

**THE EFFECT OF VIDEO YOUTUBE TOWARDS STUDENTS SPEAKING  
SKILL OF THE TENTH GRADE AT SMAN 2 BANGKINANG KOTA**

**A THESIS**

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in English  
Language Teaching and Education Faculty*



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## ACKNOWLEDGEMENT



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Pekanbaru, 9<sup>th</sup> July 2020

The Resercher

Alfi Hasanah

## ABSTRACT

*Alfi Hasanah, 2019: "The Effect of Video Youtube Towards Students Speaking Skill of The Tenth Grade at SMAN 2 Bangkinang Kota."*

**Keywords:** *Video Youtube, Speaking*

*The purpose of this research is to find out the effect students speaking at SMAN 2 Bangkinang Kota. This research involved 40 students at SMAN 2 Bangkinang Kota. The independent variable of this research was video youtube and the dependent variable was students speaking.*

*In this research, there was one instrument use, that was speaking test. The data were analyzed using SPSS 24 version. The researcher discovered that the effect video youtube on the coherent of students speaking at SMAN 2 Bangkinang Kota was significant.*

*The result of the t-test also showed that the effect of Video Youtube pattern in teaching speaking was significant on students speaking because the t-table was higher than t-calculate, ( $2.021 > -3.757$ ). The mean score of the students also showed that there was significant after applying video youtube. It was proved by the students mean score. The post test mean score of the experimental class (84) was higher than the post test mean score of the control class (80). Furthermore, there was a significant difference in the achievement between experimental class than the control class. So that, the researcher summarized than video youtube made the students speaking more coherent and well organized. Moreover, there were some difficulties in teaching speaking at SMAN 2 Bangkinang Kota can be overcome by used Video Youtube in the teaching and learning process.*

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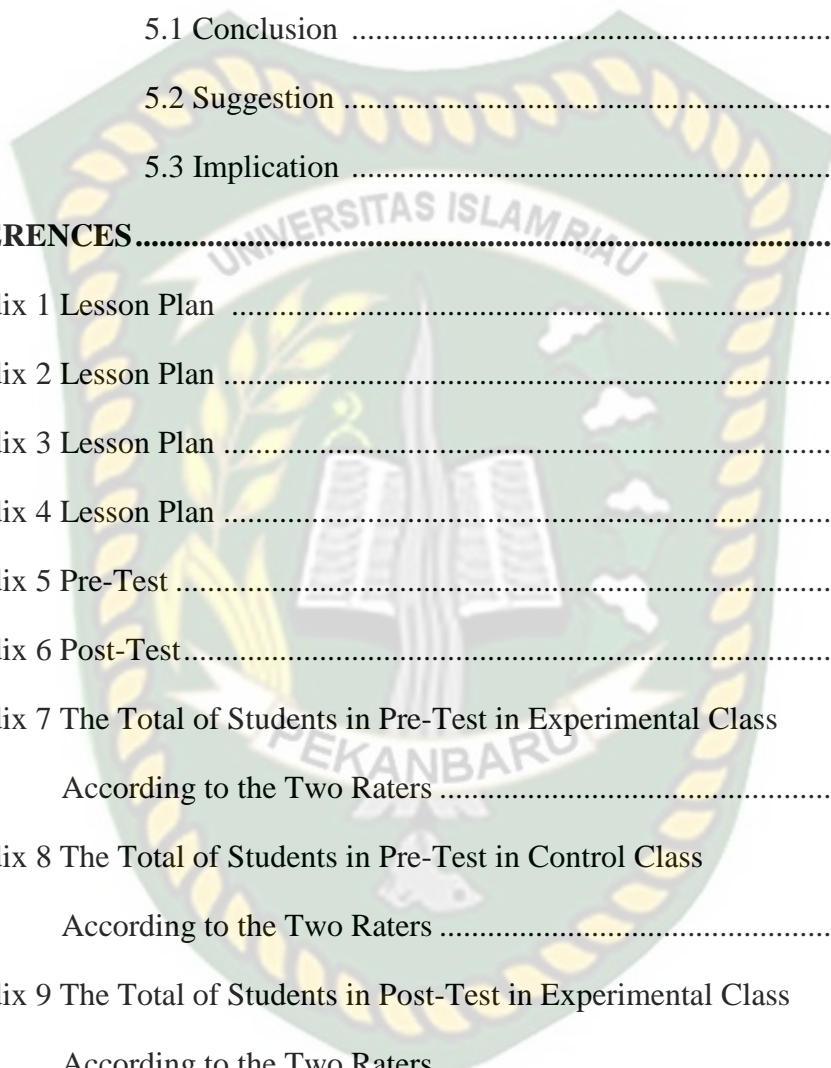
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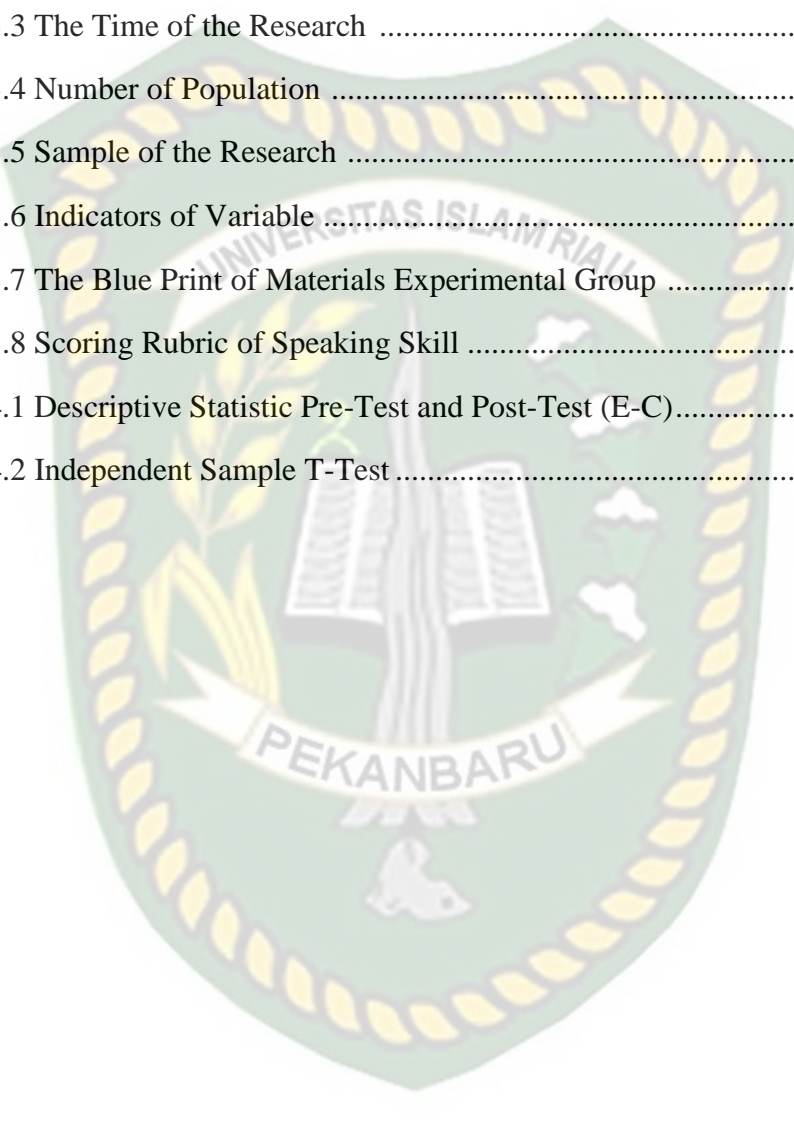
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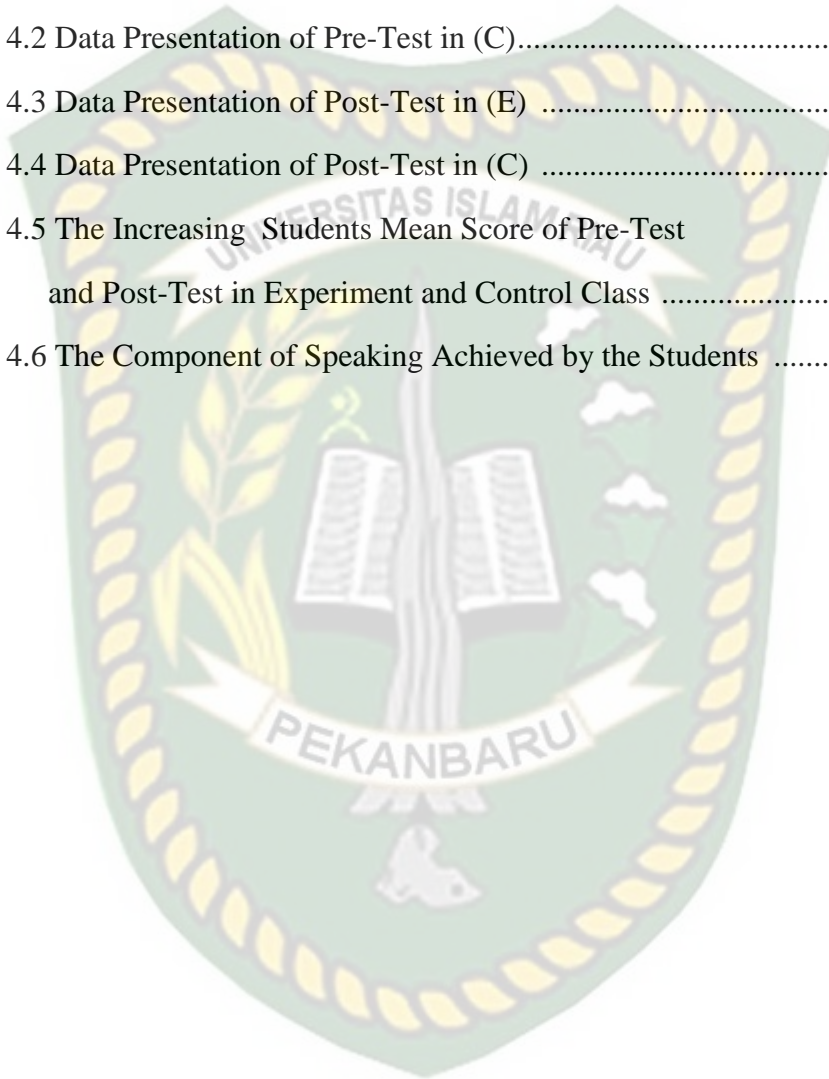
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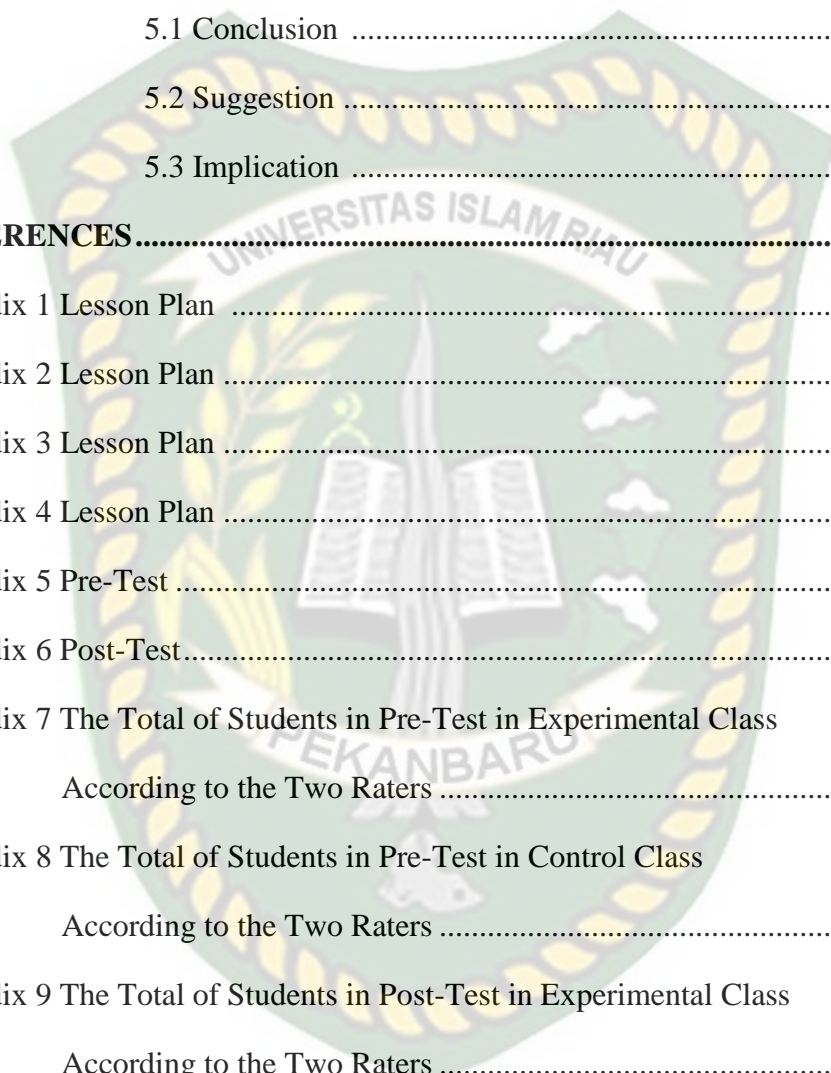
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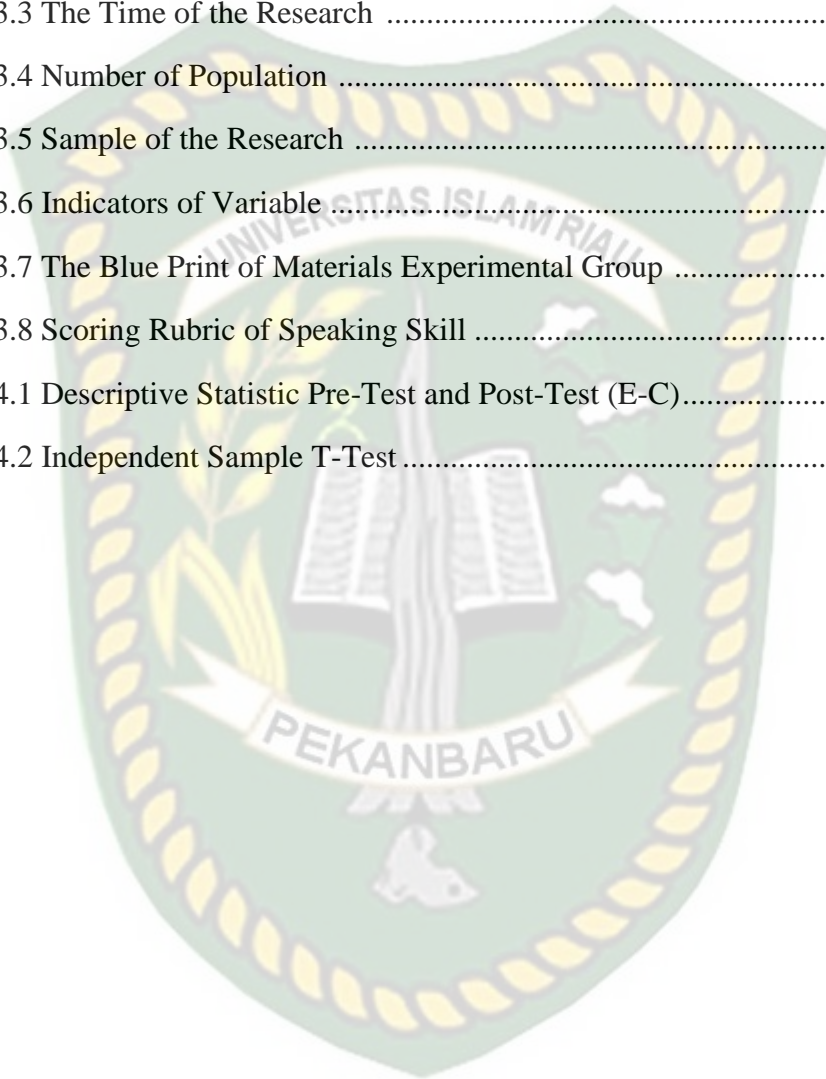
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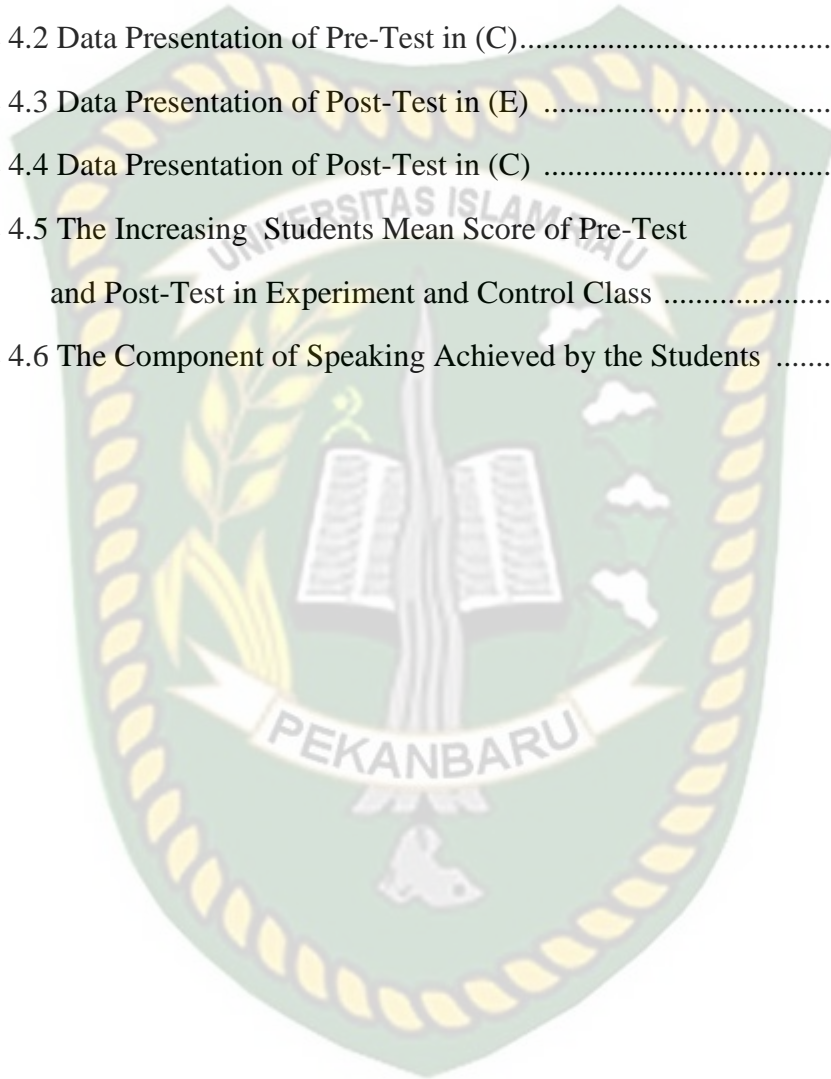
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Language is one of the important in communication. They can express their ideas, express their thought, opinions and whatever exists in their minds. The language of an area will be different with other area. Every country had its own national languages as the unity language of all areas. Besides national language, there are many languages in this world either as the first, second or foreign language. English is used as an international language. English is a foreign language in our country and it had an important role in the field of education. By using language everyone can communicate with others people.

There are four skills in English learning, they are listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. Most people, mastering speaking skill is the most important aspect of learning foreign language, and success of mastering one language is measured of the ability to carry out the conversation. So, Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill we can't understand the meaning of each other.

In learning speaking skill, the students often find some problems. Based on my own experience of teach English, the problem frequently found is that their native language causes them difficult to use the foreign language. They are afraid if they are

making a mistake in one of conversation and lack of confident within themselves. Other reason is because lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Beside the reason above, usually the students feel bored with the media in teaching learning, students need a media that can attract their attention and provide comfort in learning speaking.

Speaking is one of the skills that is important in learning English. It is almost needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation etc. By speaking people can convey information and ideas with others. To have a good speaking that have to be mastered by English students, such as pronunciation, grammar, vocabulary, fluency, comprehension. They will affect the quality of the students' speaking skill. In speaking skill, vocabulary is one of important components. When the students have communication, they should pay attention on the words to make a tone in speaking. Thus, the students should improve their vocabulary mastery to help them in running communication effectively. In many cases, the students do not know what to say because of limited vocabulary.

Having good speaking skill should also be supported by having good pronunciation. If the students can not pronounce the words correctly, it will influence the quality of communication. In this cases, the students should improve their English pronunciation to have good speaking skill. In speaking skill, the students should pay attention on grammar. Grammar is one of the speaking components that makes the students use the correct sentence when they have communication with others. Thus,

wrong use in grammar influence the students' communication process. In addition, the students should understand about what they say. It can make the listener understand about what the speaker says. To have good speaking skill, the student should speak fluently. Fluency can make students speak English well. Fluency refers to express oral language freely without interruption. In learning process. The fluency will influence the students skill in communication. This skill is not easy to be mastered except they practice a lot to develop their fluency in English.

Media is one of the components of teaching by using media that relate to the subject that is given by the teacher. Generally, there are three kinds of media, there are visual media, audio media and audio visual media. In a row development of technology information then development of media in education more advance. For the first means of visual tools that can be seen, the second tools are tools that can be heard auditory, the third is tools that can be seen and be heard and the last is dramatization (play a role or puppets game). Classification as described in the foregoing description describes the characteristics or traits specific characteristics of each medium differ from one another in accordance with the purpose and intent classification.

YouTube video is one of audio visual media because we can watch the pictures and hear the sounds. Many ways more modern and more effective to improve the speaking English skill, one way in accordance with the technological development is learning speaking English through YouTube. Learning English by using YouTube will get a lot of benefits such as for learning will be much more fun, learn the proper

pronunciation of a word in a foreign language, by using YouTube video can be able to make the material more quickly understandable and be able to get a YouTube video with ease of learning the internet. So, learning speaking English by using YouTube is an innovative learning system to be developed although this is not a formal system but gives a nice effect in improving the English language.

The students were very difficult to speak English. The students cannot speak well and fear of making mistake in pronunciation, selection of appropriate vocabulary and use correct grammar. Most of the students feel uncomfortable, not confident or bored learn because it uses simple media students are less interested and less challenged.

Based on the explanation above, the researcher was interested in doing a research about speaking by using video youtube. The title of this research was **“THE EFFECT OF USING VIDEO YOUTUBE TOWARDS STUDENTS SPEAKING SKILL OF THE TENTH GRADE AT SMAN 2 BANGKINANG KOTA.**

### **1.2 Setting of the Problem**

Referring to the background of the problem which is explained above, the problems can be identified as follows :

The indicators are:

- 1) The comprehension of the student is less. For example : students cannot distinguish between synonym and antonym sentences.

- 2) The first fear has to do with our ability to structure words in English, including our understanding of grammar. Students are afraid to use English, afraid of wrong sentence structures, afraid of losing words and afraid of not knowing what to say.
- 3) The students did not fluent in their speaking, for example: the students made incomplete dialogue. Fluency is the flow and efficiency used to express ideas, especially when speaking. Some grammatical errors may appear here and there in explanations, but must be delivered in an easy to understand way. In the academic environment, this is one of the skills to focus on oral or debate presentations. Most students are not fluent in English. To improve students' fluency in English, practice speaking every day.
- 4) The vocabulary of the students was very limited that can influence their skill in speaking, for example : the students did not know the word that the material explained. The main problem in teaching vocabulary is how to identify vocabulary to be taught at each level of learning that is in accordance with the needs and level of ability of students. The general principle in choosing vocabulary is to consider the factor frequency (frequency of use of the vocabulary). Examples of high frequency only, books can mean books or can also order. Therefore a teacher should also train to determine the meaning based on the context. So students are less able to absorb learning through the material presented if the vocabulary taught is not in accordance with the level of learning.

- 5) Students also made many mistakes in their pronunciations, for example: they make mistakes in vowel. In the English sound system there are many ways of pronunciation for each individual caused by various factors, such as the area of origin, initial influences, and social environment. this causes the pronunciation of the students to be difficult. Students difficult in pronunciation that depends on the tongue and lips.

### **1.3 Limitation of the Problem**

With regard to the identification of the problem, it is impossible for the researcher to solve all problems influencing the quality of students' speaking teaching and learning process. The researcher focused on the students mistake in pronouncing by using video youtube.

### **1.4 Formulation of the Problem**

Is there any significant effect of using video youtube towards students' speaking skill of the tenth grade at SMAN 2 Bangkinang Kota ?

### **1.5 Objectives of the Research**

The reseacher carried out the research for an objective stated below:  
To find out whether there is or no any significant effect of using video youtube towards students' speaking skill of the tenth grade at SMAN 2 Bangkinang Kota.

## 1.6 Significance of the Research

This result of the study expected can give contributions for teachers, students, school, reader, and for researcher.

### 1. Teacher

The result of this research will give information for about her teaching showing the class. So that problems the teacher and students face in the teaching learning process can be minimized.

### 2. Students

For students, it can also be used to improve and develop their abilities in speaking. Because it will give them a lot of new experiences in order that they were more enjoy in speaking, especially use video.

### 3. Readers

This research could give knowledge and the result of the study is expected to be a reference for next readers.

### 4. Researcher

The researcher got some knowledge and experiences in teaching learning, especially in teaching speaking. It hopes that the result of the investigation was useful input for the writer to improve the knowledge.

## 1.7 Defenition of the Key Terms

There are some clarification of the terms about the title:

### 1. Effect

Effect means change caused by something. (manser, 1995 : 134). However in this research, the term of effect refers to the effect of Video media toward students' speaking skill of tenth grade at SMAN 2 Bangkinang Kota.

### 2. Video

According to Hornby (1995: 1327), Video is a device which, when linked to a television, can record and show programmes, etc on videotape or videodisc. In addition to these explanations, in general video media had uses in improving the learning, namely: 1). Students are very enthusiastic and enthusiastic in participating in learning. 2). Facilitate students in understanding learning materials so as to enhance their knowledge. 3). They will dare to appear to retell the stories that exist in the media, even though the language is very simple but they have been able to memorize and remember the contents of the story.

### 3. Youtube

Prakoso ( 2009) states that YouTube is a web sharing videos that people can share video to other people around the world.

### 4. Speaking Skill

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. In this study speaking skill is taught by the teacher and

usually the teacher uses discussion or dialogue techniques as a first step in teaching. In this speaking skill, one must really have mastered the pronunciation well. Pronunciation is a rule in the pronunciation of words in English or the way someone pronounces a word (Online Dictionary, 2016). And if the person is already proficient in pronunciation, then when speaks English will be very clear and sound professional in every word spoken.

Speaking skills are usually mastered after mastering Listening (listening) skills (Heaton, 1988). Because in general, after someone listens it will create a "language product" that is speaking (Setiawati, 2016).

The other most important thing to master the speaking skill is to master a lot of vocabulary (Vocabulary). To master a lot of vocabulary requires practice as much as possible and this is the main key to speaking skills. Practice, practice and practice. Practice makes perfect, says an expression. Besides the skill to master grammar (grammar) is also very important so that we are fluent in English.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Relevance Theories

##### 2.1.1 The Definition of Speaking

Speaking activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. Without speaking, people can not interact with the others, and they must remain in almost total isolation from any kind of society. According to Indramawan (2013) speaking is one of subject that the students learn. It is challenge for students to communicate orally. Thus, the strayegy, method, or technique can affct the students speaking skill. It is important component in daily life, because speaking can make the people can intaeract to others.

In addition, according to Jansen (2015) speaking is an activity to interaction in socialize. It is a communicative skill that the people use to share information, ideas or opinion. Through speaking, the speakers can express what that they want to say. Then, the listener can understand about the speakers say. Meanwhile, Mendes,et all (2014) states speaking is an oral communication skill. All of the people in daily life need to communicate. To communicate in another language which is not mother tongue is challenge. Thus, it is difficult skill especially for students that learning English.

Furthermore, Miller (2003) says that speaking is a discipline skill. It usually the people do everyday to think and say about something. Without speaking the people can not through the life.

Based on Syafei (2013) says that speaking is an important skill. It is one of four skills that should be mastered by students. All of skills will need each others. Such as, the writting skill need the reading comprehension. Speaking skill need the listening ability, so thaht why all of skills can not be separated.

From the explanation above, it can be described that speaking is very important for English. It can be used for daily activity to communicate to others. Further, it is process of people to think the idea then share the idea. It can make the people socialized in sociaty because the people can deliver information to others. So, speaking is part of communication and very important in daily life.

### **2.1.2 The Components of Speaking**

The components of speaking skill according to Vanderkevent (1990) there are three components in speaking:

#### **a. The Speakers**

Speakers are a people who produce the sound. They are useful as the tool to expressopinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on

this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

### 2.1.3 The Types of Speaking

Types of Speaking Performances Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the some what limited level of very short conversation, standard and small talk, simple request and comments. This is a kind of short replies to teacher or student-

initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on idea above, there are six types of speaking. There are; imitative, intensive, responsive, transactional, interpersonal, extensive. The types of speaking in this research is extensive, because in this research the researcher asked the students to story telling after the researcher showed the video.

#### **2.1.4 Teaching Speaking**

Speaking is important skill in learning English as foreign language. Speaking is process of delivering information or idea from the speaker to the listener. Scott and Ytreberg (2010: 33) states that speaking help the students to express emotions, explore the language, and communicate with their friends and teacher. By speaking,

the students was active in learning process because the students interact with their friends or teacher directly. Speaking is crucial part in teaching and learning English as foreign language. So, the teacher require to help the students to say the new language accurately in teaching speaking. Teaching speaking is needed to help the students in achieving communicative skill. Teaching speaking is process of transfer knowledge about the aspects of speaking in increasing the students' ability to communicate in learning process. The purpose of teaching speaking is to improve students' communicative ability. Isnawati (2014: 37) states that the objective of teaching speaking is the development of the ability to interact successfully in that language. The students can express themselves, understand the aspects that related to speaking and learn how to speak with appropriate way in communication in order to the interlocutor can understands what the students said. It means that the teacher is said success in teaching speaking if the students able to develop the language in interaction with their friends and teacher.

### **2.1.5 Principle of Teaching Speaking**

According to Anuradha et all (2014), following are the principles of teaching speaking skills:

- a. Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- b. Tolerate the students if some of them simply repeat what they say.
- c. If a student gives one word answer to any question, bear it for the time being.

- d. Let the learners speak actively with whatever English knowledge they have.
- e. Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- f. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- g. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- h. Be well prepared in advance in terms of lesson planning, activities and tasks.
- i. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

#### **2.1.6 Speaking Processing**

Harmer (2001: 271) says that there are some processes of speaking. They are language processing, interacting with other, and information processing.

First, language processing: speakers need to be able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

Second, interacting with other: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of

listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

The last is information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it.

These mean that speaking is a process from our mind to produce language until meaningful and can be used to make interaction or communicating with other people. After that, the participant will give information and we can use the process of the information.

## **2.2 Media**

### **2.2.1. Definition of Teaching Media**

Media is the plural of medium. Medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinchi et.al. 2002). Media is one of the communication component that is as a messenger of the communicator to the communicant (Criticos, 1996). By definition it can be said that the learning process is a process of communication. The word comes from the Latin media which is the plural of medium restrictions on the media is very broad sense, but we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinchi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So, 16 television, film, radio, photograph, and the like is a medium of

communication. When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) states impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient. Based on the description of some restrictions on the media following the above mentioned general of the characteristics contained in the media: 1. Media education had a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense. 2. Media education had a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students. 3. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video, OHP) or individual (Ex. Module, computer, radio tape/cassette, video recorder), etc.

### **2.2.2 The Benefit of Using Instructional Media**

Student's knowledge acquisition as described by cone experience by Edgar Dale that knowledge will be more abstract only if the message convey through the verbal word. This allows the occurrence of verbal, which means students only know about and understand the words without understanding the meaning contained in it. This sort of thing will lead to misperceptions students therefore, students should have more concrete experience that the message really can achieve the goals and objectives.

Media generally have utility purpose:

- a. Clarify the message that is not too verbalistic.
- b. Overcome the limitations of space, time energy and power sense.
- c. Excite learning more direct interaction between students with learning resources.
- d. Enable children to learn independently according to their talent and capabilities of its visual auditory and kinesthetic.
- e. Give the same stimuli, likening the experience and perceptions of the same cause.

As function described above also have the value of learning media and the following benefits:

- a. Make the concept of the concept of abstract concept, the concept of perceived concept is abstract and difficult to explain directly to the students can rent or simplified through the use of instructional media.
- b. Objects presenting that are too dangerous or difficult to come into the learning environment for example the teacher explained by using an image or a television program about animals wild like tigers, bears, lion or other animals such as elephant and giraffes
- c. Display the object that are too large or small. For example the teacher will convey an idea of a ship, airplane, market and also temples.

- d. Shows the movement is too fast or slow by using the technique of slow motion in the medium of film to show on trajectories, boom arrows or 18 show an explosion. As well as movements were too slow as growth sprouts and blooms the flower.

### **2.3 YouTube Video**

YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era.

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Every day there are millions of people who access it. So YouTube is potential to be used as a medium of learning English. Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online presentation or offline. Usage of YouTube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements

connected with the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim. The publishing of the Youtube site began in February 2005, and the Betanya version was launched in May 2005. Youtube was officially released in December 2005 (Prakoso, 2009: 4). Using YouTube can be done by the people without registering. That means that using YouTube is very easy. People can search and watch the video directly without registering.

Prakoso (2009) says that YouTube is available for everyone in community.

The profession accounts that 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.

### 2.3.1 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. Sanaky states that the use of internet can do in teaching learning process in school because learner can find internet shop or in their home easily (2009: 102).

According to Sanaky the use internet can do in teaching learning process more effective (2000: 186). 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:

1. as media interpersonal and mass that can make communication oneto-one or one-to-many,
2. having interactive character,
3. able to make a communication (Sanaky, 2000: 187).

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, 2000: 5). 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 was able to find many activities in the class.

Internet has 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, 2000: 35-36).

In teaching speaking, internet can use for the topic that will discuss in the class. Teeler and gray state that web (internet) can provide a real impact for discussing topic (2000: 74). 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. Juju says that YouTube is a popular site that the user can find video about trailer film, accident, music concert, tutorial, etc. (2009: 1). YouTube not only use the user of internet to share their video but also the user can find video that they want. In learning language, it serves many films about how to learn foreign language especially learning English language.

According to Prakoso, YouTube serves the user to find the type of video that their search (2009). Kindarto also states that the user of internet can find video from anywhere with different categories by using YouTube (2008). It means that the user of internet can find 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 (Prakoso, 2009: 46-49).

YouTube also has some education videos. The learners can learn not only in the class but also from a film. Kindarto says that the education not only teaching learning in the class but also can find from film. YouTube also serves about the film (2008: 84). Prakoso states that YouTube has about education and technology (2009: 49). Meanwhile, Downes says that YouTube has very widely of videos about education (2008: 2).

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, 2008: 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 Stempleski and Tomalin (1990:3-4) 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.

d. Cross-cultural comparison.

Videos make the students know the differences in cultural behavior.

Besides of that, they also (1990:6-7) say some purposes the use of videos in teaching learning process for: Active viewing that videos make the students active when they watch video material, and introduce them the content of each sequence. Vocabulary, they use for vocabulary development vocabulary review. Grammar, they can be used for grammar presentation: activities for presenting particular grammatical structures and grammar review: activities reinforcing grammatical structures. For pronunciation, videos show in focusing on sounds, stress, and intonation. As for listening/speaking skill, teacher can make YouTube videos as viewing comprehension: focusing on the visual element, listening: focusing on what the videos said, oral composition: activities on telling story orally, speaking: focusing on structured presentation related to the subject discussion. It also can be used to improve reading/writing skill such as reading: comprehension based on reading material, note-taking, written composition: using on creative writing and/or summarizing, and the last is testing.

Stempleski and Tomalin (1990: 4) say that the use of videos can be used in every level of students. The videos can be used for supplementary material for language reinforcement and practicing skill that suitable material.

Therefore, in teaching speaking, YouTube can be used as viewing comprehension. Students can learn by watching some video related the material. They can watch the real life using video inside the class. After that, the students can telling story based on the video. It also can be used for discussion related the video. Another activity that can be used is the students can practice based on the video that they have watched.

When using video in classroom, there are some techniques that can be used by the teacher for its implementation. The following are some practical techniques for video implementation in classroom as suggested by Cakir (2006) :

- a. *Active viewing.* It is necessary for students to take an active part on the video since this technique needs them to focuses their attention on the main idea of the video. Before playing the video, the teacher should write some key questions on the board related to the video, so the students get an overview about the content of the video. The students may take a note during watching the video and after that they should answer the questions orally. For detail comprehension, the students can be given a cue sheet or viewing guide then let them watch and listen for specific information needed.
- b. *Freeze Framing and Prediction.* It means stopping the video at certain point so it shows certain picture on the screen by pressing pause button. Then the students are asked to predict about what action the character at the frozen picture on the screen will probably do, how is his/her feeling, and what will probably happen, or any other questions related to the picture. Freeze framing fires the imagination of the

students by leading them predicting and deducing further information about the characters.

- c. *Silent viewing*. It means that the video is playing with the sound off and is only using the moving picture. One way of doing this technique is the students are asked to observe the behavior of the character and to use their deduction. Then pause the video at certain point to stop the moving picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. After that, the video segment is replayed with the sound on, so that the students can compare their deduction with what actually happens in the video.
- d. *Sound on and vision off activity*. This technique is used by removing the visual element of the video so that the students only can hear the dialogue but are unable to see the action. Then the students can be asked to guess the setting, action, characters, etc. from the soundtrack.
- e. *Repetition and role-play*. When there are some difficult language points in the video unit, a repetition can be a necessary way for communicative production exercises. Through this technique, the teacher replays difficult point of the video and asks the students to do repetition individually or in chorus. After the students have clear understanding about that difficult point they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the situation and the characters they are playing.

*f. Jigsaw viewing.* To implement this technique, the teacher can instruct half of the students to go out of the classroom for few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watch the video with the pictures off. Finally, they come back to share their ideas about what the video is about.

### **2.3.2 The Advantages of YouTube Video**

YouTube video has several advantages for teaching and learning purposes. According to Jalaluddin (2016) those advantages are as follow :

1. YouTube videos are very useful media which can be accessed outside and inside of the classroom. It is because YouTube video is an online-based video which can be accessed everywhere within area of internet connection. So, it offers a flexibility of learning and enables the teacher to assign the students to explore more related videos outside the classroom.
2. YouTube videos provide exposure to authentic English and offers authentic examples of everyday English spoken by the people. It enables the students to have access toward English which are spoken by the native speakers. Moreover, using authentic material will make the students become more confident in facing real life situation.
3. Using YouTube videos promote a learning style that is more autonomous and students center. The students will actively engage in their learning and the role of the teacher just as facilitator. Moreover, the easiness of accessing various videos in

YouTube gives the students opportunity to discover knowledge by themselves without being spoon-fed by their teacher. In addition, video which combines both pictures and audio make the students become easier to understand an abstract concept.

4. Using YouTube video in the classroom greatly attracts students' attentions, so it makes classroom very interactive for language learning. It is since they find video is interesting and challenging to watch as it shows them how people behave while using the target language they are learning.

5. Using YouTube video allows the students to comment on any video especially when they play it online. So, it even contributes to the other language skills development of the students. So, looking at those advantages above, it is obvious that by using YouTube video the students will have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency.

The reason the researcher chose Youtube in helping the learning process included (1) as a means of searching for information in the form of videos, and (2) as a means of sharing information in the form of learning media in video format. The review was presented as follows:

#### 1. Information Search Facilities

Youtube as a means of information search is a step that helps educators and students to access information in the form of learning videos. Some categories that can be classified as learning videos that contain educational values are:

a) Motion picture video, video displayed in the form of static images arranged in such a way as to become a combination of images, transitions, explanations and also audio as background sound. Such videos are often uploaded to the Youtube site. In addition to the production process that does not use a heavy application program also because the concept is simple in accordance with learning needs in general. For example, on the Youtube website you can see a collection of videos that contain introduction video reviews almost complete details with audio and combined with photographs or images that are complemented by transitions.

b) Video tutorials, this type of video usually teaches more about ways to make a work. If in learning English, this kind of video usually provides information about ways of making learning media based on certain applications containing English learning materials. For example, a video tutorial for making flash presentation media.

## 2. Information Sharing Facilities.

Youtube is also a service that also serves as a means of sharing or various videos with any video category. So that in addition to users can access various categories of videos, users can also share videos of their work to the general public. That way the work that has been created by the user will get appreciation from other users through star polls available on the Youtube site. For learning history yourself, various works in the form of videopun can also be educators or students to share by becoming a member of Youtube first. The video works that you want to share can be in the form of any English language learning videos, for example video results from group task projects in schools that discuss a form of events, video reviews of problems faced by

students in English learning, video tutorials on how to make certain learning media, other videos that can be used for learning English, or also videos that provide studies on knowledge of learning English for the general public.

#### **2.4 Past Studies**

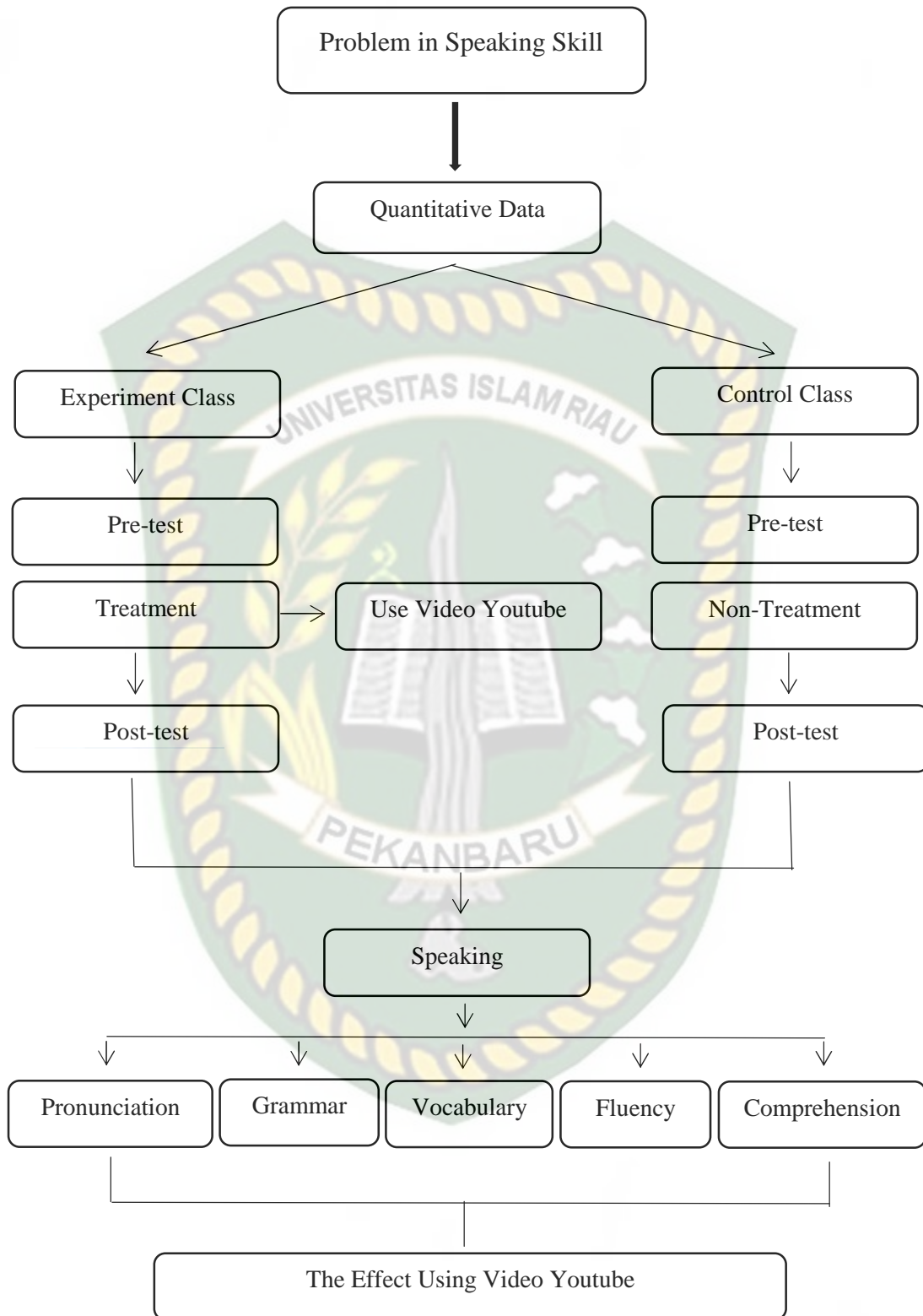
Recently, there are several studies have been conducted on the use of YouTube videos especially for improving students' speaking skill.

Yunita (2015) conducted a pre-experimental research about the effectiveness of using video YouTube toward students' speaking ability at the second grade of MTs PSM Mirigambar Tulungagung. The result shows that the mean score of students' speaking is 58.4375 before treatment was given and it becomes 67.8125 after the students were given treatment in which it means that there is a significant difference of students' speaking ability by using video YouTube.

Muna (2011) also conducted an action research at the eleventh grade of SMK Negeri 3 Surakarta (vocational high school). The result also shows that YouTube Video can improve students' speaking skill in aspects of fluency, vocabulary, grammar, pronunciation, and students' idea related to the content of the topic. Besides, using YouTube video also causes an improvement of the class situation become more conducive. More than that, a research that was done in higher education also shows similar result.

## 2.5 Conceptual Framework

The study focuses on experimental research to prove whether there is a significant effect of using video through youtube towards students' speaking skill in introducing yourself and someone of the tenth grade at SMAN 2 Bangkinang Kota or will be better using the traditional method. Speaking skill for the students is difficult, the students also made many mistakes in their pronunciations, students find difficulties how to made a good pronunciations in speaking skill . In fact, the students just speak without knowing to pronunciation in speaking skill. If using through youtube pattern is applied in teaching-learning speaking skill, the students were fun with a different atmosphere in the classroom. It is suitable to apply using video youtube through youtube pattern as a treatment for introducing yourself and someone. In process on students speaking skill in the introducing yourself and someone, the students have to comprehend what they speak. However, using video youtube is a pattern giving a good pattern to build students' confident, active, enthusiast by making a different atmosphere in the learning process actually on students speaking skill in introducing yourself and someone.

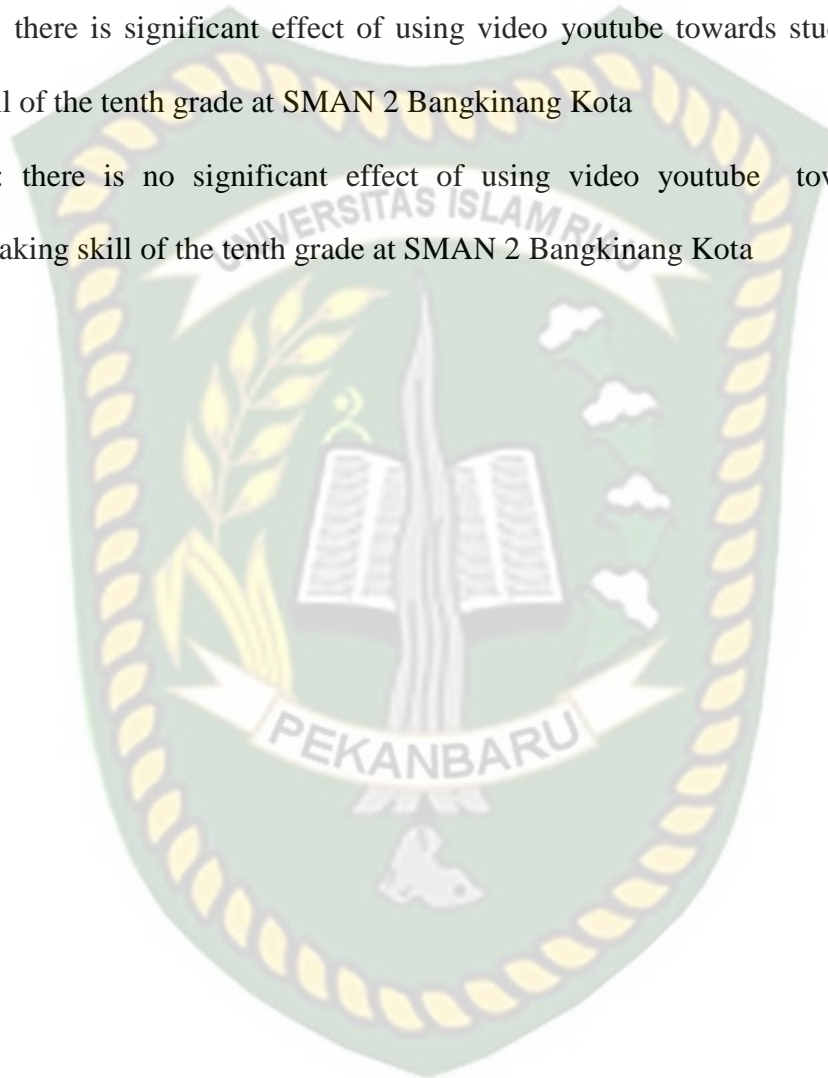


**Figure 1. Conceptual Framework**

## 2.6 Hypothesis

There are two hypothesis:

1. Ha: there is significant effect of using video youtube towards students speaking skill of the tenth grade at SMAN 2 Bangkinang Kota
2. Ho: there is no significant effect of using video youtube towards students speaking skill of the tenth grade at SMAN 2 Bangkinang Kota



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research was an experimental research. According Sugiyono (2007:75) in this experimental research, there was treatment. It consisted of groups of pre-test and post-test design.

This research consisted of two variables: the independent variable symbolized by “X” that was the use of video youtube and the dependent one as “Y” which referred to students’ speaking skills.

**Table 3.1 Research Design**



**Table 3.2 The Sub Design of the Research**

| <b>T1 : Pre-test</b>  | <b>T2 : Treatment</b>  | <b>T3 : Post-test</b>  |
|---|--|--|
| The teacher was given speaking test to the students before they are teach by using video youtube. | The teacher was given taught the students about the speaking by video youtube. | The teacher was given the test of introducing yourself and someone after the students taught by using video youtube. |

### 3.2 Time and Place

The research was conducted at SMAN 2 Bangkinang Kota, which located at Jl.

Dr. A Rahman Saleh, Bangkinang Kota.

**Table 3.3 The Time of the Research**

| No | Meeting | Date           | Theme/Topic  | Group                                 |
|----|---------|----------------|--|---------------------------------------|
| 1. | I       | 22 July 2019   | Greeting,Parting   | Experiment Class<br>and Control Class |
| 2. | II      | 25 July 2019   | Talking About Self   | Experiment Class                      |
| 3. | III     | 29 July 2019   | Talking About<br>Friends   | Experiment Class                      |
| 4. | IV      | 01 August 2019 | Talking About Jobs   | Experiment Class                      |
| 5. | V       | 05 August 2019 | Talking About<br>Family Relationship   | Experiment Class                      |
| 6. | VI      | 08 August 2019 | Greeting, Talking<br>About Self, family<br>Relationships and<br>Jobs,Parting | Experiment Class<br>and Control Class |

### 3.3 Population and Sample Research

#### 3.3.1 Population

According to Margono (2004 : 127) this technique is used when the population is composed of individuals, but rather consists of individual groups or clusters. In this research, the populations was tenth grade students of SMAN 2 Bangkinang Kota in academic years 2019/2020.

**Table 3.4 Number of Population**

| <b>Classes</b> | <b>Number of Students</b> |
|----------------|---------------------------|
| <b>X MIA 1</b> | <b>20</b>                 |
| <b>X MIA 2</b> | <b>20</b>                 |
| <b>X MIA 3</b> | <b>22</b>                 |
| <b>X MIA 4</b> | <b>25</b>                 |
| <b>X MIA 5</b> | <b>29</b>                 |
| <b>X IIS 1</b> | <b>31</b>                 |
| <b>X IIS 2</b> | <b>30</b>                 |
| <b>X IIS 3</b> | <b>30</b>                 |
| <b>X IIS 4</b> | <b>27</b>                 |
| <b>X IIS 5</b> | <b>29</b>                 |
| <b>TOTAL</b>   | <b>263</b>                |

### 3.3.2 Sample of Research

According to Gay (1987) stated that sampling is the process of selecting individuals represent the large from which they will be selected. The researcher was used purposive technique to get the sample. In this research, the writer take two classes. There were X-1 and X-2. The writer took class X-1 for the experimental group and class X-2 for the control group. The reason why the researcher choose this class as a sample because according to teaching practice (PPL) at SMAN 2 Bangkinang Kota this class more clever and active than the other class.

**Table 3.5 Sample of the Research**

| <b>Classes</b>                     | <b>Number of Students</b> |
|------------------------------------|---------------------------|
| X-1 : X MIA 1 (Experimental group) | 20                        |
| X-2 : X MIA 2 (Control group)      | 20                        |
| <b>Total</b>                       | <b>40</b>                 |

### 3.4 Instrumen of the Research

The instrument of this research was speaking test. The topics are taken from the internet such as dialogue of introduction.

### 3.4.1 The Indicators of Variable X (using video youtube)

Independent variable (X) was variable that influences another variable to reach the re search prospect. in this research, the independent variable is using video.

### 3.4.2 The Indicators of Variable Y (Speaking Skill)

Dependent variable (Y) was the result that expects through the implementation of the independent variable. In this research, the dependent variable was speaking.

**Table 3.6 Indicators of Variable**

| No. | Variable                | Sub Variable                             | Indicator   |
|-----|-------------------------|--|---|
| 1.  | Using video youtube (X) | 1. Greeting, Parting, Talking about self | 1.1 Students can introducing with formal and informal.  |
|     |                         | 2. Kinds of Pronouns                     | 1.2 Students are able to know kind of pronouns : Subjective Pronouns, Objective Pronouns, Possesive Adjective, Possesive Pronoun. |
| 2.  | Speaking (Y)            | 1. Greeting, Parting, Talking about self | 2.1 Students can introducing with formal and informal   |

### 3.5 Data Collecting Technique

In order to get the data to support this study, the researcher uses the technique as follows:

#### 1. Observation

Observation use to observe directly the students which use Video Youtube in speaking greeting, talking about self and to observe the influence of video on students' speaking skills. In the observation technique, the researcher had a list of observational items to be an observer in the class during the teaching and learning process by using video youtube.

#### 2. Test

To find out the effect of using video youtube on students speaking skills of the tenth grade at SMAN 2 Bangkinang Kota, the researcher administer the test to assess students' speaking skills, especially in talking about self. The test applies in two stages. The first is pre-test done before doing the treatment. The second is post-test done after doing the treatment.

In this researcher, the procedure of collecting data divided into two phases; first is the control group. The researcher used two classes to assume to be equal and homogenous statistically in order to conduct the research. Then, the research explained into the classroom and give the same material, for length the of time, but different treatment.

**a. Pre-Test**

The pre-test carries out to determine the early background ability of the students are select as the sample. It is held to find out whether the experimental group and control group at the same level before applying a new strategy for the experimental group.

The material is the test.

**b. Treatment**

The treatment is conduct for the experimental group only. The treatment using video youtube. The treatment of teaching by using video youtube as follows:

**Table 3.7 The Blueprint of Materials Experimental Group**

| No. | Meetings | Materials   | Group                    |
|-----|----------|-------------|--------------------------|
| 1.  | I        | Pre-Test    | Experimental and Control |
| 2.  | II       | Treatment 1 | Experimental             |
| 3.  | III      | Treatment 2 | Experimental             |
| 4.  | IV       | Treatment 3 | Experimental             |
| 5.  | V        | Treatment 4 | Experimental             |
| 6.  | VI       | Post-Test   | Experimental and Control |

In treatment proces, the researcher did some procedure :

1. Treatment 1 : in this meeting, the teacher explains about using video youtube , then the teacher talking about her selfand gives an example how to introducing in front of the class.
2. Treatment 2 : in this meeting, the teacher explains about using video youtube , then the teacher introducing with informal style (Jobs)
3. Treatment 3 : in this meeting, the teacher explains about using video youtube , then the teacher introducing with formal style (Family Relationships)
4. Treatment 4 : in this meeting, the teacher re-explains about using video youtube. The teacher teach how to make a good speaking pronunciation, grammar, vocabulary, fluency and comprehension (Pronouns).

**c. Post-Test**

After the researcher gives the treatment, the researcher gives the post test in order to know there were the significance effect of students score after giving the treatment by using video youtube. In a post-test, the researcher provided the five topics. After that, the researcher made lottery based on the topics. One lottery consist of one topic. Then, the students are asked to choose one lottery. The lottery that the students choosed were the topic that the students told in front of the class.

### 3.6 Data Analysis Techniques

In analysis data, the researcher use score of pre-test and post-test of the students. The scores is analyse by using statistical analysis test, variene, and homogeneity. Homogeneity test use to find out wheter the two classes have homogenous variance or not. After teaching speaking using video, the data analyse by statiscal analysis version 24. To know the result whether it is statistically significant, it is statistically significant, and it is analysis by using t-test.

**Table 3.8 Scoring Rubric of Speaking Skill**

| Aspect        | Level | Explanation  |
|---------------|-------|--|
| Pronunciation | 4     | Pronunciation was very clear and easy to understand  |
|               | 3     | Pronunciation was good and did not interfere with communication                            |
|               | 2     | Student was lightly unclear with pronunciation at times, but generally is fair             |
|               | 1     | Student was difficult to understand quite in speaking unclear in pronunciation             |
| Vocabulary    | 4     | Rich, precise and impressive usage of vocabulary words learned in and beyond of class      |
|               | 3     | Student utilized the words learned in class, in an accurate manner for the situation given |
|               | 2     | Student was able to use broad vocabulary but was   |

|         |   |   |
|---------|---|---|
|         |   | lacking. Making him/her repetitive and cannot expand on his/her ideas.  |
|         | 1 | Student has inadequate vocabulary words to express his/her ideas properly, which hindered the student in responding                                     |
| Fluency | 4 | Speech is effortless and smooth with speed that comes close to that of a native response  |
|         | 3 | Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words                                    |
|         | 2 | Speech is slow and often hesitant and irregular. Sentence may be left uncompleted, but the student is able to continue.                                 |
|         | 1 | Speech is very slow. Stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand |
| Grammar | 4 | Student was able to express their ideas and responses with ease in proper sentence structure and tenses   |
|         | 3 | Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves           |

|               |   |  |
|---------------|---|--|
|               | 2 | Students was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses |
|               | 1 | Student was difficult to understand and had a hard time to communicating their ideas and responses because of grammar mistakes                 |
| Comprehension | 4 | Student was able to comprehend and respond all of the questions and the topics that were being discussed with ease                             |
|               | 3 | Student was able to comprehend and respond to most of the questions and topics that were being discussed                                       |
|               | 2 | Student fairly grasped some of the questions and topics that were being discussed  |
|               | 1 | Student had difficulty understanding the questions and topics that were being discussed  |

Larissa Olesova (2013:53)

The researcher focused on all aspect in student speaking skill, and the score that was calculated in all of it. The data was analyzed by using some formulas and statistical package sciences (SPSS) program by 24 versions for windows used. The data was collecte and counting before and after the treatment test.

## CHAPTER IV

### RESEARCH FINDINGS

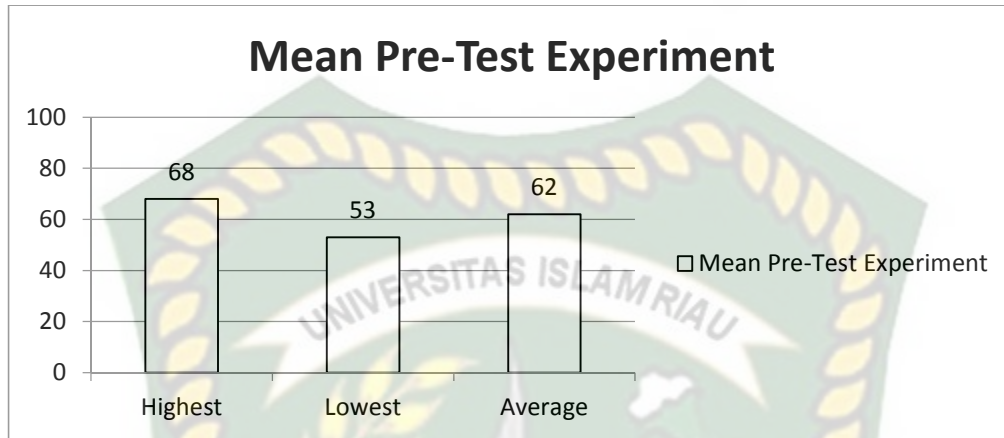
This chapter presented the research findings dealing with data analyzed interpreted, which have been taken from the given Pre-Test and Post-Test of two class, Experimental Class and Control Class. The showed the students score increase from the Pre-test to Post-test of the sample in order to find out whether there is a significant effect towards students speaking skill by Video Youtube at SMAN 2 Bangkinang Kota.

#### **4.1 Data Presentation**

This research was conducted to know the effect of video youtube towards students speaking skill of the tenth grade at SMAN 2 Bangkinang Kota. A set of the test to find out the score of students achievement in speaking skill.

The research was classified into experimental research that is quantitative research. Therefore the data of the research, there are result of Pre-test and Post test.

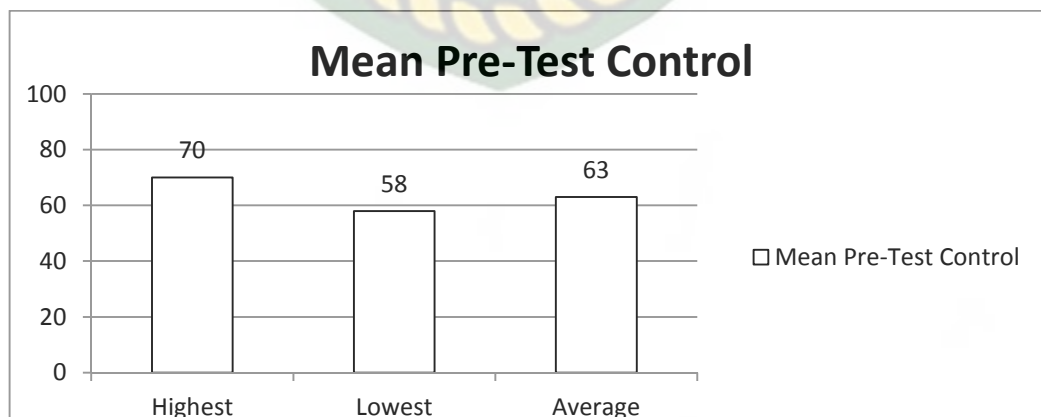
**Figure 4.1 Data Presentation of Pre-Test in Experiment Class**



Before giving treatments, the researcher had given Pre-Test to the Experiment class. It was done to know the skill of the students in speaking. The researcher presented the students speaking on Pre-test as follow: The highest average score was 68 and lowest average score was 53.

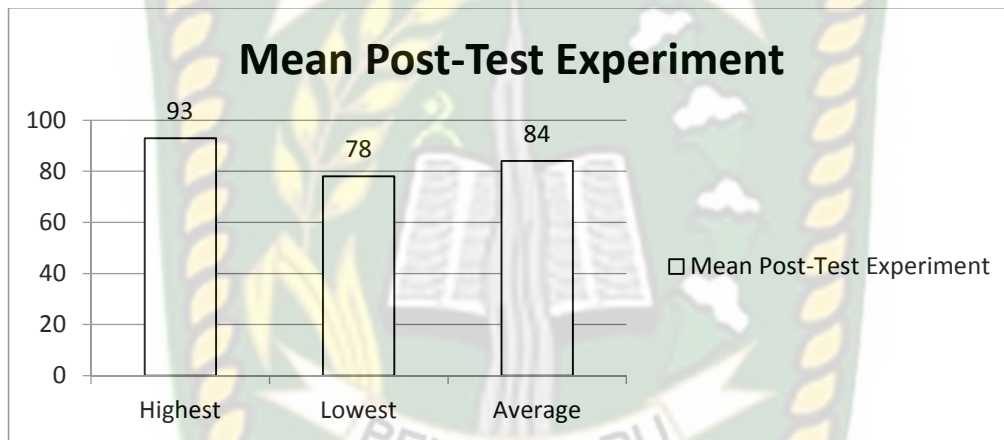
Moreover, in experiment class the total score that 20 students was 1.240 the average score they was 61,50 point( see apendix 7)

**Figure 4.2 Data Presentation of Pre-Test in Control Class**



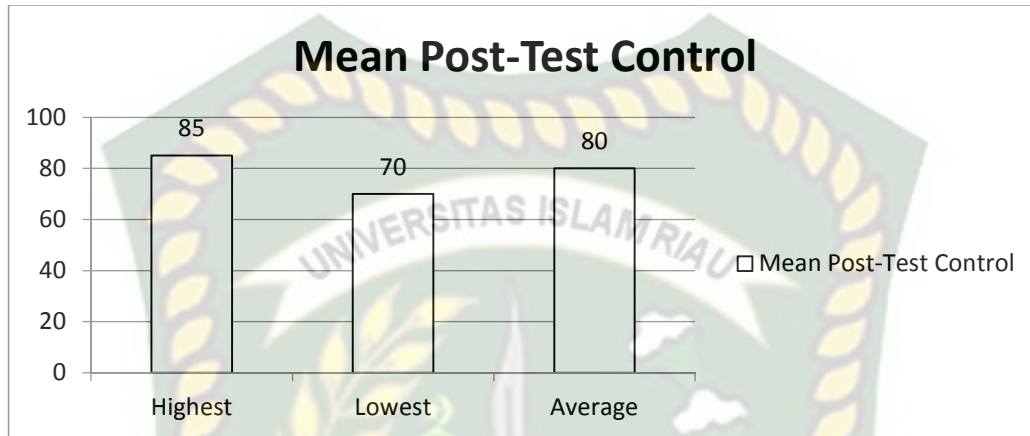
The students result in speaking skill particularly in pre-test of Control class as follow: the highest average score was 70 and the lowest average score was 58. Moreover, in Control class the total score that 20 students was 1.264 and the average score was 63,20 point. ( see apendix 8)

**Figure 4.3 Data Presentation of Post- Test in Experiment Class**



After giving the treatment the researcher conduct the Post-Test to know the students score after giving treatment using Video Youtubee. The students result in speaking skill, particularly in speaking in Post-Test of Control Class as follow: the highest average score was 93 and the lowest average score was 78. Moreover,in control class the total score that 20 students were 1.684 and the average score was 84,20 point. (see apendix 9)

**Figure 4.4 Data Presentation of Post-Test in Control Class**

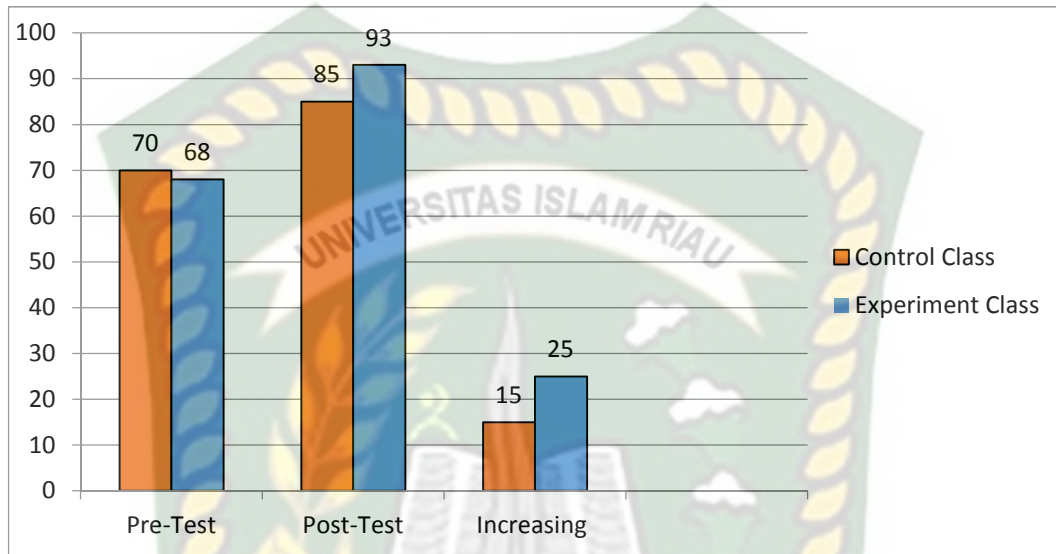


The students result of speaking skill, in post test of Control Class, as follow: the highest average score was 85 and the lowest average score was 70. Moreover, in control class the total score that 20 students was 1.604 and the average score was 80,20 point (see apendix 10)

#### **4.2 The Increasing Students' Means Score of Pre-Test And Post-Test In Control And Experiment Class**

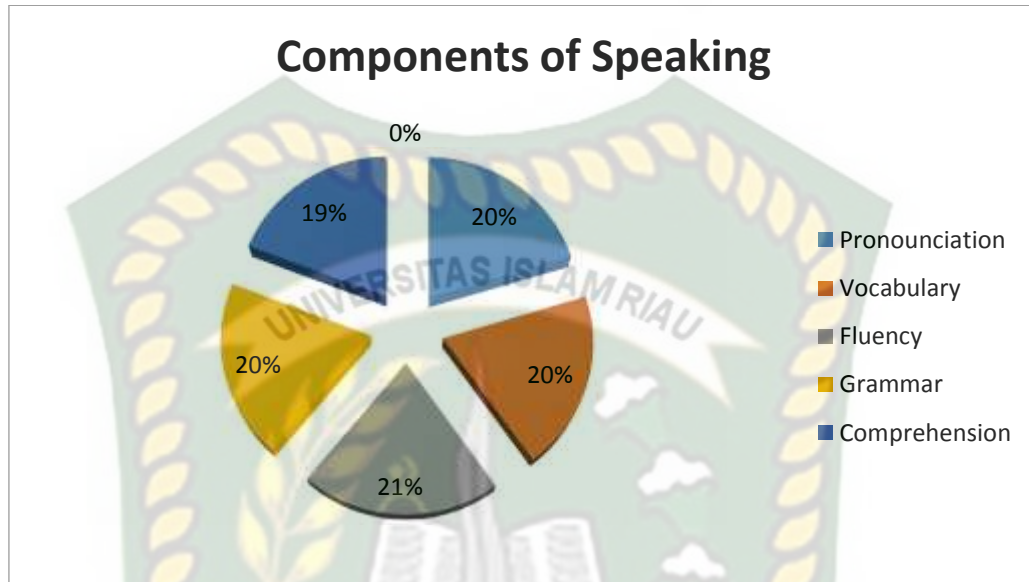
Based on the calculation above, the researcher got the mean score of Pre-test and Post-test in experiment and control class. Futhermore, the increase of the students' score between experiment and control class can be seen the diagram bellow.

**Figure 4.5 The Increasing Students Means Score of Pre-Test and Post-Test in Experiment and Control Class**



From the histogram above, it can be seen the mean score of pre-test in control class was 70 and mean of post test was 85. While the mean score of pre-test in experimental class was 68 and after the students was given the treatment using Video Youtube the mean of post-test experiment become 93. It can be summarized that there was a significant effect of Video Youtube on students' Speaking at SMAN 2 Bangkinang Kota.

**Figure 4.6 The Component of Speaking Achieved by the Students**



Based on the graphic pie. It shows that there was 20% mastered in Pronunciation, 20% mastered in Vocabulary, 21 % mastered in Fluency, 20% mastered in Grammar, 19% mastered in Comprehension.

From the data above, it can be concluded that students in SMAN 2 Bangkinang Kota were mastered in component of speaking. It can be seen after treatment students able to apply the components of speaking. So, that way every students' was highest score in speaking, on the other hand, for the next researchers should be mastered how to improve students speaking based on components.

### 4.3 Descriptive Statistic

**Table 4.1 Descriptive Statistic Pre-Test and Post-Test Experiment and Control**

| Class              | Descriptive Statistics |         |         |       |                |
|--------------------|------------------------|---------|---------|-------|----------------|
|                    | N                      | Minimum | Maximum | Mean  | Std. Deviation |
| Pre Control        | 20                     | 58      | 70      | 63,20 | 4,021          |
| Post Control       | 20                     | 75      | 85      | 80,20 | 2,628          |
| Pre Experiment     | 20                     | 53      | 68      | 61,50 | 4,894          |
| Post Experiment    | 20                     | 78      | 93      | 84,20 | 3,694          |
| Valid N (listwise) | 20                     |         |         |       |                |

From the table above it concluded that mean of Pre-Test of control class is 63,20 and mean of Post-Test of control class is 80,20. From the data it can be concluded that there is no difference in mean score both pre- test of control class and post test of control class. Pre-Test of experiment class is 61,50 and mean of Post-Test experiment class is 84,20. From the data it can be concluded that there is difference in mean score both pre- test of experiment class and post test of experiment class.

**Table 4.2 Independent Sample T-Test**

|       |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       | 95% Confidence Interval of the Difference |        |
|-------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|       |                             | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower                                     | Upper  |
| Hasil | Equal variances assumed     | 1,151                                   | 0,290 | -3,757                       | 37     | 0,001           | -3,884          | 1,034                 | -5,979                                    | -1,790 |
|       | Equal variances not assumed |   |       | -3,789                       | 34,464 | 0,001           | -3,884          | 1,025                 | -5,966                                    | -1,802 |

Based on output SPSS 24 version above, Independent Sample T-Test shows levene's test to know the same variance.

Ho = Variance Population Identic                      If Sig  $F_{\text{calculate}} > 0,05$ , Ho is accepted

Ha= Variance Population not Identic                      If Sig  $F_{\text{calculate}} < 0,05$ , Ha is accepted

Based on the data of SPSS above, it can be seen sig  $F_{\text{calculate}}$  in Equality of Variances is 0,290. It can be summarized that Ho is accepted because  $0,290 > 0.05$ . In brief, it means the variance population idetic.

On the other hand, from the data can be seen that  $t_{\text{calculate}}$  obtained -3.757 was compered to table,  $df = 37$ . Because  $df = 37$  was not found in  $t_{\text{table}}$ , so the researcher took  $df = 40$  to compared either at level 5% is 2.021. it can be concluded that  $t_{\text{table}}$  is higher than  $t_{\text{calculate}}$ . In other word, it can be read  $2.021 > -3.757$ . Based on the score the researcher concluded that Ho is rejected and Ha is accepted. So, there is significant

effect of video youtube on coherent of students' speaking at SMAN 2 Bangkinang Kota.

#### 4.4 Data Interpretation

In this interpretation was focused on the result of the research and data analysis which is the effect of video youtube on students speaking skill at SMAN 2 Bangkinang Kota.

It can be analyzed that the increasing of students speaking skill in the experimental class which was taught by using Video Youtube. The mean score was 84,20. On the other hand the control class was 80,20 it can be concluded that video youtube increase students score in speaking.

Moreover, the score of observed static ( $t_c$ ) is was greater than ( $t_t$ ) in the significant of 5% is 2,021. It means that the null hyphothesis was rejected and the alternative hyphothesis was accepted.

#### 4.5 Hypothesis Testing

From the calculation of the analysis by using SPSS version 24, it is found that  $t_{table}$  is 2,021 at the level significant 5% and  $t_{calculate}$  -3,757. It can be concluded that  $t_{calculated}$  obtained is higher than  $t_{table}$ . In other word we can read  $2.021 > -3.757$ . Based on the score, the researcher concluded that  $H_0$  rejected and  $H_a$  is accepted means that there is significant effect of Video Youtube on students' speaking skill at SMAN 2 Bangkinang Kota.

## CHAPTER V

### CONCLUSION, SUGGESTION, IMPLICATION

#### 5.1 Conclusion

Based on the data and result presented in the previous chapter, the researcher concludes that Video Youtube in teaching speaking skill can influence the students speaking skill at SMAN 2 Bangkinang Kota. It can be seen from the mean score of the experimental group was 79.15 and control group was 68,7 it means there was a significant effect towards students speaking skill at SMAN 2 Bangkinang Kota.

#### 5.3 Suggestion

From the explanation in the previous chapter, the researcher presents some suggestions addressed to the teacher, students and readers or subsequent researchers.

- a. Suggestions for English Teachers. First Speaking is one of the skills for students, it would be better for the teacher if he conducts every meeting using the right strategies for the progress of teaching speaking, so students are not bored and tired. Second, Youtube Video is one of the media the best the teacher uses in teaching speaking. Third, teachers are advised to provide clear

information, so students can understand how to pronounce good and correct in English.

- b. Suggestions for students. First students must be more active in looking for new vocabulary, then practice speaking. Second, students must understand how to pronounce good and right through exposure from the teacher.
- c. For other researcher, they can use this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the shortcomings in this study and provide more detail information about this.

### **5.3 Implication**

From the above conclusion, it is known that the Video Youtube giving the influence towards students speaking skill at SMAN 2 Bangkinang Kota. It can be seen from the data before giving the treatment students get low score, therefore, after applied the treatments students speaking increased to better than before .

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