IMPROVING STUDENTS' SPEAKING SKILL USING YOUTUBE VIDEOS FOR THE SECOND GRADE STUDENTS AT SMP NEGERI 8 PALOPO

A Thesis

Submitted to the English Language Education Study Program of Education and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

Composed By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024

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THESIS APPROVAL

This thesis entitled **"Improving Students' Speaking Skill Using YouTube Videos at the Second Grade Students of SMP Negeri 8 Palopo"**, which was written by Zaskia Putri Saydina, Registration Number 2002020006, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in *Munaqasyah* session which was carried out on 21 October 2024 M/Rabiul Akhir 18th, 1446 H. The examiners have been approved by the examiners as a requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

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The Researcher,

Zaskia Putri Saydina

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ABSTRAK

Zaskia Putri Saydina, 2024. *Meningkatkan Keterampilan Berbicara Siswa Menggunakan Video Youtube untuk Siswa Kelas VIID di SMP Negeri 8 Palopo.* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Masruddin dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk menguji penggunaan video YouTube dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Negeri 8 Palopo. Penelitian ini menggunakan desain pra-eksperimen dengan pendekatan satu kelompok pretest-posttest. Sampel dipilih menggunakan teknik purposive sampling, yang melibatkan 28 siswa dari kelas VIII 1 sebagai sampel. Pengumpulan data dilakukan melalui tes berbicara, dengan fokus pada empat aspek keterampilan berbicara: kosakata, pelafalan, tata bahasa, dan kelancaran. Data dianalisis menggunakan SPSS versi 26. Hasil penelitian menunjukkan adanya peningkatan skor berbicara siswa pada keempat aspek tersebut, di mana rata-rata skor posttest melebihi skor pretest. Hal ini diperkuat dengan nilai p signifikan sebesar 0,000, yang lebih kecil dari 0,05 (0,00<0,05). Persepsi siswa menunjukkan bahwa video dari YouTube meningkatkan antusiasme dan keterlibatan mereka terhadap materi. Kombinasi suara dan visual atau animasi dalam video YouTube membantu siswa tetap fokus dan lebih memahami materi yang disajikan. Penelitian ini menyimpulkan bahwa video YouTube dapat menjadi media yang efektif untuk meningkatkan keterampilan berbicara siswa, terutama dalam hal kosakata, pelafalan, tata bahasa, dan kelancaran.

Kata Kunci: Keterampilan Berbicara, Video YouTube, Pengajaran Berbicara.

ABSTRACT

Zaskia Putri Saydina, 2024. *Improving Students' Speaking Skill Using YouTube Videos for the Second Grade Students at SMP Negeri 8 Palopo.* A Thesis of English Language Education Study Program, Faculty of Education and Teacher Training, Institute Agama Islam Negeri (IAIN) Palopo. Supervised by Masruddin and Andi Tenrisanna Syam.

This study aims to examine the use of YouTube videos in improving students' speaking skill of the second-grade students at SMP Negeri 8 Palopo. This study employed a pre-experimental design with a one-group pretest-posttest approach. The sample was selected using a purposive sampling, involving 28 students of VIII 1 class. Data collection was conducted through speaking tests, focusing on four aspects of speaking skills: vocabulary, pronunciation, grammar, and fluency. The data were analyzed using SPSS version 26. The results showed an improvement in students' speaking scores across all four aspects, with the post-test mean score exceeding the pre-test mean score. This was supported by a significant p-value of 0.000, which is less than 0.05. (0.00<0.05). Students' perceptions revealed that YouTube videos enhanced their enthusiasm and engagement with the material. The combination of audio and visuals or animated elements in YouTube videos helped students remain focused and better understand the content. This study concludes that YouTube videos can serve as an effective medium for improving students' speaking skills, particularly in terms of vocabulary, pronunciation, grammar, and fluency.

Keywords: Speaking Skill, YouTube Videos, Teaching Speaking.

ملخص الرسالة

زاسكيا بوتري سايدينا، 2024. تحسين مهارات التحدث لدى الطلاب باستخدام مقاطع فيديو يوتيوب لطلاب الصف الثامن في مدرسة SMP Negeri 8بالوبو، رسالة جامعية لبرنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو، تحت إشراف ماسرودين وأندي تنريسنا سيام.

تهدف هذه الدراسة إلى اختبار استخدام مقاطع فيديو يوتيوب لتحسين مهارات التحدث لدى طلاب الصف الثامن في مدرسة SMP Negeri 8 بالوبو. اعتمدت الدراسة تصميمًا شبه تجريبي باستخدام منهج اختبار القبلي-البعدي لمجموعة واحدة. تم اختيار العينة بطريقة العينة القصدية، وشارك فيها 28 طالبًا من الصف الثامن (الفصل 1). تم جمع البيانات من خلال اختبار التحدث، مع التركيز على أربعة جوانب من مهارات التحدث: المفردات، والنطق، والقواعد، والطلاقة. تم تحليل البيانات باستخدام برنامج SPSS الإصدار 26. أظهرت النتائج وجود تحسن في درجات التحدث لدى الطلاب في الجوانب الأربعة، حيث تجاوز متوسط درجات الاختبار البعدي درجات الاختبار القبلي. وأكدت هذه النتيجة قيمة p الإحصائية البالغة 0.000، وهي أقل من 0.05 (0.00<0.05). كما أظهرت آراء الطلاب أن مقاطع فيديو يوتيوب تعزز حماسهم وتفاعلهم مع المادة التعليمية. وساعد الجمع بين الصوت والصور أو الرسوم المتحركة في مقاطع الفيديو على زيادة تركيز الطلاب وفهمهم للمادة المقدمة. خلصت الدراسة إلى أن مقاطع فيديو يوتيوب يمكن أن تكون وسيلة فعالة لتحسين مهارات التحدث لدى الطلاب، خاصة في ما يتعلق بالمفردات، والنطق، والقواعد، والطلاقة.

الكلمات المفتاحية: مهارات التحدث، مقاطع فيديو يوتيوب، تعليم التحدث.

CHAPTER I

INTRODUCTION

A. Background

Speaking is a type of verbal communication that requires both active speaking abilities and passive listening skills during a conversation between the speaker and the listener[1]. In mastery of speaking skill, we must deal with several elements, such as vocabulary, grammar, pronunciation, and fluency. Proficiency in English speaking is a key indicator of English language acquisition success because the speaker can finally effectively convey meaning and messages during verbal interactions[2]. According to Pale & Wisrance (2021), some students generally have demotivating factors that reduce their motivation and confidence in communicating in English[3].

The researcher conducted a pre-observation by having a discussion with the English teacher and interviewed several students at SMP Negeri 8 Palopo regarding the second-grade students' English speaking skills. The discussion discovered several problems, including: 1) Students have difficulty understanding the words due to lack of vocabulary mastery, 2) Students lack of self-confidence to speak

[1] Berlinda Mandasari and Dyah Aminatun, "Improving Students' Speaking Performance Through Vlog," *English Education : Journal of English Teaching and Research* 5, no. 2 (2020): 136–42.

[2] Rizka Rahmayanti, "The Perceived Effects of Using YouTube on Students' Speaking Skills," *Fisheries Research* 140, no. 1 (2021): 6.

[3] Erlinda Sonya Pale and Maria Wihelmina Wisrance, "Analysis of Demotivating Factors Affecting Students' Willingness to Speak English," *ENGLISH FRANCA : Academic Journal of English Language and Education* 5, no. 1 (2021): 131, https://doi.org/10.29240/ef.v5i1.2026.

because the students feel afraid that it will be a mistake, 3) Students lack interest in learning process due to monotonous teaching method.

The present of digital technology era, digital platforms have gained increased popularity among students, they use smartphones to access these platforms. Therefore, to enhance students' speaking skill, students require additional learning medium based on digital technology. Nowadays, in the field of education, the utilization of technology in the learning process has grown significantly. The teacher can utilize diverse educational tools in a wide in various platforms, that support to enrich the continuous learning process[4].

YouTube was launched on February 14th, 2005 by Chad Hurley, Steve Chen, and Jawed Karim, former employees of PayPal[5]. After its establishment as a distribution platform, YouTube quickly became one of the most visited websites. Shortly thereafter, many educational institutions started using YouTube to distribute their content. This marked the beginning of YouTube's widespread use in the field of education[6]. In teaching speaking, YouTube can be used as a visual medium where students can learn directly from native speakers in real-life situations. This helps students improve their speaking skills in a more realistic and effective way, as they can imitate the speaking styles and intonations used in everyday life by native speakers. Bajrami & Ismaili (2016) claimed that students

[4] Siti Rif'atul hasanah Agung Hidayat, M. Mu'zul Ikhwan, Riski Nurhidayati, Saskia Indana Zulfa, Siti Hidayati, "Improving Students' Speaking Skills Through YouTube Videos," *Block Caving – A Viable Alternative?* 21, no. 1 (2021): 1–9.

[5] J Burgess and J Green, *Youtube e a Revolução Digital*, 2009.

[6] Dr. Ahmed Mohamed Khalil, "The Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of The COVID-19 Pandemic." 28, no. 4 (2020): 1–24.

perceive the use of video materials in the classroom as more engaging, pertinent, advantageous, and even slightly inspiring[7]. Thus, YouTube is among the excellent choices as a medium to improve students' speaking skills due to its extensive accessibility and its offer of the presentation of educational content through audiovisual medium like videos.

Facing the problems mentioned above, drawing from the previous studies by Ilyas & Putri (2020) found that using YouTube videos in learning can increase students' motivation and confidence in speaking, Nabila (2021) found that incorporating YouTube videos as a teaching medium significantly influences the teaching of speaking skills among eighth-grade students, Husein et al. (2022) found that according to student feedback, watching YouTube videos was engaging and enjoyable, creating a more comfortable learning environment perceived as innovative and trendy, Misela & Aji (2023) found that YouTube videos as a teaching medium successfully increased students' motivation, interest, and confidence in speaking English, also Piannur & Rosita (2023), indicate that incorporating YouTube significantly and positively improves the students' speaking abilities. Previous research has shown that YouTube videos can effectively improve students' speaking skills. Therefore, the researcher decided to use YouTube as a platform to enhance students' speaking abilities.

[7] Lumturie Bajrami and Merita Ismaili, "The Role of Video Materials in EFL Classrooms," *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 502–6.

Considering the abovementioned issues, the researcher is interested in conducting research entitled “Improving Students’ Speaking Skills Using YouTube Videos for the Second-Grade Students at SMPN 8 Palopo”.

B. Research Question

Based on the problem outlined in the background, the researcher formulates the following research question as follow:

Does the use of YouTube videos improve students’ speaking skills of the second-grade students at SMP Negeri 8 Palopo?

C. Research Objective

According to the formulation, this research aims to examine whether the use of a YouTube videos effectively improves students’ speaking skills of the second-grade students at SMP Negeri 8 Palopo.

D. Research Significance

The significance of this research is divided into two categories, namely:

1. Theoretical Significances

The results of this research is expected to contribute as a reference for identifying and evaluating effective medium to improve students’ speaking skills, and the result of this research can be a reference for further research.

2. Practical Significances

a. For the teacher: The results of this research are expected to support the teacher in selecting effective media to improve students' speaking skills, with particular relevance for English teachers of the second grade at SMP Negeri 8 Palopo.

b. For the Students: The use of YouTube videos is expected can boost students' confidence and motivation in speaking.

c. For the Further Researcher: The outcome of this research is hope to serve as a guide resource for subsequent research in conducting their research.

E. Research Scope

The scope of this research focuses on exploring the use of the YouTube videos from *"English Easy Practice"* YouTube channel as a learning medium to enhance the speaking skills (Vocbulary, pronunciation, grammar, and fluency) in common topics of daily conversation of second-grade students at SMP Negeri 8 Palopo. This channel displays many videos about daily conversations about common topics with content contained in the videos such as grammar lessons, vocabulary building, pronunciation tips, common phrases and idioms and interactive exercises, the channel also supports a lot of interesting visuals to help students' brain in mastering vocabulary quickly.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Several studies have been conducted regarding the utilization of YouTube videos to help students in improving their speaking skills. The researcher provides a summary of previous research pertinent to this study, as follows:

The research conducted by Ilyas and Putri (2020) entitled "*YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill".* This study aimed to examine whether incorporating YouTube channels significantly improves students' speaking abilities[8]. Using YouTube in classroom instruction positively influences students' learning attitudes, particularly in speaking skills development. The study was carried out at the English Language Study Program of Universitas Islam Riau. The quasi-experimental research involved one class as the experimental class, with a pre-test administered before the administered and a post-test after the treatment. based on the researcher that have been done, The researchers discovered that students in the experimental class which treated using YouTube channels, exhibited higher motivation and confidence in speaking, it reflecting a marked improvement in their verbal communication skills among first-semester English language education students. The similarities of the previous reserach and the present research are using YouTube videos to increase students' motivation and

[8] Muhammad Ilyas and Miranti Eka Putri, "YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill," *J-SHMIC : Journal of English for Academic* 7, no. 1 (2020): 66–76.

confidence in speaking English, and use pre-test and post-tests to measure changes in speaking skills. While the differences are the previous research uses quasi-experiments research design with various YouTube channels in general, while the present research uses pre-experimental research design with one group and focuses on the videos from *"English Easy Practice"* YouTube channel, while the previous research used a variety of videos from several channels. Previous research also involved first-semester students at the university, while the present research focused on second-grade junior high school students.

Nabila (2021) in her study entitled "*The Influence of Using Video YouTube Channel "English Speaking Course" Towards Students Speaking Skill at the Eighth Grade of MTS Hasanuddin in the Academic Year of 2022/2023"*. This research aims to enhance students' speaking skills by utilizing the *"English Speaking Course"* YouTube channel as a media for teachers to effectively improve and develop students' speaking abilities. The research employed a quasi-experimental design to examine the impact of using this channel on students' speaking proficiency. The research employed a quasi-experimental design to examine the impact of using this channel on students' speaking proficiency after treatment. The assessment of students' speaking abilities was conducted using a speaking test developed by Arthur Hughes in collaboration with the Foreign Service Institute (FSI)[9]. The findings indicate that incorporating YouTube videos as a teaching media significantly influences the teaching of speaking skills among eighth-grade students

[9] Sugiarti Nabilah, "The Influence of Using Video YouTube Channel 'English Speaking Course' Towards Students Speaking Skill at the Eighth Grade of MTS Hasanuddin in the Academic Year of 2022/2023," 2021.

at MTs Hasanuddin in Bandar Lampung in academic year 2022/2023. The similarities lies in the utilization of YouTube as a learning medium in an effort to improve students' speaking skills. Both research also examined the effect of YouTube videos on the speaking skills of EFL students, especially second-grade students of junior high school students by using videos from certain channels, previous research used the *"English Speaking Course"* YouTube channel and the present research use the *"English Easy Practice"* YouTube channel, both channels are made by native speakers with animated video. The difference is the research design used, where the present research used a pre-experimental design, while previous research used quasi-experimental.

Hussin, et al. (2022) in their study entitled *"The Use of Youtube Media Through Group Discussion in Teaching Speaking"*. This study aims to explore the impact of incorporating YouTube videos into group discussions on the enhancement of students' speaking skills, specifically focusing on pronunciation, grammar, vocabulary, fluency, and comprehension. The research was carried out with second-year students from two classes at SMA Inshafuddin in Banda Aceh, employing a quantitative pre-experimental design. According to student feedback, watching YouTube videos was engaging and enjoyable, creating a more comfortable learning environment perceived as innovative and trendy[10]. The study's findings showed that integrating YouTube videos into group discussions effectively improved students' speaking abilities. As a result, educators are encouraged to incorporate YouTube

[10] Rahmi Akmal Hussin, Sofyan A Gani, and Asnawi Muslem, "The Use of Youtube Media Through Group Discussion in Teaching Speaking," *English Education Journal* 13, no. 1 (2022): 33–45.

videos into their teaching strategies based on these findings. The similarities are the previous research and the present research using YouTube videos as a learning medium to improve speaking skills, and focusing on aspects such as pronunciation, vocabulary, fluency, and grammar. The differences are in the teaching method, the previous study used group discussions, while the present research focused more on paired conversation exercises, and the previous research also use a variety of YouTube videos without a specific channel, while the present research use specific YouTube channel. In addition, the present research focused on junior high school students, while the previous research focused on high school students.

Misela & Aji (2023) conducted research with the title *"Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember"*. This study was direct to enhance students' English speaking skills through the implementation of YouTube videos and to evaluate how effectively this technique to improved their speaking abilities. Conducted at SMA Wahidiyah Gumukmas Jember, the research involved four 11th grade students as sample. In order to tackle the challenges students face in learning English, particularly in speaking, the researcher implemented Classroom Action Research (CAR) based on Burns' four-phase model: planning, acting, observing, and reflecting, throughout each cycle[11]. The study utilized both qualitative and quantitative data collection methods. The data collected results indicate that the implementation YouTube

[11] Jenny Ika Misela and Mahendra Puji Permana Aji, "Using YouTube Video to Improve Students' Speaking Skill at Eleventh of SMA Wahidiyah Gumukmas Jember," *Journal of Scientific Research, Education, and Technology (JSRET)* 2, no. 3 (2023): 1337–52, https://doi.org/10.58526/jsret.v2i3.232.

videos as a teaching media successfully increased students' motivation, interest, and confidence in speaking English. Moreover, the students showed improvements in their speaking test scores following the treatment. What the previous research and the present research have in common is that aimed to increase motivation, confidence, and speaking skills through the use of YouTube videos. While the differences are the previous research used Classroom Action Research (CAR) research design with reflective cycles, while the present research used pre-experimental research design with pre-test and post-test, and also previous researchers used YouTube videos without a specific channel. In addition, previous research involved high school students in eleventh-grade, while the present research involved junior high school students in second-grade.

According to the research by Piannur and Rosita (2023) entitled *"The Effect of Using Youtube towards EFL Students' Speaking Skill in Indonesia"*. The research aimed to analyze the impact of utilizing YouTube on the speaking skills of EFL students in Indonesian senior high schools. It employed a quantitative approach supplemented by meta-analysis. To derive a comprehensive a statistical conclusion using effect size, the study compared and analyzed mean differences[12]. The results demonstrate that the integration of YouTube has a significant and beneficial effect on enhancing the speaking skills of EFL students in the tenth and eleventh grades in Indonesia. The similarity of previous research and present research is that both use YouTube videos to improve students' speaking skills, especially in fluency and

[12] Piannur and Nur Rosita, "Meta Analysis: The Effect of Using Youtube towards EFL Students' Speaking Skill in Indonesia," *Journal of English Language Teaching* 12, no. 1 (2023): 318–26, https://doi.org/10.24036/jelt.v12i1.120420.

vocabulary. The differences are that the previous study used a meta-analysis that included various studies and presented conclusions based on the average effect, while the present study conducted direct experiments on students using a one group to see the changes that occurred. Previous studies also involved tenth-grade and eleventh-grade high school students, while the present research conducted experiments directly on second-grade students of junior high school.

B. Some Pertinent Idea

1. The Concept of Speaking

a. Definition of Speaking

Speaking is a type of verbal communication that requires both active speaking abilities and passive listening skills during a conversation between the speaker and the listener[13]. Human beings, as social beings, are naturally involved in communication and interaction, with communication as the main connecting tool. Speaking is considered a productive skill because it involves the generation of linguistic output. When speaking, the individual assumes a dual role, acting not only as a listener but also as an active participant, responding or speaking himself.

According to Zuhriyah (2017) speaking is a crucial way for humans to express ideas and communicate verbally with others. It is the main means by which people interact in society, playing an important role in everyday communication and interaction[14]. Donough and Shaw (1981) in Alvionita (2015) claimed that speaking

[13] Berlinda Mandasari and Dyah Aminatun, "Vlog : A Tool To Improve Students " English Speaking Ability At," *Proceedings Universitas Pamulang, 2020*, no. July 2019 (2020).

[14] Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 119–34.

is fundamentally goal-driven, emphasizing the intrinsic motivation to communicate effectively to achieve a specific goal[15]. It involves expressing thoughts, sharing desires, negotiating, and solving problems in various aspects of human interaction. This can include activities such as voicing opinions, expressing intentions, participating in negotiations, and addressing specific issues. Moreover, Leong and Ahmadi (2017) emphasized that speaking goes beyond simple verbal expression; it involves the skill of communicating messages effectively through language[16].

In view of the previous discussion, the researcher concludes that speaking is essential for the human being to express his thoughts and emotions effectively, which in turn facilitates communication within the social environment. It is the basis of everyday interaction, helping to build connections and relationships in the community. When people speak, they do so with a purpose, whether to share ideas, voice opinions, negotiate or solve problems, all with the aim of achieving a specific communication goal.

As previously mentioned, speaking can be seen as a skill, reflecting a student's ability to participate in interactive communication. The importance of speaking skills is evident in everyday life, as it requires not only understanding incoming information but also responding to it effectively. To improve our speaking, it is very important to practice with others rather than alone, as dialogue is more beneficial. Pitura (2022) points out that students who aim to improve their English achieve

[15] Andi Rizky Alvionita, "The Use of Three Step Interview to Improve Students' Speaking Ability at The Students of SMAN 2 Parepare," *Angewandte Chemie International Edition, 6(11), 951–952.* 1, no. April (2015): 5–19.

[16] Lai-mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," n.d.

better results by interacting with individuals who have a higher level of knowledge of the English language[17].

b. Types of Speaking

Nunan (1989) in Ridanti (2022) distinguishes between two forms of spoken language, which are[18]:

1) Monologue

The term of "monologue" comes from the Greek words "*mono*", which means alone or singular, and *"logos"*, which means speech or word. It refers to a speech delivered by one person, usually addressed to an audience or even to oneself. In a casual conversation, a monologue occurs when a person speaks broadly, endlessly sharing his thoughts, feelings or ideas. A soliloquy, a particular type of monologue, involves characters speaking as if speaking to themselves, often revealing personal insights or internal struggles directly to the audience. Both in everyday speech and in theatrical performance, the monologue represents an overarching speech or presentation in which an individual is the only speaker, allowing them to express their thoughts and emotions to the audience or themselves, serving as a means of introspection and expression[19]. That is, a monologue is a speech in which a

[17] Joanna Pitura, "Developing L2 Speaking Skills in English-Medium EFL Higher Education," *Innovation in Language Learning and Teaching* 16, no. 2 (March 15, 2022): 118–43, https://doi.org/10.1080/17501229.2021.1884688.

[18] Wulan Ridanti, "Using Video YouTube Channel 'Linguamarina' in Improving Students' Speaking Skill at Junior High School," 2022.

[19] Fatma Sadeq Mohamed, Eman Mohamed Abdel-Haq, and Hasnaa Sabry Abdel-Hamid Ahmed Helwa, "Using Dramatic Monologue for Developing EFL Speaking Skills among Prospective Teachers Prepared by Professor of EFL Curricula and Methods of Teaching and Head of Curricula and Teaching Methods Faculty of Education Benha University Professor of EFL Curricu," 2020.

character expresses his thoughts and feelings both to other characters and directly to his audience.

2) Dialogue

Dialogue is a conversation in which two or more individuals interact, exchange responses, and express themselves. In this process, the listener, or interlocutor, plays a vital and active role. Dialogue involves two speakers and can be classified into two types: interpersonal and transactional. Interpersonal dialogue aims to maintain social relationships between participants, while transactional dialogue is focused on exchanging information[20].

c. Assessment of Speaking

There are several components of speaking skills that students need to fulfill, these include four distinct aspects of speaking skills, which are detailed as follows[21]:

1) Vocabulary

Vocabulary is an important component of language proficiency, greatly affecting learners ' ability to speak, listen, read, and write[22]. It plays an important role in language learning and can be used to assess whether students can speak

[20] Nenden Sri Rahayu and Rinandita Anniyah Nur Fadillah, "Improving Students' Speaking Skill Through Video Clips," *Elang An English Language Education Journa* 5, no. 2 (2020): 37–45.

[21] Rebecca M. Valette and David P. Harris, "Testing English as a Second Language," *The Modern Language Journal*, 1970, https://doi.org/10.2307/323128.

[22] Jack C Richards and Willy A Renandya, "Methodology in Language Teaching An Anthology of Current Practice English Language Teaching in the 'Post-Method' Era: Toward Better Diagnosis, Treatment, and Assessment," *Research Gate*, no. May (2022), https://doi.org/10.13140/RG.2.2.36344.72962.

fluently. Therefore, to master vocabulary, the student needs effective tools and resources that support his learning. A strong vocabulary helps individuals express themselves more fluently and confidently in a foreign language, improving their overall communication skills.

2) Pronunciation

Pronunciation involves the method of articulating words. According to Hornby (2005) in Hussein et al. (2022) pronunciation includes how individuals speak a language or certain words[23]. Good pronunciation not only increases students' confidence but also improves the way others perceive the speaker's credibility and skills, creating a positive impression on listeners.

3) Grammar

Mastering grammar is beneficial for students who speak English, as it helps them structure sentences correctly, choose the right tenses, and use the language effectively. Grammatical errors in communication can lead to misunderstanding and misinterpretation of the intended message. Grammar involves organizing words to make correct sentences, ensuring that communication conveys thoughts and ideas clearly without causing confusion[24].

[23] Hussin, Gani, and Muslem, "The Use of Youtube Media Through Group Discussion in Teaching Speaking."

[24] Hussin, Gani, and Muslem.

4) Fluency

Fluency describes how effectively students can use language in spoken form, allowing them to speak fluently and continuously without pauses or hesitation. As Herlina (2014) explains, fluency reflects a person's ability to speak spontaneously and coherently, making it easier for the listener to understand the intended meaning[25]. As a result, a skilled speaker should be able to organize words into meaningful units, such as phrases or clauses, during their speech.

d. Teaching Speaking

Speaking involves the verbal use of language to interact with others. According to the school-based curriculum described in Maulana (2016) the purpose of teaching speaking is to help students develop the skills to express and understand ideas in basic everyday conversations, both transactional and interpersonal, in order to engage effectively with their environment[26]. However, many English learners often feel limited and dissatisfied with their speaking skills. Teachers can enhance the learning experience by including engaging activities, creating a supportive classroom environment, and using a variety of strategies to increase student interest

[25] Herlina, "Improving Students' Speaking Skill Through Audio Visual Media at 4 Th Grade of Labschool Elementary School East Jakarta," *Gastronomía Ecuatoriana y Turismo Local*. 1, no. 69 (2014): 5–24.

[26] Randhy Maulana, Bukhari Daud, and Hendra Heriansyah, "Students' Views on Efl Speaking Problems," *Proceedings of the First Reciprocal Graduate Research Symposium between University Pendidikan Sultan Idris and Syiah Kuala University. Malyasia*, 2016, 34–42.

and motivation. Harmer (2007), as cited in Shahadah (2022), outlines three main reasons for teaching speaking[27]:

1) Speaking activities offer students the opportunity to practice real-life communication in a supportive classroom environment.
2) Students are encouraged to use and integrate their language knowledge during speaking assignments, receiving valuable feedback from teachers and peers.
3) Engaging in speaking practice helps many students become more active and involved in different areas of language learning. These factors together improve students' speaking skills and overall language proficiency.

Several factors influence speaking skills, as indicated by the following[28]:

1) Various factors influence learners' speaking ability, including the conditions in which they speak, emotional factors, their listening skills, and the feedback they receive during speaking tasks.
2) Many students face difficulties while speaking in class, reflecting the constant challenges in this area.
3) Large number of students have difficulty speaking English due to problems such as limited vocabulary, lack of confidence, fear of making mistakes, and other related factors.

[27] Syahar Nurmala Sari and Dyah Aminatun, "Students' Perception on the Use of English Movies To Improve Vocabulary Mastery," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 16–22, https://doi.org/10.33365/jeltl.v2i1.757.

[28] Andini Fadhilah Utari, "English Speaking Anxiety of Engish Study Program Students in UIN Fatmawati Sukarnno Bengkulu," no. 235 (2021): 245.

4) Indonesian speakers, who perceive English as a foreign language, may experience additional challenges due to language and cultural differences.
5) Concerns about speaking incorrectly and its potential effect on their ability and confidence further contribute to students' difficulty in using spoken English.

Therefore, the effectiveness of students' English speaking skills is shaped by the learning resources, teaching methods, and educational materials used during their learning process[29]. As a result, the strategies and materials applied in speaking classes play an important role in developing students into proficient speakers. To improve students' speaking skills, especially in terms of fluency and accuracy, it is important to use effective activities and strategies in teaching. This approach ensures that students get the most out of their language learning experience.

2. The Use of YouTube as a Learning Media

a. Definition of YouTube

Learning resources can be accessed through various digital platforms. YouTube, for example, is a social network where users can access and share a wide variety of video content. It was launched in February 2005 by Chad Hurley, Steve Chen, and Jawed Karim, former PayPal employees[30]. YouTube allows users to upload, publish, and stream a wide array of videos, including movie clips, TV shows, music, tutorials, and video blogs. Over time, YouTube has evolved into a

[29] Mandasari and Aminatun, "Vlog : A Tool To Improve Students ' English Speaking Ability At."
[30] BURGESS and GREEN, *Youtube e a Revolução Digital*.

social media platform where users not only share videos but also interact through comments and other forms of engagement.

According to Riswandi (2016), taking English classes results in substantial improvements in content knowledge, grammar, pronunciation, vocabulary, and fluency. YouTube is identified as a very effective tool for improving speaking skills among students, demonstrating its value in various aspects of language learning in English classrooms[31].

b. Teaching Media

Teaching Media are important tools that significantly increase the effectiveness and engagement of learning activities. They encompass all the resources used by educators to convey educational content to students, with the aim of achieving specific learning objectives. According to Munadi (2013) in Wirawan (2020), the media include[32]:

1) Visual Media

Visual Media are teaching tools that engage the sense of sight. They can be divided into two categories: verbal and nonverbal. Verbal messages are those that are not presented in written form, while nonverbal messages are communicated through symbols and written formats. Various forms of visual media include:

[31] Diki Riswandi, "Use of YouTube-Based Videos to Improve Students' Speaking Skill," *Prooceding The 2nd International Conference On Teacher Training and Education Sebelals Maret University* 2, no. 1 (2016): 298–306.

[32] Fajar Wirawan, "A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 2 (2020): 89–95, https://doi.org/10.29303/jipp.v5i2.115.

a) Verbal Visual

Verbal visual Media, such as images, help convey ideas in learning and improve student understanding. These include stick figures, which are simple outlines of objects, and paintings, which offer an artistic and symbolic representation of situations. Both types increase the clarity and engagement of educational content.

b) Nonverbal Visual

Books are a form of communication that relies more on Written Language than spoken language. They use the written word to convey information without sound. As an educational tool, books are made for public use, especially by students in schools. Similarly, comics are an effective teaching resource that uses simple cartoon characters and straightforward storytelling to get the message across. Its attractive format makes it very interesting in the teaching and learning process, attracts the interest of students and makes the material more accessible.

2) Audio Media

Incorporating audio media into learning can enhance learning by adding a new dimension to education. Audio Media can learn contact in an engaging way, providing an alternative for students to traditional text-based learning. For many students who use mobile devices frequently, listening to audio may be more in line with their daily routine compared to reading. Examples of audio media include cassettes, CDs, and radio broadcasts.

3) Audiovisual Media

Audio-visual Media refers to teaching methods that combine sight and sound. It can be divided into two categories: pure audio-visual media and non-pure audio-visual media. Pure audio-visual Media combine sound and image into a single format, such as film, television, and video. Non-pure audio-visual Media include tools such as slides, opaque projectors, and overhead projectors (OHP).

The Internet is a versatile tool for learning and teaching, valued for its accessibility and ease of use. Students engage with the internet both at school and at home, utilizing a variety of online platforms to support their education.

c. YouTube Videos in Teaching Speaking

YouTube is a widely accessible online platform that provides global information. It offers considerable benefits for students who want to improve their communication skills. YouTube videos present an authentic context for language practice, allowing students to participate in realistic speaking exercises that reflect real-life communication situations.

According to Watkins and Wilkins (2011), integrating YouTube into classrooms and self-learning environments can improve students' conversational and pronunciation skills[33]. They highlight that YouTube offers authentic English context in the classroom and encourages independent learning, supporting a student-centered approach. In addition, Cakir (2006) in Argawati (2014) notes that

[33] Jon Watkins and Michael Wilkins, "Using YouTube in the EFL Classroom," *Language Education in Asia* 2, no. 1 (2011): 113–19, https://doi.org/10.5746/leia/11/v2/i1/a09/watkins_wilkins.

enthusiastic students learn to be more focused and engaged, especially when exposed to stimulating videos that highlight cultural aspects relevant to language learning[34]. Therefore, it is recommended to use YouTube videos as a teaching medium to improve students' speaking skills.

Given the large number of videos available online, it is important that teachers choose videos that meet the needs, characteristics and learning objectives of students. Berk (2009) outlined three main criteria for evaluating YouTube videos for educational purposes[35]: 1) Student characteristics: videos should be aligned with socio-demographic factors such as age, grade level, gender, ethnicity, and language dominance; 2) Content sensitivity: teachers should avoid videos that contain graphic violence, obscene language, nudity, sexuality, Gore, racial or ethnic stereotypes, and drug use; and 3) Video structure: technical aspects of the video, including its length, context, visual quality, and the number of characters involved, should be considered to ensure it is appropriate and effective for educational use.

To effectively incorporate YouTube into your teaching and learning process, follow these steps:

1) **Select a Video:** select a specific video that provides relevant content or illustrates a concept or principle, such as speaking in this case.

[34] Ningtyas Orilina Argawati, "Ningtyas Orilina Argawati : Improving Students' Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School)," *Eltin Journal: Journal of English Language Teaching in Indonesia* 2, no. 2 (2014): 1–8.

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

2) **Introduce the Video:** briefly describe the purpose of the YouTube video to reinforce its relevance to the lesson.
3) **Play Video:** display video using a projector or LCD screen.
4) **Pause and replay:** pause the video at key moments to emphasize key points or replay specific parts as needed.
5) **Assign activities:** implement active learning tasks that encourage students to engage with the content, focusing on specific questions or concepts presented in the video[36].

3. *"English Easy Practice"* YouTube Channel

YouTube offers many free English courses and learning channels, such as *"English Easy Practice"*, which are very beneficial for students who want to improve their speaking skills. With 1.28 million subscribers and some videos viewed over a million times, the channel provides valuable resources for English learners. Accessible on a variety of devices such as computers, tablets, or smartphones, *"English Easy Practice"* allows students to learn at their own pace and convenience. The channel covers a wide range of relevant topics, including everyday conversation, grammar, vocabulary, common phrases and idioms, which are in tune with contemporary language trends. Features such as subtitles, slow playback, and interactive comments increase understanding and engagement.

In addition, interactive exercises are included to test comprehension, and instruction from experienced teachers or native speakers with clear pronunciation

[36] Berk.

aids in Developing Effective Speaking skills. Thus, "English Easy Practice" offers easy access to diverse content and a dynamic and adaptive learning experience suitable for modern English learners.

4. Daily Conversation

Daily conversations involve discussions people have about their daily lives, including topics such as activities, events, habits, and other common topics[37]. These interactions often revolve around routine things like weather, food, and transportation. In daily conversation, the use of tenses, also known as *tempus* (a Latin term meaning *"time"*)[38], varies depending on the context of time and the purpose of communication. *Simple present tense* is used to express habits or general facts, while *Present continuous tense* describes actions that are happening at the moment. *Simple past tense* is used to talk about events that have been completed in the past, whereas *present perfect tense* conveys experiences that remain relevant to the present situation, and *simple future tense* is used to indicate events that will occur in the future.

Daily conversation includes routine interactions and discussions that people use to express their thoughts, needs, and feelings in a variety of social and personal environments. Developing proficiency in everyday conversational skills in English is essential for effective communication in everyday scenarios, including work,

[37] Dewi Anisa'ul Farida, "Sing Three Steps Interview to Improve Students' Speaking Ability of Eleventh Graders at Sman 7 Kediri" 19 (2018): 709–15.

[38] Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, "Fundamental English: Dasar-Dasar Penggunaan Bahasa Inggris" (Intimedia, 2014), http://repository.iainpalopo.ac.id/id/eprint/1309.

school, social events, and travel. The main aspects and characteristics of everyday speech include:

a. **Informal and casual language:** daily conversations typically use informal language, including abbreviations, popular phrases, and colloquial expressions that may reflect the local culture.
b. **General topics:** conversations often include a variety of topics such as daily routines, social activities, hobbies, current events, and practical things like making plans or giving directions.
c. **Social conventions:** daily interactions also involve social norms such as greetings, self-introductions, and pleasantries.
d. **Interactive and responsive:** effective conversation requires actively listening, exchanging opinions, and providing appropriate responses, including asking questions, clarifying details, and showing interest in the discussion.
e. **Vocabulary and expressions**: proficiency in daily vocabulary, common phrases, and idiomatic expressions increases fluency in conversation.

To improve daily conversational skills in English, practicing with native speakers, watching videos or listening to podcasts with natural dialogue, and actively participating in relevant discussions are effective strategies. Building confidence in using English in everyday contexts improves overall fluency and communication skills.

C. Conceptual Framework

This conceptual framework illustrates the researcher's approach in utilizing YouTube videos to improve students' speaking skills. The framework, as illustrated in the following diagram, outlines how integrating YouTube content into teaching can support and improve students' conversational skills and overall speaking ability.

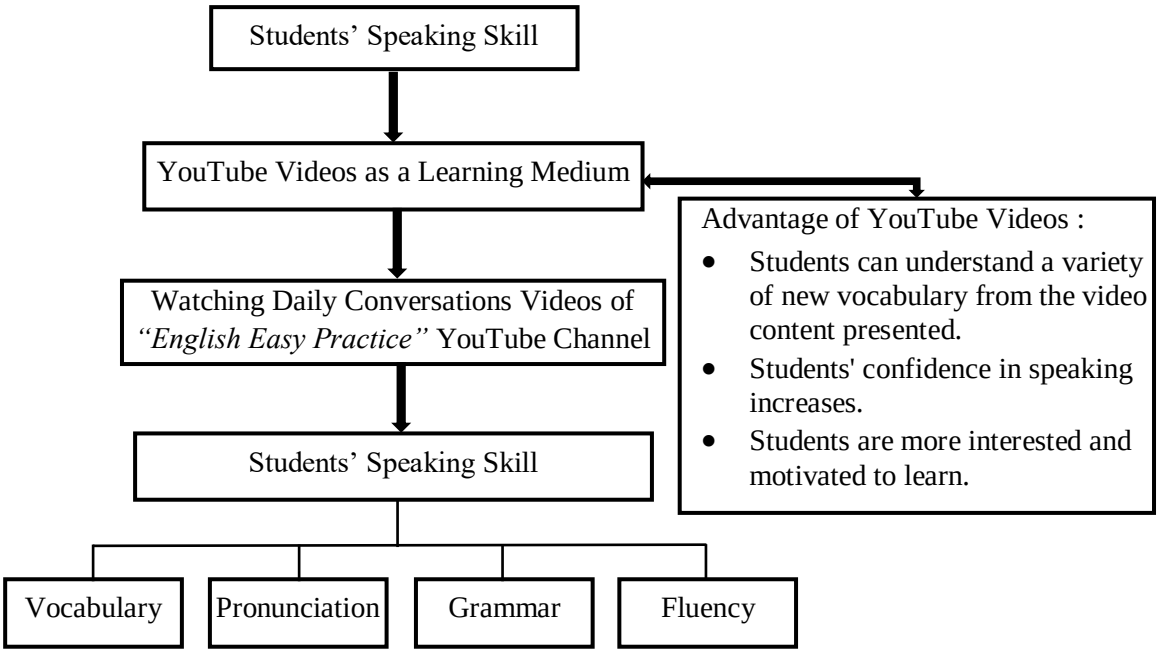

Chart 2.1 Conceptual Framework

D. Hypothesis

The research hypothesis is formulated as follows:

1) H_0: The use of YouTube videos is not effective to improve students' speaking skill.
2) H_a: The use of YouTube videos is effective to improve students' speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a pre-experimental research design (one group pretest-posttest), and emplyoyed quantitative methods. According to Creswell (2009), an experiment is conducted to test an idea, practice, or procedure to evaluate its impact on outcomes or dependent variables[39]. The main purpose of experimental research is to test hypothesis and establish cause-and-effect relationships.

This study aimed to assess the effectiveness of using YouTube videos by measuring students' speaking skills through pre-test and post-test evaluations to examine the significant improvements. The research design is illustrated as follows:

Pre-test	Treatment	Post-test
X_1	T	X_2

Where: X_1 : Pre-test

Tr : Treatment

X_2 : Post Test

[39] John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Methods Approaches," *Microbe Magazine* 4, no. 11 (2009): 485–485, https://doi.org/10.1128/microbe.4.485.1.

B. Research Variables

This research has two variables, namely the independent variable and the dependent variable:

1. The independent variable is YouTube Videos.
2. The dependent variable is the students' speaking skill.

C. Research Time and Location

This research was conducted in August 2nd – 16th, 2024, it follows the school calendar, schedule, and timetable for teaching English class. The location of this research was SMP Negeri 8 Palopo at Jl. Dr. Ratulangi No. 66 *Palopo*, Balandai, Kec. Bara, Kota *Palopo,* Prov. Sulawesi Selatan.

D. Research Population and Sample

1. Population

The population refers to the entire group of individuals or elements that serve as the focus of interest in a research study[40]. The population of this research were all of students in second-grade at SMPN 8 Palopo. The School consists seven classes for the second-grade: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and VIII 7, with the total students of the seven classes are 192 students.

[40] Rustan Santaria, "Konsep Dasar Metodologi Penelitian Panduan Praktis Penyelesaian Studi," 2016.

2. Sample

The researcher employed a purposive sampling method and selected VIII 1 class with total 28 students at SMPN 8 Palopo as the research sample. The Researcher used purposive sampling, based on the pre-observation the researcher found that the students in this class had the lowest speaking skills among other classes such as lack of vocabulary mastery, lack of self-confidence to speak, and monotonous teaching method.

E. Research Instrument

The instrument of this research was speaking test, which involved a conversation. The researcher used speaking test to examine and measure students' speaking skills by the pre-test and post-test. The pre-test was given before the treatment to assess students' speaking skill before the treatment by engaged conversation with the researcher. The post-test was a final test, that was given after the treatment to evaluate the students' speaking improvement after using YouTube videos as a learning media in teaching. In the post-test, the students were in paired and did conversation in front of the class with randomly topic.

F. Research Procedure of Data Collection

1. Giving Pre-test

Before the treatment, the researcher conducted a pre-test to assess the students' abilities.

a. The researcher warmly greeted the students and invited them to offer prayers according to their respective religions, and then the researcher explained this research's purpose.

b. The researcher was given a pre-test to students, with the students do some conversations with the researcher for around 2-5 minutes.

   The researcher asked questions:

   "How are you? How are you feeling today?"

   “Tell me a little about yourself.”

   “How is your daily routine?”

   “What is your favorite food?”

   “What are your weekend plans?”

c. The researcher assessed students' speaking skills based on four aspects: grammar, vocabulary, pronunciation, and fluency.

2. Giving Treatment

The researcher taught the students about daily conversation and had designed procedures to analyze the students’ speaking skills. There were four meetings as part of the treatment aimed at improving students' speaking skills using YouTube videos. The steps were explained as follows:

a. First Meeting

1) Opening

a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.

b) The researcher warmed up the students with "Food Preferences Bingo", where each students received a Bingo card with a list of various foods, and the students went around the classroom and asking each other, "Do you like (food item)?" If the classmate did, they wrote their name in the box.

c) The researcher guided the students to guess the topic.

2) Main Activity

a) The researcher gave an explanation about food.

b) The researcher played a video from the YouTube channel "*English Easy Practice"* using speakers and an LCD, enabling each students to watch a video titled *"English Conversation Practice: About Food"*. While watching the video, the researcher asked students to write down sentences or phrases they did not understand.

c) The researcher helped students understand the content and guided them to pronounce the vocabularies in the video correctly.

d) The researcher asked students questions related to the previously displayed video in order to stimulate students to speak. Students who answered the questions correctly were awarded stars.

e) After watching the video, students, in pairs, performed the conversation using the idioms they had learned through the video in front of the class.

f) The researcher focused on students' speaking skills while controlling the situation in the classroom.

g) The researcher provided corrections to students so that students could improve their speaking skills.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher asked the students to conclude the material.

c) The researcher closed the class with motivational words and greeting.

b. Second Meeting

1) Opening

a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.

b) The researcher warmed up the students by *"Guess the dish activity"*, where the researcher mentioned the ingredients used from certain foods and students guessed the name of the dish based on the ingredients mentioned.

2) Main Activity

a) The researcher gave an explanation of the conversation at the restaurant.

b) The researcher played a video from the YouTube channel "*English Easy Practice"* using speakers and an LCD, which enabled the students to watch a video titled *"Conversation Practice to Improve English Speaking Skills: at the Restaurant".* While watching the video, the researcher asked students to write down sentences or phrases that they did not understand.

c) The researcher helped students to understand the content and guided them to pronounce the vocabularies from the video correctly. The researcher also asked students questions related to the previously displayed video in order to stimulate students to speak. The students who answered the question correctly were given a star.

d) After watching the video, students, in pairs, did a roleplay as waiters and customers, incorporating at least 3 idioms or phrases from the previous video into their conversation. They then presented the conversation in front of the class.

e) The researcher focused on students' speaking skills while controlling the situation in the classroom.

f) The researcher provided corrections to students to help them improve their speaking skills.

3) Closing

a) The students were able to ask questions dealed with the material.

b) The researcher asked one of the students to conclude the material.

c) The researcher closed the class with giving students some motivational words and greeting.

c. Third Meeting

1) Opening

a) The researcher greeted the students and asked how they were doing. Then, the researcher invited each student to pray according to their own religion.

b) The researcher led students to the topic and warmed up the students with a *"Chore Charades"* activity, where they acted out household chores without speaking, and their classmates had to guess the chore.

2) Main Activity

a) The researcher gave an explanation about Household Chores.

b) The researcher played a video from the YouTube channel "*English Easy Practice"* using speakers and and LCD, titled *"English Speaking Practice: Household Chores Vocabulary in English Conversations"*. While watching the video, the researcher asked students to write down sentences or phrases that they did not understand.

c) The researcher helped students to understand the content and guided students to pronounce the vocabularies from the video correctly.

d) Students were divided into groups and the researcher asked students questions related to the previously displayed video in order to stimulate students to speak. The most active groups were given a star.

e) After watching the video, students in groups were given scenarios related to the topic to act out.

f) The students in group performed the scenario conversation in front of the class.

g) The researcher focused on students' speaking skills while controlling the situation in the classroom.

h) The researcher provided corrections to students to help them improve their speaking skills.

3) Closing

a) The researcher gave students the opportunities to ask questions dealed with the material.

b) The researcher summarized the lesson.

c) The researcher closed the class with a motivation and greeting.

d. Fourth Meeting

1) Opening:

a) The researcher greeted the students and ask how they were doing, then invited each student to pray according to their own religion. Afterward, the researcher encouraged the students by giving them motivational words to increase their enthusiasm for learning.

b) The researcher warmed up the students with a *"Two Truths and a Lie"* activity, where the researcher made three sentences about something the researcher did in the previous class, with two sentences being true and one being a lie. The students tried to guess which sentence was a lie.

2) Main Activity

a) The researcher gave an explanation about Telling Past Events and Future Plan.

b) The researcher played a video from the YouTube channel *"English Easy Practice"* using speakers and an LCD, so that students could watch a video titled *"Best Way to Learn English Speaking – English Conversation Practice (Telling Past Events and Future Plan)*". While watching the video, the researcher asked students to write down sentences or phrases that they did not understand.

c) The researcher helped students to understand the content and guided them to pronounce the vocabularies from the video corrctly. The researcher also asked students questions related to the video to stimulate them to speak.

d) After watching the video, students in pairs had a conversation about their weekend plans in front of the class.

e) The researcher focused on students' speaking skills while controlling the situation in the classroom.

f) The researcher provided corrections to students to help them improve their speaking skills.

3) Closing

a) The researcher gave the students opportunities to ask questions dealed with the material.

b) The researcher provided feedback about the material.

c) The researcher closed the meeting by offering learning motivation to the students and giving greeting.

3. Giving Post-test

In the subsequent step, the researcher gave a post-test to students.

a. The researcher greeted the students and encouraged them to offer prayers in accordance to their own religion.

b. Following the treatments the sessions, the researcher gave them a post-test, where the students engaged conversations in pairs with their friends for around 2-5 minutes.

c. The students chose the daily conversation topics randomly by *"Wheel of Name"* website, such as: About Food, At the Restaurant, Telling Pas Events and Future Plan, and Household Chores.

d. The researcher assessed students' speaking skills based on four aspects: Vocabulary, Pronunciation, Grammar, and Fluency.

G. Research Procedure of Data Analysis

The scoring formula on the pre-test and post-test provided quantitative data. To analyze the data, the researcher examined the scoring classifications for Vocabulary, Pronunciation, Grammar, and Fluency[41]. The researcher conducted the analysis the data from pre-test and post-test as follows:

1. Scoring Classification[42]

To assess the level of students' scores, the following classifications are provided:

$$\text{Score} = \frac{\text{Students' score}}{\text{Maximum score}} \text{ x } 100$$

Table 3.1 Assessment of Speaking Skills

Assessment	Score	Criteria
Vocabulary	5	The vocabulary and idiomatic expressions are nearly equivalent to those of a native speaker.
	4	Comprehends and engages in conversations within their experience, showcasing a high level of vocabulary.
	3	Vocabulary is extensive enough that the rarely struggles to find the right word.
	2	Misuse of words and a limited vocabulary can hinder comprehension
	1	Extensive vocabulary limitations render conversation virtually impossible.
Pronunciation	5	Displays noticeable traces of a foreign accent.
	4	Pronunciation errors are infrequent.

[41] Valette and Harris, "Testing English as a Second Language."
[42] Gay, L.R. *"Educational Research. Columbus: Prentice-Hall"* (2006).

	3	Pronunciation issues require attentive listening and may occasionally result in misunderstandings.
	2	Difficult to understand due to pronunciation difficulties, often requiring repetition.
	1	Frequent pronunciation errors occur, yet they can be understood by a native speaker accustomed to interacting with non-native speakers of the language.
Grammar	5	Displays minimal noticeable errors in grammar or word order, reflecting strong language proficiency.
	4	Exhibits correct language use across all professional contexts, with few grammar errors.
	3	Exhibits good control of grammar, allowing for effective participation in most formal and informal conversations on practical, social, and professional topics.
	2	Errors in grammar and word order hinder comprehension, often necessitating rephrasing of sentences or limiting speech to basic structures.
	1	Severe errors in grammar and word order render speech virtually unintelligible.
Fluency	5	Exhibits fluency and ease in speech comparable to that of a native speaker.
	4	Capable of utilizing the language fluently at all levels relevant to professional requirements. Can participate in conversations related to their experiences with a high level of fluency.
	3	Can discuss specific areas of expertise with a fair amount of ease.
	2	Generally displays hesitation, often resulting in periods of silence due to language limitations.

	1	Speech is so fragmented and hesitant that engaging in conversation is virtually impossible.

2. Classifying the Score Based on the Student's Answer[43]

Table 3.2 The Classification of Student's Answer Score

Score Range		Classification	
A	86-100	5	Excellent
B	71-85	4	Good
C	56-70	3	Average
D	41-55	2	Fair
E	<40	1	Poor

3. Calculating the Mean Score of Students' Answer

The researcher employed statistical calculations using SPSS (Statistical Package for the Social Sciences) to assess the hypothesis. The use of SPSS aims to improve the efficiency of data analysis, including obtaining descriptive statistics, frequency distributions, and T-test results.

4. Criteria of Hypothesis Acceptability

The researcher applied criteria to determine the acceptability of the hypothesis, which were as follows:

If: to≥ tt = Reject the null hypothesis.

If: to< tt = Received null hypothesis.

[43] James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, https://doi.org/10.2307/415773.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The Result of Students' Speaking Test in the Pre-Test

This section presents the results of the students' speaking tests, evaluated based on vocabulary, pronunciation, grammar, and fluency. The data displayed in the table were analyzed using SPSS version 26 to calculate the average scores. The pre-test results are shown in Table 4.1.

Table 4.1 Students' Speaking Skill Scores on Pre-test

Sample	Aspects of Speaking Assessment				Total score	Score of Test	Classification
	Vocabulary	Pronunciation	Grammar	Fluency			
S1	2	2	1	1	6	30	Poor
S2	3	2	2	3	10	50	Fair
S3	1	1	1	1	4	20	Poor
S4	2	1	1	1	5	25	Poor
S5	3	3	2	3	11	55	Fair
S6	2	1	1	1	5	25	Poor
S7	2	2	1	1	6	30	Poor
S8	2	1	1	1	5	25	Poor
S9	2	2	1	2	7	35	Poor
S10	3	2	1	2	8	40	Poor
S11	1	1	1	1	4	20	Poor
S12	2	1	1	2	6	30	Poor
S13	2	2	1	1	6	30	Poor
S14	3	2	1	1	7	35	Poor
S15	2	1	1	1	5	25	Poor
S16	2	2	2	2	8	40	Poor
S17	2	1	1	2	6	30	Poor
S18	2	2	1	2	7	35	Poor
S19	2	2	1	1	6	30	Poor
S20	2	2	1	1	6	30	Poor
S21	2	1	1	1	5	25	Poor
S22	1	1	1	1	4	20	Poor
S23	2	1	1	1	5	25	Poor

S24	1	1	1	1	4	20	Poor
S25	2	2	1	1	6	30	Poor
S26	2	2	1	2	7	35	Poor
S27	2	1	2	2	7	35	Poor
S28	2	2	1	1	6	30	Poor
Total	56	44	32	40	172	860	
		Mean Score				30.71	

Table 4.1 presents the pre-test results of the students' speaking scores. The average score across the four aspects of speaking skills: vocabulary, pronunciation, grammar, and fluency was 30.71 prior to treatment. The highest score recorded was 56 in the vocabulary aspect, while the lowest score was 32 in the grammar aspect.

To show the average value achieved by the students, the researcher utilized SPSS version 26 to calculate the mean score. The results of the pre-test data are summarized using descriptive statistics in Table 4.2.

Table 4.2 Descriptive Statistics of Student's Pre-test Score

	N	**Mean**	**Std. Deviation**	**Minimum**	**Maximum**
Pre-test	28	30.71	8.357	20	55
Valid N (listwise)	28				

According to Table 4.2, which presents the descriptive statistics of students' pre-test scores, the highest score attained by the students is 55, while the lowest score is 20. The average pre-test score was recorded at 30.71, with a standard deviation of 8.357.

Furthermore, the studens' pre-test score data is presented in percentage scores table, the table can be seen in Table 4.3.

Table 4.3 Percentage Distribution of Students' Score in Pre-Test

Classification	Score Range		Pre-test	
			Frequency	Percentage
Excellent	5	86-100	-	-
Good	4	71-85	-	-
Average	3	56-70	-	-
Fair	2	41-55	2	7%
Poor	1	<40	26	93%
Total				100%

Table 4.3 shows that the percentage of students who obtained excellent (A), good (B), and average (C) grades scores was 0%. In contrast, 7% students are in Fair (D) grades, and 93% of students are obtained Poor (E).

2. The Result of Students' Speaking Test in the Post-Test

After treatment, post-test data is presented in Table 4.4. This table shows the results of students' speaking tests.

Table 4.4 Students' Speaking Skill Scores on Post-test

Sample	Aspects of Speaking Assessment				Total score	Score of Test	Classification
	Vocabulary	Pronunciation	Grammar	Fluency			
S1	4	3	2	3	12	60	Average
S2	4	3	3	4	14	70	Average
S3	3	3	2	3	11	55	Fair
S4	3	3	3	3	12	60	Average
S5	4	4	4	4	16	80	Good
S6	4	3	3	2	12	60	Average
S7	3	3	3	3	12	60	Average
S8	4	3	2	3	12	60	Average
S9	4	4	3	2	13	65	Average
S10	3	3	3	2	11	55	Fair

S11	3	3	3	3	12	60	Average
S12	3	4	3	3	13	65	Average
S13	3	3	3	3	12	60	Average
S14	4	3	3	3	13	65	Average
S15	3	3	3	3	12	60	Average
S16	3	3	3	3	12	60	Average
S17	4	3	2	3	12	60	Average
S18	3	3	3	3	12	60	Average
S19	3	3	3	3	12	60	Average
S20	4	3	3	2	12	60	Average
S21	4	3	3	3	13	65	Average
S22	4	3	2	3	12	60	Average
S23	3	3	3	3	12	60	Average
S24	3	3	3	3	12	60	Average
S25	3	4	2	3	12	60	Average
S26	4	3	3	3	13	65	Average
S27	4	3	3	3	13	65	Average
S28	4	4	3	3	14	70	Average
Total	98	89	79	82	348	1740	
		Mean Score				62.14	

The results displayed in Table 4.4 indicate that students' speaking abilities have improved in the post-test compared to the pre-test. This improvement is evidenced by a mean score of 62.14 in the post-test, with the highest score being 98 in the vocabulary aspect and the lowest score being 79 in the grammar aspect. These findings suggest that the students have made progress due to the treatment they received.

Following the summarization of the students' scores, the researcher employed SPSS version 26 to compute the mean score. The descriptive statistics presented below offer an overview of the students' speaking post-test results.

4.5 Table Descriptive Statistics of Student's Post-test Score

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test	28	62.14	4.987	55	80
Valid N (listwise)	28				

The data in Table 4.5 indicates that the maximum score achieved by the students is 80, while the lowest is 55, and it produce a mean value of 62.14. Furthermore, the data reveals that the standar deviation for the post-test is 4.987.

The percentage rating used to classify the grades obtained by students is described in Table 4.6.

Table 4.6 Percentage Distribution of Students' Score in Post-Test

Classification	Score Range		Pre-test	
			Frequency	Percentage
Excellent	5	86-100	-	-
Good	4	71-85	1	4%
Average	3	56-70	25	89%
Fair	2	41-55	2	7%
Poor	1	<40	-	-
Total				100%

Based on the data presented in Table 4.7, it can be observed that 1 student achieved a "Good" rating within the score range of 71-85, representing 4% of the total. Additionally, 25% students attained "Average" scores within the 56-70 range, accounting for 89%. Furthermore, 2 students obtained "Fair" scores within 41-55 range, equating to7%, and there is no students fell into the "Poor" category, which corresponds to a score range <40.

3. The Comparison of Students' Scores in Pre-test and Post-test

Chart 4.1 Rate of Speaking Aspects in Pre-test and Post-test

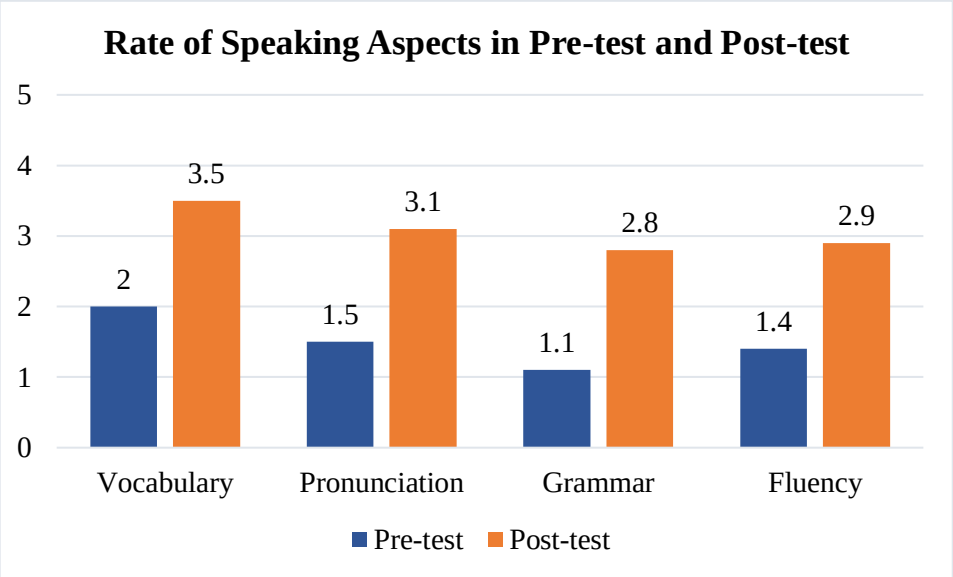

Chart 4.1 illustrate the enhancement of different aspects of students' speaking skills from the pre-test to the post-test. The most notable improvement after treatment was seen in the vocabulary aspect, which had an average score increase of 3.5. This was followed by pronunciation, with an average score increase of 3.1, fluency with an increase of 2.9, and grammar with an increase of 2.8.

In addition to displaying the mean scores for each aspect of speaking skills, vocabulary, pronunciation, grammar, and fluency. The researcher also calculated the overall mean score and standard deviation for both the pre-test and post-test, and conducted a comparison. The results are presented in the table below:

Table 4.7 Descriptive Statistics of Student's Pret-test and Post-test

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	28	30.71	8.357	20	55
Post-test	28	62.14	4.987	55	80
Valid N (listwise)	28				

The standar deviation for the pre-test, as shown in Table 4.7, is 8.357, while the post-test standard deviation is 4.987. Additionally, the mean score for the pre-test is 30.71, compared to the 62.14 for the post test. These result indicate that the post-test speaking scores are significantly higher than pre-test.

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre-test**	30.71	28	8.357	1.579
	Post-test	62.14	28	4.987	0.942

The results of statistical test scores on paired samples presented in the table above show that the number of students (N) is 28. On the pre-test, the standard deviation was recorded at 1,579 with an average value of 30,71. Meanwhile, in the post-test, the standard deviation was recorded at 0,942 with an average value of 62,14. The comparison of pre-test and post-test results showed an improvement in students' speaking skills, with an average pre-test score of 30.71 lower than the average score in post test that is 62.14. This descriptive data shows that the use of

videos from *"English Easy Practice"* YouTube channel effectively improves students' speaking skills.

Furthermore, to examine the significance of the results obtained, the following table presents the correlation of paired samples from pre-test and post-test statistical data analyzed using SPSS 26 version. This analysis aims to prove the existence of a significant relationship between pre-test and post-test data. The table of the correlation results are as follows:

Table 4.9 Paired Samples Correlations

	N	**Correlation**	**Sig.**
Pair 1 Pre-test & Post-test	28	0.651	0.000

Table 4.10 shows the results of correlation analysis between pre-test and post-test scores of 28 students involved in this research. Between pre-test and post-test showed a correlation value of 0.651, which means there is a strong positive relationship between the results of pre-test and post-test, and the significant score indicates a p-value of 0.000, which means that this result is statistically significant. Thus, it can be concluded that the increase in grades from pretest to post-test had a significant relationship, indicating that the interventions carried out during the study had a positive impact on the improvement of students' speaking skills.

Table 4.10 Paired Samples Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-31.429	6.362	1.202	-33.896	-28.962	-26.140	27	.000

Based on the data in Table 4.10, the paired sample test produced the value of t_0 ($t\text{-}_{count}$) is 26.140 with a degree of freedom (df) value is 27. According to Gray's theory, the score of the t_t ($t\text{-}_{table}$) on df =27 is 2.052. Therefore, it can be conclude that the ($t\text{-}_{count}$) higher than the t_t ($t\text{-}_{table}$).

If the significance (2-tailed))value is greater than 0.05, then the null hypothesis (H_0) is accepted, which means that there is no effect between the independent and dependent variables. The table above shows the results showed a p value of 0.000, which is smaller than 0.05 (0.000 < 0.05). This means that there is a significant influence between the independent and dependent variables.

Therefore, the weights listed in Table 4.10 indicate that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The results confirm that the YouTube videos as learning media is effective in improving students' speaking skill of the second-grade students at SMP Negeri 8 Palopo.

B. Disscussion

This study aims to examine how effective the use of YouTube videos in improving students' speaking skills of the second-grade students at SMP Negeri 8 Palopo. The results showed that YouTube videos as a learning media significantly improved students' speaking skills in four aspects: pronunciation, vocabulary, grammar, and fluency. The average score of students on the pretest was 30.71, while after the application of YouTube videos, the average score on the post-test increased to 62.14.

The study began with the implementation of a pre-test before the treatment process was carried out, followed by four meetings using the YouTube videos from *"English Easy Practice"* YouTube channel which discussed different topics of daily conversations each meetings. Subsequently, students participated in a post-test to evaluate the outcomes of the treatment. In total, 28 students engaged in the pre-test, treatment, and post-test. This entire process was documented for research purposes and used to assess the students' speaking skills.

Prior to treatment, the students' speaking skill were still relatively low. At this stage, students show limitations in four main aspects namely vocabulary, pronunciation, grammar, and fluency. They face various difficulties, as revealed by Pale & Wisrance (2021)[44], which shows that some students have decreased motivation and confidence in communicating in English. The difficulties

[44] Pale and Wisrance, "Analysis of Demotivating Factors Affecting Students' Willingness to Speak English."

experienced include low comprehension of words due to limited vocabulary mastery that also impact on speaking fluency. In addition, students feel less confident because they are afraid of making mistakes and being laughed at by their classmate. They also felt embarrassed when being asked because of the rare opportunity to practice speaking English in class, this can be seen in Figure 4.1, which shows students covering their faces because they are not confident in what they are saying.

Figure 4.1 Students' Gesture on Pre-test

Often, students ask questions back to the researcher regarding the meaning of the words used, and when answering, many of them mix English with Indonesian due to lack of vocabulary.

During the treatment process, before starting the lesson, the researcher held several fun activities to increase students' enthusiasm in following the process. After the activity, the researcher played material from the YouTube channel *"English Easy Practice"* using an LCD and speakers so that all of students could watch the video clearly. After watching the video, the researcher asked the students about the content of the video to stimulate them to speak and practice the

pronunciation of the vocabulary associated with the video. Next, the researcher asks the students to practice dialogues that relate to the topics that have been studied.

After four treatment meetings, students began to actively to speak. Their confidence increases as they gain knowledge of vocabulary that helps them understand and answer questions, it can be seen in Figure 4.2 where students are doing conversation exercises they look more confident by standing in front of the class to have a conversation.

Figure 4.2 Students' Gesture After Treatment

The post-test results showed an improvement in students' speaking skills after treatment, with students becoming more fluent in speaking as they were given more opportunities to speak. They are also more responsive to the questions asked. In addition, their vocabulary has increased, allowing them to have more fluid conversations with a partner according to a given topic. In the post-test stage, the aspect of speaking that showed the most significant improvement was vocabulary, followed by pronunciation, fluency, and finally grammar.

The researcher found that the use of YouTube videos as a learning medium led to significant improvements in students' speaking skills. Students exhibited

increased enthusiasm in engaging with and comprehending the material presented, as YouTube videos provide both audio and visual elements. By incorporating YouTube, students were able to effectively practice expression, intonation, pronunciation, and vocabulary, resulting in a more enjoyable learning experience and greater confidence in their speaking abilities.

This study is in line with the findings of several previous studies. The researcher found several important results, including the impact of the integration of YouTube videos in the learning process. The results of this study are consistent with the findings of Ilyas and Putri (2020), who stated that classes using YouTube videos showed higher levels of motivation. They note that students more enthusiastically participate in classes and more actively interact with classmates. In addition, students become more confident in speaking without worrying too much about their limitations, showing that the use of YouTube videoss is effective in motivating students to more actively contribute to learning activities in the classroom[45].

Hussin et al. (2023) also stated that video playback in the classroom can significantly improve students ' mastery in English, especially in the aspects of fluency and grammar[46]. Correspondingly, Piannur and Rosita (2023) add that YouTube provides interesting, fun and entertaining videos, which help tenth

[45] Ilyas and Putri, "YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill."

[46] Hussin, Gani, and Muslem, "The Use of Youtube Media Through Group Discussion in Teaching Speaking."

graders achieve better results in speaking skills. They are also encouraged to think more creatively[47].

Drawing from the findings of previous studies, the researcher aimed to achieve similar objectives through comparable methods, specifically to enhance students' speaking skills using YouTube videos. In the pre-test, many students faced challenges in speaking due to limited vocabulary, insufficient knowledge of the material, and pronunciation errors. However, following the treatment, students demonstrated increased confidence in their speaking abilities, along with an expansion of their English vocabulary. This indicates that the use of YouTube videos as a learning medium is effective in improving students' speaking skills.

Learning to speak using YouTube as a learning medium has proven to be effective and interesting to apply in this era. YouTube offers thousands and even millions of learning videos that can help to improve speaking skills. The researcher found that most students are interested in learning to speak through YouTube videos. Based on these findings, the researcher concluded that the use of videos from *"English Easy Practice"* YouTube channel as a learning medium can improve students' speaking skill and give the students motivation, also make them enjoy the process of speaking in English more.

[47] Piannur and Rosita, "Meta Analysis: The Effect of Using Youtube towards EFL Students' Speaking Skill in Indonesia."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher has found out that the use of a YouTube videos effectively improve students' speaking skills of the second-grade students at SMP Negeri 8 Palopo. The aspect of speaking that showed the most significant improvement was vocabulary, followed by pronunciation, fluency, and grammar. It is proved by data of t_0 ($t\text{-}_{count}$) is 26.140 with a degree of freedom (df) value is 27, the t_t ($t\text{-}_{table}$) on df =27 is 2.052. Therefore, it can be conclude that the ($t\text{-}_{count}$) higher than the t_t ($t\text{-}_{table}$) and the significance value = 0.00 (0.00<0.05). It means the hypothesis (H_0) is rejected, and the alternative hypothesis is accepted (H_a). The results confirm that the YouTube videos as learning media is effective in improving students' speaking skill of the second-grade students at SMP Negeri 8 Palopo.

Based on the research, after four treatments using videos from *"English Easy Practice"* YouTube channel, students become more confident in speaking and their English vocabulary grows. Furthermore, the improvement in students' confidence in speaking skills emerged as an unexpected finding, particularly evident during the post-test, where students engaged in paired conversations with their peers. The difference in instruments used for the pre-test and post-test contributed to this unanticipated increase in confidence. During the pre-test, students interacted directly with the researcher, which may have induced anxiety. In contrast, the post-test paired students with their peers, fostering a more relaxed environment that allowed them to express themselves more confidently.

B. Suggestion

The suggestions are provided for those directly involved in this research. These recommendations are based on the research findings, such as:

1. For the English Teacher

The use of videos from YouTube channel is recommended in teaching speaking into improve students' speaking skills. The teachers can take the advantage of YouTube videos to avoid monotonous learning methods by including interactive activities such as discussions and speaking exercises, as well as encouraging students to create and share their own Videos. In addition, teachers can also encourage the students to watch YouTube videos at home that are relevant to the subject matter as a preparation before class. With this approach, learning to speak can be more effective and enjoyable.

2. For the Students

Students are advised to engage actively in class discussions and activities, carefully listen when teachers speak and explain the material, also respect the opinions of the classmates. The researcher suggests that the students use YouTube videos, especially videos from *"English Easy Practice"* YouTube channel, as a learning source. After watching the videos, try to speaking practice in front of the mirror or recording to gradually build the confidence to improve their speaking skill.

3. For the Further Researcher

For further research, it is recommended to further investigate the use of YouTbe videos as a learning medium to enhance students' speaking skills. Researchers could examine various types of video content, such as vlogs, tutorials, and interviews, or even create their own channel to determine which formats are most effective in improving specific aspects of speaking skills, including pronunciation, fluency, and vocabulary. Additionally, the findings of this study can serve as a reference for further research on different topics and video content from YouTube channels.

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APPENDICES

APPENDIX I

RESEARCH PERMITS

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODALDAN PELAYANAN TERPADU SATU PINTU
Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptspplp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0683/IP/DPMPTSP

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 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: **ZASKIA PUTRI SAYDINA**
Jenis Kelamin	: P
Alamat	: Jl. Merpati VI No. 408 Perumnas Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 2002020006

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

IMPROVING STUDENTS' SPEAKING SKILL USING YOUTUBE CHANNEL AT THE SECOND GRADE STUDENTS OF SMP NEGERI 8 PALOPO

Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 31 Juli 2024 s.d. 31 Oktober 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar 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 Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 31 Juli 2024

Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:
1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instasi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo (0471) 22921

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/ 304 /SMPN.8/VIII/2024

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	: ZASKIA PUTRI SAYDINA
Tempat / Tgl Lahir	: Palopo 26 September 2002
NIM	: 2002020006
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
Program Studi	: Pendidikan Bahasa inggris IAIN Palopo
Alamat	: Jl. Merpati VI No 408 Perumnas

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 2 Agustus sd 16 Agustus 2024, untuk kepentingan penulisan skripsi dengan judul **"IMPROVING STUDENTS' SPEAKING SKILL USING YOUTUBE CHANNEL AT THE SECOND GRADE STUDENTS OF SMP NEGERI 8 PALOPO".**

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 19 Agustus 2024
Kepala Sekolah,

PEMERINTAH KOTA PALOPO * SMP NEGERI 8 PALOPO * DINAS PENDIDIKAN

BAIRUN SATRIA, S.Pd.,M.M
NIP. 19670616 199503 1 007

Dipindai dengan CamScanner

APPENDIX II

INSTRUMENT OF PRE-TEST AND POST-TEST

A. Instrument of Pre-test

Instruction:

1. Have a conversation with the researcher for around 2-5 minutes.
2. The researcher will ask questions:

a. "How are you? How are you feeling today?"

b. “How is your daily routine?”

c. “What is your favorite food?”

d. “What are your weekend plans?”

B. Instrument of Post-test

Instruction:

1. Have a conversation in pairing with your friend in front of the class for around 2-5 minutes.
2. Chose the daily conversation topics randomly by *“Wheel of Name”* website, such as:

- About Food.
- At the Restaurant.
- Telling Past Event and Future Plan.
- Household Chores.

APPENDIX III

INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama	: Ermawati, S.Pd., M.Hum.
Jabatan/Pekerjaan	: Dosen
Instansi Asal	: Intitut Agama Islam Negeri Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
Improving Students' Speaking Skill Using YouTube Channel at the Second Grade Students of SMP Negeri 8 Palopo dari mahasiswa:

Nama	: Zaskia Putri Saydina
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 20 0202 0006

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Perbaiki instruksi di pre-test bagian 2.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 25 Juli 2024
Validator,

Ermawati, S.Pd., M.Hum.
NIP. 19911117 2002012 2 019

*coret yang tidak perlu

Dipindai dengan CamScanner

APPENDIX IV

TRANSCRIPTION OF STUDENTS' SPEAKING IN PRE-TEST

1. **R**: "How are you? How are you feeling today?"
S1: "Eh... I'm fine, and... tired... little bit."
R: "How is your daily routine?"
S1: "I go to school... and ... eat... play... sleep hehe"
R: "What is your favorite food?"
S1: "Food miss? Eh I like chicken, rice, mie?"
R: "What are your weekend plans?"
S1: "Uh... nothing, just baring-baring miss"

2. **R**: "How are you? How are you feeling today?"
S2: "I'm okay miss, thank you. Uhmm I'm fine, I'm fine."
R: "How is your daily routine?"
S2: "Uh... well, I wake up in 6, six apa miss? oh... 6 AM, then I go to the scool. After school, I... um... do homework, and then watching tiktok."
R: "What is your favorite food?"
S2: "My favorite food, I really like mie ayam i don't know mie ayam kalau bahasa Inggris miss, and i love pizza."
R: "What are your weekend plans?"
Student: "tomorrow, I... um... healing kak hehe."

3. **R**: "How are you? How are you feeling today?"
S3: "Ehmm fine"
R: "How is your daily routine?"
S3: "Apa artinya itu kak? Oh sleep sleep kak"
R: "What is your favorite food?"
S3: "makanan kah kak? bakso"
R: "What are your weekend plans?"
S3: "Apa artinya itu le kak? Oh main game di rumah kalau saya"

4. **R**: "How are you? How are you feeling today?"
S4: "Uhm... fine... uh... I am happy kak."
R: "How is your daily routine?"
S4: "Uhm... go school...dan sleep."
R: "What is your favorite food?"
S4: "Uhm... bakso bakar... tela-tela... chicken bakar."
R: "What are your weekend plans?"

S4: "Uh... home miss..."

5. **R**: "How are you? How are you feeling today?"
   S5: "I'm fine thank you kak. But I'm tired because I doing homework las night."
   R: "How is your daily routine?"
   S5: "Uhm well, I wake up in 5 AM, praying, and go to school. After school, I come home to take rest and ehmm watching tiktok, and then ..... sleep."
   R: "What is your favorite food?"
   S5: "I love spicy siomay, it's really... uhm... delicious kak"
   R: "What are your weekend plans?"
   S5: "This weekend, maybe I want to healing kak in Toraja with my ..... family."

6. **R**: "How are you? How are you feeling today?"
   S6: "I'm fine... uhm... sleepy kak."
   R: "How is your daily routine?"
   S6: "Uh... go school... eat... sleep."
   R: "What is your favorite food?"
   S6: "Uh I favorite... chicken and cake."
   R: "What are your weekend plans?"
   S6: "Uhm... play."

7. **R**: "How are you? How are you feeling today?"
   S7: " I tired little kak."
   R: "How is your daily routine?"
   S7: "Uhm... school, play with friend,.., eat"
   R: "What is your favorite food?"
   S7: "Uh nasi bakar and apa itu kak, ohh chicken chicken"
   R: "What are your weekend plans?"
   S7: "Uh rest, I want rest."

8. **R**: "How are you? How are you feeling today?"
   S8: "Ehmm alhamdulillah, fine miss."
   R: "How is your daily routine?"
   S8: "Uhm... study and play."
   R: "What is your favorite food?"
   S8: "Uhm... fish... and... uh... ice cream."

R: "What are your weekend plans?"
S8: "Uhm I don’t know miss..."

9. **R**: "How are you? How are you feeling today?"
S9: "Uh... fine... uh... I am good kak."
R: "How is your daily routine?"
S9: "Go schol,... sleep and study."
R: "What is your favorite food?"
S9: "I like pisang ijo"
R: "What are your weekend plans?"
S8: "Uhm apa di, oh cooking cake kak."

10. **R**: "How are you? How are you feeling today?"
S10: "I'm feeling okay, thank you."
R: "How is your daily routine?"
S10: "I go to school, study and uhmm help mom miss.”
R: "What is your favorite food?"
S10: "I favorite fried rice, and kimbab food korea."
R: "What are your weekend plans?"
S10: "Tomorrow I go to heling with sister in Kambo.”

APPENDIX V

TRANSCRIPTION OF STUDENTS' SPEAKING IN PRE-TEST

1. S1: "Can you help me clean the living room, please?"
   S2: "Sure, what should I do?"
   S1: "Please wipe the window?"
   S2: "Okay, do you want me to sweep the dust too?"
   S1: "yes, thank you!"

2. S3: "Good morning! Do you want to order?"
   S4: "Yes, 1 Nasi kuning."
   S3: "what would you like to drink?"
   S4: "1 pop ice chocolate, please."
   S3: "Okay, please wait."
   S4: "Yes sir."

3. S5: "Hey, Angel, you have to doing the dishes tonight."
   S9: "I did it yesterday!"
   S5: "Yes you are, but it won't take so long."
   S9: "Alright, fine. Can you dry them while I wash?"
   S5: "Deal. Let's do it!"

4. S6: "Hello! Are you ready to order?"
   S7: "No, please wait a minute."
   S6: "Of course! Take your time."
   S7: "Thank you!"

5. S8: "What are you doing today?"
   S11: "I'm cleaning my room, and you?"
   S8: "Oh, I'm sweeping the floor."
   S11: "That's good. You are nice."
   S8: "Yes."

6. S10: "I have no clothes. Let's go to the laundry"
   S12: "Yes, let's gather all the dirty clothes."
   S10: "Should I separate the white clothes?"
   S12: "Yes, forget to check the pockets."
   S10: "Got it Asri!"
   S12: "Okay, Lets go"

7. S13: "How is the food?"
   S14: "The food is delicious!"

S13: "I’m glad you like it!”
S14: "Everything is delicious. I like it."
S13: "Thank you, enjoy your food!"
S14: “My pleasure.”

8. S15: "What’s your favorite food?"
   S28: "I like gado-gado! How about you?"
   S15: "I like fried chicken!"
   S28: "Do you like spicy food?"
   S15: "Not I don’t."

9. S16: "Should we split bill?"
   S17: "Yes, thats good. How much I give you?"
   S16: “Let’s just split the total."
   S17: "Okay, so it 7000"
   S16: "Perfect! Let’s pay together."

10. S18: "What will you do on weekend?"
    S28: "I’m going to the movies, and you?”
    S18: "I’m want to go hypermart with my mom."
    S28: "Nice! Lets hang out in the evening?"
    S18: "Sure, lets go!"

APPENDIX VI

LESSON PLAN

First Meeting

LESSON PLAN

CLASS/LEVEL	**The Second-Grade Students/Junior High School**
TOPIC	**Foods**
OBJECTIVES	**Students are able to do the daily conversation about food.**
VOCABULARIES	**Spicy, snacks, fried chicken, vegetable.**
MATERIALS	**LCD, speaker, cards, and marker.**
TIME	**2 x 45 minutes**
POTENTIAL PROBLEM	**Distracted behaviour.** **Mixed Ability.**

Present: Prepare the SS to discuss the topic and activate their background knowledge. Review necessary language concepts and introduce new vocabulary as needed.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	T-SS	10 minutes

Praying The research asks one of the students to lead a prayer before studying. **Attention grabber** T: clap one! clap two! clap three sssttt! S: clap one! clap two! clap three sssttt! **Warm Up** - The researcher warming up the students with "Food Preferences Bingo" with various foods list. - The researcher will give each students the cards and the students started going around the classroom and asking each other with asking "Do you like (food item)?" - If a classmate does, they write their name in the box. - The researcher will lead students to guess about today's learning topic based on the previous activity.		
Presentation	TTT	25 minutes

- The researcher gives a general explanation of *About Food*. - The researcher will play a video from the YouTube channel *English Easy Practice with the tittle "English Conversation Practice: About Food"*. - While watching the video, the researcher asks students to write down sentences or phrases that they did not understand. - The researcher will help students to understand and guide students to be able to pronounce the vocabularies in the video.		

Practice: Create activities using the new language to enhance student engagement. Focus on increasing STT and decreasing TTT, while emphasizing SS interaction for better collaboration.

Practice Activities	**Interaction**	**Time**
- The researcher asks students questions related to the previously displayed video in order to stimulate students to speak, students who answer the questions correctly will be awarded stars.	T-SS	15 minutes

Produce: Production activities allow students to use new vocabulary independently to create their own dialogues and conversations.

Production Activities	Interaction	Time
- Students in pairs, will perform the conversation related to the using the idioms they have learned from the video in front of the class. - The researcher focuses on students' speaking skills while controlling the situation in the classroom. - The researcher assesses students' abilities based on classification test scores. - The researcher provides corrections to students so that students can improve their speaking skills. **Closing** - The students are able to ask questions dealing with the material. - The researcher asks the students to conclude the material. - The researcher closes the class with giving students motivation and greeting.	T-SS	30 minutes

Second Meeting

LESSON PLAN

CLASS/LEVEL	**The Second-Grade Students/Junior High School**
TOPIC	**At the Restaurant**
OBJECTIVES	**Students are able to do the daily conversation at the restaurant**
VOCABULARIES	**Menu, waiter, order, bill, appetizer, main course, and dessert.**
MATERIALS	**LCD, speaker, and marker.**
TIME	**2 x 45 minutes**
POTENTIAL PROBLEM	**Distracted behaviour** **Mixed Ability**

Present: Prepare the SS to discuss the topic and activate their background knowledge. Review necessary language concepts and introduce new vocabulary as needed.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	T-SS	10 minutes

Praying The research asks one of the students to lead a prayer before studying. **Attention grabber** T: Hocus focus! S: Everybody focuss! **Warm Up** - The researcher warming up the students by "Guess the dish activity". - The researcher will mention the ingredients used from certain foods - The students have to guess the name of the dish based on the ingredients mentioned.		
Presentation - The researcher gives a general explanation about the topic. - The researcher will play a video from the YouTube channel *English Easy Practice* with the tittle *"Conversation Practice to Improve English Speaking Skills: at the Restaurant"*	TTT	25 minutes

- While watching the video, the researcher asks students to write down sentences or phrases that they did not understand. - The researcher will help students to understand and guide students to be able to pronounce the vocabularies in the video.		

Practice: Create activities using the new language to enhance student engagement. Focus on increasing STT and decreasing TTT, while emphasizing SS interaction for better collaboration.

Practice Activities	Interaction	Time
- The researcher asks students questions related to the previously displayed video in order to stimulate students to speak, students who answer the questions correctly will be awarded stars.	T-SS	15 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
- Students in pairs will do the conversation by doing roleplay as waiters and customers, the conversation must containt at least 3 idioms or phrases from the previous video.	T-SS	30 minutes

- The students perform the conversation in front of the class. - The researcher focuses on students' speaking skills while controlling the situation in the classroom. - The researcher assesses students' abilities based on classification test scores. - The researcher provides corrections to students so that students can improve their speaking skills. **Closing** - The students are able to ask questions dealing with the material. - The researcher asks the students to conclude the material. - The researcher closes the class with giving students motivation and greeting.		

Third Meeting

LESSON PLAN

CLASS/LEVEL	**The Second-Grade Students/Junior High School**
TOPIC	**Household Chores**
OBJECTIVES	**Students are able to do the daily conversation about household chores.**
VOCABULARIES	**Sweeping, mopping, cooking, washing clothes, and washing dishes.**
MATERIALS	**LCD, speaker, and marker.**
TIME	**2 x 45 minutes**
POTENTIAL PROBLEM	**Distracted behaviour.** **Mixed Ability.**

Present: Prepare the SS to discuss the topic and activate their background knowledge. Review necessary language concepts and introduce new vocabulary as needed.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	T-SS	10 minutes

Praying The research asks one of the students to lead a prayer before studying. **Attention grabber** T: My name is Chacha! S: Clap clap chachacha! **Warm Up** - The researcher warming up the students by "Chore Charades" activity. - The student will act out household chores without speaking in front of the class and their classmates have to guess the chore. - The researcher will lead students to guess about today's learning topic based on the previous activity.		
Presentation - The researcher gives a general explanation of *Household Chores*. - The researcher will play a video from the YouTube channel *English Speaking Practice: Household Chores Vocabulary in English Conversations.*	TTT	25 minutes

- While watching the video, the researcher asks students to write down sentences or phrases that they did not understand. - The researcher will help students to understand and guide students to be able to pronounce the vocabularies in the video.		

Practice: Create activities using the new language to enhance student engagement. Focus on increasing STT and decreasing TTT, while emphasizing SS interaction for better collaboration.

Practice Activities	**Interaction**	**Time**
- Students will divide into some groups. - The researcher asks students questions related to the previously displayed video in order to stimulate students to speak. - The groups that answer the most of the questions will be given a star.	T-SS	15 minutes

Produce: Production activities allow students to use new vocabulary independently to create their own dialogues and conversations..

Production Activities	**Interaction**	**Time**
- Students in groups will be given scenarios related to the topic to act out. - The students in group perform the scenario conversation in front of the class.	T-SS	30 minutes

- The researcher focuses on students' speaking skills while controlling the situation in the classroom. - The researcher assesses students' abilities based on classification test scores. - The researcher provides corrections to students so that students can improve their speaking skills. **Closing** - The students are able to ask questions dealing with the material. - The researcher asks the students to conclude the material. - The researcher closes the class with giving students motivation and greeting.		

Fourth Meeting

LESSON PLAN

CLASS/LEVEL	**The Second-Grade Students/Junior High School**
TOPIC	**Telling Past Event and Future Plan**
OBJECTIVES	**Students are able to do the daily conversation about telling past event and future plan.**
VOCABULARIES	**Went, saw, played, will go, will see, and will play.**
MATERIALS	**LCD, speaker, and marker.**
TIME	**2 x 45 minutes**
POTENTIAL PROBLEM	**Distracted behaviour.** **Mixed Ability.**

Present: Prepare the SS to discuss the topic and activate their background knowledge. Review necessary language concepts and introduce new vocabulary as needed.

Present Activities	**Interaction**	**Time**
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	T-SS	10 minutes

Praying The research asks one of the students to lead a prayer before studying. **Attention grabber** T: Hi Hi! S: Hello hello! **Warm Up** - The researcher warming up the students by Two Truths and a Lie activity. - The researcher will make three sentences about something the researcher did last meeting in class, where two sentences had to be true and one sentence had to be a lie. - The researcher will mention the three sentences. - The students have to try to guess which sentence is a lie. - The researcher will lead students to guess about today's learning topic based on the previous activity.		

Presentation - The researcher gives a general explanation about the topic. - The researcher will play a video from the YouTube channel *English Easy Practice* with the tittle *"Best Way to Learn English Speaking – English Conversation Practice (Telling Past Events and Future Plan)*". - While watching the video, the researcher asks students to write down sentences or phrases that they did not understand. - The researcher will help students to understand and guide students to be able to pronounce the vocabularies in the video.	TTT	25 minutes

Practice: Create activities using the new language to enhance student engagement. Focus on increasing STT and decreasing TTT, while emphasizing SS interaction for better collaboration.

Practice Activities	**Interaction**	**Time**
- The researcher asks students questions related to the previously displayed video in order to stimulate students to speak, students who answer the questions correctly will be awarded stars.	T-SS	15 minutes

Produce: Production activities allow students to use new vocabulary independently to create their own dialogues and conversations..

Production Activities	Interaction	Time
- Students in pairs will dot the conversation about their weekend plans, the conversation must containt at least 3 idioms or phrases from the previous video. - The students perform the conversation in front of the class. - The researcher focuses on students' speaking skills while controlling the situation in the classroom. - The researcher assesses students' abilities based on classification test scores. - The researcher provides corrections to students so that students can improve their speaking skills. **Closing** - The students are able to ask questions dealing with the material. - The researcher asks the students to conclude the material.	T-SS	30 minutes

- The researcher closes the class with giving students motivation and greeting.		

APPENDIX VII

DOCUMENTATION

PRE-TEST

The Researcher Gave a Pre-Test to the Students

The Researcher Gave a Pre-Test to the Students

TREATMENT

The Researcher Explain Vocabulary in Video

The Students Watching the Videos

The Students Watching the Videos

The students presented dialogue practice to the class

POST-TEST

The Students choose the topics by *"Wheel of Name"*

The Researcher Gave a Post-Test to the Students

BIOGRAPHY

Zaskia Putri Saydina was born on September 26th, 2002, in Palopo. She is the youngest child of Zainuddin and Rabiah Najarali. She began her education at SD Negeri 50 Bulu Datu in 2008 and graduated in 2014. She continued her study in SMP Negeri 1 Palopo, graduating in 2017. After completing her junior high school education, she pursued her studies at SMA Negeri 2 Palopo and graduated in 2020. In the same year, she enrolled at the State Islamic Institute of Palopo, majoring in the English Language Education Study Program, Education and Teacher Training Faculty, and She completed her undergraduate degree in 2024. For her undergraduate degree, she wrote a thesis entitled ***"Improving Students' Speaking Skill Using YouTube Videos for the Second Grade Students at SMP Negeri 8 Palopo".***