

**THE EFFECT OF YOUTUBE AS MEDIA FOR ENHANCING STUDENTS'
SPEAKING ABILITY AT SMAN 1 KEC.PANGKALAN KOTO BARU
WEST SUMATERA**

A THESIS

*Intended to Fulfill One of The Requirements for The Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau*



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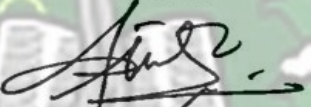
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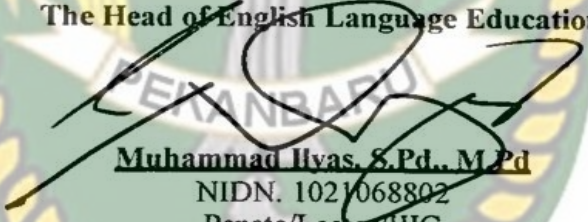
**THE EFFECT OF YOUTUBE AS MEDIA FOR ENHANCING STUDENTS'
SPEAKING ABILITY AT SMAN 1 KEC.PANGKALAN KOTO BARU
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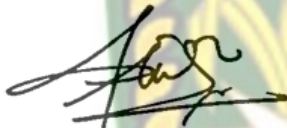
THESIS

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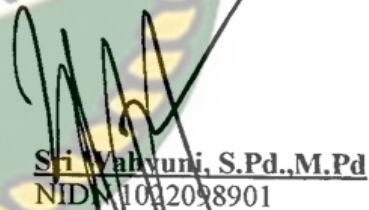


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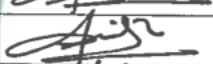
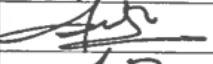




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7	June 06 th 2022	Revised Chapter IV	
8	June 09 th 2022	ACC to Join Thesis Examination	



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I hereby this thesis or definitely from my own ideas, except the question (directly or nderirectly), which were taken from various sources and mentioned Scientifically, the researcher is responsible for the data and facts provided in this thesis.

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ACKNOWLEDGMENT

Assalamu'alaikum. Wr.Wb

In the name of Allah SWT, the most beneficent and merciful. The only we worship and only the we ask for help. All praises are to Allah SWT, The Lord of Universe, for all blesses so that the writer can accomplish this thesis. In addition, may peace and salutation be given to the Prophet Muhammad SAW who has taken all human being from the darkness to the lightness. The writer would like to express the genuine gratitude to:

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Finally, the researcher realized that this thesis is far from perfect. Therefore, constructive critics and suggestion from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Waasalamu'alaikum Wr.Wb

Sincerely yours,

The researcher

Safani Tri Ayu Amanda

ABSTRACT

SAFANI TRI AYU AMANDA, 2022. “ The Effect of Youtube as Media for Enhancing Students’ Speaking Ability at SMAN 1 Kec. Pangkalan Koto Baru West Sumatera”.

Key Word: Youtube, Media, Speaking Ability

Youtube is one of media in the learning strategy that helps students improve their speaking skills in class. The teacher gives a YouTube video, and students understand the video shared by the teacher then, the students have a turn to speak. Based on the students problem in vocabulary, fluency, pronunciation and students feel bored with the learning media, the researcher find out there is significant effect of youtube as media for enhancing students speaking ability at SMAN 1 Kec. Pangkalan Koto baru, West Sumatera.

In this research, the researcher used experimental research, the methodology being quantitative research. The sources of the data were the SMAN 1 Kec.Pangkalan Koto Baru. This research focused on speaking narrative text. The researchers applied Youtube Media in the experimental class. While in control class the researcher did not apply the media. The sample of this study was 26 students in the experimental class from X MIPA1 and 28 students in the control class from X MIPA2. The instrument of this research was speaking test while the speaking test used in pre-test and post-test. The data were analyzed by using SPSS 24.00 program.

The researcher found that applying youtube as media is able to give significant changed towards speaking indicators are focused on the ability of students in vocabulary, grammar, fluency, comprehension, pronunciation. Hence, the mean score of students speaking ability in experimental class increased from 53.19 in pre-test became 79.81 in the post-test. The researcher got the t-calculated was 28.773, while the t-table based on df 25 was 2.060. Therefore, there was significant effect of Youtube as Media for enhancing students’ speaking ability at SMAN 1 kec. Pangkalan koto Baru West Sumatera.

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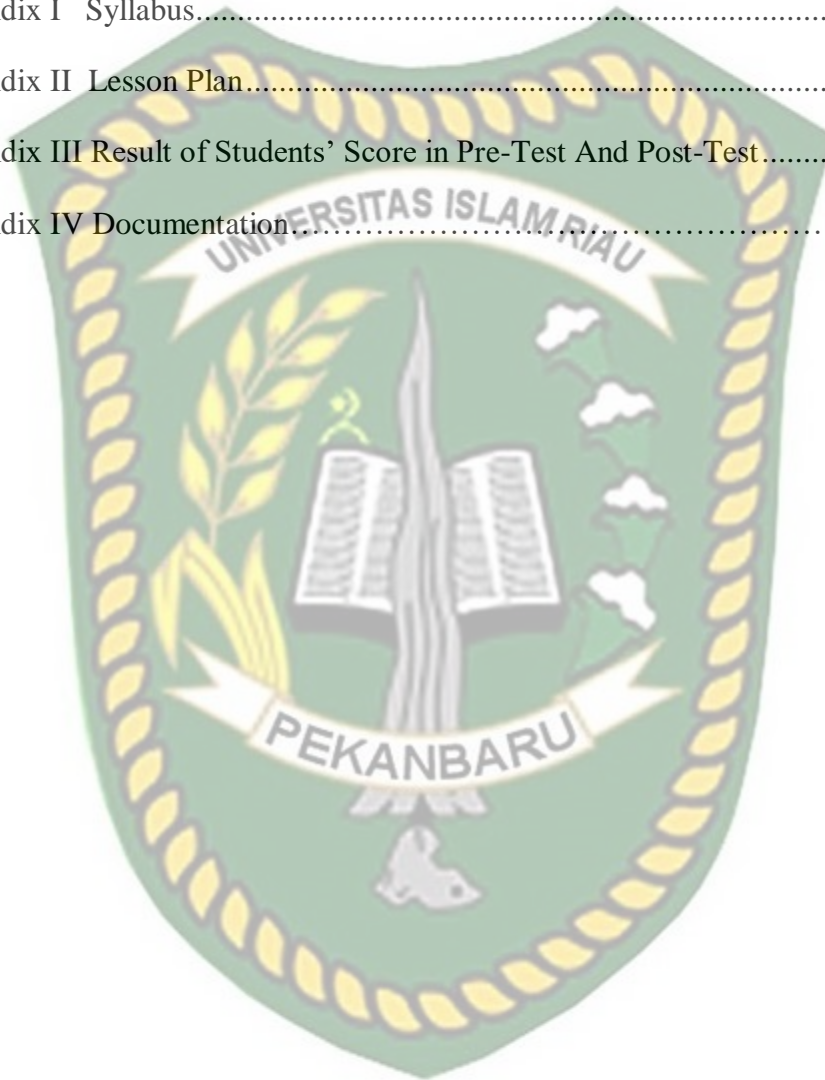
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem.

Speaking ability is necessary while we're learning a language because Learning a language allows us to communicate in that language. As we know that there are four abilities that must be mastered by students in learning English, namely Speaking, Reading, writing, and Listening. One of those skills is speaking. As a result, this talent allows us to communicate information in English so that listeners can understand.

However, Speaking is an important skill for students to achieve when learning English. English is a strange language in our country, but it also provides an essential part in education, especially for students. English begins to be taught at the Elementary, Junior high school, Senior high school , and University levels. Furthermore, English is applied or taught in schools or educational institutions and is rarely applied in everyday life.

Based on the observation in SMAN 1 Kec.Pangkalan Koto Baru West Sumatera and discussion with an English teacher, the researcher found that many students have several problems. The first is the lack of vocabulary that students have. However, students can only speak two or three words in speaking English. Students who lack vocabulary are unable to communicate or express their ideas effectively. Therefore, the English teacher should be

able to comprehend a lot of information about creating an engaging classroom so that the students have a lot of success with their vocabulary development.

Second is the fluency of students when speaking English. Fluency is another essential component of speaking English. If students are not fluent in speaking English, it can affect the way the students convey their ideas and thoughts. So that when in conversation, other students cannot understand the concepts and opinions expressed by students when speaking English.

Third, students' pronunciation when speaking English. Pronunciation is an aspect that is quite difficult when speaking English. So stress and intonation must consider in speaking English. Pronunciation is the study of how, when people talk in a specific language, their words are easily created. So students must be precise in English pronunciation.

Fourth, students feel bored with the learning the teacher's media selection, so learning is less interesting for students. Because the media is a technology that teachers can use to provide material in the learning process. Therefore, teachers can use media that draw the attention of students during the learning process by adjusting the situation of students in class.

As we know, the students' problems above are essential aspects of speaking skills. However, the skill problems faced by ordinary students are enhanced by using strategy. Therefore a teacher can use technology media to improve students' English speaking skills.

Media is an internet-based technology that can be used as a place to get information and knowledge online. In general, there are three types of media that can be used, namely visual media, audio media, and audio-visual media. But with the development of technology, other technological media have developed that can be utilized in education, particularly English. Such as Youtube, Google, Facebook, and Twitter, which can facilitate students' easily access and collect information. Therefore, A teacher can utilize Youtube to build students' speaking skills to improve their speaking skills.

YouTube video is an audio-visual media Because we can see the images and hear the audio. Learning English using YouTube has many benefits, such as learning to be more fun, learning the correct pronunciation of words, and using YouTube to make learning materials easy to understand. Youtube can be accessed anywhere, making it easier for students to use it. Youtube as media issued means for the teacher to resolve this problem at the first step (Muhammad, 2012). By using youtube, students can enhance their speaking skills by watching interesting videos and can also practice their vocabulary.

However, learning to speak English YouTube is a unique learning system that will be created despite being not formal but has a significant impact on enhancing students' speaking abilities. Therefore the researchers tried to apply technology-based media, especially YouTube at SMAN 1

Kec.Pangkalan Koto Baru, West Sumatera to develop the speaking skills of students at the school.

By the explanation that has written above, the researcher finally decided to conduct a research paper entitled **“The Effect of Youtube as Media for Enhancing Students' Speaking Ability at SMAN 1 Kec.Pangkalan Koto Baru West Sumatera.”**

1.2 Setting of the problems.

Based on the research's background, the problems can be identified as follows :

The first is the lack of vocabulary that students have. So that students cannot express their ideas and thoughts well. Second, the fluency of students when speaking in English. Third, students' pronunciation when speaking in English. Fourth, students feel bored with the learning media used by the teacher, so learning is less interesting for students.

1.3 Limitation of the problems.

Based on the setting of the problem, the writer must limit the pain. Students feel bored with the media used by the teacher when the teacher provides learning material in English. It makes learning less interesting for students in class. To discuss the students' problems in learning English, some teachers rarely use interactive media in teaching speaking skills. However, the

researcher was focus on The Effect of Youtube as Media for Enhancing Students' Speaking Ability at Sman 1 Pangkalan Koto Baru, West Sumatera.

1.4 Formulation of the problem.

Dealing with the limitation of the problem , the researcher questions below:

“ Is there any significance Effect of Youtube as Media for Enhancing Students' Speaking Ability at Sman 1 Ke.Pangkalan Koto Baru, West Sumatera ? “

1.5 Objective of the Research.

The objective of the research are :

To find out whether there is significance Effect of Youtube as Media for Enhancing Students' Speaking Ability at SMAN 1 Kec.Pangkalan Koto Baru West Sumatera.

1.6 Significance of the Research.

There are three significances explained as follow :

1. Teachers: Teachers now have a large range of media to teach speaking in the modern era, especially to the use of YouTube as a media to teach speaking ability, and there is a good chance of improving students' speaking skills.

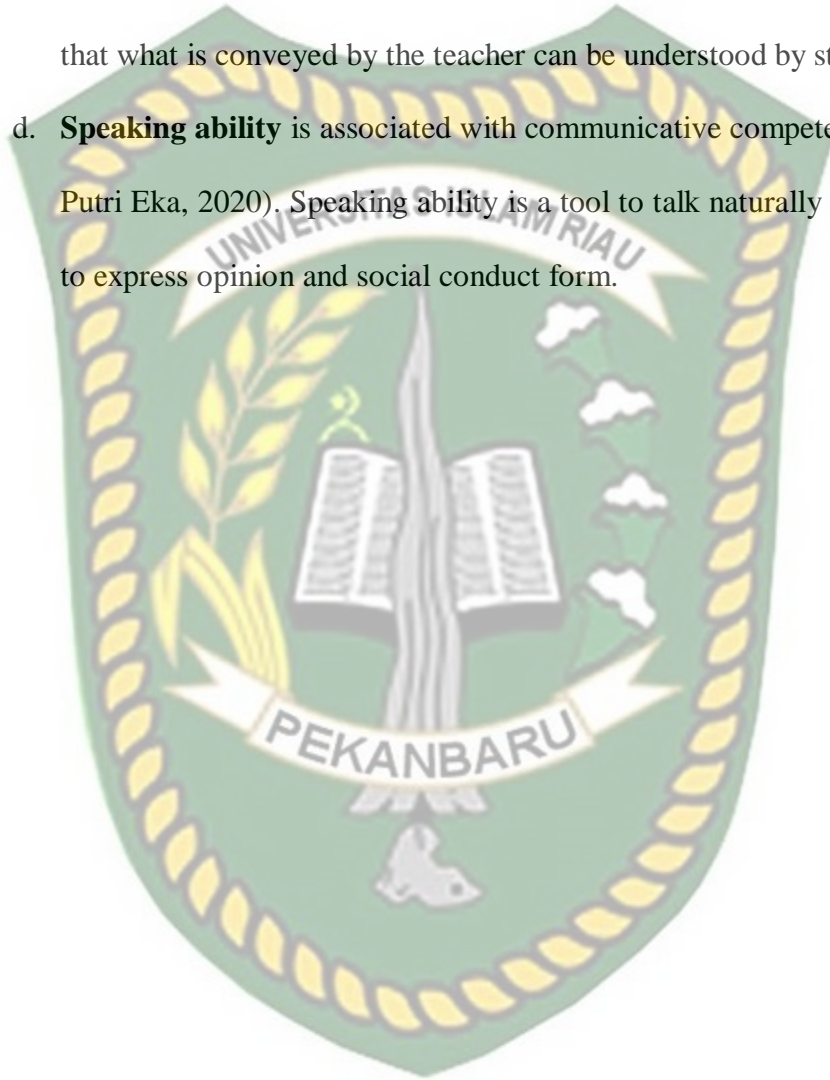
2. Students: Because of the research's subject, it may be a new experience in speaking class and an attempt to improve their speaking skills.
3. Other researchers: If other researchers are able to investigate the same situation, this research can be used as a reference.

1.7 Definition of the Key Terms.

To avoid any misunderstanding of the meaning of the term in this research, the researcher need to explain the definition of the key terms are as follows :

- a. **The Effect** means change that somebody or something causes in somebody or someone else; result particular look, sound or impression. In this study, however, the term effect refers to the effect of Youtube as a media for enhancing students' speaking ability at SMAN 1 Kec. Pangkalan Koto Baru, West Sumatera.
- b. **Youtube** is a website that shares various types of video like movies, tv clips, song motion pictures, film trailers, and different content material particularly video running a blog, brief original films, and academic videos (Jalaluddin, 2016). As we know, YouTube is one of the media that disseminates information in the form of videos that we can access anywhere and anytime. So that it has benefits for teachers in the teaching learning process.

- c. **Media** is very useful to be used in teaching studying activity (Ismail et al., 2018). It means that the media is one of the effective ways to convey learning material in class, so that the media is very useful for teachers so that what is conveyed by the teacher can be understood by students easily.
- d. **Speaking ability** is associated with communicative competence (Ilyas and Putri Eka, 2020). Speaking ability is a tool to talk naturally among society to express opinion and social conduct form.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories.

2.1.1 The Nature of Speaking.

People should learn the skills required to improve their language proficiency. One of the skills that become a priority to be mastered, that skill is speaking skill. Speaking skill becomes a priority because this skill is concerned with activity in society. It means that this skill is needed in social communication; without speaking, people cannot communicate with each other.

Speaking is a skill that is used to express someone's ideas, thoughts, or feelings in oral communication or using symbols. This skill is a very crucial part of daily activities. Thus, without speaking, people cannot interact with each other's, especially in society. It will be challenging to share and get information, express the thing in their minds, and even transactions. According to Leong and Ahmadi et al. (2017) speaking is the main skill that can make communication more effective, because without any speech that impossible the communication will exist.

Communication refers to how people share their views and thoughts with others or what we commonly know as interaction. Speaking becomes an

essential part of interacting for humans as social beings. As social beings that interact, humans are inseparable from speaking to communicate in daily activity. Thus, speaking is a human ability to make sounds and express opinions from their mind for interaction.

Moreover, Bashrin (2013) Mentioned that as a productive ability, speaking is essential. Formerly, teachers in every classroom rarely teach speaking. However, in speaking, someone is not only expected to understand the information they get but also about information that they share with others. In other words, the speakers and listeners should understand and comprehend the information or ideas they told or listened. it aims to avoid misunderstanding between people in communication.

Linse in Bilqis Maulany (2013) mentions The first step is to speak, young English language learners must first learn how to talk before they can read and write in English.. While, Brown in A. Gani et al. (2015) says The interactive process of developing meaning from speaking includes producing, receiving, and digesting information. Gani also says Students Learn how to organize your thoughts, build words, and transmit language clearly and understandably in spoken form.

According some experts there are some definitions of speaking. As Idayani (2019) states Speaking ability refers to sharing and producing meaning through verbal and nonverbal communications. It means Not only

verbal communication, can nonverbal communication, such as gestures, body language, and facial expression, contribute to the diversity of interactions.

Khorashadyzadeh in Idayani (2019) said that in speaking, We require learners to comprehend not just how to provide their language competences such as vocabulary, grammar, and pronunciation, but also sociolinguistic competences such as how, when, and why to communicate. It means that to be good speakers, students are not only expected to master Grammar, vocabulary, and pronunciation are all important, but speech production, articulation, automaticity, fluency, and other abilities.

Furthermore, Harmer in Sailun and Idayani (2017) outlines three primary reasons for getting students to participate or talk in class. To begin with, speaking activities provide opportunities for rehearsal and within his safety classroom, he gets real-life speaking practice. Second, speaking exercises require students to use any or all languages they are familiar with, giving teachers and students feedback.

According to Richards in Reza et al. (2017) explain Speaking as an efficient form of oral communication needs the capacity to communicate effectively in social situations. In human connection, there are specific reasons to speak; the first is that speaking can develop and maintain the social relationship. Second, speaking can be transactional and focuses on sharing

information. The last, speaking can also be speech, whether it is spoken for interaction, transaction, and performance.

It concludes that the speaking ability is the pronounced articulation of sounds or words to express, assert, and transmit thought, ideas, or feelings. Speaking skills are important because speaking is a facility for communication or interaction. Without interaction, humans will become individualists and have no experience in social life.

2.1.2 The Components of Speaking.

As a student, the main goal in learning to speak English is to talk well and fluently. To achieve that goal, we must know the speaking components because these components will affect our speaking ability. According to Harris in Hussin et al. (2020) Pronunciation, vocabulary, grammar, fluency, and comprehension are the five components of speaking.

a. Pronunciation.

Pronunciation is the method that allows students to speak in a more explicit language. According to Richards and Schmidt in Adean Fitri and Idayani (2021) The way a sound or sounds is referred to as pronunciation. Unlike articulation, which relates to creating speech sounds in the mouth, pronunciation focuses on how the listener perceives sounds.

b. Vocabulary.

Vocabulary is fundamental to language. It seems in every language ability. It is very important because we will say nothing without vocabulary or thoughts. Hewings in Adean Fitri and Idayani (2021) mentioned that, Simple activities that you can do with your students regularly to assist them in improving their pronunciation while learning or revising vocabulary. It means that mastering vocabulary can also enhance our skill in pronouncing the language itself.

c. Grammar.

Students will benefit from knowing how to organize words in a sentence, what tense to use, and how to apply suitable grammar if they master grammar utterances (Hussin et al., 2020). To be like a native speaker, we have to be able to arrange sentences properly, following the rules. Moreover, we have also know what kind of structure we should use according to the context discussed.

d. Fluency.

Fluency is the problem of how people talk the language with no problem like questioning the word ingesting the ideas, etc. Richards and Schmidt in Adean Fitri and Idayani (2021) fluency is a component of speech that gives it natural and typical aspects, pauses, rhythm, intonation, stress, speech frequency, and the use of interjections and

interruptions, to name a few. A person's capacity to speak in a second or foreign language is also referred to as fluency.

e. Comprehension.

Comprehension is a student's competence to recognize all the speaker says to them. Adean Fitri and Idayani (2021) mentioned that recognizing the communication's intended purpose, whether written or spoken, is known as comprehension. Furthermore, comprehension refers to the correctness and relevance of the accessible information to the information delivered by a person in a conversation.

In conclusion, all of the elements stated above are They are important because they have a close relationship courting and interrelation. therefore, in getting to know speaking college students are anticipated to master a lot of these components with the aim that their speaking capabilities enhance.

2.1.3 The Importance of Speaking.

The ability to speak English may be very important in life, especially for students when learning English, because language learning enables students to use language in conversation. Language has social characteristics where verbal exchange arises through interaction with each other, expressing ideals, issuing ideas and thoughts, and responding to opinions.

We have to improve our speaking, for example, through regular English practice with friends or other people. Teachers need to have media and many things to manage and make students feel interested and not bored when learning English.

The last, a good teacher though to create a practical situation and provide a different way of learning English using media. Media is essential in coaching and learning to speak. One media is YouTube, which can improve student learning abilities in class.

2.1.4 The Types of Speaking.

Brown in Derakhshan et al. (2016) describes six categories of basic types of speaking. Those six categories are as follows :

1. *Imitative.* A small portion It is possible to use a part of class time to create a Speech by a "human tape recorder," in which students, for example, practice and intonation pattern or attempt to pinpoint a specific vowel sound. This style of imitation is done to concentrate on a particular component Rather than engaging in real discussion, they prefer to play with language forms.
2. *Intensive.*Intensive speaking encompasses any speaking performance to enhance phonological or grammatical abilities and imitation. Intensive

speaking can be performed on another's or as as part of a pair's project activity in which students "review" specific forms of language.

3. *Responsive*. A successful dal of students is responsive: quick responses to questions or comments asked by the teacher or students.
4. *Transactional (dialogue)*.A more advanced variant of responsive language, transactional language is used to express or exchange specific information.
5. *Interpersonal (dialogue)*.As stated in the preceding chapter, it is a type of communication that is more concerned with preserving social ties than with transmitting facts and information..
6. *Extensive (monologue)*.Finally, intermediate and advanced students must deliver monologues in the form of reports, summaries, etc, or perhaps brief speeches.

To conclude, a teacher needs to recognize that talking isn't only approximately using the good sounds but also the choice of words, then that a person can talk with others. The degrees of students' performance additionally become a part of the consideration to layout English teaching sports. The desires of our coaching will affect the activities in the class.

2.1.5 Teaching Speaking in Senior High School.

Speaking is important in our everyday lives because it has many benefits, such as creating confusion in social interaction and reducing and sharing information. According to Burns (2019) Teaching speaking is an essential part of language learning. The goal of teaching speaking is in order to teach students how to communicate and interact with others in English.

Students in senior high school are not very interested in learning to speak. Because of lack of practice, they become insecure and feel afraid of being wrong with their speaking abilities. Baidawi (2016) says that teaching speaking is one of the challenging activities for teachers because to teach speaking, and teachers must design learning activities as well as possible. The teacher also suggested using an appropriate strategy to support this activity. This strategy is expected to encourage students to participate in activities and attractive in learning.

Kusrini (2012) mentioned the students can express themselves, comprehend the characteristics of speaking, and learn how to communicate appropriately so that the interlocutor can understand what they have said. A teacher has succeeded in teaching speaking if the students can strengthen their language skills while interacting with their teachers and classmates.

Finally, teachers must also know the principles of teaching speaking; teachers need to follow these principles to facilitate education. Therefore

teachers can use media for teaching to improve students' communicative ability in class.

2.1.6 Techniques of Teaching Speaking Skills.

Youtube may be used in a diverse method to educate speaking skills within the classroom. It is additionally dependent on the structure and how the teacher will use it in the study room. To get successful in language teaching, there are a few techniques of speaking skills through using youtube in an ESL classroom that has to be benefited by both instructor and learner as suggested by Qomaria and Zaim (2021). Those eight technique are as follows :

1. Active Viewing.

Students need to participate actively in the video, given that this approach wants them to realize their interest in the central concept of the video. The teacher should review the film before playing it, writer down some key question about the board related to the video, so that students can obtain a sense of the video's content Students can also observe by watching the movie, and then they must respond verbally to the questions. Students can be given an instruction sheet or viewing guide, then allowed to watch and listen to the specific material they require.

2. Freeze Framing and Prediction.

It involves pressing the urgent pause button to halt the video on a positive factor and display a positive image on the screen. Following that, students are asked to predict what individual acts on frozen images on the screen will most likely do, how her feelings and what might happen manifest, or other inquiries about the snapshot. Students' imagination is sparked by freeze framing, which leads them to predict and conclude more details about characters.

3. Silent Viewing.

That means the video plays with dead and makes the best sound of moving photos. One of the ways to do this method are the scholars asked to see behavior characters and use their dedication. Then, to avoid swiping the photo on the screen, pause the film at a given point and have students guess what happened and what the character could say, or ask them what happened up to that point. The video segment is then replayed with sound on so that students can double-check their deductions based on what transpired in the video.

4. Sound on and Vision off Activity.

This activity is used by removing the visible video elements for students. The simplest can hear the conversation but can't see the

movement. Then students might ask to stake the arrangements, actions, characters, and many others from the soundtrack.

5. Repetition and Role-Play.

While there are some problematic language points inside video units, repetition may be an essential way for communicative production of sporting events. The coach replayed complicated factors from the video and asked the scholars to repeat my view or restraint. After students clearly understand complex factors, they may be asked to behave out of the scene because many are unique. The version they can calculate beforehand asks them to improve the seven accordingly to their perspective on the situation and the characters they might play.

6. Reproduction activity.

Students are asked to repeat or recount what happened in the previous video in this section.

7. Dubbing Activity.

Teachers instruct students to watch a sound-off video and fill in the blanks with dialogue from the video.

8. Follow-up Activity.

The video should lead to a follow-up activity. In this activity, the teacher asks students to discuss the lesson to ensure that the video provided effectively develops students' speaking skills.

Finally, to apply this technique, the teacher can teach half of the students to go out of the school room for some minutes and relaxation watching videos by holding back. Then the scholars transferred to second place, and the institution watched the video with a snap shot off. Next, they come lower back to share their ideas on what video is set.

2.1.7 The Nature of Media.

Media is one of several crucial parts of the teaching-learning process. It is essential in the teaching and learning process since it might influence students' interest in participating in the class. It is necessary to use excellent and engaging media when teaching a language. Devi et al. (2019) mentioned the use of media in the teaching-learning activity will keep the learner's attention on the teacher, allowing the teacher to remain in control of the classroom. The responsibilities of the media employed will be determined by the teacher's imagination.

Media is the plural medium. The medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinchi and Molenda in Herlina, 2014). Media is one of the communication component that is as a messenger of the communicator to the communicant (Criticos in Setiaji and Narmaditya, 2020). By definition it can be said that the learning process is a process of communication.

To summarize, a technique or piece of equipment used to transport information from a sender to a recipient is referred to as media. It has to do with education and learning in some way. Teaching and learning media are instruments that play an important role in helping the teaching-learning process in classrooms and assisting teachers in passing on knowledge to students.

2.1.8 Kinds of Media.

According to Brinton in Hashemi and Azizinezhad (2011) said that there are two kinds of media in teaching media. They are nontechnical media and technical media.

1. Nontechnical Media are Non-electric, low-cost, basic, and easy-to-use media for classroom use. Blackboards, flashcards, maps, cartoon drawings, puppets, newspapers, and magazines are examples of these media.
2. Technical Media are Media that require electricity, are more expensive, and can bring the outside world inside the classroom in all of its complications. Record players, audiotape players, CD players, radio, television, video players, computers, and slide projectors are examples of these media..

Conclusion Based on the previous statement, it can be concluded that good media can assist teachers in achieving their teaching-learning objectives. It can be facilitated the process of learning to understand materials. this research will use technical media (youtube video) to improve students' speaking ability.

2.1.9 Youtube Video.

Youtube is a form of entertainment in which a story is delivered through sound and a series of images that create the illusion of continuous movement. But, according to Jalaluddin (2016) Youtube isn't just for pleasure videos; it also has a significant number of videos on how to learn English. Youtube is one of the languages-teaching media. It is quite helpful because it might increase student motivation to study. Students may become bored with the situation in English class at times. As a result, students require entertainment, and YouTube is one of the most appropriate media in the modern era.

According to Jalaluddin (2016) Youtube is a well-known video-sharing website that allows users to upload videos for private or public viewing. Currently, Users of various ages, from children to adults, may be found on Youtube all around the world. Users can upload, search for, and watch videos, as well as debate and share video clips. As a result, Youtube has the potential to be used as a learning tool in the English language. In order

to encourage teaching speaking, Youtube videos might be accompanied by interactive exercises. Given the amount of such resources available on many websites on the Internet, there has been a growing interest in evaluating the usefulness of using YouTube videos.

Abdulrahman (2016) states Youtube is an innovative technology to explore in English teaching and learning. Youtube has a lot of videos that students can use as learning resources. Youtube may be used as a learning resource and learning medium to fulfill the needs of the digital generation. Youtube can pique people's attention and assist the learning methods of the digital era.

In addition, hundreds of thousands of videos on a wide range of topics are available on Youtube, which can be used in the classroom. Youtube will also serve as an extensive free video library for students, encouraging them to become self-directed learners.

2.1.10 Teaching Speaking Using Youtube Videos.

As a media, the internet can be used in teaching and learning. It's possible because the internet is so simple to utilize. Students nowadays use the internet in internet shops, at school, or even at home. Riswandi (2016) says that The teacher not only uses the book as a source of information, but they can also improve or create the material using the internet especially

youtube video. The usage of the internet will alter the traditional teaching-learning process. As a result, the teaching-learning process will not weary the students.

According to Kamal (2012) The internet may be used for anything in ELT (English Language Teaching), including updating language skills, obtaining teaching materials, and working on class projects and activities. In other words, the internet is precious in the teaching and learning process, mainly when teaching or learning a foreign language. And Youtube not only allows internet users to post their videos, but it also allows users to find videos that they are looking for.

When teaching public speaking, the internet can be used to research the topic that will be discussed in class. The information they find on the internet may prompt them to discuss or share it with their acquaintances. Youtube is one of the websites that can be utilized for content in the teaching-learning process, particularly in the teaching of speaking. According to Riswandi (2016) The researcher offers YouTube as an approach for teaching speaking based on those needs in instruction.

There some step for teaching speaking using technique Freeze Framing and Prediction in youtube video by P. Pongsapan (2014) are as follows :

1. Firstly, the researcher showed a video via youtube .
2. Secondly, when the video was shown the researcher paused the video several times in the middle of the video.
3. Thirdly, when the video was stopped, the researcher asked the students and the students were encouraged to convey their ideas about the video.
4. The last, students can guess what will happen after seeing the previous part of the video. That way students can speculate about what will happen in the next round.

In conclusion, youtube can be utilized as a viewing comprehension tool while teaching speaking. Students can learn by seeing a video that is linked to the subject. Inside the classroom, they can watch a video of actual life. The students can then tell a tale based on the video. It can also be utilized to have a discussion about the video. Another exercise that can be performed is for students to practice depending on what they have seen in the video.

2.2 Relevance Studies.

Relevant studies have recently been undertaken on the use of Youtube Media, particularly for improving students' speaking skills.

Yunita (2015) at MTs PSM Mirigambar Tulungagung, conducted a pre-experimental study on the usefulness of using video Youtube to improve students' speaking skills. The result reveals that before treatment, the mean score of students' speaking was 58.4375, and after treatment, it was 67.8125, indicating that there is a significant difference in students' speaking skill while utilizing Youtube material.

Sirrul Muna (2011) SMK Negeri 3 Surakarta (vocational high school) conducted an action research project in the eleventh grade. The findings also imply that watching a YouTube video can help students improve their fluency, vocabulary, grammar, and pronunciation, as well as their comprehension of the topic's content. Furthermore, employing Youtube media improves the class situation by making it more appropriate. Furthermore, a study conducted in higher education produced comparable results.

Putrawansyah (2020) At the eleventh grade of SMA Negeri 7 Selayar, conducted an action research on the Effectiveness of Using Youtube Video in Improving Students' Speaking Skill Through Asking and Answering Questions. The content that was created was a procedural manual. The purpose of this study is to use YouTube video content to ask and answer

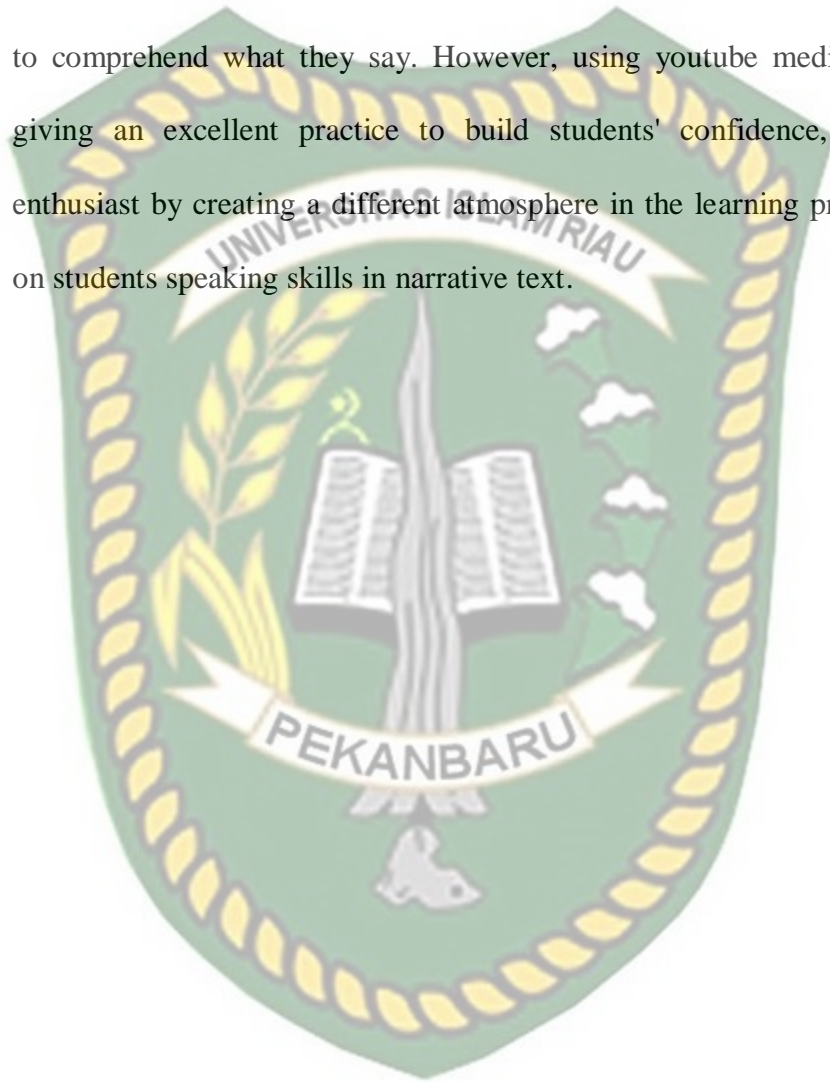
questions about students' speaking skills in terms of vocabulary and pronunciation. An experimental technique was used in this investigation, using a one-group pre-test and post-test. The subject of this study was chosen using a technique known as purposive sampling.

Based on some of the previous studies above regarding the use of techniques, the difference between the relevance studies above and the researchers is that the researchers was conduct studies in teaching speaking using youtube media in SMAN 1 Kec.Pangkalan Koto Baru West Sumatera. The material designed is Narrative text. The researcher was use an experimental research design with a quantitative approach, and explained the effect of YouTube media to improve students' speaking skills in aspects of fluency, grammar, vocabulary, pronunciation and comprehension.

2.3 Conceptual Framework.

The study focuses on experimental research to prove whether there is a significant effect of media through youtube to enhance students' speaking ability at SMAN 1 Kec.Pangkalan Koto Baru West Sumatera would be better using the traditional method. Speaking skills for the students are complex, and the students also make many mistakes in their pronunciations; students find difficulties how making excellent pronunciation speaking skills. The students speak without knowing their accent in speaking skills. If using a youtube pattern is applied in teaching-learning speaking skills, the students were fun

with a different atmosphere in the classroom. It is suitable to apply using youtube media through youtube patterns as a treatment for narrative text. In the process of students speaking skills in the narrative text, the students have to comprehend what they say. However, using youtube media is a pattern giving an excellent practice to build students' confidence, activity, and enthusiast by creating a different atmosphere in the learning process actually on students speaking skills in narrative text.



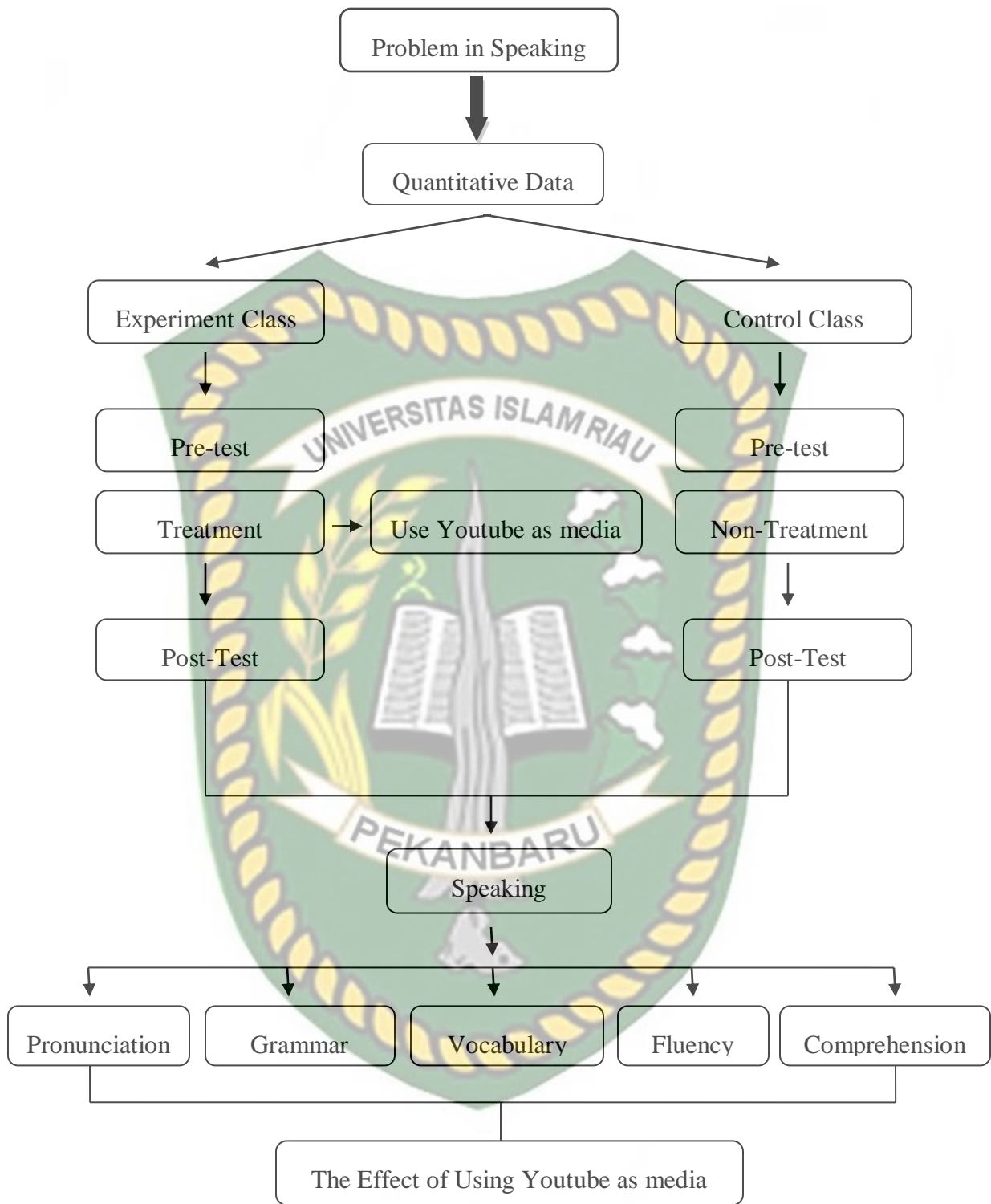


Figure 2.1 Conceptual framework

2.4 Hypothesis.

There are two hypothesis :

1. Ha :there is significant effect of youtube as media to enhancing students' speaking ability at SMAN 1 Kec.Pangkalan Koto Baru West Sumatera.
2. Ho : there is no significant effect of youtube as media to enhancing students' speaking ability at SMAN 1 Kec.Pangkalan Koto Baru West Sumatera.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design is Experimental Research Design. According to (Creswell, 2014), experimental research determines if a specific treatment influences an outcome. It means that the experimental research was designed to know and observe the cause and effect of the variables and then to know whether there is or no influence from the treatment given.

In the analysis, there are two variables, which are independent and dependent. “Youtube Media” is the independent variable, and “student speaking ability” is as the dependent variable.

Table 3.1Research Design

Class	Pre-test	Treatment	Post-test
X-MIPA.1	Y1	X	Y2
X-MIPA.2	Y1	-	Y2

Note :

Y1 : Pre-test

X : Treatment

Y2 : Post-test

Table 3.2 The Sub Design of the Research

Y1 : Pre-test	X : Treatment	Y2 : Post-test
The teacher gives a speaking test to students before they are taught using youtube media.	The teacher teach in the class using youtube media.	The teacher gives a narrative text test after the students are taught using youtube media.

3.2 Location and Time of the Research.

The research has been carried out at SMAN 1 Kec. Pangkalan Koto Baru West Sumatera which is located at Jl. Lintas Sumbar - Riau, Kec. Pangkalan Koto Baru, Kab. Lima Puluh Kota, Prov. Sumatra Barat, and when the research was conducted from April to May 2022.

Table 3.3 Schedule of the Research

No	Topic	Title	Activity Speaking Test
1	Narrative Text April, 14 th 2022	The Legend of Toba Lake (pre-test)	Performing tests (Experimental class) Performing tests (Control Class)
2	Narrative Text April, 21 st 2022	The Legend of Prambanan (Treatment 1)	The researcher teach and explains about Narrative Text (definition of narrative text, general structure and linguistic
3	Narrative Text	The Legend of	

	April, 28 th 2022	Rawa pening (Treatment 2)	features) using youtube media, the researcher gives examples and then students present their topic to be discussed in front of the class.
4	Narrative Text May, 12 th 2022	The Legend of Crying Stone (Treatment 3)	
5	Narrative Text May, 19 th 2022	Sangkuriang (Treatment 4)	
6	Narrative Text May, 27 th 2022	Malin Kundang (post-test)	Performing test (Experimental class) Performing test (Control Class)

3.3 Population of the Research.

The population in this study were students in SMAN 1 Pangkalan Koto Baru West Sumatera in the academic year 2021/2022. It consist of six classes and the number of students of each class is 25 until 29 students. The total numbers of the social of tenth grade of SMAN 1 Kec.Pangkalan Koto Baru West Sumatera are 163 students.

Table 3.3 Total Population of the Research

No	Class	Number of Students
1	X-MIPA.1	26
2	X-MIPA.2	28
3	X-MIPA.3	25
4	X-IPS.1	27
5	X-IPS.2	28
6	X-IPS.3	29
Total		163

3.4 Sample of the Research.

A sample is a subcategory whose characteristics were studied in order to gain a better understanding of the whole. When dealing with individuals, it can be defined as a group of respondents (people) selected from a larger population for the purpose of a survey. The research employed cluster random sampling in this study. Furthermore, Fraenkle and Wallen in Epcisasi et al. (2015) Cluster random sampling chooses subjects in groups, or clusters, rather than individuals, hence it chooses groups rather than individuals.

Two classes were chosen as samples by the researcher. They were known as X-MIPA 1 is an experimental class with 26 students with X-MIPA 2 is a control class with 28 students.

Table 3.4 Total Sample of the Research

Class	Male	Female	Total
X-MIPA.1	9	17	26
X-MIPA.2	10	18	28
Total Sample			54

3.5 Instrument of the Research.

In this research, the researcher used a speaking test to collect data. The test would apply for pre-test and post-test. Most of the test questions are adopted from the internet and English textbooks which focus on tenth graders at SMAN 1 Kec. Pangkalan koto Baru West Sumatera. The writer would give the same topic to everyone.

The research would give a topic for everyone and ask them to discuss it first. After that, the researcher asked to one by one do a speaking test to express their ideas to the topic that have given. For this intent, the researcher assessed the students in speaking in terms of five components: *Pronunciation, Grammar, Fluency, Vocabulary, and comprehension.*

a. Pre-test.

In both the experimental and control classes, the researcher conducted a pre-test to identify the students' speaking abilities. The researcher are given a topic for students to speak about in this section, which was the legend of Toba Lake.

b. Post-test.

In both the experimental and control groups, the researcher completed a post-test. The purpose of the post-test is to determine the results of the students' speaking abilities after they have used YouTube video. The researcher are given a topic for pupils to speak about the Malin Kundang in this section.

3.6 Procedure of the research.

This research would be carried out in six meetings. It was use to help the researcher to achieve the goals of teaching. These were the procedure of the research :

a. Pre-test.

The researcher conducted a pre-test in both the experimental and control groups. The researcher entered the classroom for the first time, greeting everyone and checking the attendance list. Before the treatment, the students are given a pre-test by the researcher. The goal is to determine the students' ability to communicate before beginning

treatment. Only the first meeting was subjected to a pre-test. The speaking test is the pre-test. In the experiment, the researcher used Narrative Text as the pre-test material. The researcher then presented the students with the topic. The theme is the Legend of Lake Toba, and after seeing the video, the researcher asks students to give the subject in front of the class. The researcher listened to the students speak and rated them based on the indicators of speaking assessment, and recorded their performance student.

b. Treatment.

In the treatment, the researcher would be teach and explain Narrative Text by youtube media. From the second until the fifth meetings. The researcher are given a different topic in each treatment. The procedures of the treatments can be seen in the paragraph below :

In the first meeting, the researcher introduced and explained the definition of narrative text, the generic structure of a narrative text, and the language feature of narrative text. After that, the teacher gave some examples of narrative text about the legend of the Prambanan temple. Based on the example, the researcher paused the video several times. Each time the video is paused, students are asked to guess what will happen next..

In the second meeting, the teacher gave some examples of narrative text about the legend of Rawa Pening. Based on the example, the researcher paused the video several times. Each time the video is paused, students are asked to guess what will happen next.

In the third meeting, the teacher gave some examples of narrative text about the legend of the crying stone. Based on the example, the researcher paused the video several times. Each time the video is paused, students are asked to guess what will happen next.

In the fourth meeting, the teacher gave some examples of narrative text about the legend of Sangkuriang. Based on the example, the researcher paused the video several times. Each time the video is paused, students are asked to guess what will happen next.

c. Post-test.

After the treatment, the students were given a post-test by the researcher. The post-test is a speaking test. The researcher gave the students topic about Malin Kundang on youtube media and asked the students to perform in front of the class. using narrative text, The students explain the topic based on their knowledge and experience. The researcher recorded the students' speaking and evaluated based on the indicators of speaking assessment.

3.7 Data Collection Technique.

The researcher employed pre-test and post-test methods to collect data. The pre-test was given in the first meeting of the research. The researcher are given the pre-test just in one meeting. The test is conducted in a pre-test, given treatment, and staking post-test. The test would be used to know the students speaking ability.

A pre-test would be given to the students before treatment is implemented. This test aimed to know about the students speaking ability of the tenth-grade students at SMAN 01 Kec.Pangkalan Koto Baru.

After the pre-test, the students were given treatment. The treatment consists of four sessions. The treatment was only carried out in the experimental class. Four meetings would be held by youtube media as part of the treatment.

Post-tests are given after the treatment to know the students speaking ability, which apply by using youtube as media.

3.8 Data Analysis Technique.

In quantitative form, all the data would be taken from the result of speaking test. It contained the students score in every performance using the indicators and sub indicators of spoken description: pronunciation, grammar,

fluency, vocabulary and comprehension. Finally, the speaking rubric can be seen below :

**Table 3.5 Scoring rubric of Speaking Skill
by (Olesova, 2013)**

1. Pronunciation.

Score	Requirements
4	The pronunciation was very easy to comprehend.
3	Pronunciation was excellent and did not obstruct conversation.
2	When it came to pronunciation, the student was a little lost at times, but basically student did well.
1	Student's speech was difficult to comprehend and his pronunciation was poor.

2. Vocabulary.

Score	Requirements
4	Use of vocabulary words learned in and out of class in a rich, accurate, and striking manner.
3	The student correctly used the words acquired in class to the presented situation.
2	Although the student had a large vocabulary, he lacked in other areas. causing him to become monotonous and unable to expand on his or her views
1	The student lacked the necessary vocabulary words to appropriately communicate his or her thoughts, which made it difficult for him or her to answer.

3. Fluency.

Score	Requirements
4	The speech is easy and smooth, at a rate commensurate with their response time.
3	Repeating and fumbling for words results in some hesitation and unevenness in speech, which is mostly caused by repeating words and reaching for words.
2	The student's speech is slow, hesitant, and irregular, and sentences may be left unfinished, but he or she is able to continue.
1	Except for short or memorized statements, speech is stopping, stuttering, nervous, and uncertain in response. Listeners may find it difficult to comprehend.

4. Grammar

Score	Requirements
4	Students were able to convey their thoughts and reactions using suitable sentence structure and tenses in case studies.
3	Student was able to articulate their thoughts and responses fairly well, but made tenses errors that he was able to remedy.
2	Students were able to appropriately articulate their thoughts and reactions, although their sentence structure and tenses were frequently inconsistent.
1	Because of grammar problems, students were unable to grasp and communicate their ideas and reactions.

5. Comprehension.

Score	Requirements
4	With ease, the student was able to understand and reply to all of the questions and issues that were being presented.
3	The majority of the questions and subjects discussed were understood and responded to by the student.
2	Some of the concepts and topics that were discussed were quite well understood by the students.
1	The concepts and topics that were being presented were difficult for the students to comprehend.

Based on the above score and requirement, the students were assigned score levels ranging from level 1 to level 4. Those levels were determined by the teacher's assessment...:

Table 3.6 The Scoring Rubric of Speaking Test

No	Aspect Assessed	Scores			
		1	2	3	4
1	Pronunciation				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Maximum Score		10			
Total		100			

The Explanation of score :

- 1 : Fail
- 2 : Incompetent
- 3 : Competent
- 4 : Very Competent

$$\text{Final} = \frac{\text{Total score}}{\text{Maximum Score}} \times 100$$

Table 3.7 Classification of Teaching speaking Ability

Value	Grade	Level of achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
>39	E	Poor

(Adopted from Wulandari, 2016)

The researcher analyzed the significant effect of youtube as media for enhancing students' speaking ability of SMAN 1 Kec.Pangkalan Koto Baru, West Sumatera use the following technique in the academic year 2021/2022. :

1. Pre-test and post-test scoring.
2. Calculating the average of the pre- test and post-test results.
3. Determine the frequency of students' pre-test and post-test scores.
4. Analyzing the significant effect of YouTube as a media for developing students' speaking ability of SMAN 1 Kec.Pangkalan Koto Baru West Sumatera, SPSS 24.0 was used to prepare the data (statistical program for social sciences).
5. SPSS Paired Sample T-Test, the hypothesis testing in this study employed the value of sig, which implies that if sig is less than 0.05, it means that $0.000 < 0.05$, H_0 is rejected and H_a is accepted.
6. Pre-test and post-test descriptive.
7. Making a conclusion based on the pre-test and post-test results.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

Research has been carried out to determine the influence of Youtube as a medium to improve students' speaking skills at SMAN 1 Kec. Pangkalan Koto Baru West Sumatera. The following is how the researcher presents the data presentation information: Pre-test and post-test scores in the experimental and control class, as well as improvements from pre-test and post-test scores and percentage improvements.

4.1.1 Experimental Class

The researcher used the treatment in an experimental class in this study. Treatment will take place over the course of four meetings. The test was then given in experimental class by the researcher.

4.1.1.1 Students' score in Pre-test for Experimental Class

The results of their speaking ability taught using YouTube as a media were used to calculate the pre-test score in experimental class for students in class X MIPA 1. It can be seen from the following table:

Table 4.1The students' Pre-test score for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Level
1	Students 1	55	60	57	Sufficient
2	Students 2	55	55	55	Fairly Sufficient
3	Students 3	50	60	55	Fairly Sufficient
4	Students 4	55	50	52	Fairly Sufficient
5	Students 5	60	65	62	Sufficient
6	Students 6	50	45	47	Fairly Sufficient
7	Students 7	55	45	50	Fairly Sufficient
8	Students 8	45	45	45	Fairly Sufficient
9	Students 9	50	45	47	Fairly Sufficient
10	Students 10	45	55	50	Fairly Sufficient
11	Students 11	70	65	67	Good
12	Students 12	60	60	60	Sufficient
13	Students 13	65	45	55	Fairly Sufficient
14	Students 14	35	45	40	Fairly Sufficient
15	Students 15	25	50	37	Poor
16	Students 16	50	45	47	Fairly Sufficient
17	Students 17	50	50	50	Fairly Sufficient
18	Students 18	65	60	62	Sufficient
19	Students 19	45	55	50	Fairly Sufficient
20	Students 20	55	50	52	Fairly Sufficient
21	Students 21	55	55	55	Fairly Sufficient
22	Students 22	50	55	52	Fairly Sufficient
23	Students 23	70	60	65	Sufficient
24	Students 24	60	65	62	Sufficient
25	Students 25	50	55	52	Fairly Sufficient
26	Students 26	55	60	57	Sufficient
Total		1.410	1.400	1.383	
Means				53.19	

Based to table 4.1, the total number of pre-test scores in the Experimental class was 1.383, with a mean of 53.19. The greatest score was 67, and the lowest score was 37. The frequency distribution of the score pre-test in Experimental class can be seen as follow :

Table 4.2 The Frequency Distribution of Pre-Test Experimental Class

		Experimental Class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.8	3.8	3.8
	40	1	3.8	3.8	7.7
	45	1	3.8	3.8	11.5
	47	3	11.5	11.5	23.1
	50	4	15.4	15.4	38.5
	52	4	15.4	15.4	53.8
	55	4	15.4	15.4	69.2
	57	2	7.7	7.7	76.9
	60	1	3.8	3.8	80.8
	62	3	11.5	11.5	92.3
	65	1	3.8	3.8	96.2
	67	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the table 4.2, it showed that there were 1 students received 37 (3.8%), 1 students received 40 (3.8%), 1 students received 45 (3.8%), 3 students received 47 (11.5%), 4 students received 50 (15.4%), 4 students received 52 (15.4%), 4 students received 55 (15.4%), 2 students received 57 (7.7%), 1 students received 60 (3.8%), 3 students received 62 (11.5%), 1 students received 65 (3.8%), 1 students received 67 (3.8%).

Table 4.3 Score Classification of Pre-test in Experimental Class

		Score Classification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly Sufficient (40-55)	17	65.4	65.4	65.4
	Good (66-79)	1	3.8	3.8	69.2
	Poor (>39)	1	3.8	3.8	73.1
	Sufficient (56-65)	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Based on the table 4.3, 17 students received a score (40-55) in the Fairly Sufficient group, whereas 1 student had a score (66-79) The category is Good, and 1 student received a score of (>39) category of Poor. There were 7 students that received a score in the (56-65) Sufficient is the category. As a result, the pre-test classification of experimental class students into Fairly Sufficient groups was used.

4.1.1.2 Students Score in Post-Test of Experimental Class

The results of the post-test in the Experimental Class were obtained by using Youtube Media to find the results of speaking ability. The table below shows this.

Table 4.4 The students' score Post-test for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Level
1	Students 1	80	85	82	Excellent
2	Students 2	80	80	80	Excellent
3	Students 3	75	85	80	Excellent
4	Students 4	80	75	77	Good
5	Students 5	90	80	85	Excellent
6	Students 6	75	70	72	Good
7	Students 7	80	75	77	Good
8	Students 8	70	75	72	Good
9	Students 9	80	80	80	Excellent
10	Students 10	85	85	85	Excellent
11	Students 11	85	90	87	Excellent
12	Students 12	75	85	80	Excellent
13	Students 13	75	80	77	Good
14	Students 14	70	80	75	Good
15	Students 15	75	75	75	Good
16	Students 16	80	80	80	Excellent
17	Students 17	85	70	77	Good
18	Students 18	90	85	87	Excellent
19	Students 19	70	75	72	Good
20	Students 20	80	75	77	Good
21	Students 21	80	80	80	Excellent
22	Students 22	85	80	82	Excellent
23	Students 23	90	85	87	Excellent
24	Students 24	90	85	87	Excellent
25	Students 25	75	85	80	Excellent
26	Students 26	80	85	82	Excellent
Total		2.080	2.085	2.075	
Means				79.81	

Based on the table 4.1, the total post-test score for the Experimental class was 2.075, with a mean of 79.81. The best score was 87, and the lowest score was 72. The following is the frequency distribution of the score pre-test in Experimental class:

Table 4.5 The Frequency Distribution of Post-Test Experimental Class

Experimental Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	3	11.5	11.5	11.5
	75	2	7.7	7.7	19.2
	77	5	19.2	19.2	38.5
	80	7	26.9	26.9	65.4
	82	3	11.5	11.5	76.9
	85	2	7.7	7.7	84.6
	87	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Based on the table 4.5, it showed that there were 3 students received 72 (11.5%), 2 students received 75 (7.7%), 5 students received 77 (19.2%), 7 students received 80 (26.9%), 3 students received 82 (11.5%), 2 students received 85 (7.7%), 4 students received 87 (15.4%).

Table 4.6 Score Classification of Pre-test in Experimental Class

Score Classification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent (80-100)	16	61.5	61.5	61.5
	Good (66-79)	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Table 4.3 shows that 16 students received a score of (80-100) in the Excellent category, although 10 students had a score of 80 (66-79) Good is the

category. As a result, the pre-test classification of experimental class students into Excellent classes.

4.1.2 Control Class

This subject was not given the treatment; instead, the researcher tested the control class. The table below displays the students' pre- and post-test results.

4.1.2.1 Students' Score in Pre-test Control Class

The results of their speaking ability, which was taught using YouTube as a media, were used to acquire the data of students in class X MIPA 2, as well as their pre-test score in the control class. The table below shows this :

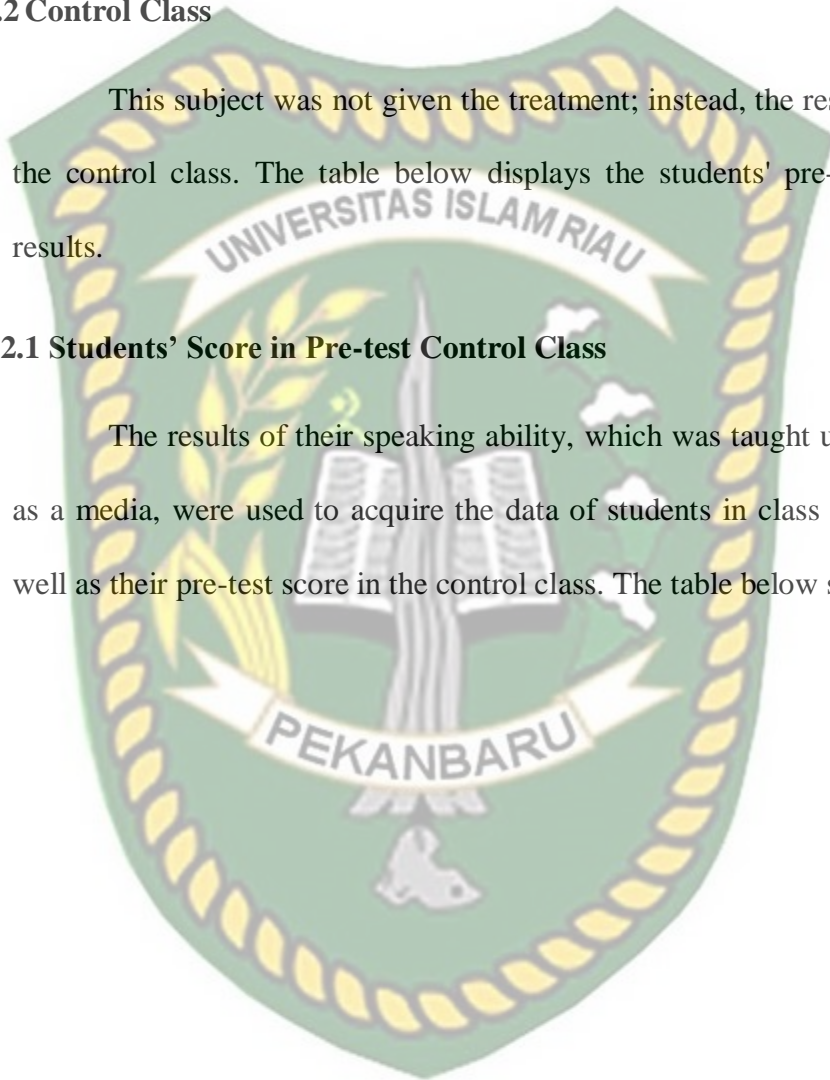


Table 4.7 The students' Pre-test Score Control Class

No	Name	Rater 1	Rater 2	Total Score	Level
1	Students 1	45	55	50	Fairly Sufficient
2	Students 2	55	55	55	Fairly Sufficient
3	Students 3	50	60	55	Fairly Sufficient
4	Students 4	25	50	37	Poor
5	Students 5	60	65	62	Sufficient
6	Students 6	50	45	47	Fairly Sufficient
7	Students 7	55	45	50	Fairly Sufficient
8	Students 8	65	60	62	Sufficient
9	Students 9	50	45	47	Fairly Sufficient
10	Students 10	45	55	50	Fairly Sufficient
11	Students 11	45	45	45	Fairly Sufficient
12	Students 12	60	60	60	Sufficient
13	Students 13	65	45	55	Fairly Sufficient
14	Students 14	70	60	65	Sufficient
15	Students 15	45	55	50	Fairly Sufficient
16	Students 16	50	45	47	Fairly Sufficient
17	Students 17	50	50	50	Fairly Sufficient
18	Students 18	25	50	37	Poor
19	Students 19	45	55	50	Fairly Sufficient
20	Students 20	55	50	52	Fairly Sufficient
21	Students 21	55	55	55	Fairly Sufficient
22	Students 22	50	55	52	Fairly Sufficient
23	Students 23	50	45	47	Fairly Sufficient
24	Students 24	50	45	47	Fairly Sufficient
25	Students 25	50	55	52	Fairly Sufficient
26	Students 26	55	60	57	Sufficient
27	Students 27	70	65	67	Good
28	Students 28	65	60	62	Sufficient
Total Means		1.455	1.490	1.465	
				52.32	

Based on the table 4.7, According to table 4.7, the total number of post-test scores in the Experimental class was 1.465, with a mean of 52.32. The greatest score was 67, as well as the lowest score was 37. The frequency distribution of the score pre-test in Experimental class can be seen as follow :

Table 4.8 The Frequency Distribution of Pre-Test Control Class

Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	2	7.1	7.1	7.1
	45	1	3.6	3.6	10.7
	47	5	17.9	17.9	28.6
	50	6	21.4	21.4	50.0
	52	3	10.7	10.7	60.7
	55	4	14.3	14.3	75.0
	57	1	3.6	3.6	78.6
	60	1	3.6	3.6	82.1
	65	3	10.7	10.7	92.9
	67	1	3.6	3.6	96.4
	72	1	3.6	3.6	100.0
Total		28	100.0	100.0	

Based on the table 4.8, it showed that there were 2 students received 37 (7.1%), 1 students received 45 (3.6%), 5 students received 47 (17.9%), 6 students received 50 (21.4%), 3 students received 52 (10.7%), 4 students received 55 (14.3%), 1 students received 57 (3.6%), 1 students received 60 (3.6%), 3 students received 62 (10.7%), 1 students received 65 (3.6%), 1 students received 67 (3.6%).

Table 4.9 Score Classification of Pre-test in Control Class

		Score Classification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly Sufficient (40-55)	19	67.9	67.9	67.9
	Good (66-79)	1	3.6	3.6	71.4
	Poor (>39)	2	7.1	7.1	78.6
	Sufficient (56-65)	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Based on the table 4.9, It can be shown that 19 students received a score (40-55) in the category of Fairly Sufficient. There was 1 student who received a score (66-79) The category is Good, and 2 students received a score of (>39) in the category of Poor. There were 6 students that received a score (56-65) Sufficient is the category. As a result, the pre-test classification of experimental class students into Fairly Sufficient class was used.

4.1.2.2 Students' Post-Test of Control Class

The pos-test score in the control class, as well as the data for students in class X MIPA 2, were taken from the outcomes of their speaking ability, which was taught using YouTube as a media. The table below shows this :

Table 4.10 The Students' Post-Test Score for Control Class

No	Name	Rater 1	Rater 2	Total Score	Level
1	Students 1	45	55	50	Fairly Sufficient
2	Students 2	55	55	55	Fairly Sufficient
3	Students 3	50	60	55	Fairly Sufficient
4	Students 4	25	50	37	Poor
5	Students 5	65	65	65	Good
6	Students 6	50	45	47	Fairly Sufficient
7	Students 7	55	45	50	Fairly Sufficient
8	Students 8	65	65	65	Sufficient
9	Students 9	50	45	47	Fairly Sufficient
10	Students 10	45	55	50	Fairly Sufficient
11	Students 11	45	45	45	Fairly Sufficient
12	Students 12	60	60	60	Sufficient
13	Students 13	65	45	55	Fairly Sufficient
14	Students 14	70	65	67	Good
15	Students 15	45	55	50	Fairly Sufficient
16	Students 16	50	45	47	Fairly Sufficient
17	Students 17	50	50	50	Fairly Sufficient
18	Students 18	25	50	37	Poor
19	Students 19	45	55	50	Fairly Sufficient
20	Students 20	55	50	52	Fairly Sufficient
21	Students 21	55	55	55	Fairly Sufficient
22	Students 22	50	55	52	Fairly Sufficient
23	Students 23	50	45	47	Fairly Sufficient
24	Students 24	50	45	47	Fairly Sufficient
25	Students 25	50	55	52	Fairly Sufficient
26	Students 26	55	60	57	Sufficient
27	Students 27	70	75	72	Good
28	Students 28	70	60	65	Sufficient
Total Means		1.465	1.510	1.481	
				52.89	

Based on the table 4.10, the total number of post-test scores in the Control class was 1.481, with a mean of 52.89. The best score was 72, and the lowest score was 37. The frequency distribution of the score pre-test in Experimental class can be seen as follow :

Table 4.11 The Frequency Distribution of Post-Test Control Class

Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	2	7.1	7.1	7.1
	45	1	3.6	3.6	10.7
	47	5	17.9	17.9	28.6
	50	6	21.4	21.4	50.0
	52	3	10.7	10.7	60.7
	55	4	14.3	14.3	75.0
	57	1	3.6	3.6	78.6
	60	1	3.6	3.6	82.1
	65	3	10.7	10.7	92.9
	67	1	3.6	3.6	96.4
	72	1	3.6	3.6	100.0
Total		28	100.0	100.0	

Based on the table 4.11, it showed that there were 2 students received 37 (7.1%), 1 students received 45 (3.6%), 5 students received 47 (17.9%), 6 students received 50 (21.4%), 3 students received 52 (10.7%), 4 students received 55 (14.3%), 1 students received 57 (3.6%), 1 students received 60 (3.6%), 1 students received 65 (3.6%), 1 students received 67 (3.6%), 1 students received 72 (3.6%).

Table 4.12 Score Classification of Pre-test in Control Class

		Score Classification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly Sufficient (40-55)	19	67.9	67.9	67.9
	Good (66-79)	3	10.7	10.7	78.6
	Poor (>39)	2	7.1	7.1	85.7
	Sufficient (56-65)	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

Based on the table 4.12, It can be seen that 19 students received a score (40-55) category Fairly Sufficient. 3 students received a score (66-79) The category is Good, and 2 students received a score of (>39) category poor. There were 4 students that received a score (56-65) Sufficient is the category. As a result, the pre-test classification of experimental class students into Fairly Sufficient class was used.

4.2 The Improvement of Students' in Control and Experimental Classes.

The following table shows the improvement of experimental and control class pre-test and post-test scores.:

**Table 4.13 Students' Pre-Test and Post-Test Score of
Experimental and Control Classes**

Sample	Experimental Class			Control Class		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	57	82	25	50	50	0
2	55	80	25	55	55	0
3	55	80	25	55	55	0
4	52	77	25	37	37	0
5	62	85	23	62	65	3
6	47	72	25	47	47	0
7	50	77	27	50	50	0
8	45	72	27	62	65	3
9	47	80	33	47	47	0
10	50	85	35	50	50	0
11	67	87	20	45	45	0
12	60	80	20	60	60	0
13	55	77	22	55	55	0
14	40	75	35	65	67	2
15	37	75	38	50	50	0
16	47	80	33	47	47	0
17	50	77	27	50	50	0
18	62	87	25	37	37	0
19	50	72	22	50	50	0
20	52	77	25	52	52	0
21	55	80	25	55	55	0
22	52	82	30	52	52	0
23	65	87	22	47	47	0
24	62	87	25	47	47	0
25	52	80	28	52	52	0
26	57	82	25	57	57	0
27				67	72	5
28				62	65	3
Total	1.383	2.075	692	1.465	1.481	16
Mean	53.19	79.81	26.62	52.32	52.89	57

Based on the table of 4.13, the mean pre-test and post-test scores in Experimental Class were 1.383 and 2.075, respectively, with a gain of 692. In The mean pre-test and post-test scores in the control Class were 1.465 and

1.481, respectively, with a gain of 16. As a result, there are considerable differences between pre-test and post-test in the experimental and control classes.

Table 4.14 Descriptive Statistics Score of Post-test in Experimental Class and Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Control Class	28	37	72	52.89	8.350
Experimental Class	26	72	87	79.81	4.665
Valid N (listwise)	26				

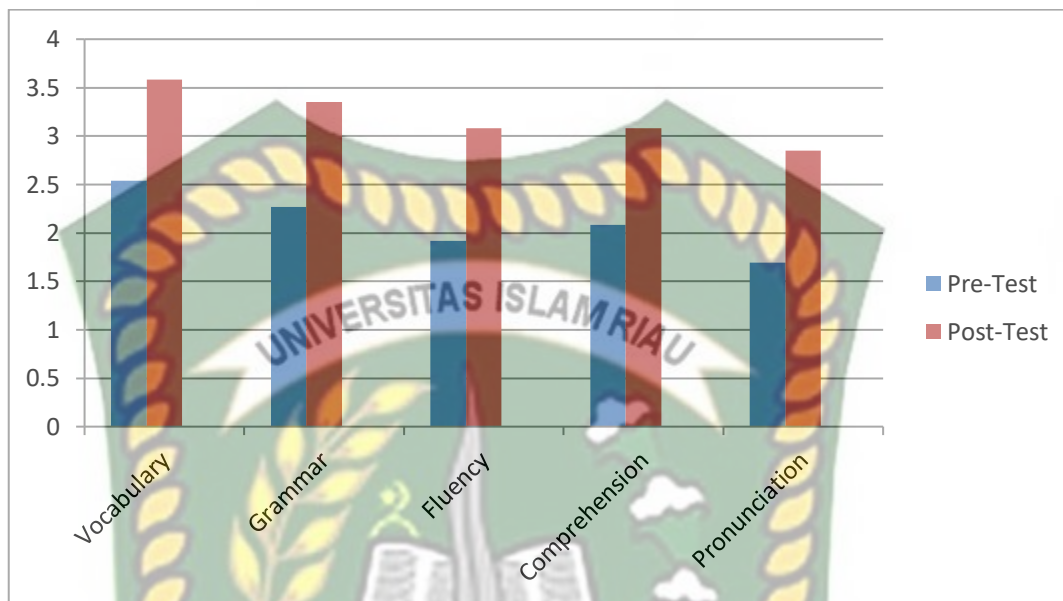
Based on the table 4.14, The mean Post-test score in the experimental and control groups is 79.81 and 52.89, respectively. As a result, it may be stated that the experimental and control classes had slightly different mean scores. For the comparison of students' result between pre-test and post-test in experimental class, The diagram below shows this :

Table 4. 15 Data Normality of Sample

One-Sample Kolmogorov-Smirnov Test			
		Pre_test Experime ntal class	Pre_test control class
N		26	28
Normal Parameters ^a	Mean	53.19	52.32
	Std. Deviation	7.255	7.364
Most Extreme Differences	Absolute	.104	.128
	Positive	.104	.125
	Negative	-.099	-.128
Kolmogorov-Smirnov Z		.529	.676
Asymp. Sig. (2-tailed)		.942	.750
a. Test distribution is Normal.			

The normality of data of Pre-test analysis, if sig : $p > 0,05$ it means that data is normal, where as if sig : $p < 0,05$ it means that the data is not normal. Table 4.15 showed that significant of 2 tailed test (sig : p) was 0.942 in experimental class. Its mean that $0.942 > 0.05$. Therefore, the distribution of data is normal. the significant of 2 tailed was 0.750 in control class. Its mean that $0.750 > 0.05$. Therefore, the distribution of data is normal. It can be concluded that the distribution of data is normal.

Figure 4. 1 The comparison of Result between Pre-test and Post-test Experimental Class



Based on diagram 4.1 above showed that the students' mean score in each speaking components in experimental class from the lowest to the highest. First, from the diagram we can see that in vocabulary the students received 2.54 point in pre-test, it become 3.58 point in pos-test. Second, grammar component, in pre-test students get 2.27 point and in post-test received 3.35 point. Thirdly, in fluency students get 1.92 points in pre-test, while students in post-test received 3.08 point. Fourth, in the pre-test, the students received 2.08 point in comprehension. Whereas in post-test, students got 3.08 point. The last, we can see that in pronunciation students received 1.69 point in pre-test, while in pos-test students got 2.85 point.

Based on five components above the most significant components increase were vocabulary and grammar. So, we can conclude that there was a significant effect of Youtube as Media for enhancing students speaking ability at SMAN 1 Kec. Pangkalan Koto Baru, West Sumatera.

4.3 Hypothesis Testing

Table 4.16 T-Testing

T-Testing

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre_test	37.383	25	.000	53.19231	50.2618	56.1228
Post_test	87.234	25	.000	79.80769	77.9235	81.6919

Based on the table 4.15, The research reveals that $t_{\text{observe}} > t_{\text{table}}$ had a significance of 5%. The Pre-test mean score was 37.383, while the Post-test mean score was 87.234. There was significant effect of youtube as media at Sman 1 Kec. Pangkalan koto Baru.

Table 4.17 Paired Samples Test

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test score Experimental Class - Post-Test Score Experimental Class	-26.615	4.717	.925	-28.520	-24.710	-28.773	25	.000
Pair 2	Pre-test Control Class - Post-Test Control Class	-.571	1.317	.249	-1.082	-.061	-2.295	27	.030

The output of the paired sample t-test in experimental class is shown in table 4.16. The calculated value of t was -28.773 in the experimental class and -2.295 in the control class, according to the calculations above. In df 25, the value of the t table was 2.060. It signifies that the computed t in the experimental class was higher than the calculated t in the t table. Furthermore, the significance value was 0.000, which was lower than the significance value of 5%, as seen in the table above (0.05). It means $0.000 < 0.05$. As a result, the null hypothesis was rejected and alternative hypothesis was accepted. It can be concluded that there are significance effect of Youtube as Media for Enhancing Students' Speaking skill at SMAN 1 Kec. Pangkalan Koto Baru West Sumatera.

4.4 Discussion.

This research was conducted at SMAN 1 Kec. Pangkalan Koto Baru West Sumatera. There were two classes: X-MIPA 1 as an Experimental Class consisting of 26 students and X-MIPA 2 as a Control Class consisting of 28 students. The activity in the teaching and learning process of the research showed that the use of YouTube as a media can have a significant effect on enhancing students' speaking ability.

1. Experimental Class

A. Pre-test (meeting 1)

Before starting treatment, the pre-test was completed at the first meeting on Thursday, April 14th, 2022. The students were given instructions to complete the pre-test by the researcher. The researcher then played a YouTube video with a narrative text about the mythology of Lake Toba. The students then comprehended the story about the legend of Lake Toba from a YouTube video. Following the viewing of the video, the researcher requested each student to do a speaking exam in front of the class, retelling the mythology of Lake Toba based on their individual understandings.

B. Treatment 1 (meeting 2)

The first treatment was done in the second meeting on Thursday, April 21st 2022. The researcher entered the class and then took student absence. Then the researcher gave the learning objectives, the technique to be used, and

the material to be given about narrative text during the treatment. After that, the researcher explained about the meaning, purpose and generic structure of narrative text. The researcher then gave an example of a narrative text about The Legend of Prambanan Temple through a youtube video. When the video was played, the researcher paused several times and then the students guessed what would happen afterward and while determining the generic structure of the legend of prambanan temple. So, the student gets a turn speak.

C. Treatment 2 (meeting 3)

The second treatment was done in the third meeting on Thursday, April 28th 2022. The researcher entered the class and then took student absence. The researcher reviewed about what they have learned last week. The researcher then gave new example of a narrative text about The Legend of Rawa Pening through a youtube video. When the video was played, the researcher paused several times and then the students guessed what would happen afterward and while determining the generic structure of the The Legend of Rawa Pening. So, the student gets a turn speak.

D. Treatment 3 (meeting 4)

The third treatment was done in the fourth meeting on Thursday, May 12th 2022. The researcher entered the class and then took student absence. The researcher reviewed about what they have learned last week. The researcher then gave new example of a narrative text about The Legend of

Crying Stone through a youtube video. When the video was played, the researcher paused several times and then the students guessed what would happen afterward and while determining the generic structure of the The Legend of Crying Stone. So, the student gets a turn speak.

E. Treatment 4 (meeting 5).

The fourth treatment was done in the fifth meeting on Thursday, May 19th 2022. The researcher entered the class and then took student absence. The researcher reviewed about what they have learned last week. The researcher then gave new example again of a narrative text about Sangkuriang through a youtube video. When the video was played, the researcher paused several times and then the students guessed what would happen afterward and while determining the generic structure of the Sangkuriang. So, the student gets a turn speak.

F. Post-Test (meeting 6).

The Pos-test was given to the students at the sixth meeting on Friday, May 27th 2022 to see if there was an effect of YouTube as a media with treatment given in four meetings.. The researcher gave some instructions to the students to do the Post-Test. after that the researcher showed a youtube video narrative text about Malin Kundang. Then students understand the video from youtube the story about Malin Kundang. after the video was played, the researcher asked each student to do a speaking test in front of the

class to retell about the legend of lake toba based on their respective understandings.

2. Control Class

A. Pre-test

On Thursday, April 14th, 2022, the Pre-test was completed. The students were given instructions to complete the pre-test by the researcher. The researcher next played a YouTube video with a narrative text on the mythology of Lake Toba. The kids then comprehend the story about the legend of Lake Toba from a YouTube video. Following the viewing of the movie, the researcher requested each student to do a speaking exam in front of the class, retelling the mythology of Lake Toba based on their individual understandings.

B. Post-Test.

The Pos-test was performed without treatment on Friday, May 27th, 2022. The researcher instructed the students on how to complete the Post-Test. after that the researcher showed a youtube video narrative text about Malin Kundang. Then students understand the video from youtube the story about Malin Kundang. After the video was played, the researcher asked each student to do a speaking test in front of the class to retell about the legend of lake toba based on their respective understandings.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

As indicated in the previous chapter, the researcher wishes to see if YouTube as a media has a significant effect on increasing students' speaking abilities. This study's findings were based on quantitative data. As a result of his research, the researcher came to the following conclusion.:

1. The mean score of students who were not taught youtube as media was 37.383 and taught by using youtube as media was 87.234. So, there is significant effect by using youtube as media.
2. There was a substantial difference in students' speaking abilities between pre-test and post-test. H_0 was rejected while H_a was accepted because the t observe was 28.773 and the t table was 2.060. So, there is a substantial difference in the students' speaking ability taught without using YouTube as a media for enhancing students' speaking ability at Sman 1 Kec. Pangkalan Koto Baru, West Sumatera.
3. The students were eager to learn how to talk utilizing YouTube as a media. It made the class more active and ensured that the students were not bored. As a result, it is one of the methods for improving students' ability to speak in class.

5.2 Suggestion

1. For the teacher
 - a. The teacher can use youtube as media in teaching students speaking ability use the other task.
 - b. When teaching English in the classroom, the teacher should be creative and imaginative because it is one of the ways to make the topic presented more interesting.
 - c. The teacher are suggested to motivation the students and give the interesting topic more than before to the students in order that the students are interested or motivation to leran English
2. For the students
 - a. The students should practice English everyday to improve their speaking ability.
 - b. Students should be really motivated to study English..
 - c. The students should pay attention about teachers' explanation and a desire to learn English, especially in terms of speaking ability.
3. For the next researcher.

The researcher hopes this research can give contribution and this research can used as reference to support some sources for the next researcher. It was recommended to the other researcher who were interested, they may develop this youtube as media in another cases.

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