaimana cara berbicara mengenai daily activities yang benar.
    - b) Memberikan tugas kepada siswa untuk berbicara tentang daily activities
    - c) Peneliti akan membagi siswa menjadi 3 kelompok, masing-masing kelompok terdiri dari 12 siswa dan setiap kelompok harus memilih satu dari lima channel bahasa Inggris di YouTube yang disediakan
  3. Konfirmasi
    - a) Peneliti akan memutar YouTube yang dipilih oleh masing-masing kelompok.
    - b) Siswa diminta untuk berbicara mengenai apa yang telah mereka pahami tentang daily activities
    - c) Memberikan sedikit catatan mengenai topic.

### 4. Kegiatan Akhir

1. Summarizing (membuat kesimpulan): menyimpulkan materi tentang daily activities.
2. Reflection (menanyakan kesulitan siswa,manfaat)
3. Menutup pelajaran dengan menyampaikan salam.

## F. Sumber Belajar

Sumber : Buku, internet, dan YouTube

Media : White board, photo, LCD, laptop dan speaker.

**G. Evaluasi**

Teknik : Tes secara lisan ( berbicara )

Instrument : Bicara yang benar mengenai daily activities siswa berdasarkan apa yang telah mereka tonton di youtube mengenai daily activities.

Makassar, 20 Mei 2019

Mengetahui,

Guru Bahasa Inggris

Mahasiswa

Noor Asih Bachtiarini S.Pd

Rini Yuniar

Nip: 196401251994122001

4512101193

UNIVERSITAS  
**BOSOWA**



## Appendix 3 : Students Transcription in Pre-Test

## MY DAILY ACTIVITIES

Nafiah Sarah Irawan

Score = 60

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.*

*Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'ʃaʊə ənd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒəʊli hæv brɛd ənd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v həʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ənd ðen ðeɪ gəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm gəʊbæk æt həʊm.

'fainəli ai get həʊm æt θri: 'twenti pm. ai teɪk 'ʃaʊə. 'ɑ:ftə ðæt ai i:t ə snæk ənd wɒtʃ 'ti:vi: æt ə'raʊnd 'sevn pm. bi'fɔ:'dɪnə, ai du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. ai gəʊ tu: sli:p æt ten pm.

Akbar

Score = 40

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.*

*Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'ʃaʊə ənd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒəʊli hæv brɛd ənd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v həʊm æt 'se

vn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. aɪ li:v sku:l æt θri: pm gəʊbæk æt hæʊm. 'fænəli aɪ get hæʊm æt θri: 'twenti pm. aɪ teɪk 'ʃaʊə. 'ɑ:ftə ðæt aɪ i:t ə snæk ænd wɒʃ 'ti: 'vi: æt ə'raʊnd 'sevn pm. bi' fɔ: 'dɪnə, aɪ du: maɪ 'həʊm, wɜ:k. aɪ hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. aɪ gəʊ tu: sli:p æt ten pm.

Dwi Aulia  
Score = 47

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home. Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

aɪ 'ɔ:lweɪz get ʌp æt sɪks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, aɪ gəʊ tu: ðə 'bɑ:θru:(.)m. aɪ teɪk 'ʃaʊər ænd brʌʃ maɪ ti:θ. aɪ hæv 'brɛkfɛst wɪð maɪ 'fæmɪli æt sɪks 'θɜ:ti æm. wi: 'ju:ʒəli hæv brɛd ænd dʒæm fɔ: 'brɛkfɛst. wi:ɔ:l li:v hæʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. aɪ li:v sku:l æt θri: pm gəʊbæk æt hæʊm. 'fænəli aɪ get hæʊm æt θri: 'twenti pm. aɪ teɪk 'ʃaʊə. 'ɑ:ftə ðæt aɪ i:t ə snæk ænd wɒʃ 'ti: 'vi: æt ə'raʊnd 'sevn pm. bi' fɔ: 'dɪnə, aɪ du: maɪ 'həʊm, wɜ:k. aɪ hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. aɪ gəʊ tu: sli:p æt ten pm.

Aditia  
Score = 53

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home. Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'fəʊər ænd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v hæʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm gəʊbæk æt hæʊm.

'fainəli ai get hæʊm æt θri: 'twenti pm. ai teɪk 'fəʊə. 'ɑ:ftə ðæt ai i:t ə snæk ænd wɒtʃ 'ti:'vi: æt ə'raʊnd 'sevn pm. bi'fɔ:'dɪnə, ai du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. ai gəʊ tu: sli:p æt ten pm.

Ahmad Afendi

Nilai = 47

*I **always** get up at six am **because** my school start at seven **thirty** . After that, i go to the **bathroom**. I take **shower** and brush my teeth. I have breakfast **with** my family at six thirty am. We **usually** have bread and **jam** for **breakfast**. We all **leave** home at seven **thirty**. My parents **drive** me go to school and then they go to work. I **leave** school at three pm go back at home.*

***Finally** i get home at three twenty pm. I take **shower**. After that i eat a snack and **watch** tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'fəʊər ænd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v hæʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm gəʊbæk æt hæʊm.

'fainəli ai get hæʊm æt θri: 'twenti pm. ai teɪk 'fəʊə. 'ɑ:ftə ðæt ai i:t ə snæk ænd wɒtʃ 'ti:'vi: æt ə'raʊnd 'sevn pm. bi'fɔ:'dɪnə, ai du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. ai gəʊ tu: sli:p æt ten pm.



## Appendix 4 : Students Transcription in Post-Test

## MY DAILY ACTIVITIES

Nafiah Sarah Irawan

Score = 80

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.*

*Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'ʃaʊə ænd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v həʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm gəʊbæk æt həʊm.

'faɪnəli ai get həʊm æt θri: 'twenti pm. ai teɪk 'ʃaʊə. 'ɑ:ftə ðæt ai i:t ə snæk ænd wɒtʃ 'ti: 'vi: æt ə 'raʊnd 'sevn pm. bi'fɔ: 'dɪnə, ai 'du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə 'raʊnd eɪt pm. ai gəʊ tu: sli:p æt ten pm.

Akbar

Score = 73

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.*

*Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweiz get ʌp æt siks æm bi'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai gəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'ʃaʊə æn brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt siks 'θɜ:ti æm.

wi: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v həʊm æt 'se

vn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. aɪ li:v sku:l æt θri: pm gəʊbæk æt hæʊm.  
'fænəli aɪ get hæʊm æt θri: 'twenti pm. aɪ teɪk 'ʃaʊə. 'ɑ:ftə ðæt aɪ i:t ə snæk ænd wɒʃ 'ti: 'vi: æt ə'raʊnd 'sevn pm. bɪ 'fɔ: 'dɪnə, aɪ du: maɪ 'həʊm, wɜ:k. aɪ hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. aɪ gəʊ tu: sli:p æt ten pm.

Dwi Aulia  
Score = 80

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.  
Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

aɪ 'ɔ:lweɪz get ʌp æt sɪks æm bɪ'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, aɪ gəʊ tu: ðə 'bɑ:θru:(: )m. aɪ teɪk 'ʃaʊə ænd brʌʃ maɪ ti:θ. aɪ hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt sɪks 'θɜ:ti æm.  
wi: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wi:ɔ:l li:v hæʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: gəʊ tu: sku:l ænd ðen ðeɪ gəʊ tu: wɜ:k. aɪ li:v sku:l æt θri: pm gəʊbæk æt hæʊm.  
'fænəli aɪ get hæʊm æt θri: 'twenti pm. aɪ teɪk 'ʃaʊə. 'ɑ:ftə ðæt aɪ i:t ə snæk ænd wɒʃ 'ti: 'vi: æt ə'raʊnd 'sevn pm. bɪ 'fɔ: 'dɪnə, aɪ du: maɪ 'həʊm, wɜ:k. aɪ hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. aɪ gəʊ tu: sli:p æt ten pm.

Aditia  
Score = 80

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.  
Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweɪz ɡet ʌp æt sɪks æm bɪ'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai ɡəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'fəʊər ænd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt sɪks 'θɜ:ti æm.

wɪ: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wɪ:ɔ:l li:v həʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: ɡəʊ tu: sku:l ænd ðen ðeɪ ɡəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm ɡəʊbæk æt həʊm.

'fainəli ai ɡet həʊm æt θri: 'twenti pm. ai teɪk 'fəʊə. 'ɑ:ftə ðæt ai i:t ə snæk ænd wɒtʃ 'ti:'vi: æt ə'raʊnd 'sevn pm. bɪ'fɔ:'dɪnə, ai 'du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. ai ɡəʊ tu: sli:p æt ten pm.

Ahmad Afendi

Score = 80

*I always get up at six am because my school start at seven thirty . After that, i go to the bathroom. I take shower and brush my teeth. I have breakfast with my family at six thirty am. We usually have bread and jam for breakfast. We all leave home at seven thirty. My parents drive me go to school and then they go to work. I leave school at three pm go back at home.*

*Finally i get home at three twenty pm. I take shower. After that i eat a snack and watch tv at around seven pm. Before dinner, i do my homework. I have dinner with my family at around eight pm. I go to sleep at 10 pm.*

ai 'ɔ:lweɪz ɡet ʌp æt sɪks æm bɪ'kɒz maɪ sku:l stɑ:t æt 'sevn 'θɜ:ti . 'ɑ:ftə ðæt, ai ɡəʊ tu: ðə 'bɑ:θru(:)m. ai teɪk 'fəʊər ænd brʌʃ maɪ ti:θ. ai hæv 'breɪkfəst wɪð maɪ 'fæmɪli æt sɪks 'θɜ:ti æm.

wɪ: 'ju:ʒʊəli hæv brɛd ænd dʒæm fɔ: 'breɪkfəst. wɪ:ɔ:l li:v həʊm æt 'sevn 'θɜ:ti. maɪ 'peərənts draɪv mi: ɡəʊ tu: sku:l ænd ðen ðeɪ ɡəʊ tu: wɜ:k. ai li:v sku:l æt θri: pm ɡəʊbæk æt həʊm.

'fainəli ai ɡet həʊm æt θri: 'twenti pm. ai teɪk 'fəʊə. 'ɑ:ftə ðæt ai i:t ə snæk ænd wɒtʃ 'ti:'vi: æt ə'raʊnd 'sevn pm. bɪ'fɔ:'dɪnə, ai 'du: maɪ 'həʊm wɜ:k. ai hæv 'dɪnə wɪð maɪ 'fæmɪli æt ə'raʊnd eɪt pm. ai ɡəʊ tu: sli:p æt ten pm.

Appendix 5: The Students' Score and Classification in Pre-Test

No	Name of Students	Pre – Test					Classification
		A	F	C	Total	Score	
1	Nafiah Sarah Irawan	3	3	3	9	60	Poor
2	Aulia Safitri Akmal	3	2	2	8	47	Very Poor
3	Lutfah Kalila	3	3	3	9	60	Poor
4	Mikhael Togar	2	2	2	8	40	Very Poor
5	Apprilia	2	3	3	8	53	Poor
6	A.Muhjidan	3	3	3	9	60	Poor
7	Akbar Rizki	2	2	2	6	40	Very Poor
8	Aulia Rahmawati	2	3	3	8	53	Poor
9	Dwi Aulia	3	2	2	7	47	Very Poor
10	Nadiratun Aliyah	3	3	3	9	60	Poor
11	Nadia Azzahra	3	2	2	7	47	Very Poor
12	Riska Adhayani	2	3	3	8	53	Poor
13	Sheima Malika	3	3	3	9	60	Poor
14	Amirah Nasution	2	2	2	6	40	Very Poor
15	Farhani Tungga Dewi	3	3	3	9	60	Poor
16	AgungKurniawan P.	3	2	2	7	47	Very Poor
17	Andi Yehuda G.	2	3	3	8	53	Poor
18	Aditia Hermansyah	3	2	3	8	53	Poor
19	Nisya Putri.	2	3	2	7	47	Very Poor
20	Carmenita C. C.	3	3	3	9	60	Poor
21	Claudia Cyntia	2	3	2	7	47	Very Poor
22	Dita Santoso	3	3	3	9	60	Poor
23	Efan Mahardika	2	2	2	6	40	Very Poor
24	Rezky Saputri	3	3	3	9	60	Poor
25	Gabrilia Clara A. H.	2	2	3	7	47	Very Poor
26	Ananda Amelia	3	2	2	7	47	Very Poor
27	Jane Devina	3	2	3	8	53	Poor
28	Jerry alfarizki	2	2	2	6	40	Very Poor
29	Jesslyn .W.	3	2	2	7	47	Very Poor
30	Kelvin Condro	2	3	3	8	53	Poor
31	Kristianto	3	3	3	9	60	Poor
32	LidyaBerlian	2	2	2	6	40	Very Poor
33	Maggie	3	3	3	9	60	Poor
34	Ahmad Afendi	3	2	2	7	47	Very Poor
35	Salsabila Santika	2	3	3	8	53	Poor
36	Sartika	3	2	3	8	53	Poor
Total		93	91	93	280	1847	
Mean Score		2.6	2.5	2.6	7.8	51.3	Very Poor

Source : SMPN 3 Makassar

Note: A : Accuracy  
 F : Fluency  
 C : Comprehensibility

## Appendix 6: The Students' Score and Classification in Post-Test

No	Name of Students	Pre – Test					
		A	F	C	Total	Score	Classification
1	Nafiah Sarah Irawan	4	4	4	12	80	Good
2	Aulia Safitri Akmal	4	4	4	12	80	Good
3	Lutfah Kalila	4	4	5	13	87	Good
4	Mikhael Togar	3	3	4	10	67	Fair
5	Apprilia	4	4	4	12	80	Good
6	A.Muhjidan	4	4	4	12	80	Good
7	Akbar Rizki	3	4	4	11	73	Fair
8	Aulia Rahmawati	3	4	4	11	73	Fair
9	Dwi Aulia	4	4	4	12	80	Good
10	Nadiratun Aliyah	3	4	4	11	73	Fair
11	Nadia Azzahra	4	4	5	13	87	Good
12	Riska Adhayani	3	4	4	11	73	Fair
13	Sheima Malika	3	3	4	10	67	Fair
14	Amirah Nasution	3	4	4	11	73	Fair
15	Farhani Tungga Dewi	4	4	4	12	80	Good
16	Agung Kurniawan P.	4	3	4	11	73	Fair
17	Andi Yehuda G.	4	4	4	12	80	Good
18	Aditia Hermansyah	4	4	4	12	80	Good
19	Nisya Putri.	4	4	4	12	80	Good
20	Carmenita C. C.	4	4	4	12	80	Good
21	Claudia Cyntia	3	4	4	11	73	Fair
22	Dita Santoso	4	4	5	13	87	Good
23	Efan Mahardika	3	4	4	11	73	Fair
24	Rezky Saputri	4	4	4	12	80	Good
25	Gabrilia Clara A. H.	3	4	4	11	73	Fair
26	Ananda Amelia	4	3	4	11	73	Fair
27	Jane Devina	4	4	4	12	80	Good
28	Jerry Alfarizki	3	3	4	10	67	Fair
29	Jesslyn .W.	4	4	4	12	80	Good
30	Kelvin Condro	3	4	4	11	73	Fair
31	Kristianto	4	4	5	13	87	Good
32	LidyaBerlian	4	4	5	13	87	Good
33	Maggie	4	4	4	12	80	Good
34	Ahmad Afendi	4	4	4	12	80	Good
35	Salsabila Santika	4	4	4	12	80	Good
36	Sartika	3	4	4	11	73	Fair
Total		131	139	149	419	2793	
Mean Score		3.6	3.9	4.1	11.6	78	Good

Source : SMPN 3 Makassar

Note: A : Accuracy

F : Fluency

C : Comprehensibility

Appendix 7: The Students' Score in Pre-Test and Post-Test

No	Name of Students	Pre – Test	Post– Test
1	Nafiah Sarah Irawan	60	80
2	Aulia Safitri Akmal	47	80
3	Lutfah Kalila	60	87
4	Mikhael Togar	40	67
5	Apprilia	53	80
6	A.Muhjidan	60	80
7	Akbar Rizki	40	73
8	Aulia Rahmawati	53	73
9	Dwi Aulia	47	80
10	Nadiratun Aliyah	40	73
11	Nadia Azzahra	47	87
12	Riska Adhayani	53	73
13	Sheima Malika	60	67
14	Amirah Nasution	40	73
15	Farhani Tungga Dewi	60	80
16	Agung Kurniawan P.	47	73
17	Andi Yehuda G.	53	80
18	Aditia Hermansyah	53	80
19	Nisya Putri.	47	80
20	Carmenita C. C.	47	80
21	Claudia Cyntia	47	73
22	Dita Santoso	60	87
23	Efan Mahardika	40	73
24	Rezky Saputri	60	80
25	Gabriilia Clara A. H.	47	73
26	Ananda Amelia	47	73
27	Jane Devina	53	80
28	Jerry Alfarizki	40	67
29	Jesslyn .W.	47	80
30	Kelvin Condro	53	73
31	Kristianto	60	87
32	LidyaBerlian	40	87
33	Maggie	60	80
34	Ahmad Afendi	47	80
35	Salsabila Santika	53	80
36	Sartika	53	73
Total		1847	2793
Mean Score		51.3	78

Source : SMPN 3 Makassar

## Appendix 8 : Statistics

**Statistics**

		PostTest	PreTest
N	Valid	36	36
	Missing	0	0
Mean		78	50.39
Std. Error of Mean		.945	1.187
Median		80.00	50.00
Mode		80	47
Std. Deviation		5.669	7.121
Variance		32.140	50.702
Range		20	20
Minimum		67	40
Maximum		87	60
Sum		2792	1814

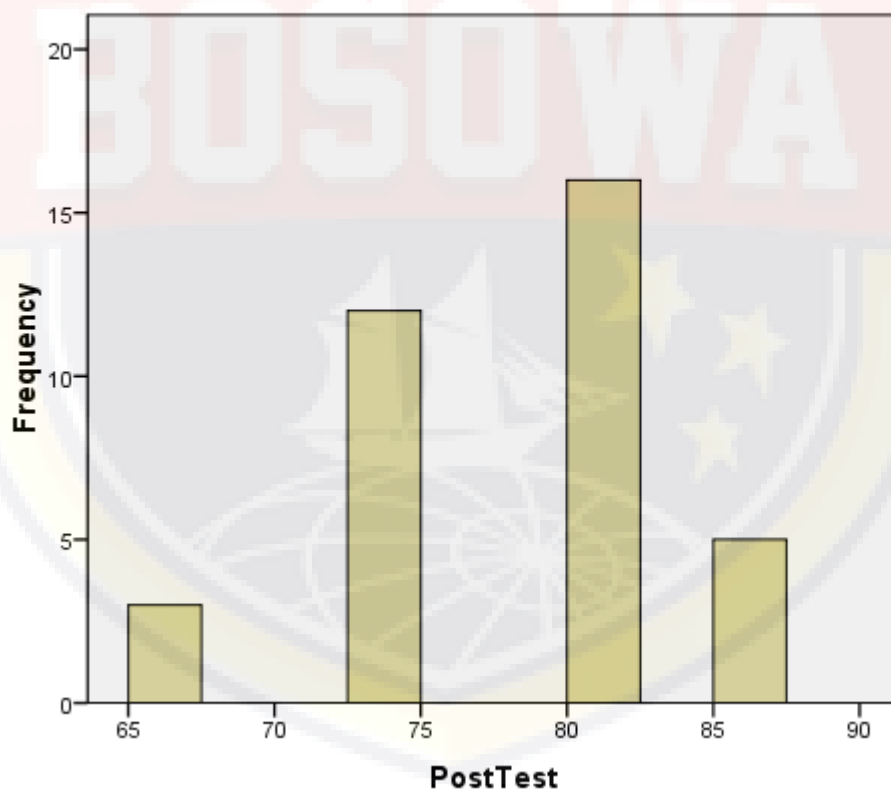
**Frequency Table****PostTest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	3	8.3	8.3	8.3
	73	12	33.3	33.3	41.7
	80	16	44.4	44.4	86.1
	87	5	13.9	13.9	100.0
Total		36	100.0	100.0	

## PreTest

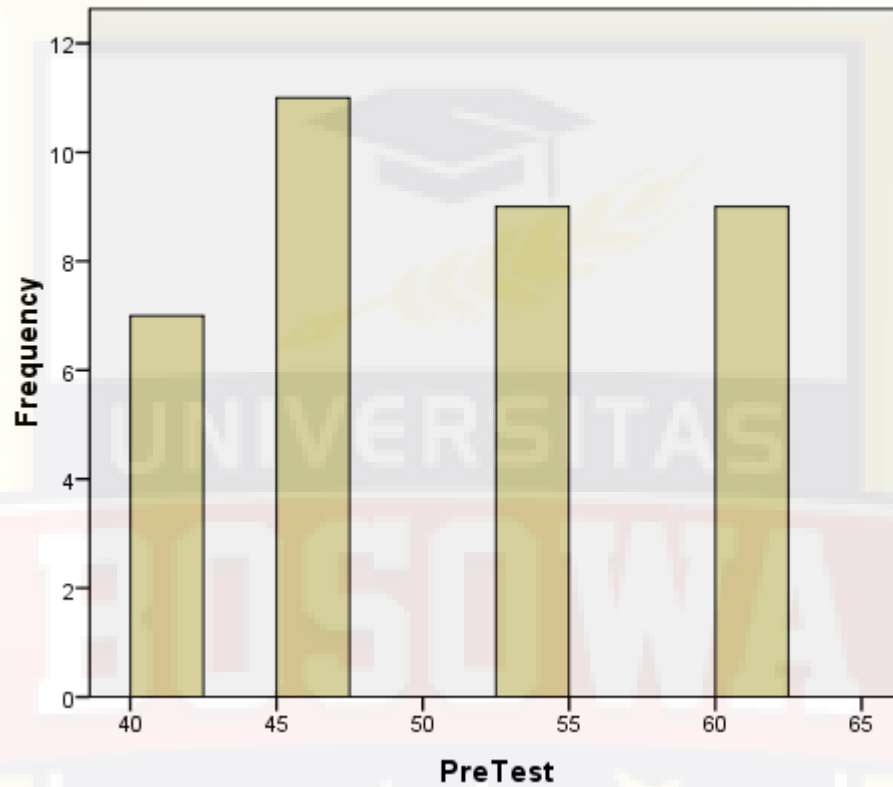
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	7	19.4	19.4	19.4
47	11	30.6	30.6	50.0
53	9	25.0	25.0	75.0
60	9	25.0	25.0	100.0
Total	36	100.0	100.0	

## PostTest





## PreTest



Mean =50.39  
Std. Dev. =7.121  
N =36

## Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTest	78	36	5.669	.945
	PreTest	50.39	36	7.121	1.187

## Paired Samples Correlations

	N	Correlation	Sig.

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Post-test & Pre-test	36	.399	.016

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post-test Pre-test	27.167	7.117	1.186	24.758	29.575	22.902	35	.000

# BOSOWA



## Appendix 9: Documentation



Picture 1: The researcher was doing pre test



Picture 2: The researcher was doing post-test



Picture 3: The students were watching English Channel YouTube video in the class



Picture 4: The researcher was explaining about English Channel Youtube to the students



Picture 5: The researcher was explaining about English Channel Youtube to the students



Picture 6: The researcher was writing the name of the students to determine the group

## Appendix 10: Administration



**PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN**

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222  
Website: [http://www.dikbud\\_makassar.info](http://www.dikbud_makassar.info) : e-mail: [dikbud.makassar@yahoo.com](mailto:dikbud.makassar@yahoo.com)



**IZIN PENELITIAN  
NOMOR : 070/0269/DP/V/2019**

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
Nomor : 070/1382-II/BPKB/V/2019 Tanggal 07 Mei 2019  
Maka Kepala Dinas Pendidikan Kota Makassar :

**MEN GIZINKAN**

Kepada

Nama : **RINI YUNIAR**  
NIM / Jurusan : 4512101193/ Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa (S1)  
Alamat : Jl. Urip Sumoharjo Km. 04 ,Makassar

Untuk : Mengadakan *Penelitian* di **SMP Negeri 03 Kota Makassar** rangka  
*Penyusunan Skripsi* di **UNIBOS** dengan judul penelitian:

**“ENGLISH CHANNEL YOUTUBE AS A LANGUAGE  
TEACHING MEDIA IN LEARNING SPEAKING AT SMP NEGERI  
03 KOTA MAKASSAR”**

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 ( satu ) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar  
Pada Tanggal : 10 Mei 2019

**An.KEPALA DINAS  
Sekretaris**

ub

**KASUBAG UMUM DAN KEPEGAWAIAN**



**A. SITTI DJUMHARIJAH, SE**  
Pangkat 5 Penata Tk.1



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
UPT SATUAN PENDIDIKAN FORMAL  
**SMP NEGERI 3 MAKASSAR**  
KECAMATAN MAMAJANG



Jl. Baji Gau No. 11 Kode Pos 90134 Telp.0411-854240 Fax.0411-858640e\_mail : spentig\_mks@ymail.com NSS : 201196006003 NPSN : 40312436.

SURAT KETERANGAN PENELITIAN

No. 159/421.3/SMP.03/II/2019

Yang bertanda tangan di bawah ini, Kepala UPT SPF Sekolah Menengah Pertama Negeri 3 Makassar menerangkan bahwa :

NAMA : RINI YUNIAR  
NO.INDUK : 4512101193  
JURUSAN : Pen. Bahasa Inggris  
PEKERJAAN : Mahasiswi  
UNIVERSITAS : Universitas Bosowa  
ALAMAT : Jl. Urip Sumiharjo KM. 04 Makassar

Benar telah mengadakan penelitian di SMP Negeri 3 Makassar pada tanggal 10 Mei s.d 24 Mei 2019 dengan judul penelitian **“ENGLISH CHANNEL YOUTUBE AS A LANGUAGE TEACHING MEDIA INI LEARNING SPEAKING AT SMP NEGERI 03 KOTA MAKASSAR”**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.



Makassar, 19 Juli 2019  
Kepala UPT Satuan Pendidikan Formal  
SMP Negeri 3 Makassar  
*Drs. KASWADI*  
Pangkat : Pembina Tk. I  
NIP. 19681231 199501 1 005

## BIOGRAPHY



**Rini Yuniar** was born in Jakarta on June 8th 1994, from marriage of her parents H. Beddu and Cheryani Hasby. She began her first education at TK Kartika Wirabuana in Makassar in 1999 and finished in 2000. Then, she continued her study to SD Kartika Wirabuana Makassar in 2000 and finished in 2006. And then, she continued her study to SMPN 279 Jakarta and graduated in 2009. At the same year, she continued her study at SMA Mutiara Baru Bekasi 2009 until 2011, then moved to SMA PGRI 1 Makassar and graduated in 2012. After graduating from senior high school, she decided to continued her study to Bosowa University and chose a major in International Relations, then in 2015 she decided to move to the English education department. Faculty of Teacher Training and Education Bosowa University.