IMPROVING STUDENTS' SPEAKING SKILL BY USING YOUTUBE MEDIA AT THE ELEVENTH GRADE OF SMAN 2 PALOPO

A Thesis

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

Proposed By

ANDI FATRI YUSFIANI
REG. NUM. 17 0202 0137

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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Supervised By:

1. **Wahibah, S.Ag., M.Hum.**
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2022

THESIS APPROVAL

This thesis entitled **"Improving Students' Speaking Skill By Using YouTube Media At The 11th Grade Of SMAN 2 Palopo"** Which is Written by **Andi Fatri Yusfiani, Reg. Number. 17.0202.0137**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 26th of April 2022 M**, coincided with **25 Ramadhan 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Monday, 9th April 2022

8th Syawal 1443 H

COMMITTEE OF EXAMINATION

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Thesis Entitled: **IMPROVING STUDENTS' SPEAKING SKILL BY USING YOUTUBE MEDIA AT THE ELEVENTH GRADE OF SMAN 2 PALOPO**

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Assalamu'alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

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Demikian untuk proses selanjutnya.

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Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr. Wb

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PRONOUNCEMENT

I have signed below:

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With all awareness and consciousness, the researcher who signs below pronounces that this thesis literally a work of researcher herself. This thesis is not lawful if someday is not a shared evidence that this thesis is duplicated, copied or made by other people wholly and practically.
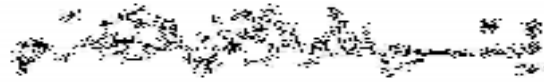
Palopo, March 09th 2022

Researcher

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Praise and gratitude for the presence of Allah SWT who has given grace and guidance so that the researcher can complete the thesis entitled "Improving Students' Speaking Skill By Using YouTube Media At The Eleventh Grade Of SMAN 2 Palopo" in order to complete studies at the Islamic Institute of Religion State (IAIN) Palopo. Sholawat and greetings are always poured out to the Prophet Muhammad SAW, his family and friends.

During writing this thesis, the researcher received a lot of help, direction, guidance and encouragement from various parties who greatly assisted the researcher in compiling this thesis.

The highest appreciation and a million thanks given to the researcher beloved family, especially the parents (the late) Zainal Abidin and Dra. Masniati who has given birth, raised, educated, gave love, prayers, enthusiasm and never-ending advice so that the researcher able to study until now, as well as both moral and material support so that the author is able to survive to complete this thesis.

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1. Prof. Dr. Abdul Pirol M.Ag., as the Rector of IAIN Palopo.

10. For Big B (Bold17), Big 17 A,C and D. thank you for your togetherness, motivation and happiness during education.

11. Special thanks for 30 boys (BTS and NCT) who have accompanied the researcher day with their songs and videos that really give spirit and motivation to life and teach how to love yourself.

12. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

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The researcher hopes this thesis can give some values to the students of English Department, English teachers and the readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make it better.

Palopo,18 Februari 2022

The Researcher

Andi Fatri Yusfiani

LIST OF CONTENT

LIST OF TABLE

ABSTRACT

Andi Fatri Yusfiani, 2022. *"Improving Students' Speaking Skill By Using YouTube Media at the eleventh Grade of SMAN 2 Palopo".* **A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Wahibah, S.Ag., M.Hum. and Husnaini, S.Pd.I., M.Pd.**

This research is about the use of YouTube media to improve students' speaking skill. This research aimed to know whether or not the use of YouTube media improves the students' speaking skill effectively at the eleventh grade of SMAN 2 Palopo. This research applied Pre-Experimental Research. The population of this research was all students in the 11th grade and the sample of this research consists of 30 students of SMAN 2 Palopo. The Researcher collected the data by giving the pre-test and post-test, formulated in an oral test containing the speaking test. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The test was calculated by using SPSS 22. The result can be seen from the data analyzed using the paired samples test, and the Researcher got the data t0 (count) = 13.350 and df (degree of freedom) = 19. The significance value = = 0.00 (p<0.05). The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. The finding showed that YouTube media effectively to improve students speaking skill after given the treatment at the 11th grade of SMAN 2 Palopo.

Keywords: Speaking, Youtube Media, Improving

CHAPTER 1

INTRODUCTION

A. Background

English is a required subject in Indonesian junior high and senior high schools. It is taught as a combined subject to help students improve their skills of speaking. As a result, English speaking skill is crucial because it allows students to communicate with others. Speaking is one of the four English skills students must learn in senior high school. To speak English fluently, students must master various sub-skills such as Vocabulary, Grammar, and Pronunciation. Furthermore, encouragement is essential throughout the process of learning to communicate.

The internet and immersive technologies can revolutionize how content is delivered and serve as an alternative to traditional classroom learning.[1] Changes in the current learning model without sufficient preparation certainly affect the results achieved. In other words, quality equalization becomes challenging to equalize. Because of the pandemic era, students become lazy to study last year. So a very effective learning media that can use for students is using YouTube as a teaching material, significantly improving students' speaking skill. It is because YouTube contains thousands of videos that all can watch.

Bastos and Ramos (2009) said that students are more interested in teaching and getting to know through video, photos, sound, and animation. That's more exciting than slides, worksheets, textbooks, etc. YouTube is expected to

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[1] Dongsong Zhang et al., "Can Elearning Replace Classroom Teaching," *Communications of the ACM* 47, no. 5 (2004): 74–79.

contribute a considerable amount of benefits in improving the students' skills in English, projectors, and films.[2] Furthermore, it is claimed that students are more likely to select videos available on YouTube with teacher guidance, so students can learn more about Vocabulary to give opinions and discuss a specific subject, making them more confident in teaching languages.[3]

Based on the Researcher PPL's experience and discussions with English Teachers at SMAN 2 Palopo, the Researcher got information that, indeed, in class XI IPA 6, there was a lack of English practice, especially in speaking. The problems are (1). The students' speaking ability is unsatisfying, still low, and far from the expectations. Students in this class, on average, have low learning motivation and interest. The students are not paying attention in class. When they have to answer questions from their instructor or make a presentation, they feel shy, anxious, and lack confidence. (2) They don't have enough vocabulary or grammar to be able to talk about their ideas smoothly. The students can only say the first two or three sentences before getting stuck. In addition, they often don't want to say the words, and most of them mispronounce the words. (3) The situation did not allow for any speaking activity. The Teacher employed a boring teaching approach that bored the students and caused them to lose interest, impairing their abilities. In addition, the Teacher seldom produces instructional

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[2] A Bastos and A Ramos, "Youtube for Learning English as a Foreign Language: Critical Thinking, Communicative Skills," no. July (2009): 2087–2092, http://www.youtube.com/watch?v=E4Hcd60VoRM.

[3] Yuli Nurmala Sari and Margana Margana, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century," *Journal of English Language Teaching and Linguistics* 4, no. 2 (2019): 263.

media to assist students in speaking. As a result, the students were nervous and unmotivated to speak up.

Based on previous researchers, from Riswandi (2016), Euis meinawati (2020), and Fransiska Tmoria Samosir (2018), who succeeded in improving students' speaking using YouTube, therefore the Researcher also designed to provide the solution by using the same media, namely YouTube to improving students' speaking skill. From YouTube, Students will got some benefit; First, it is easily accessible at any time and everywhere, not just simultaneously. As a result, the learning process is more adaptable. Second, learning videos can be downloaded and viewed while offline. Third, videos may be simply added to various learning management systems such as Google Classroom, Moodle, and Edmodo. Fourth, videos are simple to share on social media platforms like WhatsApp, Facebook, and Telegram.[4]

The Researcher researched *"Improving students' speaking skill By using YouTube media at the eleventh grade of SMAN 2 Palopo"* based on the background above. The Researcher applied YouTube media to improve students speaking skill.

B. Research Question

The Researcher formulates the research question as follows, primarily based on the background mentioned above:

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[4] Diki Riswandi, "Use of YouTube-Based Videos to Improve Students' Speaking Skill," *Proceeding The 2nd International Conference On Teacher Training and Education* 2, no. 1 (2016): 298–306, https://jurnal.uns.ac.id/ictte/article/view/8150.

Does the use of YouTube media improve the students' speaking skill effectively at the 11th grade of SMAN 2 Palopo?

C.   The Objective of The Research

The objective of the research is to find out whether or not the use of YouTube media improves the students' speaking skill effectively at the 11th grade of SMAN 2 Palopo.

D.   The Significance of the Research

It is expected that the research could give some benefits.

Theoretically:

1. For the English Department at IAIN Palopo, the Researcher assumed that the results of this study could be used as a reference for how to use YouTube media to help students improve their speaking skills.

Practically:

1. For the Teacher, especially the English teachers of Senior High School Palopo, the results of this research study are expected to help the Teacher improve the students' speaking ability.

2. For the Eleventh (11th) Senior High School learners of Palopo, this research is expected to give them away to improve their speaking skill.

3. For the future Researcher who will conduct a similar study, the results in this research can hopefully provide a helpful reference for the researchers in conducting their research.

4. For the Researcher herself, this research is expected to improve her awareness of the importance of speaking and experience researching the writing aspect and working with other people.

E. Scope of the Research

In the 2021/2022 academic year, the Researcher focuses on learning about describing something using YouTube as a learning media to improve students' speaking skill in the 11th grade of SMAN 2 Palopo. This Research used Channel from Erfiani Irawan, Learn English by pocket passport and Madam English YouTube Channel. These channel is about English Toefl and teaching Idea. The Researcher focused on Grammar, Vocabulary, Pronunciation, and Fluency in Speaking in this research.
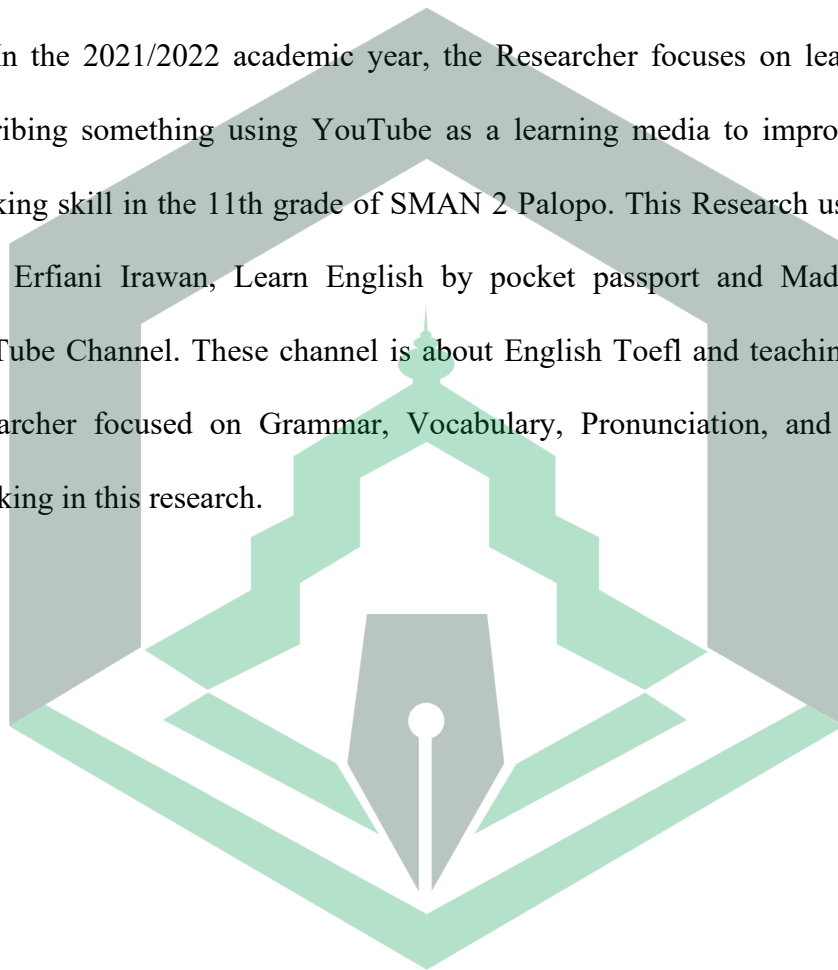
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Some research has been conducted into using YouTube media to assist students in improving their speaking skills. The Researcher summarized past research connected to this research as follows:

Riswandi (2016) conducted the action research. The title is "*The use of YouTube-based videos to improve students' speaking skills at the seventh-grade students of one of Junior High Schools in Surakarta.*" This study aims to figure out how much YouTube-based videos can help students improve their speaking skills and how they teach and learn in the classroom when they are using YouTube. The students in the study are 7th-graders from one of Surakarta's junior high schools. Classroom action research was used to conduct the research.

The data have been accrued by speaking assessments and interviews. The result showed an improvement in the students' speaking skills. Some improved aspects covered students' Grammar, Pronunciation, Vocabulary, Fluency, and content.[5]

Euis Meinawati et al. (2020) conducted their study. The title of this study is "*Increasing English Speaking Skills Through YouTube*" The goal of this research was to see if using YouTube helped 10th graders at SMA IT Rahmaniya improve their English skills. This Researcher focused on using YouTube to teach particular, engaging, and fun speaking skills while also providing a comfortable

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[5] Ibid.

classroom atmosphere and improving students' interest in learning. The qualitative descriptive technique was used as a research strategy in this research. Because YouTube allowed students to talk with more confidence and emotion, it became incredibly effective. Furthermore, they did not have to be concerned about their speaking terms because they could observe how effectively and appropriately foreigners spoke English.[6]

Fransiska Timoria Samosir et al. (2018), in their study *"The Effectiveness of Youtube as a Student Learning Media (Study at the Faculty of Social and Political Sciences, University of Bengkulu)"* The purpose of this research is to study learning from YouTube as a media for a student getting to know with the method in their study was descriptive qualitative. According to this research, students use their devices excessively and frequently connect to the internet. Students open the YouTube app on their devices practically every day. YouTube is used as a learning media that supports including information and maintaining the assignment of lectures. Learning to apply YouTube via FISIP students can be seen effectively from YouTube media's usability, accuracy, and distribution area.[7]

Yunita Mariyana (2019), in her study "*The Effectiveness Of Using Youtube As Media In Teaching Speaking At Man 4 Kediri*," The primary goal of this study is to see how effective YouTube as a media affects students' IIS-2 speaking levels in 11th grade. The research technique was chosen as quantitative, and the research

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[6] Euis Meinawati et al., "Increasing English Speaking Skills Using Youtube," *Polyglot: Jurnal Ilmiah* 16, no. 1 (2020): 1.

[7] F T Samosir, D N Pitasari, and P E Tjahjono, "Open Access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence (CC-BY-SA) Record and Library Journal The Effectiveness of Youtube as a Student Learning Media (Study at the Faculty of Social and Political Sciences, Uni," *Record and Library Journal* 4, no. 2 (2018): 81–91

design was changed to Quasi-Experimental by using a posttest-only design. The experimental and control groups were employed in this research. The data was collected using post-speaking assessments in both the experimental and control groups. A t-test was used to assess the data. In the data, the experimental group did better than the control group. As a result, it is possible to say that using YouTube to teach speaking is a good idea.[8]

Thamer Binmahboob (2020), in his study *"YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School,"* The purpose of this research was to look at the perceptions of English teachers in Saudi Arabia about using YouTube to help students improve their speaking skills at the secondary level. The research was designed using descriptive and analytical methodologies. A questionnaire has been created to address the research issue for data collection. In the second step, it was sent to a group of English language instructors (30 EFL teachers) in Riyadh, Saudi Arabia. The teachers were found to have a favorable opinion of YouTube. According to the result of the research, English language teachers consider YouTube a valuable educational tool for improving secondary school students' speaking skills.[9]

The similarities of this research with previous research: we used YouTube as a media learning to improve students' speaking skill.

The differences between Previous research and this research are (1) Research method. Their research used Qualitative descriptive and Classroom action

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[8] Yunita Mariyana, "The Effectiveness of Using Youtube As Media in Teaching Speaking At Man 4 Kediri," *Jurnal Pendidikan Bahasa Inggris Proficiency* 1, no. 1 (2019): 12.

[9] Thamer Binmahboob, "YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School," *International Journal of Applied Linguistics and English Literature* 9, no. 6 (2020): 13.

research as a method, and this research was used Pre-Experimental as a research method. (2) Analyzed data, their research targeted three components of speaking (Accuracy, Comprehension, and Fluency), and this research focused on speaking (Grammar, Vocabulary, Pronunciation, and Fluency), (3) Technique of collecting data and technique of data analysis, they research collecting the data by questionnaire and interview. So they need to analyze the data. This research collected the data by Pre-test and Post-test. This research used the SPSS program as a technique of data analysis.

Based on those relevant studies, the Researcher decided to Improve Students' Speaking Skill using YouTube Media at the eleventh grade of SMAN 2 Palopo.

B. Some Pertinent Idea

1. Speaking definitions

One of the four essential language skill is speaking. The capacity of English learners to communicate effectively in English determines their success.[10]. Speaking is a language skill that grows in childhood and is created by the ability to hear, after which the ability to speak is learned.[11] Speaking, according to Byrne, is a two-way oral communication process that incorporates both the producing skill of speaking and the receptive skill of understanding. (Listening with knowledge).[12] When it comes to speaking, students face some challenges, one of

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[10] Feri Kurniawan, "The Use of Audio Visual Media In Teaching Speaking," English Education Journal (EEJ) no. 1998 (2546): 180–193.

[11] Tarigan and Guntur H. *"Berbicara: Sebagai Suatu Keterampilan Berbahasa. Angkasa, Bandung* (2008).

[12] Muhammad Sirrul Muna, "Utilizing YouTube Videos to Enhance Students' Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011)," *Teacher Training and Education Faculty Sebelas Maret University Surakarta* (2011): 12–16.

which is related to the language itself. Even if they have an extensive vocabulary and have written it well, most students struggle to speak. The issues are that students are afraid to make mistakes.

Widdowson (1978: 59) defines speaking as having two meanings. The first refers to how language is manifested. Second, it relates to how language is realized as communication. The majority of speaking activities take the form of face-to-face dialogues; thus, speaking involves interaction.[13]. There are two aspects to consider when speaking to achieve a communicative goal. The first is language knowledge, and the second is language proficiency. It is not enough to know the language; a native speaker should use it in various situations.[14]

2. Speaking skills

Speaking, as previously stated, can be defined as a skill. Communication is an essential skill to acquire when learning a foreign or second language. Speaking is regarded as the most critical language skill in learning a foreign or second language.[15]

Comprehension, Vocabulary, Pronunciation, Fluency, Grammar, and intonation or expression are the six aspects of speaking skills. People should understand their interlocutor's spoken words, regardless of grammatical or other errors.[16]

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[13] Widdowson, H. G. *"Teaching Language as Communication. Oxford: Oxford University Pres"*(1978)

[14] Bygate, Martin, *Speaking*, New York: Oxford University Press, 1987

[15] PARUPALLI SRINIVAS RAO, "VS Publications Alford Council of International English & Literature Journal(ACIELJ)" 401, no. 2 (2019): 6–18.

[16] Herlina, "Improving Students ' Speaking Skill Through Audio Visual Media At 4 Th Grade," *The Second International Conference on Education and Language* (2014): 87–96.

3. Speaking Assessment

The ability of people to express their thoughts and feelings in spoken language is known as a speaking skill. There are several aspects to speaking. The following are the components:[17]

a. Grammar

Grammar is the study of putting words together to make a good sentence. When a speaker makes grammatical errors when communicating with others, the listener may misunderstand what the speaker is saying. The Grammar of English and Indonesian are not the same. Many tenses in English are not found in Indonesian Grammar. As a result, if one wants to speak fluently, one must master and understand Grammar.[18]

The oral proficiency scoring categories proposed by Brown H. Douglas will be used to determine the success of the research.[19]

The oral proficiency scoring categories grammar

1	Grammar mistakes are common, but speakers can be understood with the assistance of a native speaker who is used to dealing with foreigners attempting to speak their language.
2	Has a good grasp of the fundamentals of grammar but lacks confidence in his command of it.

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[17] Harris, D. P. "*Testing English as Second Language. NY: McGraw Hill Book*"(1969)
[18] Hornby, A. *"Oxford Student's Dictionary. NY: Oxford University Press"*(1987)
[19] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

3	It's reasonable to keep a focus on the grammar. Most official and informal conversations on realistic, social, and professional themes can be held with sufficient correctness in the language.
4	Capable of using the language correctly on all levels that are generally relevant to professional needs. Grammar errors are uncommon.
5	Equivalent to that of a native speaker who has received formal Education.

b. **Vocabulary**

One thing that should be known and mastered when we want to say something is the word. it could help us express our ideas and combine sentences into other sentences if we have a large vocabulary. The oral proficiency scoring categories proposed by Brown H. Douglas will be used to determine the success of the research.[20]

The oral proficiency scoring categories vocabulary

1	Speaking Vocabulary is insufficient to specify anything other than the most basic needs.
2	Has a sufficient speaking vocabulary to authentically identify self with some circumlocutions.

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[20] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

3	Possessing a wide enough vocabulary to participate in informal and casual discussions about practical, social, and specialist subjects fluently, It's rare for him to have to Grope a sentence because his Vocabulary is so broad.
4	A high level of vocabulary precision is required to recognize and contribute to a small number of discussions in the experience domain.
5	With a high degree of vocabulary precision, they can recognize and engage in a few conversations in the spectrum of experience.

c. **Pronunciation**

The act or manner of pronouncing words, the utterance of speech, a way of uttering a phrase, particularly in a generic or commonly known fashion, and a visual depiction of how a phrase is uttered, employing a phonetic symbol are all examples of Pronunciation.

The oral proficiency scoring categories suggested by Brown H. Douglas can indicate the research's success.[21]

The oral proficiency scoring categories pronunciation

1	Pronunciation errors are common but can be remedied with the help of a native speaker who is in charge of teaching outsiders how to speak the language.
2	The accent is understandable, but it's often reasonably shaky in

[21] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

	places.
3	Mistakes are rarely a problem for native speakers and do not interfere with comprehension. It can be foreign-sounding.
4	Pronunciation mistakes are incredibly infrequent.
5	An educated native speaker would recognize this as an exact match and complete acceptance.

d. Fluency

Fluency is demonstrated when students participate in a meaning-focused activity and do so quickly and easily without interrupting the flow of conversation.[22]

Based on Brown H. Douglas's oral proficiency rating categories, it is possible to gauge the success of the research.[23]

The oral proficiency scoring categories fluency

1	There is no specific description of Fluency. Attempt to converse in any of the four alternate language zones.
2	Can handle most social situations with confidence but cannot engage in conversation about current events, work, family, and personal information.

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[22] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

[23] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

3	Has a good command of the subject matter in which they have expertise. They don't have to fumble about looking for words too often.
4	Speaking fluently at all language levels is widely used in the workplace. Fluently participates in any and every communication within the scope of this experience.
5	Native speakers who are educated in the language completely accept their speech.

4. Teaching speaking

Many language learners consider speaking ability a criterion for mastery of a language. According to these students, Fluency is defined as the ability to converse with others rather than read, write, or understand oral language.[24] In teaching, speaking should apply appropriate teaching methods and techniques.

In language learning, a teaching technique is a generic set of classroom specifications used to achieve specific linguistic objectives. There is a wide variety of techniques used in the classroom to reach education goals. In teaching speaking, one can use a variety of methods and techniques. Students learn English to communicate fluently, accurately, and appropriately in their daily lives.[25]

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[24] Marriam Bashir and Muhammad Azeem, "Factor Effecting Students ' English Speaking Skills" 2, no. 1 (2011).

[25] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

a. Method and techniques in teaching speaking.

Proposes some guidelines for the development of speaking techniques As a result, when teaching speaking, the methods and techniques used should encourage students to use the target language in specific contexts and to improve their speaking strategies. Those principles are as follows:[26] (a) strategies that protect the wide range of learner needs from language-based attention on correctness to message-based attention on interaction, which means, and fluency are used. (b) Putting forward strategies that are intrinsically motivating. (c) Promoting the use of natural language in a meaningful way. (d) Giving the right feedback and correction. This is how you can take advantage of the natural link between talking and hearing. (f) Giving students chances to start a conversation. (g) Trying to help students improve their speaking skills.

b. Principle for teaching speaking

Giving students practice with both Accuracy and Fluency. There are proposed at least four principles for teaching speaking as follows:

a) When speaking, Fluency refers to the ease with which syllables, sounds, phrases, and words are connected.

Speaking or writing without making any vocabulary, punctuation, grammatical, or other mistakes is accurate. Teachers must help students improve their Fluency by giving them plenty of opportunities to practice. They must also realize that making mistakes is a normal part of learning a new language.

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[26] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001.

b) They were imparting possibilities for students to speak by using organization work or pair paintings and restricting teacher communication.

As for speaking teachers, we should be aware that a lot we speak in class does not soak up when the students speak. Can use pair work and group work activities to grow students' speaking practice time while limiting the Teacher's time.

c) Planning speaking tasks that involve negotiation for meaning

Because interaction needs them to comprehend and be understood by the Teacher, learners grow by communicating in the target language. Negotiating for purpose is the term for this process. It entails confirming that someone has grasped your meaning, clarifying your understanding, and proving that someone has got your meaning.

d) Creating classroom activities that include instruction and practice in transactional and interpersonal speaking.

We usually talk with individuals outside of the Classroom for interactional or transactional purposes. When you communicate with someone for social engagement, you use interpersonal speech.

c. Strategies for Improving Speaking Skills

Students frequently believe that speaking a language results from language study and also speaking is an essential part of the process. Good teachers instruct students in speaking tactics such as employing minimal responses, identifying scripts, and discussing their language to improve students' language proficiency

and self-awareness. The teachers help students learn to speak so that they can learn through speaking.[27]

a) Using Minimal Responses

Students who have concerns about their capacity to participate in conversations may sit silently while others speak in their native language. As a first step, help these students make a list of responses that they can employ in various situations. In conversations, participants use colloquial phrases to communicate their knowledge, agreement, and other reactions to what the other speaker is saying—having a stock of such responses allow learners to focus on what the other speaker is saying at the same time. Such responses are beneficial for those just getting started.

b) Recognizing Scripts

A few communications conditions are related to a script, a set of predictable spoken exchanges. These scripts can frequently expect the relationship between a speaker's turn and the one after it. Patterns or scripts are common in social and culturally influenced functions, including greetings, apologies, compliments, invitations, and commercial interactions like receiving information and purchasing goods. By providing students with scripts for various situations, teachers can help students improve their speaking skills. Teachers can help students improve their knowledge of the scripted language through interactive exercises.

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[27] Bashir and Azeem, "Factor Effecting Students ' English Speaking Skills."

c)   **Using Language to Talk About Language**

Foreign language learners' embarrassment and shame when they don't comprehend another speaker or realize their discussion partner doesn't understand them is frequently too much for them to bear. Reassuring students that miscommunication and the need for clarification can occur in every kind of meeting, independent of the participants' language proficiency levels, will help them overcome their worries. Teachers can also teach students to clarify and double-check their comprehension using tactics and words.[28]

5.   **Describing Something**

a. **Describing People**

Describing something in detail and clearly in English is called a description text or description text. The text is usually used to give a complete, clear, and detailed picture of a particular object, such as an object, animal, place, or person. In describing people as objects to be used, we must see directly everything contained in that person.

It is done so that what we describe to a person has a feel to feel what will be expressed in the text of the description.   They can do several ways to start describing people in English. We make an object to see and identify the signs or physical characteristics. However, other things also need to be placed, including everything inherent in the person, from clothing and accessories to objects' habits.

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[28] Ibid.

1) Describing People's Appearance

To describe a person's appearance, they can mention general characteristics, such as height, body shape, and age. After that, it can be continued with specific characteristics such as hair, eyes, nose, etc.

2) Describing People's Personality

Everyone has their character, which makes them different from others. The character is called personality or trait. To describe/explain the person's personality, it can be necessary to support the evidence or justification of the person's actions.

3) Describing Someone's Job

When explaining or describing a person's appearance and personality, it is also necessary to present his work. An English sentence to define a person's work needs to describe his job, where he works, and what is done in his work.

b. Describing Place

When describing a place like a room, what should be the first thing you mention? Walls? The ground, perhaps? Unlike a historically formed paragraph, a descriptive paragraph does not have a predetermined strategy for arranging sentences. Begin by focusing on one area, then move on to the next.

The order in which the details in your description are presented is determined by the subject and purpose of your description. But the sequence of the sentences is not random. The students must be able to see the scene being described in vivid

detail through the language. Students can spice up the paragraph by expressing their opinion or perception of the website they've just referenced.[29]

c. Describing things

The writer needs to have a good imagination about what will be described to describe a thing. Furthermore, we use proper nouns and relevant verbs to make our subjects as fascinating and vivid to our readers as possible.

1) Pronouns in the Correct Form We may also want to incorporate a few proper nouns, the names of certain persons, places, and things, as part of our descriptive language. Including well-known nouns in our descriptions, such as Arizona and the University of Tennessee, can help our writing sound more familiar to readers.

2) Verbs with Powerful Connotations Besides their obvious importance in narrating events, verbs can significantly enhance the quality of describing them. Writers use verbs to make their descriptions more precise, accurate, and enjoyable. "The wind had chiseled deep grooves into the slopes of the cliffs" is more exact than "the wind had formed deep grooves." On the other hand, the verb chiseled provides a more precise depiction of the wind's movement.[30]

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[29] Regina L. Smalley and Mary K. Ruetten, Refining Composition Skill, (New York: International Thompson Publishing Company, 4th Edition), (2001) p.69

[30] Santi V. Buscemi, A Reader for Developing Writers, (New York: McGraw-Hill Companies, Inc., 2002), p 267

6. **The use of YouTube as learning media**

    a. **Definition of YouTube**

Learners who want to learn a foreign language online can benefit from using ICT-based learning media. Blogs, e-learning, and YouTube are examples of learning media.[31] YouTube is a social media platform widely used by the general public. As measured by the number of people who use it, Popularity will continue to rise.[32]. This media is popular because it can serve as a source of information, entertainment, and self-expression in 39 countries and 54 languages in less than 24 hours.[33]

In the world of Education, the development of YouTube as one of the most famous social media platforms offers an opportunity. Education has a critical role in the development of high-quality human resources.[34] The current study looks into how active and influential YouTube can be in the educational process and how language teachers can use it to help students improve their English language skills.[35]

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[31] Nurilam Harianja and Hesti Fibriasari, "Youtube as the Learning Media to Improve the Speaking Skill in Expression Orale Course," *Asian Themes in Social Sciences Research* 3, no. 1 (2019): 14–17.

[32] Ibid.

[33] Ibid.

[34] Haryadi Mujianto, "Pemanfaatan Youtube Sebagai Media Ajar Dalam Meningkatkan Minat Dan Motivasi Belajar," *Jurnal Komunikasi Hasil Pemikiran dan Penelitian* 5, no. 1 (2019): 135–159, www.journal.uniga.ac.id.

[35] Nawal Fadhil Abbas and Tabarek Ali Qassim, "Investigating the Effectiveness of YouTube as a Learning Tool among EFL Students at Baghdad University," *Arab World English Journal* 6, no. 6 (2020): 344–356.

Students can watch YouTube videos to learn how to speak like a native speaker.[36] While having fun and feeling secure in their performance, students can accurately practice mimicry, expression, intonation, and Vocabulary.

b. Definition learning media

Learning media's objective is to assist in teaching and learning. The use of learning technologies in the teaching and learning process allows teachers and students to communicate in both directions.[37]

In this technology era, learning media is no longer restricted to books and whiteboards; technology improvements make everything more accessible and more interesting. According to the learning media, creatively using these opportunities is up to the Teacher.[38]

c. Teaching speaking by using YouTube as learning media

YouTube can be seen as a learning media in the character area of 21st-century skills to improve student English communication. The growth of YouTube as a learning media is expected to serve as a source of information and a tool for students to create effective products while also improving their communication skills.[39]

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[36] Sagar Marneni et al., "Developing Speaking Skills Of Graduates In Rural Telangana : An Experimental Study With Task-Based Activities," *International Journal of Instruction* 8992, no. Ici (2017).

[37] Harianja and Fibriasari, "Youtube as the Learning Media to Improve the Speaking Skill in Expression Orale Course."

[38] Sari and Margana, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century."

[39] Ibid.

YouTube can be an alternative to learning video-based skills as a teaching tool to create an active learning experience among groups of students to increase knowledge.[40]

YouTube as a learning platform can support users' lifelong learning experiences; it was particularly relevant to the study's respondents, who were distance education students. [41]

Teaching by using YouTube makes it easier for teachers in the teaching and learning process because YouTube has thousands of learning videos that students can easily access anywhere and anytime. When using YouTube as a learning media, students can easily understand the material compared to using material from textbooks. Then the Teacher can explain in more detail the material being taught. This makes learning fun and not dull.

Using YouTube in a speaking class could also help students make good English-speaking videos. To give a good speech, they need to think about what they need to do. They need to think about Vocabulary, Grammar, Pronunciation, and Fluency to do this. These things are important for them to work on, and they will be motivated to learn new words for their following videos as good learners. Students who get additional feedback or comments from each other can also get them to make better English videos than they did before.

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[40] Lurita Sari, "Upaya Menaikkan Kualitas Pendidikan Dengan Pemanfaatan Youtube Sebagai Media Ajar Pada Masa Pandemi Covid-19," *Jurnal Tawadhu* 4, no. 1 (2020): 1074.

[41] Zulnaidi Yaacob and Nor Hasliza Md Saad, "Acceptance of YouTube as a Learning Platform during the Covid-19 Pandemic: The Moderating Effect of Subscription Status," *TEM Journal* 9, no. 4 (2020): 1732–1739.

In This Research, the researcher used Channel from Erfiani Irawan, Learn English by pocket passport and Madam English YouTube Channel. These channel is about English Toefl and teaching Idea. The researcher pick a specific video from the channel namely, Describing People, describing Things and Describing Place because this channel is a good channel for learning English especially in Speaking Practice.

C. Conceptual Framework

Speaking or communicating in the target language is one of the language skills that foreign language learners must master. Indonesian students frequently regard English as a complex language to master. Because English is not their first language, they cannot communicate accurately, fluently, and appropriately. Most students are shy and apprehensive when asked to speak in front of the class.

As a result, the Researcher is interested in using YouTube as a media learning tool to help students improve their speaking skills. Students gain from YouTube videos because they can see visual cues and relevant models in realistic settings, enjoy teaching and learning, and learn the information quickly. To improve students' speaking skills, the researchers applied Describing something as teaching material. Using YouTube videos as a learning media combined with speaking activities can improve the quality of the teaching and learning process and the student's speaking skill.

Finally, the research investigated whether YouTube videos improve students' speaking skills. The research described the conceptual framework of this research, which is presented below, based on the explanation above:

Figure 1

Research Framework


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            ┌─────────────────────────┐
            │  XI IPA 6 OF SMAN 2      │
            └─────────────────────────┘
                      ┌──────────────────┐
                      │  Collecting the  │
                      └──────────────────┘
  ┌─────────────┐                    ┌─────────────┐
  │  Pre-test   │ ◄───────────────►  │  Post-test  │
  └─────────────┘                    └─────────────┘

            ┌─────────────────────────┐
            │  YouTube Videos         │
            └─────────────────────────┘
                              ┌───────────────────┐
                         ────►│ Describing People │
                              └───────────────────┘
                              ┌───────────────────┐
                         ────►│ Describing Place  │
                              └───────────────────┘
                              ┌───────────────────┐
                         ────►│ Describing Things │
                              └───────────────────┘
            ┌─────────────────────────┐
            │  Speaking Assessment    │
            └─────────────────────────┘
            ┌─────────────────────────┐
            │  Grammar                │
            │  Vocabulary             │
            │  Pronunciation          │
            │  Fluency                │
            └─────────────────────────┘
            ┌─────────────────────────┐
            │  The Result             │
            └─────────────────────────┘
```
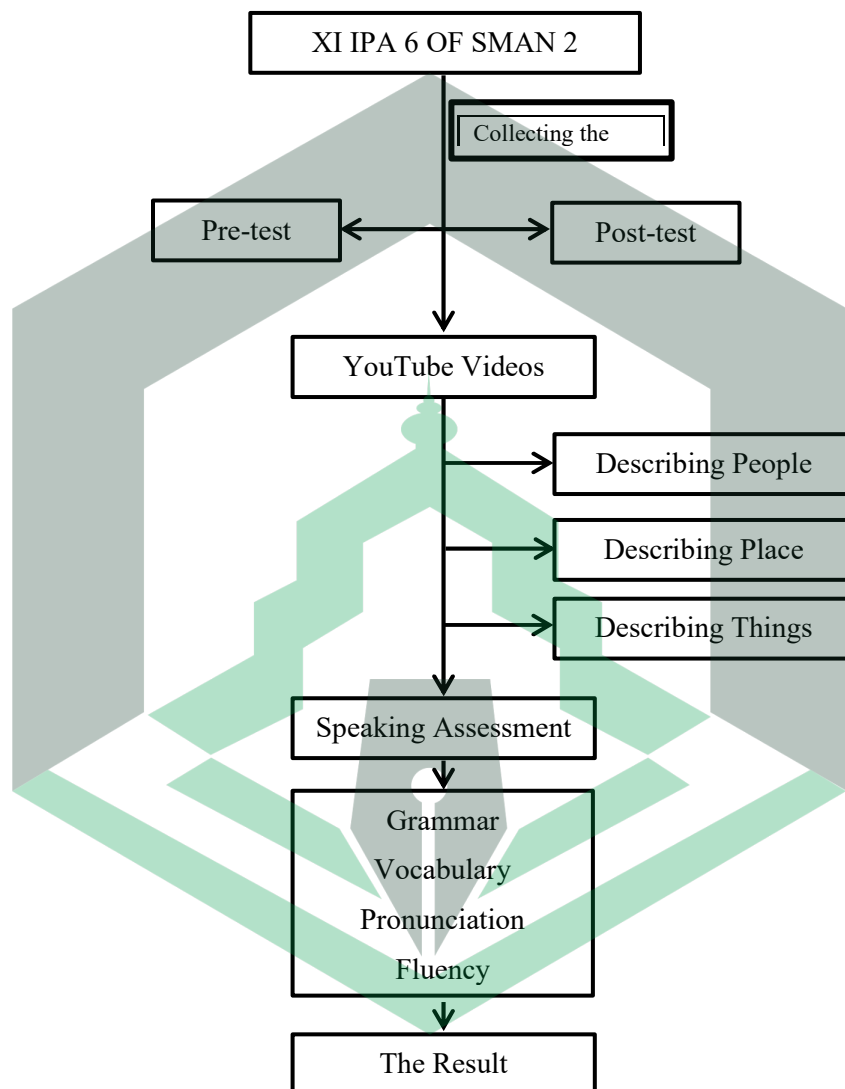
D. **Hypothesis**

The hypothesis of this research can be formulated as follows, based on the literature review, pertinent studies, and conceptual framework mentioned above.

a. H_0: The use of YouTube video not improve students' speaking skill at SMAN 2 Palopo.

b. H_1: The use of YouTube video improve students' speaking skills at SMAN 2 Palopo.

CHAPTER 3

RESEARCH METHOD

A. Research Design

This research used an experimental method: Experimental research is research carried out in a systematic manner. The use of variables, such as set, functions as a constant that you may use to compare the differences between the two sets. The Researcher used experimental as a method because the Researcher wanted to establish possible effects and causes between dependent and independent variables. The Researcher wants to measure the effect of YouTube media in pre-test and post-test to know whether students' speaking skill improved or not. Srinagesh said that the purpose of any experiment is to collect data, and these data need to be evaluated or administered to conclude.[42] Best and Khan claimed that the experimental class would be affected by the factors considered.[43] The experimental class will receive pre-test, treatment, and post-test.

YouTube videos and the pre-and post-tests of the research design are used to characterize the effects of treatment. It is thus a pre and post-test design.

Table 3.1
Experimental Study Design

Pre-test	Treatment	Post-test
X_1	T	X_2

[42] Srinagesh, K., and Ebrary *"The Principles of Experimental Research. Elsevier/Butterworth-Heinemann"*(2006)

[43] Best, J. W., & Kahn, J. V. *"Research In Education* (10th ed.)" (2006)

Note:

X1 = Pre-test

T   = Treatment

X2 = Post-test

B. Time and Location

   1. Time

This research started on November 15, 2021, to December 13, 2021. It follows the school calendar, schedule, and timetable for teaching English at class XI IPA 6.

   2. Place

This research was conducted at SMAN 2 Palopo in the 2021/2022 academic year. It was located at Garuda street Perumnas, Palopo city.

C. Definition of Terms

Based on the title *Improving Students' Speaking Skill By using YouTube Media at eleventh Grade of SMAN 2 Palopo*, the Researcher gives definitions as follows:

- YouTube is a sizable portion of the internet's language learning resources. YouTube is a well-known video-sharing website that enables users to submit videos, share them with other users, and comment on their videos.

- Describing something is defined as conveying in words the appearance, nature, attributes, etc., of something.

- Eleventh grade is a school phase in Indonesian High School, in which the students that typically 16 up to 17 years old.

- A high school learner is a synonym of a student of Senior High School, which in Indonesia has three grades, starting from 10^{th} grade to 12^{th} grade.

D. Population and sample

1. Population

The population of this research was all students in the 11^{th} grade of SMAN 2 Palopo. The School consists of ten classes for the 11^{th} grade: XI IPA 1-6 and XI IPS 1-4. The total number of ten classes was 304 students.

2. Sample

In this research, the Researcher focused on one of the class as a sample, namely XI IPA 6. The Researcher used purposive sampling because the Researcher found a lack of students' ability level in English in this class. The total number of samples is 30 high school students in the eleventh grade of SMAN 2 Palopo in the 2021/2022 academic year.

E. Procedures for collecting data

The procedures of the research were as follows.

1. Pre-Test

Before treatment, the Researcher conducted pre-tests to understand high school students' abilities.

a) The Researcher greeted the students warmly and asked them to pray based on their religion, and the Researcher told them about the purpose of the research.

b) The pre-test was given by the Researcher to students and asked them to speak based on the theme they had chosen in front of the class, one by one.

c) The Researcher classified student speaking skill as the fourth aspect of speaking (Grammar, Vocabulary, Pronunciation, and Fluency)

2. Treatments

The Researcher was teaching high school students about describing something. Six meetings are required to complete the treatment. As a result, the Researcher devised a procedure for analyzing students' speaking skill. Additionally, there are several steps for using YouTube in the teaching-learning process as follows:

a. Pick the particular videos to provide the content or illustrate a concept or principle. In this research is speaking.

b. Introduce the YouTube video briefly to reinforce the purpose

c. Play the YouTube video on LCD

d. Stop the YouTube video at any scene to highlight a point or replay the YouTube video for a specific part.

e. Assign an active learning activity to interact on the specific question of issues or concepts in YouTube video.[44]

There are six meetings in this research as follow:

a. First meeting

1) Greetings

    a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

    b) The Researcher introduced a little about the materials (describing something: people).

    c) The Researcher gave an example of describing people so that students can understand the material.

2) Control activity

    a) The Researcher showed a YouTube video or linked to YouTube, so the students could watch the video about *"Describing someone's appearance, physical and personality."* from the channel of Erfiani Irawan.

    b) The Researcher told the students to Describe people based on videos on YouTube they've watched for about 1 minute to 3 minutes.

    c) Students were ask to speak in front of their classmates by the Researcher.

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[44] Ronald a Berk, "Multimedia Teaching with Video Clips : T.V., Movies , YouTube , and MtvU in the College Classroom," *International Journal of Technology in Teaching and Learning* 5, no. 1 (2009): 1–21.

d) The Researcher focused on students' speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so the student could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave students' tasks or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

b. **Second meeting**

1) Greetings

a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

b) The Researcher introduced a little about the materials (describing something: people).

c) The Researcher gave an example of describing people so that students can understand the material.

2) Control activity

a) The Researcher showed the video on YouTube or linked to YouTube, so the students could watch the video about

"Describing someone's feelings and emotions." from the channel of Erfiani Irawan.

b) The Researcher told the students to Describe people based on videos on YouTube they've watched for about 1 minute to 3 minutes.

c) Students were asked to speak in front of their classmates by the Researcher.

d) The Researcher focused on students speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so the student could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave students' tasks or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

c. **Third meeting**

1) Greetings

a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

b) The Researcher introduced a little about the materials (Describing something: thing) that will be delivered to the students.

c) The Researcher gave an example of describing things so that students can understand the material.

2) Control activity

a) The Researcher showed the video on YouTube or linked to YouTube, so the students could watch the video about *"Describing things (around you)."* from the channel of Erfiani Irawan.

b) The Researcher told the students to explain things around them based on videos from YouTube they've watched for about 1 minute to 3 minutes.

c) Students were asked to speak in front of their classmates by the Researcher.

d) The Researcher focused on students speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so they could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave students tasks or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

d. Fourth meeting

1) Greetings

a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

b) The Researcher introduced a little about the materials (Describing something: thing) that will be delivered to the students.

c) The Researcher gave an example of describing things so that students can understand the material.

2) Control activity

a) The Researcher showed a YouTube video or linked to YouTube, so the students could watch the video about *"Describing things (favourite things)."* From channel Learn English by pocket passport.

b) The Researcher told the students to explain their favorite things based on videos on YouTube they've watched for about 1 minute to 3 minutes.

c) Students were asked to speak in front of their classmates by the Researcher.

d) The Researcher focused on students speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so they could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave the student's task or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

e. **Fifth meeting**

1) Greetings

a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

b) The Researcher introduced a little about the materials (Describing something: place) that will be delivered to the students.

c) The Researcher gave an example of describing things so that students can understand the material.

2) Control activity

a) The Researcher showed a video on YouTube or gave the link from YouTube, so the students could watch the video about *"Describing place."* From channel Madam English YouTube Channel.

b) The Researcher told the students to explain the place based on video examples from YouTube they've watched for about 1 minute to 3 minutes.

c) Students were asked to speak in front of their classmates by the Researcher.

d) The Researcher focused on students speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so they could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave students tasks or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

f. **Sixth meeting**

1) Greetings

a) The Researcher greeted the students warmly after asking them to pray based on their religion, and the Researcher motivated them to get their attention from the students.

b) The Researcher introduced a little about the materials (Describing something: place) that will be delivered to the students.

c) The Researcher gave an example of describing things so that students can understand the material.

2) Control activity

a) The Researcher showed a video on YouTube or linked to YouTube, so the students could watch the video about *"Describing place (favorite place)"* From channel Madam English YouTube channel.

b) The Researcher told the students to explain their favorite place based on a video example from YouTube they've watched for about 1 minute to 3 minutes.

c) Students were asked to speak in front of their classmates by the Researcher.

d) The Researcher focused on students speaking ability while controlling the situation in the class.

e) The Researcher gave corrections to students so they could improve their speaking.

3) Closing

a) Before the Researcher ended the class, the Researcher reviewed the material and gave students' tasks or memories vocabulary.

b) The Researcher assesses students' ability by the Classification score of the test.

c) The Researcher closed the meeting with prayer.

3. **Post-Test**

In the further step, the Researcher will give a post-test to students.

a) The Researcher greeted the students warmly and asked them to pray based on their religion.

b) Following the Researcher's treatment of all students, the researcher conducted a post-test and invited them to speak in front of the class on their selected theme.

c) The Researcher classifies student speaking skill into the fourth aspect of speaking (Vocabulary, Pronunciation, Grammar, and Fluency)

The Researcher analyzes students speaking and compares them to understand the effect of YouTube media to improve student speaking skills in describing something.

F. Instrument of the research

The speaking test consists of a pre-and post-test. A pre-test on Describing persons, places, and things was given. The students have to speak about one of the themes that they choose.

The post-test was also given about describing something to the students. The students speak about one of the themes they choose.

The average grades of high school students are shown before and after the exam. The researcher compared the scores before and after the test to conclude.

G. Validity test of the research

In this research, before the Researcher conducted research at class XI IPA 6, the Researcher made an aspect of feasibility to the validity of the instrument of the test. And then, the Researcher asked two experts to give a correction and fill the aspect of feasibility (The speaking lecture and the English Teacher from SMAN 2 Palopo).

H. The technique of Data Analysis

The scoring formula in the pre-test and post-test was quantitative data. The research determines the scoring classification to analyze data, including Grammar, Vocabulary, Pronunciation, and Fluency. The Researcher applies the quantitative data to analyze the bias of the language learners' text outputs.

To understand the level of students' scores, the following classifications:

1. Scoring Classification.[45]

$$\text{Score}^{46} = \frac{\text{Students' score}}{\text{maximum score}} \text{ x } 100$$

a. Grammar

Score	Criteria
1	Grammar mistakes are common, but speakers can be understood with the assistance of a native speaker who is used to dealing with foreigners attempting to speak their language.
2	Has a good grasp of the fundamentals of grammar but lacks confidence in his command of it.
3	It's reasonable to keep a focus on the grammar. Most official and informal conversations on realistic, social, and professional themes can be held with sufficient correctness in the language.
4	Capable of using the language correctly on all levels that are generally relevant to professional needs. Grammar errors are uncommon.
5	Equivalent to that of a native speaker who has received formal Education.

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[45] Gay, L.R. *"Educational Research. Columbus: Prentice-Hall"* (2006).

b. Vocabulary

Score	Criteria
1	Speaking Vocabulary is insufficient to specify anything other than the most basic needs.
2	Has a sufficient speaking vocabulary to authentically identify self with some circumlocutions.
3	Possessing a wide enough vocabulary to participate in informal and casual discussions about practical, social, and specialist subjects fluently, It's rare for him to have to Grope a sentence because his Vocabulary is so broad.
4	A high level of vocabulary precision is required to recognize and contribute to a small number of discussions in the experience domain.
5	With a high degree of vocabulary precision, they can recognize and engage in a few conversations in the spectrum of experience.

c. Pronunciation

Score	Criteria
1	Pronunciation errors are common but can be remedied with the help of a native speaker who is in charge of teaching outsiders how to speak the language.
2	The accent is understandable, but it's often reasonably shaky in

Score	Criteria
	places.
3	Mistakes are rarely a problem for native speakers and do not interfere with comprehension. It can be foreign-sounding.
4	Pronunciation mistakes are highly infrequent.
5	An educated native speaker would recognize this as an exact match and complete acceptance.

d. Fluency

Score	Criteria
1	There is no specific description of Fluency. Attempt to converse in any of the four alternate language zones.
2	Can handle most social situations with confidence but cannot engage in conversation about current events, work, family, and personal information.
3	Has a good command of the subject matter in which they have expertise. They don't have to fumble about looking for words too often.
4	Speaking fluently at all language levels is widely used in the workplace. Fluently participates in any and every communication within the scope of this experience.
5	Native speakers who are educated in the language completely accept their speech.

2. Classifying the score of the student's answer[47]

Tale 3.2
The classification score of a student's answer

	Score		Classification
A	90-100	5	Excellent
B	80-89	4	Good
C	70-79	3	Average
D	60-69	2	Poor
E	50-59	1	Very Poor

3. Calculating the mean score of a student's answer

The SPSS program would calculate the percentage of students' scores on the speaking test, both pre-and post-test.

4. Criteria of hypothesis acceptability.

If $H_0 > H_1$ = Reject null hypothesis

If $H_0 < H_1$ = Receive null hypothesis

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[47] Brown, H. Douglas. (2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. (2nd Ed.). New York: Pearson Education co

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. **Findings**

The statistical analysis and tabulation of the data will be presented in this chapter. Pre-test and post-test scores categorization and the average and standard deviation of pre-test and post-test scores were included in the research.

1. **Analysis of students' scores on the test**

   a. Pre-Test

   In this session, the Researcher will show the complete student score at the pre-test speaking stage, covering four aspects: Grammar, Vocabulary, Pronunciation, and Fluency displayed on the table, the average deviation of standard grades, and the average deviation student value by using the SPSS 22 program. It is shown in the following table in this way.

Table 4.1
The Score of Students' Speaking Skill in the Pre-Test

No	Sample	Four Aspects of Speaking Assessment				Jumlah	Score of Test
		Grammar	Vocabulary	Pronunciation	Fluency		
1	S 1	1	1	1	1	4	20
2	S 2	1	2	1	2	6	30
3	S 3	1	1	1	2	5	25
4	S 4	1	1	1	1	4	20
5	S 5	1	2	1	1	5	25
6	S 6	1	1	1	2	5	25
7	S 7	1	1	1	1	4	20
8	S 8	1	2	1	3	7	35
9	S 9	2	2	2	2	8	40

10	S 10	1	1	2	2	6	30
11	S 11	2	2	1	2	7	35
12	S 12	1	2	1	2	6	30
13	S 13	1	1	1	1	4	20
14	S 14	1	1	1	2	5	25
15	S 15	2	3	1	2	8	40
16	S 16	1	2	1	2	6	30
17	S 17	1	2	1	2	6	30
18	S 18	2	2	2	2	8	40
19	S 19	2	1	1	1	5	25
20	S 20	1	1	1	1	4	20
	TOTAL	25	31	23	34	113	565
	MEAN SCORE						28.25

Table 4.1 displays the results of students' pre-test scores before being given treatment by the Researcher. The grades have been categorized based on four speaking assessments: Grammar, Vocabulary, Pronunciation, and Fluency. As shown in the tables below, mean scores for each student's speaking skills were shown to the Researcher and put into a table one by one:

1) Grammar

To see the students' average pre-test grades, researchers used the SPSS 22 Program. The following descriptive table statistics can be used to present the results:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	20	1	2	1.25	.444
Valid N (listwise)	20				

According to Table 4.2, the highest grammar value is two, while the lowest is one. The average grammar score of students in the pre-test is 1.25, with a standard deviation of 0.444.

The Grammar score is displayed as a table of percentage rate scores. The following table indicates this point as follows:

Table 4.3
The Rate Percentage of student's Grammar in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	0	0%
3	Average	3	0	0%
4	Poor	2	5	25%
5	Very Poor	1	15	75%
	Total		20	100%

No student got the Excellent, Good, or Average (0 %) category, as stated in table 4.3. Most students can speak 15 students (75%) get Very Poor, and the remaining 5 students (25%) get Poor in Pre-test.

2) Vocabulary

To see the average grade of a student's pre-test vocabulary, the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the results:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	1	3	1.55	.605
Valid N (listwise)	20				

Vocabulary students received the highest score of 3 and the lowest score of 1 in Table 4.4. The pre-test showed that the average student's Vocabulary score was 1.55, with a standard deviation of 0.06.

Before treatment, the Researcher gives students material to test their Fluency. There's a table below that shows how the fluency score is shown:

Table 4.5
The Rate Percentage of student's Vocabulary in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	0	0%
3	Average	3	1	5%
4	Poor	2	9	45%
5	Very Poor	1	10	50%
	Total		**20**	**100%**

As shown in table 4.5, no student gets the Excellent and Good (0%) category. 1 student (5%) earns an Average, 9 students (45%) get Poor, and the remaining 10 students (50%) get Very Poor in the pre-test.

3) Pronunciation

To see the average grade of pre-test pronunciation, the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	20	1	2	1.15	.366
Valid N (listwise)	20				

As stated in Table 4.6, the maximum score obtained by students in the Pronunciation category is 2, while the lowest score obtained by students in the same category is 1. It also indicated that the average student's pre-test Pronunciation score was 1.15, with a standard deviation of 0.366.

In the table below, the breadth score is introduced as a level of the score rate table:

Table 4.7
Rate Percentage of student's Pronunciation in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	0	0%
3	Average	3	0	0%
4	Poor	2	3	15%
5	Very Poor	1	17	85%
	Total		**20**	**100%**

Table 4.7 demonstrates that no student receives excellent, good, or average scores (0 %). In the Pre-test, 3 students (15%) gained Poor scores, while most students, 17 students (85%), received Very Poor scores.

4) Fluency

To see the average fluency pre-test students' grades, the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.8 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	1	3	1.70	.571
Valid N (listwise)	20				

Table 4.8 shows that the maximum fluency score for students is 3, and the lowest is 1. In addition, the Fluency pre-test results showed that the average score for students was 1.70 with a standard deviation of 0.571.

The Fluency score is shown in a table of rate percentage scores. The table below shows it:

Table 4.9
The Rate Percentage of student's Fluency in Pre-Test

No	Classification	Rating	Pre-Test Frequency	Pre-Test Percentage
1	Excellent	5	0	0%
2	Good	4	0	0%
3	Average	3	1	5%
4	Poor	2	12	60%
5	Very Poor	1	7	35%
	Total		**20**	**100%**

Table 4.9 shows that no student gets the Excellent and Good (0%) category. 1 student (5%) earns an Average, 12 students (60%) get Poor, and the remaining 7 students (35%) get Very Poor in the pre-test.

b. Post-Test

In this section, the Researcher suggests that the rate level of understudies' speaking skill scores in the post-test were calculated using SPSS 22. The results are shown in the following table.

Table 4.10
The Score of Students' Speaking Skill in the Post-Test

No	Sample	Four Aspects of Speaking Assessment				Jumlah	Score of Test
		Grammar	Vocabulary	Pronunciation	Fluency		
1	S 1	3	3	2	2	10	50
2	S 2	3	3	2	3	11	55
3	S 3	3	3	3	3	12	60
4	S 4	3	3	2	3	11	55
5	S 5	2	2	1	3	8	40
6	S 6	2	3	2	4	11	55
7	S 7	2	2	1	2	7	35
8	S 8	2	2	2	3	9	45
9	S 9	3	3	3	4	13	65
10	S 10	3	4	3	3	13	65
11	S 11	4	3	3	4	14	70
12	S 12	3	3	3	4	13	65
13	S 13	2	3	2	3	10	50
14	S 14	2	2	1	3	8	40
15	S 15	3	3	2	3	11	55
16	S 16	3	3	2	3	11	55
17	S 17	4	3	2	3	12	60
18	S 18	3	3	2	3	11	55
19	S 19	3	3	3	3	12	60
20	S 20	2	2	2	3	9	45
	TOTAL	55	56	43	62	216	1080
	MEAN SCORE						54

On the other side, the researchers formulated scores for students' speaking skill, which was treated through YouTube as a media-learning tool by the Researcher. It was provided in the form of frequency distribution and percentage table, as seen in the table below:

1.) Grammar

The mean score of students' grammar post-test. The score was calculated by the Researcher using SPSS 22. The results are shown in the descriptive statistic table below:

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	20	2	4	2.75	.639
Valid N (listwise)	20				

As shown in Table 4.11, the maximum possible score for students in the Grammar category is 4, and the lowest score is 2. It also revealed that the average grade for Grammar in the post-test was 2.75, with a standard deviation of 0.639, and that the average grade for the post-test was 2.75.

The Researcher subsequently calculated a score for each student treated using YouTube media. It is displayed as table rate % scores. The table describes as follows:

Table 4.12
The Rate Percentage of student's Grammar in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	2	10%
3	Average	3	11	55%
4	Poor	2	7	35%
5	Very Poor	1	0	0%
	Total		**20**	**100%**

Table 4.12 displays the Grammar researcher's score percentage. None of the students was classified as excellent or very poor (0 %). In the post-test, 2 students (10%) received Good, 11 students (55%) received Average, and the remaining 7 students (35%) received Poor.

2.) Vocabulary

The Researcher calculated the score using SPSS 22. The mean score for students' Vocabulary post-test. The results are shown in the descriptive statistic table below:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	2	4	2.80	.523
Valid N (listwise)	20				

According to Table 4.13, the student's highest score in the Vocabulary category is 4, and his lowest score is 2. It also revealed

that the average student's post-test Vocabulary grade was 2.80, with a standard deviation of 0.523.

The Researcher then obtained a score on the Vocabulary of the student who had received treatment using YouTube media. It is shown in the form of table rate percentage scores. It is illustrated in the table below:

Table 4.14
The Rate Percentage of student's Vocabulary in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	1	5%
3	Average	3	14	70%
4	Poor	2	5	25%
5	Very Poor	1	0	0%
	Total		**20**	**100%**

As shown in Table 4.14, indicate the Vocabulary researcher in score percentage. None of the students was classified as excellent or very poor (0 %). In the Post-test, 1 student (5%) received a Good, 14 students (70%) received an Average, and the remaining 5 students (25%) received a Poor.

3.) Pronunciation

The mean score for students' Pronunciation post-test. The score was calculated by the Researcher using SPSS 22. The results are shown in the descriptive statistic table below:

Table 4.15 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

Pronunciation	20	1	3	2.15	.671
Valid N	20				
(listwise)					

Table 4.15 shows that the highest score for students in the Pronunciation category is 3, while the lowest is 1. It also found that the average post-test student score on Pronunciation was 2.15, with a standard deviation of 0.671.

The Researcher was then given a score based on the number of students treated via YouTube media. It is displayed as table rate % scores. The table below illustrates this:

Table 4.16
The Rate Percentage of student's Pronunciation in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	0	0%
3	Average	3	6	30%
4	Poor	2	11	55%
5	Very Poor	1	3	15%
	Total		**20**	**100%**

Table 4.16 indicate the researchers of Pronunciation in score percentage. 6 students (30%) earned the Average, 11 students (55%) earned Poor's, and the remaining 3 students (15%) earned Very Poor's in the Post-test. None of the students received the Excellent and Good (0%) categories.

4.) Fluency

The Researcher used SPSS 22 to calculate the score. The mean fluency score of students post-test. The data is summarized in the following table:

Table 4.17 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	2	4	3.10	.553
Valid N (listwise)	20				

Table 4.17 shows that students in the Fluency category have the most excellent score of 4 and the lowest score of 2. According to the results, students' post-test Fluency scores ranged from an average of 3.10 to a standard deviation of 0.553.

The Researcher then obtained a score on the student's Fluency who had received treatment using YouTube media. It is shown in the form of table rate percentage scores. It is illustrated in the table below:

Table 4.18
The Rate Percentage of student's Fluency in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	4	20%
3	Average	3	14	70%
4	Poor	2	2	10%
5	Very Poor	1	0	0%
	Total		**20**	**100%**

Table 4.18 indicate the Researcher of Fluency in score percentage. None of the students received excellent and very poor (0%) categories. 4 students (20%) got Good, 14 students (70%) got averages, and the remaining 2 students (10%) got Poor in post-tests.

The Researcher will compare the mean score results and standard deviation values in the pre-test and post-test after obtaining a mean score of speaking skills (Grammar, Vocabulary, Pronunciation, and Fluency) in the pre-test and post-test. The outcome shown in the descriptive statistic table is as follows:

Table 4.19 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	20	40	28.25	6.935
Posttest	20	35	70	54.00	9.403
Valid N (listwise)	20				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	28.25	20	6.935	1.551
	Posttest	54.00	20	9.403	2.103

Pairwise pair statistics and descriptive statistics for the pre-test and post-test are shown in Table 4.19. This demonstrates the pre-test standard deviation of paired sample statistics (6.935). Also,

conduct a post-test (9.403). The pre-test standard deviation for descriptive statistics is 6.935, and the post-test standard deviation is 9.403.

Table 4.20 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.476	.034

The correlation between students' skill before and after treatment was 0.476, according to the paired samples correlation shown in Table 4.20. Using YouTube as a media shows a significant correlation between students' speaking skills before and after treatment.

Table 4.21 Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	
					Lower	Upper			
Pair 1	Pretest – Posttest	-25.750	8.626	1.929	-29.787	-21.713	-13.350	19	.000

From table 4.21, the paired samples test, the Researcher got the data t0 (count) = 13.350 and df (degree of freedom) = 19. The significance value = = 0.00 (p<0.05). so that hypothesis (H0) is rejected, and Hypothesis (H1) is automatically accepted. The results of the pre-test and post-test experienced significant changes. Based on evidence from the study results, the post-test has a higher

value than the pre-test. As a result of this concluded that there was a significant difference in the increase in students speaking before and after being given treatment using YouTube as a learning media. Therefore, researchers believe that using YouTube as a learning media improves students' speaking skills in class XI IPA 6 SMAN 2 Palopo.

B. Discussion

Based on research that has been done, the Researcher has used YouTube as a media for learning students in teaching material about Describing Something (Describing People, Describing things, and Describing place) because the Researcher found a lack of speaking from the students (1) speaking ability is unsatisfying, still low, and far from the expectations, they feel shy, anxious, and lack confidence. (2) They cannot tell their ideas fluently using sufficient Vocabulary and suitable grammatical forms. (3) The situation did not support any speaking activity. The Teacher used a monotonous teaching style that bored the students and caused them to lose interest, affecting their ability.

On the treatment, the researcher greeted the students and introduce a little about the material. Then the researcher played a material (Describing Something) from YouTube channel on the LCD so that the students can watch it. While the material is in progress, the researcher re-explains the important points about the lesson. After that, the researcher told the students to speak in front of the class based on the material that has given by the researcher. At the last section, the

Researcher review about the material and give the student some task or new vocabulary.

Based on the Treatment in the class, The Researcher found that by using YouTube as a learning media has a significant change in improving speaking skill. The students become enthusiastic about paying attention and understanding the material provided because videos from YouTube contain sounds and images/animations. Using YouTube, students can also accurately practice mimicry, expression, intonation, Pronunciation, and Vocabulary to learn to speak while having fun and feeling confident.

This research is in line with the research findings of several research:

Riswandi (2016) conducted the action research. The title is "*The use of YouTube-based videos to improve students' speaking skills at the seventh-grade students of one of Junior High Schools in Surakarta.*" This study aims to figure out how much YouTube-based videos can help students improve their speaking skills and how they teach and learn in the classroom when they are using YouTube. The students in the study are 7th-graders from one of Surakarta's junior high schools. Classroom action research was used to conduct the research.

The data have been accrued by speaking assessments and interviews. The result showed an improvement in the students' speaking skill. Some improved aspects covered students' Grammar, Pronunciation, Vocabulary, Fluency, and content.[48]

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[48] Ibid.

Euis Meinawati et al. (2020) conducted their study. The title of this study is "*Increasing English Speaking Skills Through YouTube*" The goal of this research was to see if using YouTube helped 10th graders at SMA IT Rahmaniya improve their English skills. This research focused on using YouTube to teach particular, engaging, and fun speaking skills while providing a comfortable classroom atmosphere and improving students' interest in learning. The qualitative descriptive technique was used as a research strategy in this research. Because YouTube allowed students to talk with more confidence and emotion, it became incredibly effective. Furthermore, they did not have to be concerned about their speaking terms because they could observe how effectively and appropriately foreigners spoke English.

The similarities of this research with previous research: we used YouTube as a media learning to improve students' speaking skill.

The differences between Previous research and this research are (1) Research method. Their research used Qualitative descriptive and Classroom action research as a method, and this research was used Pre-Experimental as a research method. (2) Analyzed data, their research targeted three components of speaking (Accuracy, Comprehension, and Fluency), and this research focused on speaking (Grammar, Vocabulary, Pronunciation, and Fluency), (3) Technique of collecting data and technique of data analysis, they research collecting the data by questionnaire and interview. So they need to analyze the data. This research collected the data by Pre-test and Post-test. This research used the SPSS program as a technique of data analysis.

In the previous study, researcher had the same goal by using the same method, namely Improving Students' speaking skills using YouTube media. The average student score on the pre-test was 28.25, and the student's grade point average in the post-test was 54.00. So in this study, the H0 hypothesis was not accepted, and directly accepted the H1 hypothesis. In addition, at the time of the pre-test, most students still find it very difficult to speak because of a lack of Vocabulary and knowledge of the material, and Pronunciation is still wrong in speaking. In post-tests, of course, students have been given treatment, students are more confident in speaking, and the student's English vocabulary has increased. It means using YouTube as a learning media for practical students to improve students speaking skills.

Learning to speak using YouTube as a learning media is very effective and fun to apply in this era. This is because YouTube has thousands or even millions of videos about learning that we can watch to hone our brains, especially in improving speaking skills. The Researcher found that most students were interested in learning to speak through YouTube videos. As a result of the findings above, the Researcher concluded that using YouTube media can help students improve their motivation and enjoy English speaking on YouTube.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the Researcher conclusions are as follows:

Using YouTube as a learning media effectively improved students' speaking skills in class XI Ipa 6 at SMAN 2 Palopo. This method makes students interested in learning and pays close attention to the material. Results of this research, the Researcher obtained the data t0 (count) = 13.350 and df (degree of freedom) = 19. The significance value = = 0.00 (p<0.05). On the pre-test, the average score of students is 28.25, and for the post-test, the average score of students is 54.00. It means the hypothesis (H0) is rejected, and the alternative hypothesis is accepted (H1). The results of the pre-test and post-test experienced have significant changes.

B. Suggestion

Learning to speak in English does not always have to be using books, but many methods can improve student speaking. One of them is to use YouTube as a learning media. With this method, students will feel entertained, and the class atmosphere becomes more lively and fun. Therefore, the Researcher will provide some suggestions for students and teachers, namely as follows::

1. For the Teacher, especially the English teachers of Senior High School Palopo, the results of this research are expected to help the Teacher to

teach easily using YouTube as a media learning to improve the students' speaking ability.

2. For the Eleventh (11th) Senior High School learners of Palopo, this research is expected to give them away to improve their speaking ability.

3. For the Researcher herself, this study is expected to improve her awareness of the importance of speaking and experience researching the linguistic aspect and working with other people.
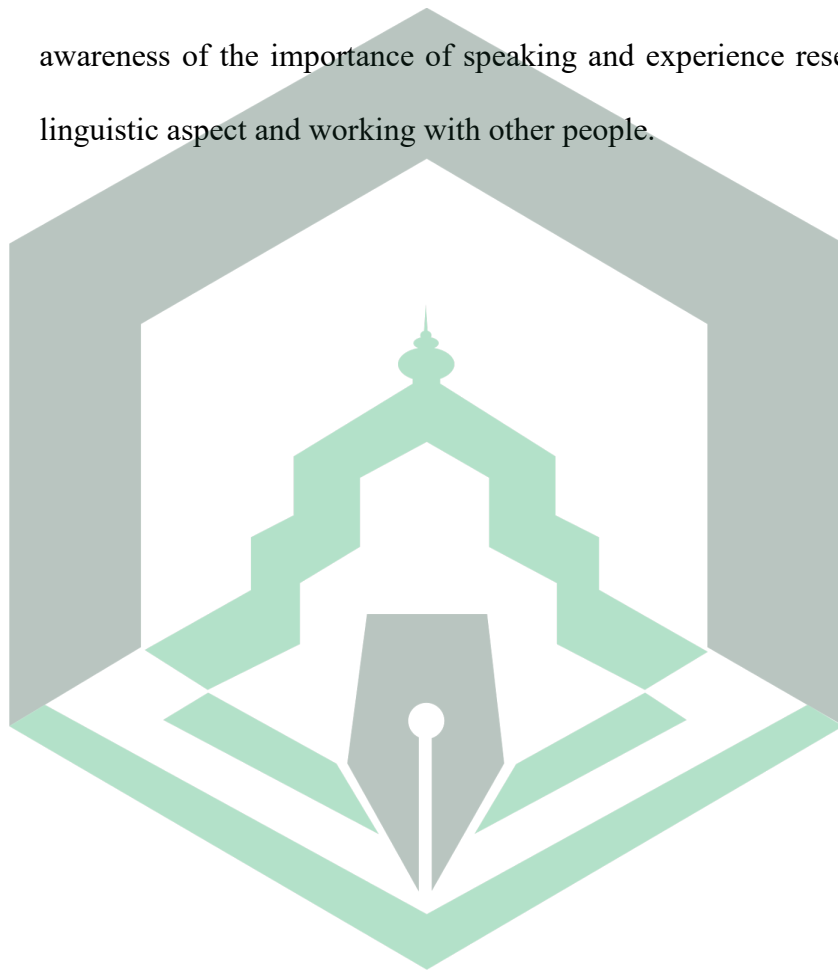
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APPENDICES
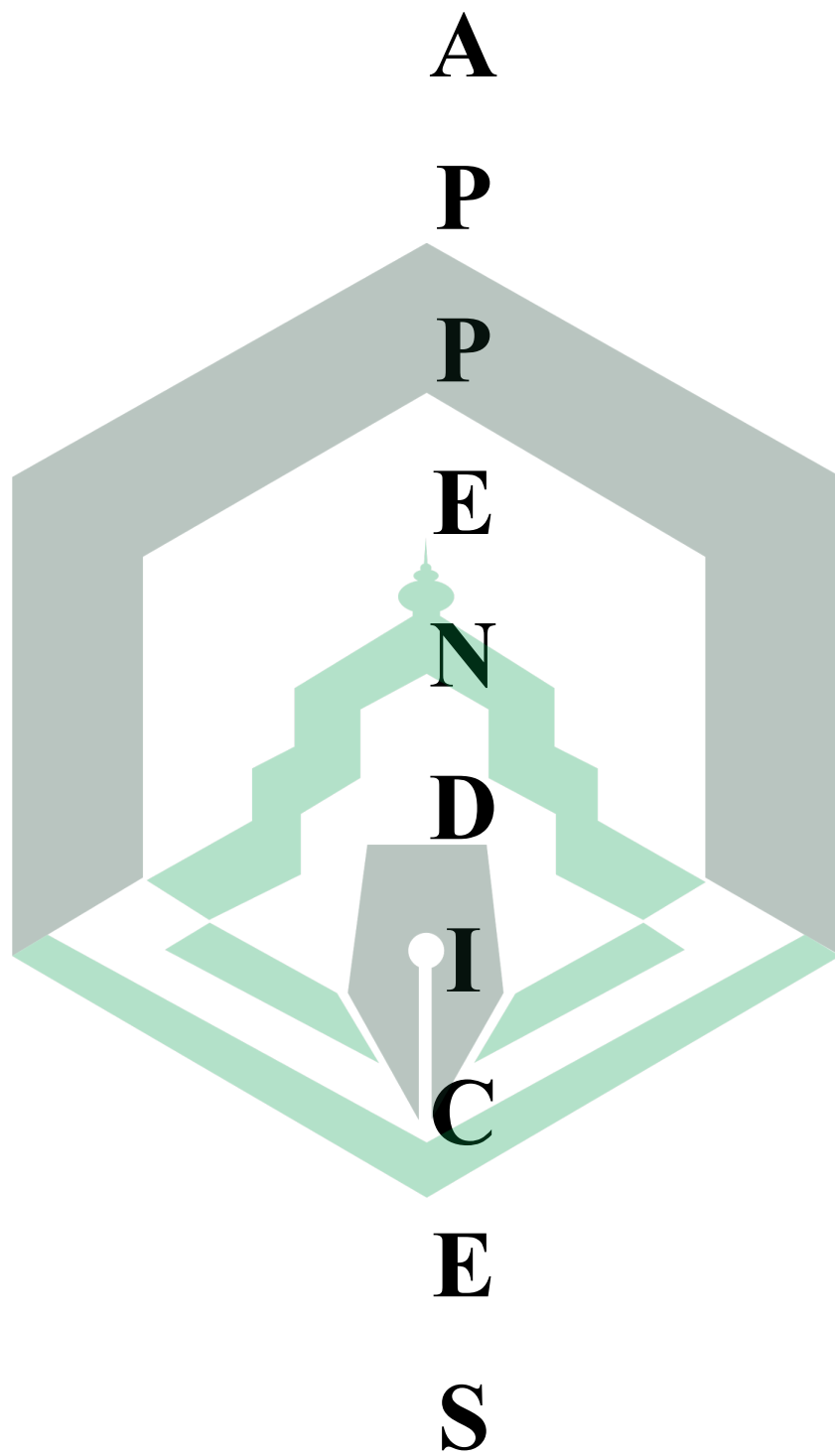
PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 823/IP/DPMPTSP/XI/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 25 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	ANDI FATRI YUSFIANI
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Enggang No. 23 Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	1702020137

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' SPEAKING SKILLS USING YOUTUBE MEDIA AT THE ELEVENTH GRADE OF SMAN 2 PALOPO

Lokasi Penelitian	:	SMA NEGERI 2 PALOPO
Lamanya Penelitian	:	01 November 2021 s.d. 01 Januari 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Mensati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 02 November 2021
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP. 19760611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul.Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Ketua SMA setempat dilaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN
Nomor : 421.3/ 210 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	ANDI FATRI YUSFIANI
NIM	:	1702020137
Tempat/Tgl.Lahir	:	Palopo, 28 Februari 2000
Jenis Kelamin	:	Perempuan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Enggang No. 23 Kota Palopo Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"IMPROVING STUDENTS' SPEAKING SKILLS USING YOUTUBE MEDIA AT THE ELEVENTH GRADE OF SMAN 2 PALOPO"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

17 Desember 2021

KAMLAH, S.Pd., M.Pd.
NIP 19690912 199203 2 014

71

INSTRUMENT PRE-TEST OF SPEAKING

DESCRIBING SOMETHING

Material   : Describing Something

<u>Instruction</u>

Please answer these question below to see your ability in speaking by focusing on your grammar, fluency, vocabulary and pronunciation!

1. Describe your favorite person about 1 minute. You can describe the people

    based on following :

    a. The name of your favorite person

    b. What she/he look like? Describe about a physical appearance!

    c. Why is so special about your favorite person?

2. Describe your favorite place in Indonesia 1-2 minutes

3. Describe a thing around you about 1 minute

INSTRUMENT POST-TEST OF SPEAKING

DESCRIBING SOMETHING

Material   : Describing Something

<u>Instruction</u>

Please answer these question below to see your ability in speaking by focusing on your grammar, fluency, vocabulary and pronunciation!

1. Describing your mother about 1 minute. You can describe your mother based

    on following :

    a. Your mother's name

    b. What she look like? Describe about a physical appearance!

    d. Why your mother is so special for you?

2. Describe about SMAN 2 Palopo about 1-2 minutes!

3. Describe your favorite thing about 1 minute!

SPEAKING LECTURE

<div align="center">

LEMBAR VALIDASI INSTRUMEN

EVALUASI UNTUK AHLI BAHASA

</div>

Judul : *Improving Students' Speaking Skills Using Youtube Media At The Eleventh Grade Of Sman 2 Palopo*

Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak
4. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

A. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan soal dinyatakan dengan jelas					✓
b.	Petunjuk pengisian soal mudah di pahami					✓
II	Aspek Cakupan (Isi)					
a.	Soal mencakup data yang berhubungan dengan cakupan isi materi.					✓
b.	Soal mencakup data yang berhubungan dengan penggunaan					✓

	bahasa yang baik dan benar di dalam materi.					
	c. Soal mencakup data yang berhubungan dengan input materi				✓	
III	Aspek Bahasa					
	a. Soal dijelaskan dalam bahasa Indonesia yang baik dan benar.				✓	
	b. Soal dijelaskan dalam bahasa Indonesia yang efektif.					✓
	c. Soal dijelaskan dalam bahasa Indonesia yang efisien.					✓
	d. Soal dijelaskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa siswa.					✓

B. Komentar

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C. Saran

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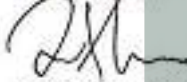..

D. Kesimpulan

Instrument penelitian ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 06 Oktober 2021

Penilai Kelayakan

Dr. Masruddin, S.S., M.Hum

ENGLISH TEACHER OF SMAN 2 PALOPO

LEMBAR VALIDASI INSTRUMEN

EVALUASI UNTUK AHLI MATERI

Judul : *Improving Students' Speaking Skills Using Youtube Media At The Eleventh Grade Of Sman 2 Palopo*

Petunjuk Pengisian

5. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
6. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
7. Pedoman skala penilaian adalah sebagai berikut:
    1: tidak layak
    2: kurang layak
    3: cukup layak
    4: layak
    5: sangat layak
8. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

A. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	c. Tujuan soal dinyatakan dengan jelas				✓	
	d. Petunjuk pengisian soal mudah di pahami					✓
II	Aspek Cakupan (Isi)					
	d. Soal mencakup data yang berhubungan dengan cakupan isi materi.					✓
	e. Soal mencakup data yang berhubungan dengan penggunaan bahasa yang baik dan benar di dalam materi.				✓	

f.	Soal mencakup data yang berhubungan dengan input materi				✓	
III	Aspek Bahasa					
e.	Soal dijelaskan dalam bahasa Indonesia yang baik dan benar.					✓
f.	Soal dijelaskan dalam bahasa Indonesia yang efektif.					✓
g.	Soal dijelaskan dalam bahasa Indonesia yang efisien.					✓
h.	Soal dijelaskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa siswa.					✓

B. Komentar

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C. Saran

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D. Kesimpulan

Instrument Penelitian ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

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Palopo, 11 November 2021

Penilai Kelayakan

ST. MARFUAH H, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMAN 2 Palopo

Mata Pelajaran   : Bahasa Inggris

Tahun Ajar   : 2021/2022

Topik Pembelajaran : Describing Something

Kelas/Semester   : XI Ipa/Ganjil

Alokasi Waktu   : 12JP (6 Pertemuan)

A. Kompotensi Inti

KI – 1 dan KI – 2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan

B. **Kompotensi Dasar**

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing people, things and place) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif (describing people, things and place)*, lisan, pendek dan sederhana terkait hal tersebut).

4.5 Menyusun teks Deskriptif lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. **Tujuan Pembelajaran**

1. Siswa mampu mempresentasikan hal hal dengan melihat gambar atau video contoh yang telah diberikan oleh peneliti dalam bahasa inggris menggunakan media youtube.

2. Siswa mampu meninggkatkan kemampuan speaking didepan teman temannya.

3. Siswa mampu menjelaskan Orang, tempat atau benda sesuai dengan Prosedur atau contoh dari youtube.

D. Materi pembelajaran

1. Describing Text (Describing People)

2. Describing Text (Describing Things)

3. Describing Text (Describing Place)

E. Sumber/media pembelajaran.

1. Media   : Youtube Video

2. Sumber   : -   https://youtu.be/1aA7ABYIf0o

          -   https://youtu.be/O5HLxIDDf_Q

          -   https://youtu.be/V6x4hUIO1Os

          -   https://youtu.be/ozh2waZ_uZE

          -   https://youtu.be/weAHqLJrPGU

F. Metode pembelajaran

Watch and presentation

G. Kegiatan dan Langkah-langkah pembelajaran (Pertemuan 1-2)

	AKTVITAS	PROSEDUR	WAKTU
Kegiatan pembuka	Pendahuluan	1. Guru menyapa para siswa dengan menggunakan salam dan berdoa berdasarkan agama masing-masing. 2. Guru memberikan tujuan pembelajaran yang ingin di capai. 3. Guru memberikan apresiasi dan motivasi 4. Lead in: Guru	$\pm$5-15 min

		memperkenalkan sedikit tentang materi (Mendeskripsikan personal, fisik, dan kepribadian seseorang) yang akan disampaikan kepada siswa.	
Kegiatan inti	Praktik Kontrol	1. Guru memberikan contoh tentang bagaimana mendeskripsikan seseorang sehingga siswa dapat memahami materi. 2. Guru menunjukkan video youtube atau memberikan link youtube, sehingga siswa dapat menonton video tentang "Mendeskripsikan personal seseorang, fisik dan kepribadian."	$\pm$10- 15 min
	Praktik	Guru memberi tahu para siswa untuk mendeskripsikan seseorang sesuai dengan video yang telah mereka tonton dengan durasi sekitar 1 menit hingga 3 menit.	$\pm$5- 10 min
Kegiatan penutup		1. Sebelum guru mengakhiri kelas, guru akan meninjau tentang materi dan memberi siswa tugas atau menghapal	

		kosa kata.	
		2. guru menilai kemampuan siswa dengan skor klasifikasi tes.	
		3. Guru menutup kegiatan pembelajaran dangan mengucapkan doa dan salam.	

(Pertemuan 3-4)

	AKTVITAS	PROSEDUR	WAKTU
Kegiatan pembuka	Pendahuluan	1. Guru menyapa para siswa dengan menggunakan salam dan berdoa berdasarkan agama masing-masing. 2. Guru memberikan tujuan pembelajaran yang ingin di capai. 3. Guru memberikan apresiasi dan motivasi 4. Guru memperkenalkan sedikit tentang materi (Mendeskripsikan benda) yang akan disampaikan kepada siswa.	$\pm$5-15 min
Kegiatan inti	Praktik Kontrol	1. Guru memberikan contoh tentang bagaimana mendeskripsikan tempat sehingga siswa dapat	$\pm$10- 15 min

		memahami materi.	
		2. Guru menunjukkan video youtube atau memberikan link youtube, sehingga siswa dapat menonton video tentang "Tata cara mendeskripsikan suatu benda."	
	Praktik	Guru memberi tahu para siswa untuk mendeskripsikan suatu benda sesuai dengan video yang telah mereka tonton dengan durasi sekitar 1 menit hingga 3 menit.	$\pm$5- 10 min
Kegiatan penutup		1. Sebelum guru mengakhiri kelas, guru akan meninjau tentang materi dan memberi siswa tugas atau menghapal kosa kata. 2. Guru menilai kemampuan siswa dengan skor klasifikasi tes. 3. Guru menutup kegiatan pembelajaran dangan mengucapkan doa dan salam.	

(Pertemuan 5-6)

	AKTVITAS	PROSEDUR	WAKTU
Kegiatan pembuka	Pendahuluan	1. Guru menyapa para siswa dengan menggunakan salam dan berdoa berdasarkan agama masing-masing. 2. Guru memberikan tujuan pembelajaran yang ingin di capai. 3. Guru memberikan apresiasi dan motivasi 4. Guru memperkenalkan sedikit tentang materi (Mendeskripsikan Tempat) yang akan disampaikan kepada siswa.	$\pm$5-15 min
Kegiatan inti	Praktik Kontrol	1. Guru memberikan contoh tentang bagaimana mendeskripsikan tempat sehingga siswa dapat memahami materi. 2. Guru menunjukkan video youtube atau memberikan link youtube, sehingga siswa dapat menonton video tentang "Tata cara mendeskripsikan suatu tempat."	$\pm$10- 15 min

	Praktik	Guru memberi tahu para siswa untuk mendeskripsikan tempat yang pernah dikunjungi sesuai dengan video yang telah mereka tonton dengan durasi sekitar 1 menit hingga 3 menit.	±5- 10 min
Kegiatan penutup		1. Sebelum guru mengakhiri kelas, guru akan meninjau tentang materi dan memberi siswa tugas atau menghapal kosa kata. 2. guru menilai kemampuan siswa dengan skor klasifikasi tes. 3. Guru menutup kegiatan pembelajaran dangan mengucapkan doa dan salam.	

H. Penilaian hasil pembelajaran

   1. Rubrik penilaian speaking

Aspek penilaian	Skor	Kriteria
Grammar	1	Banyak kesalahan grammar dan sulit dipahami
	2	Banyak kesalahan grammar tetapi dapat dipahami
	3	Terdapat kesalahan grammar, mampu berbicara bahasa dengan akurasi struktural yang cukup
	4	Mampu menggunakan bahasa secara akurat pada semua tingkatan yang biasanya berkaitan dengan kebutuhan profesional.

		Kesalahan dalam tata bahasa sangat jarang terjadi.
	5	Setara dengan Native speaker.
Vocabulary	1	Berbicara kosakata tidak memadai untuk mengekspresikan apa pun kecuali kebutuhan yang paling dasar.
	2	Memiliki kosakata berbicara yang cukup untuk mengekspresikan dirinya hanya dengan beberapa circumlocutions.
	3	Mampu berbicara bahasa dengan kosakata yang cukup untuk berpartisipasi secara efektif dalam sebagian besar percakapan formal dan informal.
	4	Dapat memahami dan berpartisipasi dalam percakapan apa pun dalam jangkauan pengalamannya dengan tingkat presisi kosakata yang tinggi.
	5	Pidato di semua tingkatan sepenuhnya diterima. Semua fiturnya termasuk luasnya kosakata dan idiom, dan bahasa sehari-hari sangat bagus.
Pronunciation	1	Kesalahan dalam pengucapan sering terjadi tetapi tidak dapat dipahami.
	2	Pengucapan dapat dimengerti meskipun sering kali terdapat kesalahan.
	3	Dapat melafalkan ungkapan tetapi dipengaruhi dengan logat.
	4	Kesalahan dalam pengucapan jarang terjadi.
	5	Pengucapan dapat dilafalkan secara baik, hampir mendekati native speaker.
Fluency	1	Menggunakan terlalu banyak jeda dalam berbicara
	2	Menggunakan banyak jeda tetapi tetap percaya diri
	3	Lancer dalam berbicara meskipun masih ada jeda sedikit
	4	Mampu menggunakan bahasa dengan lancar. Dapat berpartisipasi dalam percakapan apa pun dengan tingkat kelancaran yang tinggi.
	5	Memiliki kefasihan lengkap dalam berbicara

2. Pedoman penskoran

Classifying the score of the students in to five levels as follow :

	Score		Classification
A	90-100	5	Excellent
B	80-89	4	Good
C	70-79	3	Average
D	60-69	2	Poor
E	50-59	1	Very Poor

Menghitung hasil test Speaking menggunakan SPSS 22 program

TRANSCRIPTIONS

SAMPLE IN PRE-TEST

1. Mount Bromo is among the best known largely to its incredible views, particularly when seen standing over the caldera at sunrise. Bromo's peak was blown off in eruption and you can still see white smoke spanning from the mountain.

   maʊnt Bromo ɪz əˈmʌŋ ðə bɛst nəʊn ˈlaːdʒli tuː ɪts ɪnˈkrɛdəbl vjuːz, pəˈtɪkjʊləli wɛn siːn ˈstændɪŋ ˈəʊvə ðə caldera æt ˈsʌnraɪz. Bromo's piːk wɒz bləʊn ɒf ɪn ɪ ˈrʌpʃən ænd juː kæn stɪl siː waɪt sməʊk ˈspænɪŋ frɒm ðə ˈmaʊntɪn.

2. My favorite place in Indonesia is Raja Ampat. The fairyland of lush, cone-shaped island set against blue and turquorse waters is one of Indonesia's most spectacular sight. Hundreds of island and cays make up this tropical paradise, but the beauty extends beneath the surface as well.

   maɪ ˈfeɪvərɪt pleɪs ɪn ˌɪndəˈnɪzɪə ɪz ˈraːdʒə Ampat. ðə ˈfeərɪlænd ɒv lʌʃ, kəʊn-ʃeɪpt ˈaɪlənd sɛt əˈgɛnst bluː ænd turquorse ˈwɔːtəz ɪz wʌn ɒv ˌɪndəˈnɪzɪəz məʊst spɛkˈtækjʊlə saɪt. ˈhʌndrədz ɒv ˈaɪlənd ænd keɪz meɪk ʌp ðɪs ˈtrɒpɪkəl ˈpærə daɪs, bʌt ðə ˈbjuːti ɪks ˈtɛndz bɪˈniːθ ðə ˈsɜːfɪs æz wɛl.

3. Assalamualaikum and good morning. Introduce my name is Marwa maharani, well I will describe the person I admire in the near future. His name is Muhammad A, if you want to know who Muhammad A is find out for yourself. He was handsome, tall, pointed nose, and the look in his eyes made him melt. I went to the same school as him but in different classes. He is very special because he is different from other boys, where he is very mysterious.

Assalamualaikum ænd gʊd ˈmɔːnɪŋ. ˌɪntrəˈdjuːs maɪ neɪm ɪz Marwa maharani , wɛl aɪ wɪl dɪsˈkraɪb ðə ˈpɜːsn aɪ ədˈmaɪər ɪn ðə nɪə ˈfjuːtʃə. hɪz neɪm ɪz məˈhæ mɪd eɪ, ɪf juː wɒnt tuː nəʊ huː məˈhæmɪd ə ɪz faɪnd aʊt fɔː jɔːˈsɛlf. hiː wɒz ˈhæn səm, tɔːl, ˈpɔɪntɪd nəʊz, ænd ðə lʊk ɪn hɪz aɪz meɪd hɪm mɛlt. aɪ wɛnt tuː ðə seɪ m skuːl æz hɪm bʌt ɪn ˈdɪfrənt ˈklɑːsɪz. hiː ɪz ˈvɛri ˈspɛʃəl bɪˈkɒz hiː ɪz ˈdɪfrənt frɒm ˈʌðə bɔɪz, weə hiː ɪz ˈvɛri mɪsˈtɪərɪəs.

4. My favorite place in Indonesia is Kalimantan, because I was born in there. In Kalimantan especially Balikpapan city, there is so much natural tourism, 200, lake, and beach. The city is one of the cleanest city in Indonesia too. Kalimantan is one of the biggest mining in Indonesia too, especially coal. Very comfortable to live in there.

   maɪ ˈfeɪvərɪt pleɪs ɪn ˌɪndəˈniːzɪə ɪz Kalimantan, bɪˈkɒz aɪ wɒz bɔːn ɪn ðeə. ɪn K alimantan ɪsˈpɛʃəli Balikpapan ˈsɪti, ðeər ɪz səʊ mʌtʃ ˈnætʃrəl ˈtʊərɪz(ə)m, 200, leɪk, ænd biːtʃ. ðə ˈsɪti ɪz wʌn ɒv ðə ˈkliːnɪst ˈsɪti ɪn ˌɪndəˈniːzɪə tuː. Kalima ntan ɪz wʌn ɒv ðə ˈbɪgɪst ˈmaɪnɪŋ ɪn ˌɪndəˈniːzɪə tuː, ɪs ˈpɛʃəli kəʊl. ˈvɛri ˈkʌmf(ə)təbl tuː <u>lɪv</u> ɪn ðeə.

5. My favorite place in Indonesia is "Sea Word" in Dufan (Ancol). There are a lot something to see about the ocean, especially about living things like fish, shark, starfish and many more. And we can see a show that spoils the eye.

   maɪ ˈfeɪvərɪt pleɪs ɪn ˌɪndəˈniːzɪə ɪz "siː wɜːd" ɪn Dufan (Ancol). ðeər ɑːr ə lɒt ˈsʌmθɪŋ tuː siː əˈbaʊt ði ˈəʊʃən, ɪsˈpɛʃəli əˈbaʊt ˈlɪvɪŋ θɪŋz laɪk fɪʃ, ʃɑːk, ˈstɑːfɪʃ ænd ˈmɛni mɔː. ænd wiː kæn siː ə ʃəʊ ðæt spɔːɪlz ði aɪ.

SAMPLE IN POST-TEST

1. Hello, my name is Olwin, I am a student in Senior High School number Palopo. My school is very large. It has some rooms, there are several classes, four canteen and one library room. My school is very clean because the sanitors always sweep the school and my school is very comfortable because there are many trees. I love my school so much because I can learn a lot in the school.

   hɛˈləʊ, maɪ neɪm ɪz Olwin, aɪ æm ə ˈstjuːdənt ɪn ˈsiːnjə haɪ skuːl ˈnʌmbə Palopo. maɪ skuːl ɪz ˈvɛri laːdʒ. ɪt hæz sʌm ruːmz, ðeər aː ˈsɛvrəl ˈklaːsɪz, fɔː kænˈtiːn ænd wʌn ˈlaɪbrəri ruːm. maɪ skuːl ɪz ˈvɛri kliːn bɪˈkɒz ðə sanitors ˈɔːlweɪz swiːp ðə skuːl ænd maɪ skuːl ɪz ˈvɛri ˈkʌmf(ə)təbl bɪˈkɒz ðeər aː ˈmɛni triːz. aɪ lʌv maɪ skuːl səʊ mʌtʃ bɪˈkɒz aɪ kæn lɜːn ə lɒt ɪn ðə skuːl.

2. Assalamualaikum, introduce my name is Marwa Maharani. I will describe about my Mother. My mother's name is Nurlianti, my mother is a little bit fat, but she is beautiful and looks very sweet when she smiles. My mother's nature is almost is a special person in my life, because she is the one who takes care of me and my brother and sisters. She has given color to my life. I really love my Mom.

   Assalamualaikum, ˌɪntrəˈdjuːs maɪ neɪm ɪz Marwa Maharani. aɪ wɪl dɪsˈkraɪb əˈbaʊt maɪ ˈmʌðə. maɪ ˈmʌðəz neɪm ɪz Nurlianti, maɪ ˈmʌðər ɪz ə ˈlɪtl bɪt fæt, bʌt ʃiː ɪz ˈbjuːtəfʊl ænd lʊks ˈvɛri swiːt wɛn ʃiː smaɪlz. maɪ ˈmʌðəz ˈneɪtʃər ɪz ˈɔːl məʊst ɪz ə ˈspɛʃəl ˈpɜːsn ɪn maɪ laɪf, bɪˈkɒz ʃiː ɪz ðə wʌn huː teɪks keər ɒv miː æ

nd maɪ ˈbrʌðər ænd ˈsɪstəz. ʃiː hæz ˈgɪvn ˈkʌlə tuː maɪ laɪf. aɪ ˈrɪəli lʌv maɪ mʋ

m.

3. SMAN 2 Palopo is the best school. It located at Garuda streen Perumnas. SMAN 2 is divide into 2 majors, namely Science and social sciences. SMAN 2 Palopo is very beautiful and clean with lot of trees. Science class is divide into Science 1 to science 6 for class eleven and social class divide into social 1 to 4 for class eleven. The atmosphere o SMAN 2 Palopo is so comfortable and the students are friendly.

ɛs-ɛm-eɪ

ɛn 2 Palopo ɪz ðə bɛst skuːl. ɪt ləʋ ˈkeɪtɪd æt Garuda streen Perumnas. ɛs-ɛm-eɪ-ɛn 2 ɪz dɪ ˈvaɪd ˈɪntuː 2 ˈmeɪʤəz, ˈneɪmli ˈsaɪəns ænd ˈsəʋʃəl ˈsaɪənsɪz. ɛs-ɛm-eɪ-

ɛn 2 Palopo ɪz ˈvɛri ˈbjuːtəfʋl ænd kliːn wɪð lʋt ʋv triːz. ˈsaɪəns klaːs ɪz dɪ ˈvaɪd ˈɪntuː ˈsaɪəns 1 tuː ˈsaɪəns 6 fɔː klaːs ɪ ˈlɛvn ænd ˈsəʋʃəl klaːs dɪ ˈvaɪd ˈɪntuː ˈsə ʋʃəl 1 tuː 4 fɔː klaːs ɪ ˈlɛvn. ði ˈætməsfɪər əʋ ɛs-ɛm-eɪ-

ɛn 2 Palopo ɪz səʋ ˈkʌmf(ə)təbl ænd ðə ˈstjuːdənts aː ˈfrɛndli.

4. My mother name is Sarmila. My mother is a very beautiful person. She has white skin, little bit chubby, and she is about 155 cm tall, she has short and black hair. My mother means a lot to me, because she is very meritorious, she sincerely raises and educates me. I love Her so much.

maɪ ˈmʌðə neɪm ɪz Sarmila. maɪ ˈmʌðər ɪz ə ˈvɛri ˈbjuːtəfʋl ˈpɜːsn. ʃiː hæz waɪt skɪn, ˈlɪtl bɪt ˈʧʌbi, ænd ʃiː ɪz ə ˈbaʋt 155 cm tɔːl, ʃiː hæz ʃɔːt ænd blæk heə. ma

ɪ ˈmʌðə miːnz ə lɒt tuː miː, bɪ ˈkɒz ʃiː ɪz ˈvɛri ˌmɛrɪ ˈtɔːrɪəs, ʃiː sɪn ˈsɪəli ˈreɪzɪz ænd ˈɛdju(ː)keɪts miː. aɪ lʌv hɜː səʊ mʌʧ.

5. My Mother's name is Darhani Darlis. My mother is a very beautiful person. She is about 165 cm. my mother has curly hair and her dimples makes her beautiful. Her eyesis brown like my father's eyes. My mother has light brown skin color like most Indonesian women in general. She has red lips and white teeth combined a very beautiful smile. She is a very nice person, friendly and patient. She loves her family so much. She is the besy mother in this world. She not only has a beautiful face but also her heart is so beautiful.

maɪ ˈmʌðəz neɪm ɪz Darhani Darlis. maɪ ˈmʌðər ɪz ə ˈvɛri ˈbjuːtəfʊl ˈpɜːsn. ʃiː ɪz ə ˈbaʊt 165 cm. maɪ ˈmʌðə hæz ˈkɜːli heər ænd hɜː ˈdɪmplz meɪks hɜː ˈbjuːtəfʊl. hɜː eyesis braʊn laɪk maɪ ˈfaːðəz aɪz. maɪ ˈmʌðə hæz laɪt braʊn skɪn ˈkʌlə laɪk məʊst ˌɪndəʊ ˈniːzɪən ˈwɪmɪn ɪn ˈʤɛnərəl. ʃiː hæz rɛd lɪps ænd waɪt tiːθ kəm ˈbaɪnd ə ˈvɛri ˈbjuːtəfʊl smaɪl. ʃiː ɪz ə ˈvɛri naɪs ˈpɜːsn, ˈfrɛndli ænd ˈpeɪʃənt. ʃiː lʌvz hɜː ˈfæmɪli səʊ mʌʧ. ʃiː ɪz ðə besy ˈmʌðər ɪn ðɪs wɜːld. ʃiː nɒt ˈəʊnli hæz ə ˈbjuːtəfʊl feɪs bʌt ˈɔːlsəʊ hɜː haːt ɪz səʊ ˈbjuːtəfʊl.

DOCUMENTATIONS

1. The researcher enters the class and tells the researcher's purpose

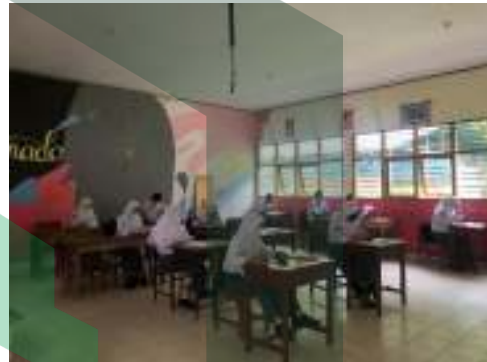2. Researcher giving Pre-test

3. Student speaking in front of the class

4. Giving treatment to the students

5. Students pay attention to the materials

6. Student speaking in front of the class

7. Student watching materials by using YouTube

8. Student Speaking in front of the class for Pre-test

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN
No.1193/In.19/FTIK/PBI/PP.00.9/04/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, denganini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Andi Fatri Yusfiani
NIM   : 17 0202 0137
Semester   : X (sepuluh)
Program Studi : Pendidikan Bahasa
Inggris Keperluan   : Seminar
Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat
similarity 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo,19 April 2022

Mengetahui,   Admin Turnitin PBI,

AmaliaYahya, S.E., M.Hum.   Muhammad Iksan, S.Pd., M.Pd.NIP 198603272018011001

BIOGRAPHY

Andi Fatri Yusfiani was born on February, 28th 2000 in Palopo. She is the second child of the couple (The late) Zainal Abidin and Dra. Masniati. When she was six years old, she started studying in 444 Bulu Datu Elementary School of Palopo. And graduated in 2011. After that, she continued studying in Junior High School Number 8 and 7 of Palopo (SMPN 8 & SMPN 7 Palopo); she graduated in 2014. Then she continued her study in Senior High School Number 1 of Palopo (SMAN 1 Palopo). She continued again for her degree (S1) in the State Islamic Institute of Palopo (IAIN). She took English Education Study Program in Tarbiyah and Teacher Training Department. She wrote her thesis with the title ***"IMPROVING STUDENT'S SPEAKING SKILL BY USING YOUTUBE MEDIA AT THE ELEVENTH GRADE OF SMAN 2 PALOPO."***