THE EFFECTIVENESS OF YOUTUBE VIDEOS IN IMPROVING STUDENTS SPEAKING SKILLS AT SMK NEGERI 1 PALOPO

IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S. Pd. Degree in English Language Education Study Program

Written By

MUH. RUSLAN
REG. NUMBER: 15.0202.0119

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMICINSTITUTE OFPALOPO
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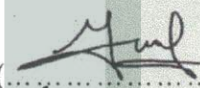
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2021

THESIS APPROVAL

This thesis, entitled **"THE EFFECTIVENESS OF YOUTUBE VIDEOS IN IMPROVING STUDENTS SPEAKING SKILLS AT SMK NEGERI 1 PALOPO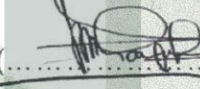"** written by **Muh. Ruslan, Reg. Number 15 0202 0119**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday March 19th 2021 M**, coincided with **Shakban 5th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, April 30th 2021M
Ramadan 18th 1442 H

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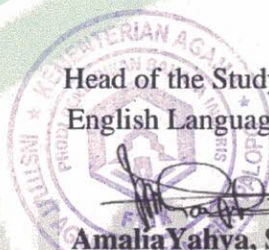
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Demikian untuk diproses selanjutnya.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been given His guidance, chances and good health. So that, the researcher could finish the thesis on the title "The Effectiveness Of Youtube Videos In Improving Students' Speaking Skill at of Smk Negeri 1 Palopo".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore the researcher would like to express his deepest gratitude to them.

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The writer hopes this thesis can give some values to the students of English Department and English teachers and the readers especially Youtube Videos In Improving Students' Speaking. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better.The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, May ALLAH SWT. bless us.Amin.

Palopo, 09November 2020

Muh. Ruslan
NIM: 15.0202.0119

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ABSTRACT

Muh. Ruslan, 2020, *''The Effectiveness Of Youtube Videos In ImprovingStudents' Speaking Skill at of Smk Negeri 1 Palopo''* English Language Education Study ProgramTarbiyah And Teacher Training FacultyState Islamic Institute Of Palopo2019, Supervisor by: **(1) <u>Dr. Masruddin,S.S.,M.Hum</u>. and (2) <u>Muhammad Iksan.M.Pd</u>.**

This thesis attempted to find out the teaching speaking skill used YouTube videos at of smk Negeri 1 palopo, The research questions of this proposal consisted of one question is using YouTube videos effective in improving the students' speaking skill at eleventh of Smk Negeri 1 Palopo? And the objective of the research is to find out whether or not YouTube videos are effective in improving the students' speaking skill at eleventh of Smk Negeri 1 Palopo. This research used the pre-experimental method with pre-test and post-test design. The data collated by using a speaking test and questionnaire. The population of this research at the eleventh-grade students of Smk Negeri 1 palopo in academia 2019 and the researcher used purposive sampling which was taken from class VII AMP 1 consist of 34 students as the sample researcher. The data collected through the speaking test (to find out the students speaking ability). The researcher chose one class with purpose is the researcher wants to give opportunities for all of the students to practice their speaking in the class without shamelessly and fearlessly. The researcher wants to make all of the students take part in speak. The result of this researcher found the YouTube videos were effectively used in teaching students' speaking at the data that explains post-test (7,61) higher than pre-test (4,74). It indicates that using YouTube videos is effective in teaching speaking skills at the Eleventh Administrasi Manajemen Perkantoran 1 of Smk Negeri 1 palopo.

Keywords: Speaking skill, YouTube Videos

CHAPTER I

INTRODUCTION

A. Background

The specific characteristic of English learners who categorized as good and successful oral skill developer is those good speaking ability. But speaking skills are the most important skills to be mastered by English learning. Speaking ability able to describe how far the language needsto be mastered about language itself. English functions as a tool of communication to connect people from different countries in the world. Therefore English is an integral part of human life in interaction. Language in societies is shaped by language, and language itself is shaped by society.

The English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become the norm. While some people would like to stick with their native language and who would prefer not to learn English, the benefits of learning and mastering English goes beyond the four corners of one's own country and **English is the most spoken language around the world**.[1]

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally.[2]

YouTube is a media sharing site (media sharing), which is a type of social media that facilitates its users to share media, ranging from video, audio and images. YouTube is a social media that started to rise 5 years ago. Reporting from the official YouTube site,

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[1]Diana-Petru a Mahu, 'Why Is Learning English So Beneficial Nowadays?', *Journal*, 2.4 (2012), 374–76.

[2]Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), 871–74 <https://doi.org/10.31142/ijtsrd19061>.

currently YouTube has more than one billion users which is almost a third of all internet users. Nowadays YouTube is not just a website, because with YouTube, one can make money. With this rapid development, more and more people are creating YouTube accounts to be used as a business as a source of income[3].

Speaking is an important skill in learning a language besides reading, listening, and writing. Everyone must have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, because we cannot communicate with the other people, we cannot express our feeling, thoughts, idea and give a name for something. In this modern era, and language that has been the key to entering the door of global communication.

Human beings are social creatures that need to societies one another since they could not live alone. We communicate by using a language to keep our relationship. Language is the media of human communication. So we need to learn how to talk in a foreign language, especially English that is already global.

McKay (2002) argues that some people are defining an international language as being equal to a language that has a large number of native speakers. If that is the case, Arabic, Hindi, Mandarin, Spanish which together with English are the five most spoken mother tongues in the world, could be international languages as well. However, McKay states that unless those languages are spoken by a great number of native speakers of other languages, the language cannot function as a language of international communication. Looked upon from that perspective, English is the international language used for wider communication to an extent that no other language can be compared. In many areas, English

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[3] Eribka Ruthellia D., Mariam Sondakh, and Steffi Hari Lama, The Influence of Vlog Content on the Formation of Student Attitudes at FISIPUniversitas Sam Ratulangi ("Acta Diurna" 2007)

is the tool of communication between people from different countries as well as between individuals from the same country.[4]

Speaking is the bridge of English language teachers should realize how important speaking is in the teaching plan. Haris (1969:81) states that speaking is one of the language skills that should be taught by English teachers because it is stated in curriculum and speaking is one of the components of English learning. The successfulness of English learners is seen from their ability in using English to communicate effectively (Kurniawan, 2016), according to Byne (as cited in Muna, 2011) speaking is oral communicate in a two-way process between the speaker and listener(s) which involves both productive skill of speaking and the receptive skill of understanding (listening of understanding). Align with that definition, burns, and Joyce (as cited in Kurniawan, 2016) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. So, it can be said that speaking in an important language skill which involves both productive and receptive skill that enables people (the students) to communicate with others effectively.

The purpose is how to make the students know and understand in using English as a foreign language because in the globalization era, the English language is very important and the students of people must know and understand the English language. And the teacher must find a good way to make the student interest to study English and the teacher as facilitator must give spirit to students in learning English.

In speaking skills, the student often found some problems. The problem frequently found is that their native language causes them difficult to use a foreign language. Another

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[4]Konrad, 'Why Is It Important to Learn English?', *EUROCENTRES Language Learning Worldwide*, 2017.

reason is because of motivation lack to practice the second language in daily conversation. They are also to shy and afraid to take part in the conversation. That's what I found from the students at the Eleventh Administrasi Manajemen Perkantoran 1 of Smk Negeri 1 palopo.

B. Problem Statement

Based on the background above, the Researchers question: is using YouTube videos effective in improving the students' speaking skill at eleventh of Smk Negeri 1 Palopo?

C. The objective of the research

The objective of the research is to find out whether or not YouTube videos are effective in improvingthe students' speaking skillat eleventh of Smk Negeri 1 Palopo.

D. significance of the research

The result of the research is expected to be useful information to learners of English as foreign in general. The result of this research can be useful to give contribution and solution to learners of English especially for the students at Smk Negeri 1 palopo to find out effective methods in improving their ability in English especially in speaking.

E Scope of the Research

The scope of this research is focused on strategy improved the students speaking ability by using YouTube video at Smk Negri 1 palopo. The researcher focuses to make student be able to telling story and also be able describing something.

F. Operational Definition

Based on the title *is **the effectiveness of YouTube videos in improving students speaking skills at Smk Negeri 1 palopo.*** The researcher defines as follows:

1. YouTube videos that uploaded video and the video are based on depictions of people, town depictions, reporting something, and others.

2. Speaking is using language in ordinary voices, utter the words, knowing being able to use language expressing ourselves in words, and make a speech. Speaking skills are the ability to use the language for the idea of the express.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers conducted previous research aimed at teaching student speaking skill and in this writing, the researcher finds some research related which make researcher eager to the research are:

Wayan (2018) have researched under the title of Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill with YouTube videos as an IT-based media for improving students' speaking skill with Qualitative Research to solve those problems, the teachers can use YouTube videos as an IT-based media for improving students' speaking skill It is because YouTube video provides the students authentic English, so they have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency as well as speaking skill as a whole.[5]

Purnomo has researched with the title "Improving the speaking skill of eighth-graders of smk Negeri 1 blitar through YouTube videos" Based on his research finding, with the method classroom action research (CAR) it is concluded that the implementation of YouTube videos in teaching speaking improves the students' speaking ability both in fluency and accuracy. This improvement could be proven by the students' speaking achievement and the

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[5]I Wayan Sastra Gunada, "Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill," no. June (2018): p. 9.

score gained by the students. The score of the speaking test has fulfilled the criteria for success.[6]

Dwi Meilinda (2018) have researched "YouTube videos and snowball throwing technique to improving students' speaking skill" with quasi-experimental design andbased on the findings he got, the technique of throwing a snowball is effective to improve the speaking ability of students of class XI of Muhammadiyah 6 Palembang Senior High School in the academic year 2017/2018. That can be seen from the improvement they got after the intervention. Data shows that the snowball throwing technique has succeeded in encouraging students to have better speaking skills than those who were not taught by using this strategy.[7]

Sinta (2015) found that the implementation of all actions is successful and make positive changes in the teaching and learning process and this research focused on improving students' speaking skills in Class VII B of SMPN 2 Patuk in the 2014/2015 Academic Year through the use of videos andThis research is an action research study. The use of video as the main medium gives students the right speaking model to assist them in learning to speak. Also, the use of videos can attract the attention and motivation of students in teaching and learning. Therefore, they can focus on studying expressions interestingly. The use of videos makes the classroom atmosphere more pleasant and makes students speak English.[8]

Sirrul (2011) based on his research findings under the title"utilizing YouTube videos can improve students' speaking skills" with the method classroom action research (CAR) the improvement can be proven by the findings after the research conducted improvement

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[6]Heripurnomo, "Improving The Speaking Skill Of The Eighth Graders Of Smk Negeri 1 Blitar Through Youtube Videos at SMK Negeri 1 Blitar" (n.d.): p. 11.

[7]Nabella Dwi Meilinda, "Youtube Videos and Snowball Throwing Technique to Improve Students' Speaking Skill," *Edukasi: Jurnal Pendidikan dan Pengajaran* 5, no. 2 (1970): p. 123.

[8] Sinta, 2015. THE USE OF VIDEOS TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT CLASS VII B OF SMPN 2 PATUK IN THE ACADEMIC YEAR OF 2014/2015, Sarjana Pendidikan Degree of English Education YOGYAKARTA STATE UNIVERSITY.

findings that the score of all elements of speaking, vocabulary, and grammar of pronunciation increased with good. The average score is increased from the pre-test to the cycle-2 test. The average of 37,225 pre-tests in the cycle test is 67.45 and the average cycle 2 test is 73.40.[9]

Sothe conclusion with research findings from Purnomo, Wayan and Dwi Melinda, with YouTube video media it can improve the basic of English, meanwhile from the two research findings above by Sirrul and Sinta that using video as a learning media can motivate students to focus more on learning and with video media for learning can change the learning atmosphere to be more fun and my research difference from the five studies is the research method that uses classroom action research and the method I use is experimental and I will try to use a different pattern with YouTube videos, a version of a YouTube project from the YouTube video.

Based on the research findings in this study, it could be concluded that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement and the score gained. The score of the speaking test has fulfilled the criteria for success. Also, the students actively involved in learning activities and had high motivation toward the use of YouTube-based videos in the speaking class. The nature of the video, which provides pictures and audio at the same time, can help the students train their

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[9]Muhammad Sirrul Muna, "Utilizing YouTube Videos to Enhance Students' Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta , Academic Year 2010 / 2011)" (2011): 88.

pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences while speaking.[10]

B. Theoretical Review

a. Theory of Speaking

According to Richard and Renandya, speaking use for many different purposes and each purpose involves different skills. For example, speaking is used to make social contact with people, when we engage in discussion with someone. On other hand, the purpose may be to seek or express the opinion or to describe the thing to complain about people's behavior.[11]

Speaker talks in other to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information.

They request things to get them to do things for them and they promise, worn, explain to effect them in still others ways.

The nature of the speech act should, therefore, play a control role in the process of speech production the speaker begins with the intention to effectiveness their listeners in a particular way. And they select and utter a sentence they will bring just this effect.

b. The Nature of speaking

Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into a word about perception and a feeling and intention to make the other people grasp the messenger that is conveyed. It can also be said that speaking is

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[10]Diki Riswandi, "Use of YouTube-Based Videos to Improve Students' Speaking Skill," *Proceeding The 2nd International Conference On Teacher Training and Education* 2, no. 1 (2016): 269, https://jurnal.uns.ac.id/ictte/article/view/8150.
[11]Jack C. Richard and Willy A. Renandya, *Methodology in Languange Teaching* (New York Cambridge University Press, 1389).p,200.

people's ability in expressing their idea to other people. People engage in speaking for having good communication.

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human beings in this world understanding and speak to carry out every activity in their daily life. Every person gets to speak because they are living in a society that needs interaction with each other.

According to Widdowson (1978) speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both receptive and productive participation. He also added that speaking refers to the realization of language as used in spoken interaction and visual media since it is an activity that makes a good us gesture, and facial expression.

From the statement above, it can be concluded that speaking is the most important skill in the mastering language someone who learns a language can be said to be successful and skillful in mastering the language when he matters speaking skills.

It means that a lot of time and effort needs to be done to give many opportunities for the learners in speaking not only in the classroom but also outside of the class. Because the more time which given to learners in interacting with the language the better it will be. They will get more confidence and motivation in learning and practicing the language.

c. The problem of speaking

There are some characteristics of difficulties of speaking that can make oral performance easy as well as in cases difficult.

1. Clustering

Fluent speech is phrasal. Not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering.

2. Performance Variable

On the advantages of spoken language is that process of thinking as you speak allows you to manifest a certain amount of performance hesitation, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate.

3. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

4. Interaction

As noted in the previous section, learning to produce waves of language in vacuum-interlocutors-would rob speaking of its richest component the creativity of conversational discussion.[12]

C. Media

1. Definition of media

Media is as gravis tools, photographic, or electronic to catch, process and rearrange visual information or verbal information. The definition of media is the component of learning sources that can stimulate students in learning.

Media are Television, radio, mobile phone, etc. define media as a tool that people use to enlarge their ideas. So, the ideas can be accepted by other people.

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[12]Diana-Petru a Mahu et al., "Why Is Learning English So Beneficial Nowadays?," *Journal* 2, no. 2 (2016): 374–376, https://www.researchgate.net/publication/322676918_Role_And_Impact_Of_Media_On_Society_A_Sociologic al_Approach_With_Respect_To_Demonetisation.

Education Association (NEA) media is an art thing that can be manipulated, see, listen to, and can be read with an instrument that is used appropriately in teaching – process. So, it can influence the effectiveness of the program.

Based on the assumption above, the writer defines media as a source in the teaching-learning process. Through media, the teaching-learning process can facilitate communication to arrive to get instructional aims.

According to Nity and Gaurav Singh media is the reflection of our society and it depicts and how society works. Media has today become the voice of society.[13]

2. The Function of Media

Media is one tool that can facilitate the student in learning. The use of media in teaching English in one of the most considerations by media, the opportunities of learning can be extended. Media and context should be applied together media as the component of learning sources that can stimulate learning.

Based on iwan there is a function of media as follow:

a. Submission of subject matter can be uniformed.

b. The learning process becomes more clear and interesting.

c. The learning process becomes more interactive.

d. Efficiency in time and energy.

e. Improve the quality of students learning outcomes.

f. The media allows the learning process to be carried out anywhere and anytime.

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[13]Gaurav Singh. Naty Pandey, "Role and Impact of Media on Society: A Sociological Approach With Respect To Demonetisation," *International Journal of Research in Humanities, Arts and Literature (IMPACT:IJRHAL)* 5, no. 10 (2017): 127–136, https://www.researchgate.net/publication/322676918_Role_And_Impact_Of_Media_On_Society_A_Sociological_Approach_With_Respect_To_Demonetisation.

g. The media can foster a positive attitude towards the student in the material and learning process.

h. Change the role of learners in a more positive and productive direction.

i. The media can make the abstract subject matter more concrete.

j. Media can also overcome the constraints of space and time limitations.

k. Media can help overcome the limitation of the human senses.[14]

3. Kinds of Media

Many kinds of media used in learning to improve skills in English and there are several types of media and learning media is divided into 3, namely:

a. Visual media

b. Audio media

c. Audiovisual media

1). Visual media

Visual media is a tool or source of learning in it contains a message, information especially the subject matter that is presented in a manner interesting and creative and applied by using the sense of sight.

Several types of visual media:

a) Picture or photo.

b) Concept maps.

c) Diagram.

d) Chart.

e) Poster.

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[14]C. Hayes, H. Hardian, and T. Sumekar, "Pengaruh Brain Training Terhadap Tingkat Inteligensia Pada Kelompok Usia Dewasa Muda," *Jurnal Kedokteran Diponegoro* 6, no. 2 (2017): 402–416.

f) Maps or globe.

2). Audio media

Media audio is or listening to media is a type of learning media or learning resources that contain messages or subject matter presented interestingly and creatively and applied using the senses of hearing only.

Several types of audio media:

a) Language laboratory.

b) Radio.

c) Magnetic tape recorder.

3). Audiovisual media

Audiovisual media is a type of learning resource which contains messages or subject matter that is made interesting and creative by using the senses of hearing and vision. This media is a form of sound and picture.

Several types of audiovisual media:

a). Television

b). Videocassette

c). Film or video

d). Sound slide.[15]

D. YouTube Videos

1. Definition of YouTube.

According to Wayan that YouTube is part of the advancement of information technology (IT) in this globalization era. YouTube is a website that shares various kinds of

[15]Nasikhatun Listya Atika Farah, "Improving The Students' English Speaking Skills Through Cue Cards Media At Grade VIII of MTsN Rowokele in The Academic Year Of 2012/2013," *Hilos Tensados* 1, no. (2019): p 35.

videos like video clips, TV clips, music videos, movie trailers, and other content namely video blogging.[16]

YouTube is a video-sharing website created by three former PayPal employees in February 2005. This website allows users to upload, watch, and share videos. One of the internet services that contain information around the world is using video. One of the websites that contain videos is YouTube and then YouTube is a website that has free videos. By using YouTube, the people can search and watch the video using a computer or mobile phone and YouTube is a web sharing videos that people can share a video with other people around the world.

2. YouTube and Education.

The internet has experienced development and progress since the first time introduced. Currently, internet technology is commonly referred to as 'web 2.0' technology. Now the internet is no longer just a read-only facility like at the stage initial development but has become a read-write web. Some advantages the internet today is a network platform where users can fully use it various applications with internet browsers; the user in content owner and have full control; encourage users to be creative; interactive and easy used, and has social networking functions in short, current internet technology this is user-centered. If we connect with learning then technology the internet is now aligned with the learner-centered learning approach where learned become the center and main actor of learning activities.

YouTube can be learning resources and learning media than can meeting the demands of the digital generation needs. YouTube can increase interest and supports digital generation

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[16]Gunada, "Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill.".p. 04.

learning styles. YouTube also offers experiential learning with new technology that will be useful when they graduate (burke, Snyder and Ranger, 2009), YouTube also provides hundreds of thousands by videos with a variety of topics that can be integrated into classroom learning. YouTube will also be a very board free video library learner which will encourage them to become independent learners.

According to the survey, around 100,000 videos were watched every day on YouTube. Every 24 hours there are 65,000 new videos uploaded to YouTube. Every month YouTube is visited by 20 million viewers with the majority ranging in age from 12 up to 17 years (burke, Snyder and Ranger, 2009). YouTube is not sharing site education videos, but in its development, YouTube launched a special service for education (www.YouTube.com/edu) 2009. This service is directly received a positive response from users. In the first year after it was launched more from 300 colleges and university joining and there are more than 65,000 lecture videos, campus activities, and campus news.[17]

3. YouTube Videos as English Learning Media

YouTube is a video sharing site online media website the biggest and most popular in the internet world. Currently, YouTube users spread across the word of all ages from children to the level of adults. The users can upload YouTube videos, search videos, watch videos, discuss / question, and answer about the video and also share video clips for free. Every day millions of people access YouTube so no one if YouTube potential to be used as a medium of learning.

The challenge of education in meeting the new needs of the internet generation is quite big. This is due to their different life experience of his special experience in using

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[17]FX . Ouda Teda Ena, "Menggunakan YouTube Sebagai Sumber Belajar Sosiolinguistik Bahasa Inggris" (n.d.): 1–10.

technology. The internet itself opens up many possibilities of integrating technology in classroom learning. YouTube is one of the self-integrated learning media that students consider difficult. The purpose of this study is to study to see how far YouTube can be used as a medium of learning in English subjects. The result showed that videos on YouTube can be used as one of the learning media.

According to Mckay (2014), speaking skill has some important aspects which can be divided into six aspects, such as

   a. Comprehension

   b. Vocabulary

   c. Pronunciation

   d. Fluency

   e. Grammar

   f. Intonation or expression.

In terms of comprehension aspect the spoken word of the interlocutor, regardless of grammatical and other errors.[18]

In this case, the learning media that use media in making English effective and very helpful for the student to improve their English. Not only English is improved but other foreign languages and with YouTube media, we can access various types of learning.

   4. YouTube Content

Quoted from a journal, there are thousands of short films from people's videos camera, webcam and camera phones. But not only that, even some TV shows have their clips posted on there. There are several kids of YouTube videos, ranging from the more

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[18]Gunada, "Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill.".p.03.

general terms such as music, entertainment, comedy to specific ones. This paragraph deals with the most common categories in connection to the content which is being produced on YouTube. This division comes from the source called Social Blade, a website certified by YouTube itself. The categories listed by this site are the following.

a. Auto and Vehicles

b. Comedy

c. Entertainment

d. Film and Animation

e. Gadgets and Games

f. Music

g. News and Politics

h. People and blogs

i. Pets and Animals

j. Sport

k. Travel and Places[19]

And add some of my content is:

a. Technology

b. Science

c. Shows

YouTube is a website that provides a variety of videos ranging from video clips to film, as well as videos made by YouTube users themselves and YouTube get there are positive impacts, Can search for video tutorials and can share the fun by sharing videos that

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[19]Ali Akbar, "Efektifitas Youtube Sebagai Media Penyebaran Informasi" (2018): 20–22.

we have. On YouTube lost of useful videos such as educational videos that provide subject matter. Students or even students can take advantage of this when they are confused by the subject matter taught at school or campus.

So in this case there are many things that we can cover in the word of YouTube itself. YouTube media provides many ways to be able to develop and learn from content uploaded byways to be able to develop and learn from content that is uploaded by someone. Seen from the many kinds of content that can be used as a foundation to improve learning and specifically improve our English language.

E. The Concept for YouTube Videos to Improve Speaking Skill

1. English with YouTube

Technology is an important role in language learning and teaching. Technological advancement has opened multiple ways for teachers and learners to apply online resources in their learning and teaching. Using YouTube inside and outside of the classroom can be very useful to develop speaking, listening, and pronunciation skills. YouTube can be a valuable tool through which multiple language skills can be taught. YouTube videos can be used to make the students aware of the varieties of English spoken around the world and to provide them with authentic materials for speaking skills. This paper suggests various ways of using YouTube to teach English speaking skills.[20]

I also think today's technology makes it very easy for us to access the information and with technology, we can gain some skills using high-tech media like cell phone, computer and other especially with the emergence of social media such as YouTube, which

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[20]Mohammad Jalaluddin, "Using YouTube to Enhance Speaking Skills in ESL Classroom," *English for Specific Purposes World* 17, no. 50 (2016): 1–4.

is aiming to be a crucible to share an experience and the knowledge we have. YouTube social media is becoming a mainstream media today and so are my own.

2. Selecting an appropriate video of YouTube.

YouTube videos have powerful emotional effects. Instructors need to decide the effect they want to produce in a given learning situation. YouTube videos can divert and reduce learning, even create a boring effect on students. Unless rioting is a specific learning outcome, instructors should be very discerning in their choices, three sets of criteria must be considered: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure. The first set of criteria related to silent socio-demographic characteristics: age or grade, level, gender, ethnicity, and language-dominance. Instructors know their students and these characteristics are a must consider in choosing the right video. The second set of criteria relates to the possibility of violating YouTube videos according to the categories mentioned earlier, plus content that is not relevant to the reason for displaying videos, such as neglect of frameless groups, races, and ethnicities, professions, politicians, and celebrities. Video abuse that affects the mental or physical toll of anyone and other content a clear standard for acceptable content must be described. The video is used to facilitate learning, not hamper it. A student who is offended by a video clip will attract, turn off, and harbor anger, which is an emotion that is not conducive to learning. What is interpreted as offensive is a very personal decision by each student based on his values, beliefs, and principles. The instructor must make every effort to reject material that is even borderline or potentially offensive. The collection of videos available is big enough so

choosing the right thing shouldn't be a problem. If this is a problem, the instructor must seek advice from colleagues who will be sensitive to the problem.[21]

   3. with the method Cue Card

Many kinds of media are commonly used in the English teaching and learning process. One of them is cue cards. Teachers can use cue cards as the media to help students in improving their speaking skills abilities. According to some experts, cue cards can be defined as teaching media that help students when they deal with speaking activities.

Mora (1994) defines cue card as a medium with pictures or words that contains clues it is useful when students do some speaking activities such as describing someone or something from the pictures orally.In another way, Bazo (2007) states that cue cards are small photos or pictures that are attached to the cards. It is a kind of flashcards with images. Both teachers and students can make the cards by themselves or modify the cards by adding some pictures, photos even words.Cue cards as supportive media in teaching and learning processes can be used in some different ways; individually, pair work, and group work. Cue cards can also be functioned as small cards that have pictures or photos completed by words as the cues.[22]

Related to this I associated my cue card method of learning in the research I did with YouTube videos and she's a technique on a media cue card that allows her to increase her ability to improve her expert skills on speaking skills in English. Well, essentially why I entered the media learning method of cue card because I will try to combine cue card techniques that use cards in the learning process with video media from YouTube to improve the basic abilities of students, especially speaking skills in English.

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[21]S.pd: " M. Ali Akbar, "Improving the Students Listening Skill by Watching Video Clip at the Eleventh Year Students of Sman 4 Palopo" (2014): 2014.p 31.

[22]Farah, "Improving The Students' English Speaking Skills Through Cue Cards Media At Grade VIII of MTsN Rowokele In The Academic Year Of 2012/2013."

4. Speaking Assessment

In giving scores, the researcher referred to the rating scale which is proposed by

Harris, (1969, p.84)

Criteria	Scales	Indicators
Pronunciation	5 4 3 2 1	- Has a few of foreign accent. - Always intelligible, though one is conscious of a definite accent. - Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. - Very hard to understand because of pronunciation problems and frequently be asked to repeat. - Pronunciation problems are severe.
Vocabulary	5 4 3 2 1	- Very conversant with vocabulary repaired by given content: excellent control and resourcefulness. - Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts at the resourcefulness. - Adequate, although more mistakes give unintended meaning (wrong preposition, incorrect word choice). - Meaning frequently obscured by minimal/inadequate mastery of vocabulary. - Meaning obscured, inadequate vocabulary.

Grammar		
	5	- Makes few noticeable errors of grammar or word order.
	4	- Occasionally makes grammatical errors which do not obscure meaning.
	3	- Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	- Frequent grammar errors occur which make re-phrasing and reconstructing of utterance. - Errors in grammar are severe.[23]
	1	

5. The aspect of assessing speaking skill

According to Brown (2001), there are five aspects of assessing speaking skills such as conversational discourse, teaching pronunciation, accuracy, and fluently.[24] In another view, in principle that we can know-how is the student's ability or achievement during studying the language. Based on the opinion of some experts, there are at least three main aspects speaking assessment, homely, fluency, accuracy, and comprehensibility for further explained as follow,

a. Fluency

Fluency based on rivers is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Fluency is a speech and language pathology term that means the smoothness, syllables, words, and phrases are joined together term that means smoothness, syllables, words, and are joined together when speaking quickly. Fluency is designed to let you speak than give you feedback as to how did-what to correct it.

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[23]Ibid, 34.
[24]T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching*, *Language*, vol. 57, 1981. P 267-269.

b. Accuracy

Based on brown is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourse in their spoken output.

c. Comprehensibility

Comprehensibility is an exercise to improve one understanding and is the ability to understand quite well to the topic nomination with considerable repetition and easily.

6. Spoken Language Characteristics

Some characteristics must be achieved to make a good performance of oral speaking (Brown, 2001: 270-271).

The first difficulty in speaking is clustering. Here, fluent speech is not in the form of word by word but the form of phrase. By having such clustering, students can organize their output both cognitively and physically.

The second difficulty in speaking is redundancy. It means through redundancy of language the students have an opportunity to make clearer meaning. From this feature of redundancy, students can gain advantages for themselves.

The third difficulty in speaking is reduced form. Most of the problems that appear in teaching spoken English are contractions, elisions, reduced vowels, etc. In this case, if students do not learn colloquial contractions, their speaking sounds unnatural.

The fourth difficulty in speaking is the performance variable. Occasionally when students speak to others, they still have difficulty speaking fluently. They still produce kinds of hesitations, pauses, backtracking, and corrections during their speaking. By identifying their hesitation phenomena, the speakers of native and non-native can be distinguished.

The fifth difficulty in speaking is the colloquial language. Students are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that are the words, idioms, and phrases.

The sixth difficulty in speaking is the rate of delivery. In this characteristic of fluency, teachers are supposed to help their students in achieving an acceptable speed together with other attributes of fluency.

The seventh difficulties in speaking are stress, rhythm, and intonation. They are categorized into important characteristics to produce English pronunciation. In English, the pattern of the stress-timed rhythm and its intonation convey an important message.

The eighth difficulty in speaking is interaction. Students can learn the way they do conversational negotiation through creative ways of speaking skills.[25]

7. Teaching Speaking Skill

Language learning activity involves language aspects, language learning, and language learning. The understanding below will link these aspects to learning English especially to skill speaking.

a. Language learners do not talk!

A common argument among language teachers who are dealing with conversation courses is that the students do not talk at all. One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. Giving

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[25]Ibid., 25.

positive feedback also helps encourage and slacken shy students to speak more. Another way to keep students motivated to speak more is by allocating the percentage of their final class to speak skills and letting students know they are being judged continually on the practice of speaking in class throughout the semester.

b. Language input and communicative output

To help students develop communication efficiency in speaking, the instructor may use an activity approach using language input and communicationoutput. Language input comes in the form of teacher talks, listening activities, reading passages, and the language of hearing and reading outside of class. It gives students the material they need to start producing their language. Language input can be content-oriented or form-oriented. Problem-oriented input focuses on information, whether it's a simple weather report or long talk on academic topics. It could also include a description of the learning strategies and their use examples.

c. Strategy to develop the skills of speaking

The less confident students in their ability to participate successfully in verbal interactions often listen in silence while others talk. One way to encourage the learners to start participating is to help them establish minimal responses stock they can use in different types of exchange. That kind of response could be useful for starters. Some communication situations are associated with a predictable set of verbal exchanges called scripts. Greetings, apologies, compliments, invitations, and other functions influenced by social and cultural norms often follow patterns or scripts. So do transactional exchanges that engage in such activities as obtaining information and making purchases. The instructor can help students develop the ability to speak by making them realize the script for different situations so they

can predict what they will hear and what they will need to say in response. Through interactive activities, the instructor may give students practice in managing and varying the languages containing various scripts.

d. Speaking activities

Practice speaking in traditional classrooms often takes practice forms where one person asks a question and another gives an answer. The questions and answers are structured and predictable, and often there is only one right and predetermined answer. The purpose of asking and answering questions is to demonstrate the ability to ask and answer questions. Also, to achieve their goals, participants may have to clarify their meaning or ask for confirmation of their understanding. To create classroom speaking activities that will develop communication competence, the instructor needs to include objectives and information gaps and allow for various forms of expression.[26]

e. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural paused, false and tarts, word searches, etc.

In language lesion-especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors.

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[26]Taher Bahrani'Rahmatollah Soltani, "How to Teach Speaking," *Longman* 3, no. 2 (2007): 25–30.

Teachers must provide students with fluency-building practice and realize that making a mistake is a natural part of learning a new language.[27]

F. Conceptual Framework

Speaking is one of four English language skills. It is the key essential ingredient in effective communication and teaching used for understanding, what is being said by talking into account how something is said, and the nonverbal signs and body language that accompanies it. There are many media can be used and one of them is the use video clip.

The researcher applied a technique in improving students' speaking skills by watching the video clip. This technique was intended to see whether the students' speaking skill who are taught by watching videos clip and whether the students' motivation in improving listening skill by watching a video clip.

In the English learning process as input or English material will measure the student speaking skill and the process of learning by using YouTube videos.

After the process, the researcher looks at student responses, activities, and in the class when they are learning. Thus the researcher experimented several times, to analyze, to understand by watching videos from YouTube to examine whether it is effective to improve the students speaking skills.

As the result, the research hopes that the media can improve the students speaking and force them to learn English more.

Finally, the research found whether the use of videos from YouTube can improve the students speaking skills. Based o the explanation above, the research described the conceptual framework of this research is presented below:

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[27]David Nunan, *Teaching English To Speakers: An Introduction* (new York and London, 2015).

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┌─────────────────────────┐
│   Improving Students    │
│     Speaking skill      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Pre-Test         │
└─────────────────────────┘
            │
            ▼
┌─────────────────┐         ┌───────────────┐
│    Treatment    │────────▶│   Watching    │
└─────────────────┘         │   YouTube     │
                            │    videos     │
                            └───────────────┘
                                    │
                                    ▼
┌─────────────────────────┐  ┌─────────────────────────┐
│ The students improvement │◀─│       Post-Test         │
│    in speaking Skill     │  └─────────────────────────┘
└─────────────────────────┘
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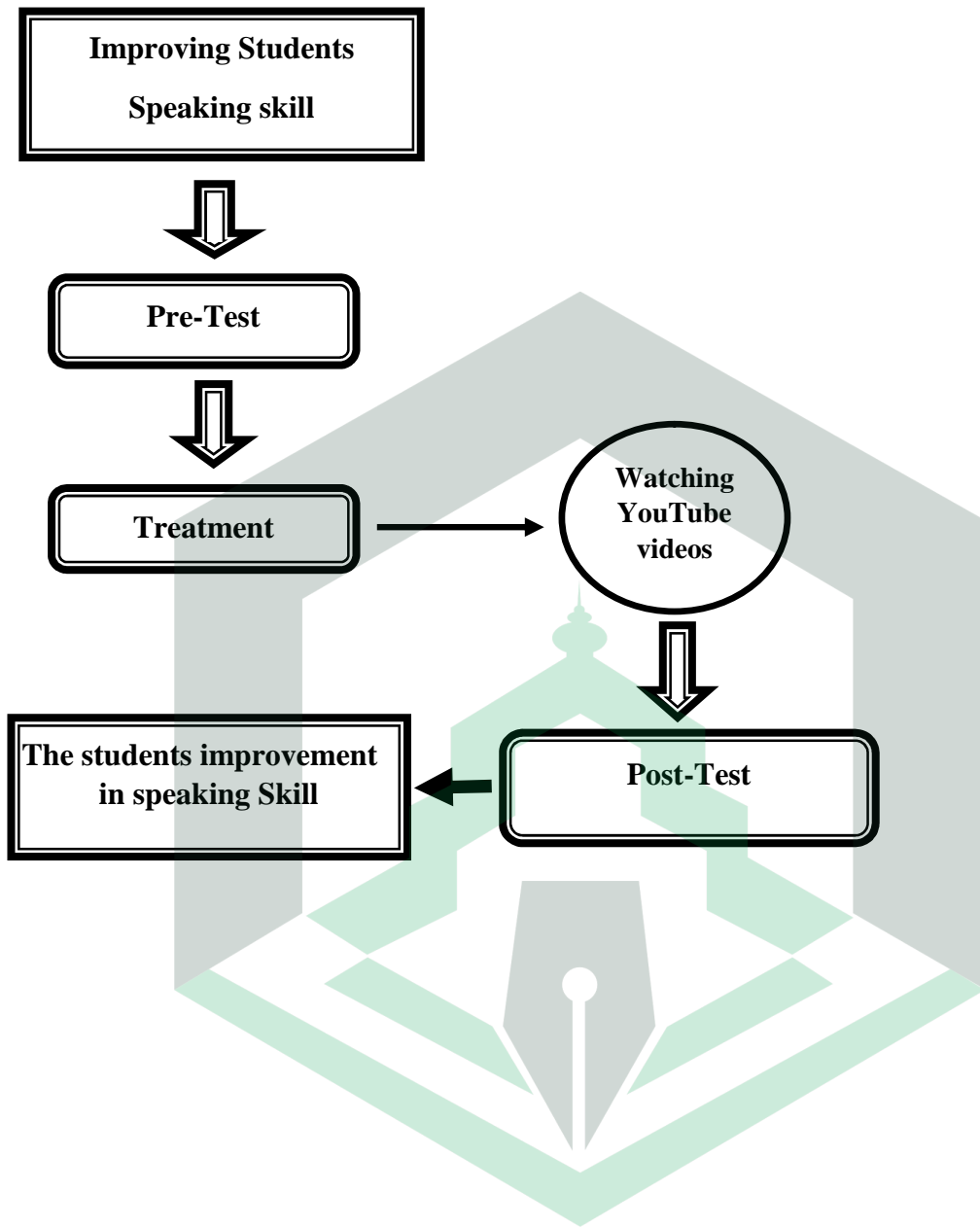
I. Hypothesis

This hypothesis is a temporary answer to the result that be expected. Base on the explanation at the introduction. So the hypothesis in this research is formulated, as follow:

1. H_0:YouTube video is not effective to improve speaking skill the students at the Smk Negeri 1 palopo.

2. H_1: YouTube video is effective to improve speaking skills for the students at the Sm k Negeri 1 palopo.

CHAPTER III

THE RESEARCH METHOD

A. Research of method

The recent study will use pre-experimental research to find out the result of a certain technique. Instruction activity was designed only to improving speaking skill students by using YouTube videos as a technique toward the experiment, the simple would have a test to measure the effect that students get after treatment.

B. Design of the Research

The research tries to describe the effect of treatment of two different, YouTube videos, the research design are pre-test and post-test therefore, the design is called a pre-test and post-test design.

Pre-Test	Treatment	Post-Test
X_1	T	X_2

Notes; X_1 : Pre-test

T   : Treatment

X_2 : Post-test

C. Research Variable

This research involves two variables they are independent variable and dependent variable:

1. Independent variable is watching YouTube videos

2. The dependent variable is speaking skill achievement

D.   Population and sample

1.   Population

In this research, the population of the study includes all fourth-grade students at the Eleventh Administration Perkantoran 1 of Smk Negeri 1 Palopo in the academic year 2019, the number population is 118students.

CLASS	STUDENTS
ADM 1	**34**
ADM 2	28
ADM 3	28
ADM 4	28

2.   Sample

This research is purposive sampling. In this research, the research will take one class consist of 34 students from ADM 1 students of Smk Negeri 1 palopo as simple. The researcher chooses this class as the sample because the students who have a low ability in English knowledge. Furthermore, they also were in to learn English, although their ability in English is still low and especially in speaking skills.

E.   Instrument of research

In any scientific research, an instrument for collecting data will important. The accuracy of the research will mostly depend on how accurate the use of the instrument. Before research carried out, the instrument for the data

The collection should be well prepared. In this case, the instrument of the research are interview, watch video and speaking test, the speaking test give the pre-test and post-test, and also the researcher uses a laptop, LCD, and speaker s the instrument to collecting data.

F. The procedure for Collecting Data

The data collecting by using the procedure below:

1. Giving Pre-test

For firs meeting the researcher gave a speaking test to the students. The test will be speaking. And then, the students watch the test. The research will give the students the contents of the speaking test. The research asked the students to pay attention to what the researcher says about the say. After that, the researcher asked them to answer the question based on the speaking test.

2. Giving treatment

The writer gives treatment after the pre-test. The treatment is done for five meetings. So, the researcher prepares some steps to encourage students' speaking skills. The steps are the following:

a. First meeting

1) Opening:

-. The researcher Introduction about YouTube videos, to keep the attention of students and motivates the students to improve their interested speaking ability.

-. The researcher provides speaking material that has been well prepared and given to students.

-. The research gave an example of how to describing people in the class for the lesson, so that students understand better the actions and steps they will take in the future.

2) Core activity:

-. The researcher turn on the laptop, LCD and Speaker, and then researcher tell students to focus and be careful in watching YouTube videos about *"Describing People's Appearance and Personality Conversation."*

-. The researcher will ask students to explain the videos they watch using English and with a duration of 1 to 2 minutes 30 seconds.

-. Researcher asked one student to practiced speaking in front of the class and then the researcher gave changed to every student to speak up in front of the class.

-. The researcher gave times to the students and asked the students to try to speak up in front their friends. Then the researcher controls the situation of the students in the class.

-. The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility

-. After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3) Closing:

In this session the researcher gave directions in the form of actions and tasks for the meeting, namely the grid for the next meeting and also the vocabulary assignments for the next meeting as well.

b. Second meeting

1) Opening:

-. The researcher showed YouTube videos, to keep the attention of students and motivates the students to improve their interested speaking ability.

-. The researcher provides speaking material that has been well prepared and given to students.

-. The research gave an example of how to describing people in the class for the lesson, so that students understand better the actions and steps they will take in the future.

2) Core activity:

-. The researcher turn on the laptop, LCD and Speaker, and then researcher tell students to focus and be careful in watching YouTube videos about *"Reporter Traffic jam (Tugas Bahasa Inggris)"*.

-. The researcher will ask students to explain the videos they watch using English and with a duration of 1 to 2 minutes 30 seconds.

-. The researcher asked one student to practiced speaking in front of the class and then the researcher gave changed to every student to speak up in front of the class.

-. The researcher gave times to the students and asked the students to try to speak up in front their friends. Then the researcher controls the situation of the students in the class.

-. The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility

-. After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3). Closing:

In this session the researcher gave directions in the form of actions and tasks for the meeting, namely the grid for the next meeting and also the vocabulary assignments for the next meeting as well.

c. Third meeting

1). Opening:

-. The researcher showed YouTube videos, to keep the attention of students and motivates the students to improve their interested speaking ability.

-. The researcher provides speaking material that has been well prepared and given to students.

-. The research gave an example of how to describing people in the class for the lesson, so that students understand better the actions and steps they will take in the future.

2). Core activity:

-. The researcher turn on the laptop, LCD and Speaker, and then researcher tell students to focus and be careful in watching YouTube videos about "*in a city - English Educational Videos | Little Smart Planet*".

-. The researcher will ask students to explain the videos they watch using English and with a duration of 1 to 2 minutes 30 seconds.

-. Researcher asked one student to practiced speaking in front of the class and then the researcher gave changed to every student to speak up in front of the class.

-. The researcher gave times to the students and asked the students to try to speak up in front their friends. Then the researcher controls the situation of the students in the class.

-. The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility

-. After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3). Closing:

In this session the researcher gave directions in the form of actions and tasks for the meeting, namely the grid for the next meeting and also the vocabulary assignments for the next meeting as well.

d. Fourth meeting

1) Opening:

-. The researcher showed YouTube videos, to keep the attention of students and motivates the students to improve their interested speaking ability.

-. The researcher provides speaking material that has been well prepared and given to students.

-. The research gave an example of how to describing people in the class for the lesson, so that students understand better the actions and steps they will take in the future.

2) Core activity:

-. The researcher turn on the laptop, LCD and Speaker, and then researcher tell students to focus and be careful in watching YouTube videos about *CARA BERBAHASA INGGRIS LANCAR ft. Fathia Izzati*

-. The researcher will ask students to explain the videos they watch using English and with a duration of 1 to 2 minutes 30 seconds.

-. Researcher asked one student to practiced speaking in front of the class and then the researcher gave changed to every student to speak up in front of the class.

-. The researcher gave times to the students and asked the students to try to speak up in front their friends. Then the researcher controls the situation of the students in the class.

-. The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility

-. After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3) Closing:

   In this session the researcher gave directions in the form of actions and tasks for the meeting, namely the grid for the next meeting and also the vocabulary assignments for the next meeting as well.

e. Fifth meeting

  1) Opening:

-. The researcher showed YouTube videos, to keep the attention of students and motivates the students to improve their interested speaking ability.

-. The researcher provides speaking material that has been well prepared and given to students.

-. The research gave an example of how to describing people in the class for the lesson, so that students understand better the actions and steps they will take in the future.

  2) Core activity:

-. The researcher turn on the laptop, LCD and Speaker, and then researcher tell students to focus and be careful in watching YouTube videos about

"Reporter Traffic jam (Tugas Bahasa Inggris)".

-. The researcher will ask students to explain the videos they watch using English and with a duration of 1 to 2 minutes 30 seconds.

-. Researcher asked one student to practiced speaking in front of the class and then the researcher gave changed to every student to speak up in front of the class.

-. The researcher gave times to the students and asked the students to try to speak up in front their friends. Then the researcher controls the situation of the students in the class.

-. The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility

-. After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3). Closing:

For this treatment, the researcher provides motivation to learn for his students and provides directions and steps that the students will take at the next meeting. And then Finally, research will ask the students to prepare for test in the next session.

3. Giving Post-test

After giving the treatment, finally, research gave a post-test. The students watch by using YouTube videos. The research will give the students the content of the speaking test. After that students answer the question based on the researcher[28].

G. The technique of Data Analysis

The analysis of the data the writer used the step as follow: Determine the students' result of pre-test and post-test by using rubric scoring for speaking skill.

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[28] I Wayan Sastra Gunada, "Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill,"(ResearcGate no. June, 2018): p. 1-10.

To analyze the data, the research determines the scoring classification which includes accuracy, fluency, and comprehensibility from Heat on (1990):[29] Scoring of the student's correct answer in speaking of pre-test and post-test.

a. To understand the level of students' score the following classifications:

The Classification Score for Test

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

(Adapted from *Brown (2014), p.287)*

b. alculating the test result of speaking by using SPSS program version

[29]J. B. Heaton, *"Longman Handbooks for Language Teachers",* vol. 25 (London and New York, 1990: JURNAL academia.edu, n.d.), https://www.academia.edu/31010458/Longman_Handbooks_for_Language_Teachers. Accessed on 4th September 2019.

A. Findings

This section shows the result of the data which has been analyzed and tabulated statistically. It comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre and post-test.

1. Analysis of students' score in tests

a. Pre-test

In this section, the researcher shows that the students' scores completely in pre-test students' scores in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and rate percentage of students' scores were calculated by using SPSS 20. It was tabulated by the following table, as follows

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

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	2	6
2	RD 02	2	2	3	7
3	RD 03	2	2	2	6
4	RD 04	2	2	2	6

5	RD 05	2	2	3	7
6	RD 06	2	2	3	7
7	RD 07	2	2	2	6
8	RD 08	2	2	3	7
9	RD 09	2	2	2	6
10	RD 10	2	3	3	8
11	RD 11	3	3	3	9
12	RD 12	2	2	2	6
13	RD 13	2	2	3	7
14	RD 14	2	2	2	6
15	RD 15	3	3	3	9
		32	33	38	103
	TOTAL	MEAN SCORE			6,86

The table shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, and comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking ability on by one, as can be seen as the following tables:

1. Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	2	3	32	2.13	.35187
Valid N (listwise)	15					

As can be seen from the Table the highest score of students is 3 and the lowest score is 2. Besides, it also indictated that the mean score of students' accuracy in the pre-test is 2.13 and the standard deviation error is 0.35187. Through material, the researcher got students' scores inaccuracy before treatments.

The accuracy score presented through the table of rate percentage score. Can be seen from the table shown as follow:

The Rate Percentage Score of Students' Accuracy in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	2	13%
5	Poor	2	13	86%
6	Very Poor	1	0	00%

Total	15	100%

The table shows that indicates that the score of accuracy taken by the researcher showed that no students who got excellent, very good, Good, and very poor categories (0%). The majority of 13students (86%) got a poor score, 2 students (13%) average. It can be concluded that a majority of 16 students (86%) have poor skills inaccuracy in the pre-test of speaking.

2. Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	2	3	33	2.2	.41404
Valid N (listwise)	15					

It can be seen from the table that the highest score of students is 3and the lowest score is 2. It also indicated that the mean score of students' fluency in the pre-test is 2.2 and the standards deviation is 0, 41404.

Before treatment, the researcher gives material to know students' fluency. Fluency score presented through the table rate percentage score that can be seen from the table shown as follow:

The Rate Percentage Score of Students' fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	3	20%
5	Poor	2	12	80%
6	Very Poor	1	0	0%
	Total		15	100%

The table shows that indicates the score of fluency taken by the researcher in percentage. They are no students who got an excellent, very good, good, and average of the 12 student's 80% poor score and category. Majority average category for 3 students (80%).

3. Comprehensibility

For looking at the mean score of students' comprehensibility in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	31	2	3	38	2.53	.51640
Valid N (listwise)	31					

It can be seen from the table the highest score of students is 3 and the lowest score is 2. It also indicated that the mean score of students' comprehensibility in the pre-test is 2.53 and the standard deviation error is 0.51640. Before treatment, the researcher gives material to know students' comprehensibility.

Comprehensibility score presented through the table rate percentage score. It can be seen from the table shown as follow:

The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	8	53,3%
5	Poor	2	7	46,6%
6	Very Poor	1	0	0%

	Total		15	100%

The table shows that indicates the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent and very good, good, and very poor categories (0%). Majority of students 8 students or (53, 3%) gain poor score and there were 7 students (46, 6%) very poor score,

2. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

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

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	3	3	8
2	RD 02	2	3	3	8
3	RD 03	2	2	3	7
4	RD 04	2	2	3	7
5	RD 05	2	3	4	9
6	RD 06	2	3	4	9
7	RD 07	2	2	3	7
8	RD 08	2	3	4	9
9	RD 09	2	2	2	6

10	RD 10	2	3	4	9
11	RD 11	**4**	**4**	**4**	11
12	RD 12	2	2	2	6
13	RD 13	2	3	4	9
14	RD 14	2	2	4	8
15	RD 15	**4**	**4**	**4**	11
		34	41	51	126
	TOTAL	MEAN SCORE			8.40

On the other side, the researcher also made students score in speaking ability, which had been given treatment by using YouTube play. It was presented through the distribution frequency and percentage table as follow:

1) Accuracy

For looking at the mean score of students' accuracy in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	2	4	34	2.26	.70373
Valid N (listwise)	15					

As can be seen from the table, the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in the post-test is 2.26 and the standard deviation errors are 0.70373

On the other side, the researcher also got a score of the students' accuracy who had been given treatment by using the video from YouTube to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13%
4	Average	3	0	0%
5	Poor	2	13	86%
6	Very Poor	1	0	0%
	Total		15	100%

The table indicated the score of accuracy taken by the researcher in percentage. There are no students who got an excellent, very poor score (0%). Majority of students good for 13%. No student can afford to occupy very good and excellent classes.

2). Fluency

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	2	4	41	2.73	.07307
Valid N (listwise)	15					

As can be seen from the table it shows that the highest score of students is 4 and the lowest score is 2. It also indicates that the mean score of students' accuracy in the post-test is 2.73 and the standard deviation error is 0.07307

After the treatment is done, the researcher gave a video of YouTube to speak up to know students' fluency. It presented through the table rate percentage score. It can be seen from the table as follow:

The Rate Percentage Score of Students' fluency in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13,3%
4	Average	3	7	46,6%

5	Poor	2	6	40%
6	Very Poor	1	0	0%
	Total		15	100%

The table shows that indicates the score of fluency taken by the researcher in percentage. It showed there is no students got excellent, very good and very poor category (0%). Majority of the students 7 students or 46,6% average score. Only 2 students 13,3% got a poor40% from 6 students.

3). Comprehensibility

For looking at the mean score of students' comprehensibility in the post-test, the researcher it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	15	2	4	51	3.4	.73679
Valid N (listwise)	15					

As can be seen from Table, the highest score of students is 4 and the lowest score is 2. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 3.4 and the standard deviation errors are 0,73679.

On the other side, the researcher also had made the score of the students' comprehensibility who had been giving a video from YouTube to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follows:

Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Post-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	8	53%
4	Average	3	5	33%
5	Poor	2	2	13%
6	Very Poor	1	0	0%
	Jumlah		15	100%

The table shows that indicate that the score of compressibility taken by researcher showed that there are no students got excellent and very poor category (0%). There are 7 students (23%) who got an average, 2 students (6%) got a good category, and 22 students (71%) got a poor category from them.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presented the total mean score and standard deviation of in pre-test and post-test,

then compare both of them. The result presented in the descriptive statistic table as follows:

Table the Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	6	9	6.86	1.06
Posttest	15	6	11	8.40	1.53
Valid N (listwise)	15				

The table is about paired sample statistics of pre-test and post-test above it indicates that the value of standard deviation in the pre-test is1.06 and 1.53 in the post-test.

Table the paired samples correlations of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	15	,902	,000

The table paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment 0,902. It means that there was a significant correlation between students' ability in teaching speaking with YouTube videos before and after treatment

Table the Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre – post	-1.40000	.73679	.19024	-1.80802	-.99198	-7.359	14	.000

From the table the paired sample test, the researcher got the data that t_0 ($_{count}$) = 20,111 and df (degree of freedom) = 33. According to the Gay the value of t_t =

$$20,111 > 2.145$$

2.145[30]. Base on the result, the researcher concluded that t_0 ($_{count}$) was higher than $_{table}$($_{table}$), $t_0 > t_1$.

Related to the research that ($t_0 > t_t$) the $_{count}$ was higher than $_{table}$. It was concluded that were was significantly different in teaching speaking before and after watching YouTube videos. Because of that, the researcher believed that using puppet play was effective in teaching students' speaking skills in XI Adm 1

B. Discussion

Based on the researcher that had been conducted during the researcher did her research with YouTube videos and then describing think especially for

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[30] Dr. Geoffrey Gray, *education reseach*

describing peoples, things, and places. The students could be motivated and enthusiastic in the learning process and also interest to learn because they could use Videos from YouTube when they watch the video and read subscribe to the video the sum of the treatment that the researcher gives. The students felt easy to describe people, things, and places with YouTube videos.

In this research, the speaking test was given to the students that still have basic for English is the class of XI Adm 1 Smk Negeri 1 palopo. Beside opportunity after did this researcher, the writer also found some problem in the class such as:

1. The students are still shy and nervous to stand up in front of their friends.

2. The students still read the text to speak because they did not have enough vocabulary to speak. So, it made them difficult to speak without reading the text.

3. The students still open the internet or google translate to get an answer from the researcher's question.

4. Some students did not respect the researcher.

This research is in line with some scholars' research findings, Sirrul (2011) based on his research findings under the title "utilizing YouTube videos can improve students' speaking skills" the improvement can be proven by the findings after the research conducted improvement findings that the score of all elements of speaking, vocabulary, and grammar of pronunciation increased with good. The average score is increased from the pre-test to the cycle-2 test. The average of 37,225 pre-tests in the cycle test is 67.45 and the average cycle 2 test is

73.40. Also, Sinta (2015) found that the implementation of all actions is successful and make positive changes in the teaching and learning process and this research focused on improving students' speaking skills in Class VII B of SMPN 2 Patuk in the 2014/2015 Academic Year through the use of videos andThis research is an action research study. The use of video as the main medium gives students the right speaking model to assist them in learning to speak. Also, the use of videos can attract the attention and motivation of students in teaching and learning.

Based on the three previous studies above, this research line with the writer's research that used YouTube videos to teach speaking can improve students speaking ability. It can be seen in the pre-test, the students' mean score is 8.40 and the students' score in the post-test is 6.36. The data have been analyzed by using (tt) standard of signification 5% with a degree of freedom (df) =33, obtained t_t = 2.145 and standard of signification 0.05, the result of t_0 (t_{count}) were 20,111 from this researcher gave an interpretation that t0 (t_{count}) was higher than t_t(t_{table}), 20,111 > 2.145. besides some of the student's pre-tests that still used Indonesian to speak or tell something whereas in the post-test. The students can speak by used English, although they still read the text they could speak a little fluent. It means used YouTube videos to teach English especially for speaking is effective.

Learning to speak with YouTube videos was an effective and interesting way that could be applied in the classroom. Besides, YouTube videos could motivate the students' to improve their speaking skills. In this media, the

students were expected to contribute ideas information, opinion, and feelings to others. Base on the result above, the researcher concludes that YouTube videos can improve their effectiveness, motivation, and enjoy English speaking with YouTube videos, and with the treatment given by the researcher, it was found most of the students were very interested in learning to speak with YouTube videos.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of this research.

A. Conclusion

Based on the result of data analysis n the previous chapter, the researcher conclusion as follows:

Using YouTube videos in teaching speaking skill is effective to improve students' speaking skills because videos provide a triple connection between image, sound, and feeling. So, they encourage greater retention in the lexical term. With the YouTube videos students of SMK Negeri 1 palopo have a good response in improving speaking skills.The YouTube videos is a good media to improve students in speaking skill for the eleventh year students of SMK Negeri 1 palopo, because based on observation during this research, the students more understand the meaning what they watch on YouTube videos. Besides that, students interested and motivated to learn English, and their more focused and active during the class. Based on the data analysis in discussion and finding the researcher gets the differences from the score in the pre-test (4.74) and post-test (7.61). The data have been analyzed by using SPSS and the data the researcher took from the count through the SPSS application, but from all of that I was a researcher is still not satisfied with the meetings that I have done and to increase the potential of students in learning need a lot of meetings and hone their skills

better than pre-test scores 6.36 to the post-test value to 8.40 then this is said to succeed. It means that there was a significant difference between students' abilities before and after giving treatment. So that, H_0 hypothesis unaccepted and automatically H_1 hypothesis accepted, it could be concluded that watching video is effective in teaching speaking skills at the eleventh year of SMK Negeri 1 palopo.

B. Suggestions

The success in teaching did not depend on the lesson program only, but more important was how the teacher presents the lesson and using various methods to manage the class more lively and enjoyable. The methods also help the teacher and lecturer and giving many opportunities for students to be active in the teaching-learning process. Regarding the teaching speaking by retelling fable, the researcher gave some suggestion for the teacher and students as follow:

1. The researcher suggests to the English teacher generally, and especially to English teacher of SMK Negeri 1 palopo particularly to apply kinds of interesting techniques and media in teaching speaking. The researcher suggested using the English of YouTube videos as the media in teaching speaking.

2. An English teacher should be used as a unique method to interest students in study speaking English, in the order, they do not be bored in the learning process.

3. An English teacher should be given the appropriate method to students that can make them relax, enjoy, and easy to understand the material in the learning process.

4. The teacher and the students should be active in the learning process. So the students can improve their skills in English.

Finally, researchers realized that this thesis involved some weaknesses and was far from perfect. So, I hope a critique and constructive advice is expected for the perfection of this thesis. Researchers hope that this study will be useful to readers and if you want to be redeveloped, I hope to use a variety of methods for better education and more sophisticated visual technology.
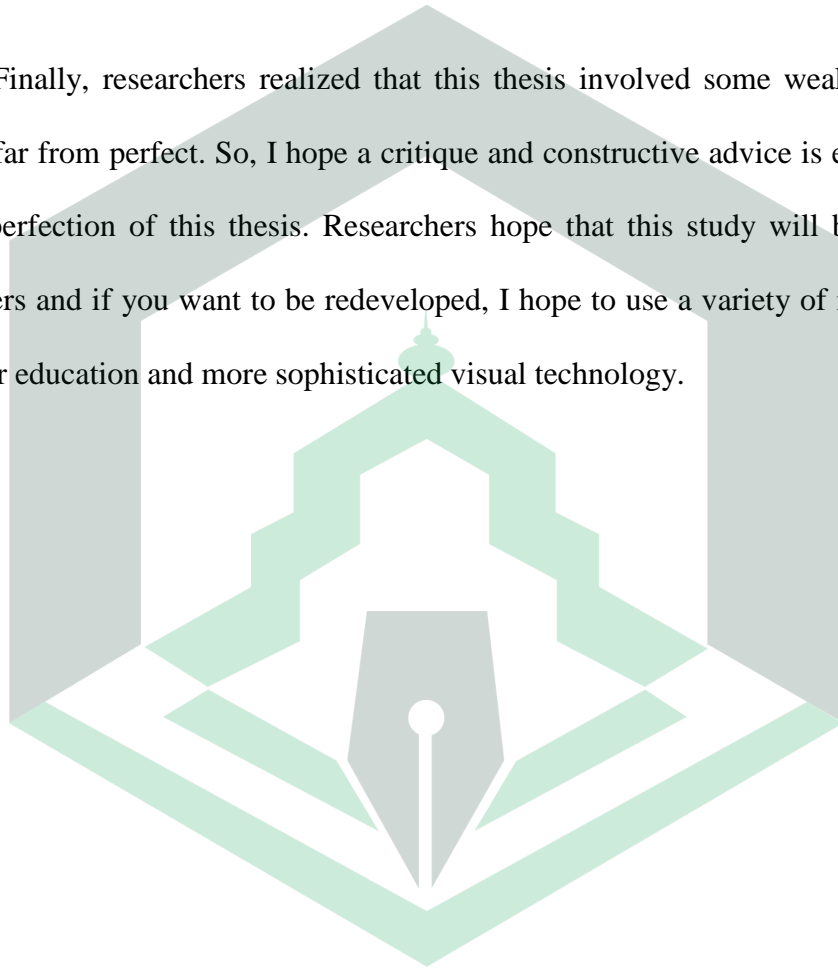
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Appendices

Rencana pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMK Negri 1 Palopo
Mata pelajaran	: Bahasa Inggris
Tahun ajar	: 2019/2020
Topic pembelajaran	: Vidio Tutorial dari YouTube
Kelas/ Semester	: Manajemen Perkantoran Administrasi
Waktu	: 2 x 45 (1 pertemuan)
Pertemuan	: 1

A.Kompetensi Inti

KI 1   : Menghayati dan mengamalkanajaran agama yang dianutnya

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

KI 4   : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

  3.7.1 Mengidentifikasi fungsi sosial, bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

4.8 Menangkap makna dalam video tutorial dari YouTube.

  4.8.1 Mendeskripsikan makna dalam video yang disajikan dan mejelaskannya secara lisan sesuai unsur kebahasaan pada speaking skill.

4.9 Menyunting kemampuan speaking skill siswa dalam berbicara bhs.inngris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.

  4.9.1 Mengidentifikasi kemampuan speaking skill siswa dalam berbicara bahasa inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

  4.9.2 Mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun kemampuan speaking skill siswa dalam berbicara bahasa.inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, struktur bahasa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

  4.10.1 Melakukan monolog dan dialog sederhana degan siswa tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa, dan unsur kebahasaan secara benar dan sesuai konteks.

C.Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video tutorial dari YouTube, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari video tersebut degan hal itu siswa dapat menjelaskan degan sesuai apa yang meraka pahami.

- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam video tutorial dari YouTube.
- Diberikan situasi, peserta didik dapat mengidentifikasi makna video tutorial dari YouTube, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

D.Materi Pembelajaran (Rincian dan Materi Pokok)

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur bahasa

(1) Penyebutan wacana, kalimat, dan isi pokok yang dipilih untuk dideskripsikan

(2) Penyebutan bagian dan tips pembelajaran dari apa yang disampaikan oleh narasumber dari video tersebut, dan

(3) Penyebutan tindakan dari video tutorial dari YouTube.

Unsur kebahasaan

(1) Kata benda yang terkait dengan video tutorial dari YouTube

(2) Kata sifat yang terkait dengan video tutorial dari YouTube

(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(4) Rujukan kata

Topik

Video tutorial dari YouTube.

Describing People;

Formula of Simple Present Tense

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA (?)

To be + S + ANA ?

To be terdiri dari : am, is, are.

I $\square$ am

He, she, it $\square$ is You,

they, we $\square$ are

Adjective (kata sifat):

(+) Marcella is a smart girl

(-) Marcella is not a smart girl

(?) Is Marcella a smart girl?

Noun (kata benda):

(+) He is a Doctor.

(-) He is not a Doctor.

(?) Is he a Doctor?

Adverb (kata keterangan):

(+) Dewi and Dian are in the kitchen.

(-) Dewi and Dian are not in the kitchen.

(?) Are they in the kitchen?

E.Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran) Teknik :
   Watch and Presentation.

F. Media, Alat, dan Sumber Pembelajaran

1. Speaker aktive
2. LCD
3. Laptop
4. Spidol dan alat tulis lainnya

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan Pertama (First Meeting)

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Peneliti, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi;	5'
pembelajaran;	• Mengecek kesiapan alat laptop, LCD, speakeractive.	1'
Memberikan beberapa penjelasan untuk meningkatkan keterampilan berbicara atau penjelasan tentang speaking skill	✓ Describing people ✓ Present Tense (nominal & verbal) ✓ Vocabulary for describing	20'
Mengajukan pertanyaanpertanyaan untuk mengetahui apa saja yang ada di YouTube	**T***: What do you think about this YouTube? What features can you see from YouTube videos? (auto play, video speed, video download, offline video, etc)*	2'
Mengantarkan peserta didik kepada suatu penjelasan tentang video yang akan mereka tonton untuk mempelajarinya.	**T***: Today we are going to learn about watch the tutorial video from YouTube.*	1'

Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik.	**T***: You will be shown some example for watching YouTube videos.*	2'

Kegiatan Inti

Kegiatan	Rincian (T=Peneliti, S=Peserta- Didik)	Alokasi Waktu (dalam menit)
Mengamati • Siswa menonton video tentang tutorial bagaimacara berbahasa inggris degan lancar dari youtube dan Siswa mengamati secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video tersebut	-. Siswa diberikan beberapa contoh video **T***: Pay attention to the video.* about *"Describing People's Appearance and Personality Conversation".* -. Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan dari peneliti. **T***: What did you get from the video?* *Did you find any difficult word?*	15'

		15'
Mempertanyakan (questioning)	Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan Peneliti.	
• Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.		
• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam video tersebut	**T**: *What did you get from the video? Have you found a difficult meaning?* *Find the main ideas for each step of learning in the video!.*	
Mengasosiasi		10'
• siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan video tersebut, Siswa menjelaskan makana dari video yang mereka tonton sesuai dengan apa yang dijelaskan dalam video tersebut	-. Siswa memperhatikan temannya ketika menjelaskan hasil dari makna yang telah teman mereka dapat dari menonton video.	
• Siswa memperoleh balikan (*feedback*) dari peneliti tentang apa yang dia sampaikan dalam mejelaskan gagasan utama dalam video yang meraka tonton.		

		10'
Mengkomunikasikan • siswa menyusun penjelasan tentang makna yang mereka dapatkan dari menoton sesuai dengan tujuan, dan apa yang di suruhkan. • Siswa memperhatikan penjelasan dari temannya. • Siswa menyampaikan deskripsinya didepan guru dan teman	-. Siswa mempresentasikan hasil dari apa yang meraka pahami dari apa yang mereka tonton didepan teman-temannya dengan didampingi oleh peneliti.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Peneliti sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Peneliti sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	**T** *: What did we learn just now?*	3'
Peneliti sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	**T** *: Did you enjoy the lesson? Did you get the point?*	1'
Peneliti sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**T** *: Tomorrow we will still watch video tutorials with different themes*	1'

H. Penilaian

1.Jenis/teknik penilaian

Jenis tes: Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi makna dari pencapaian siswa dalam memahami setiap video tutorial yang mereka tonton dan melihat sejauh mana pningkatan skill dalam speakingnya.	Non tes	Oral
Mendeskripsiakan makna dalam apa yang meraka pahami ketika menonton video yang di sajikan.	Non tes	Oral
Mengidentifikasi skill siwa dalam peneliatian untuk meningkatkat	Non tes	Oral
kemampuan mereka, dengan memperhatikan makna apa yang video itu sendiri sampaikan		
Mendeskripsikan menjelaskan secara lisan, sederhana tentang apa yang video tersebut sampaikan dengan memperhatikan struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.	Test	Oral/tulis
Melakukan monolog dan dialog secara lisan dan sederhana tentang video yang diberikan dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.	Test	Oral/tulis

PENILAIAN :

RUBRIK PENILAIAN

Score = $\dfrac{\text{Jawaban benar}}{\text{Skor maksimal}}$ x 100%

A. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Stucture	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan
			menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = Jawaban benar x 100%

Skor maksimal

Standar:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnaceptable

Palopo,………..2019

Mahasiswa

MUH. RUSLAN
Nim.15.0202.0119

Rencana pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMK Negri 1 Palopo
Mata pelajaran	: Bahasa Inggris
Tahun ajar	: 2019/2020
Topic pembelajaran	: Vidio Tutorial dari YouTube
Kelas/ Semester	: Manajemen Perkantoran Administrasi
Waktu	: 2 x 45 (1 pertemuan)
Pertemuan	: 2

A.Kompetensi Inti

KI 1 : Menghayati dan mengamalkanajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

    3.7.1 Mengidentifikasi fungsi sosial, bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

4.8 Menangkap makna dalam video tutorial dari YouTube.

    4.8.1 Mendeskripsikan makna dalam video yang disajikan dan mejelaskannya secara lisan sesuai unsur kebahasaan pada speaking skill.

4.9 Menyunting kemampuan speaking skill siswa dalam berbicara bhs.inngris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.1 Mengidentifikasi kemampuan speaking skill siswa dalam berbicara bahasa inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.2 Mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun kemampuan speaking skill siswa dalam berbicara bahasa.inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, struktur bahasa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.10.1 Melakukan monolog dan dialog sederhana degan siswa tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa, dan unsur kebahasaan secara benar dan sesuai konteks.

C.Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video tutorial dari YouTube, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari video tersebut degan hal itu siswa dapat menjelaskan degan sesuai apa yang meraka pahami.

- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam video tutorial dari YouTube.
- Diberikan situasi, peserta didik dapat mengidentifikasi makna video tutorial dari YouTube, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

D.Materi Pembelajaran (Rincian dan Materi Pokok)

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur bahasa

(4) Penyebutan wacana, kalimat, dan isi pokok yang dipilih untuk dideskripsikan
(5) Penyebutan bagian dan tips pembelajaran dari apa yang disampaikan oleh narasumber dari video tersebut, dan
(6) Penyebutan tindakan dari video tutorial dari YouTube.

Unsur kebahasaan

(5) Kata benda yang terkait dengan video tutorial dari YouTube
(6) Kata sifat yang terkait dengan video tutorial dari YouTube
(7) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
(8) Rujukan kata

Topik

Video tutorial dari YouTube.

Describing People;

Formula of Simple Present Tense

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA (?)

To be + S + ANA ?

To be terdiri dari : am, is, are.

I   □ am

He, she, it   □ is You,

they, we   □ are

Adjective (kata sifat):

(+) Marcella is a smart girl

(-) Marcella is not a smart girl

(?) Is Marcella a smart girl?

Noun (kata benda):

(+) He is a Doctor.

(-) He is not a Doctor.

(?) Is he a Doctor?

Adverb (kata keterangan):

(+) Dewi and Dian are in the kitchen.

(-) Dewi and Dian are not in the kitchen.

(?) Are they in the kitchen?

E.Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran) Teknik :
Watch and Presentation.

F. Media, Alat, dan Sumber Pembelajaran

5. Speaker aktive
6. LCD
7. Laptop
8. Spidol dan alat tulis lainnya

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan keDua (Second Meeting)

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Peneliti, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi;	5'
pembelajaran;	• Mengecek kesiapan alat laptop, LCD, speakeractive.	1'
Memberikan beberapa penjelasan untuk meningkatkan keterampilan berbicara atau penjelasan tentang speaking skill	✓ Describing people ✓ Present Tense (nominal & verbal) ✓ Vocabulary for describing	20'
Mengajukan pertanyaanpertanyaan untuk mengetahui apa saja yang ada di YouTube	**T***: according to what i said yesterday we will watch a video with a different theme and learn it*	2'
Mengantarkan peserta didik kepada penjelasan tentang video yang akan mereka tonton untuk mempelajarinya.	**T***: Today we are still going to learn about what lessons are delivered via YouTube videos.*	1'

| Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik. | **T***: You will be shown a sample video from YouTube about "Reporter Traffic jam"* | 2' |

Kegiatan Inti

Kegiatan	Rincian (T=Peneliti, S=Peserta- Didik)	Alokasi Waktu (dalam menit)
Mengamati • Siswa menonton video tentang tutorial bagaimacara berbahasa inggris degan lancar dari youtube dan Siswa mengamati secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video tersebut	-. Siswa diberikan beberapa contoh video **T***: Pay attention to the video* about *"Reporter Traffic jam"* -. Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan dari peneliti. **T***: What did you get from the video?* *Did you find any difficult word?*	15'

Mempertanyakan (questioning) • Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam video tersebut	Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan Peneliti. **T***: What did you get from the video? Have you found a difficult meaning?* *Find the main ideas for each step of learning in the video!.*	15'
Mengasosiasi • siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan video tersebut, Siswa menjelaskan makana dari video yang mereka tonton sesuai dengan apa yang dijelaskan dalam video tersebut • Siswa memperoleh balikan (*feedback*) dari peneliti tentang apa yang dia sampaikan dalam mejelaskan gagasan utama dalam video yang meraka tonton.	-. Siswa memperhatikan temannya ketika menjelaskan hasil dari makna yang telah teman mereka dapat dari menonton video.	10'

		10'
Mengkomunikasikan • siswa menyusun penjelasan tentang makna yang mereka dapatkan dari menoton sesuai dengan tujuan, dan apa yang di suruhkan. • Siswa memperhatikan penjelasan dari temannya. • Siswa menyampaikan deskripsinya didepan guru dan teman	-. Siswa mempresentasikan hasil dari apa yang meraka pahami dari apa yang mereka tonton didepan teman-temannya dengan didampingi oleh peneliti.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Peneliti sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Peneliti sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	**T** *: What did we learn just now?*	3'
Peneliti sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	**T** *: Did you enjoy the lesson? Did you get the point?*	1'
Peneliti sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**T** *: Tomorrow we will still watch video tutorials with different themes*	1'

H.   Penilaian

1.Jenis/teknik penilaian

Jenis tes: Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi makna dari pencapaian siswa dalam memahami setiap video tutorial yang mereka tonton dan melihat sejauh mana pningkatan skill dalam speakingnya.	Non tes	Oral
Mendeskripsiakan makna dalam apa yang meraka pahami ketika menonton video yang di sajikan.	Non tes	Oral
Mengidentifikasi skill siwa dalam peneliatian untuk meningkatkat	Non tes	Oral
kemampuan mereka, dengan memperhatikan makna apa yang video itu sendiri sampaikan		
Mendeskripsikan menjelaskan secara lisan, sederhana tentang apa yang video tersebut sampaikan dengan memperhatikan struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.	Test	Oral/tulis
Melakukan monolog dan dialog secara lisan dan sederhana tentang video yang diberikan dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.	Test	Oral/tulis

PENILAIAN :

RUBRIK PENILAIAN

Score = $\dfrac{\text{Jawaban benar}}{\text{Skor maksimal}}$ x 100%

B. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Stucture	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan
			menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = <u>Jawaban benar</u> x 100%

           Skor maksimal

Standar:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnaceptable

Palopo,………..2019

Mahasiswa

MUH. RUSLAN
Nim.15.0202.0119

Rencana pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMK Negri 1 Palopo
Mata pelajaran	: Bahasa Inggris
Tahun ajar	: 2019/2020
Topic pembelajaran	: Vidio Tutorial dari YouTube
Kelas/ Semester	: Manajemen Perkantoran Administrasi
Waktu	: 2 x 45 (1 pertemuan)
Pertemuan	: 3

A.Kompetensi Inti

KI 1   : Menghayati dan mengamalkanajaran agama yang dianutnya

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

KI 4   : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

    3.7.1 Mengidentifikasi fungsi sosial, bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

4.8 Menangkap makna dalam video tutorial dari YouTube.

    4.8.1 Mendeskripsikan makna dalam video yang disajikan dan mejelaskannya secara lisan sesuai unsur kebahasaan pada speaking skill.

4.9 Menyunting kemampuan speaking skill siswa dalam berbicara bhs.inngris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.1 Mengidentifikasi kemampuan speaking skill siswa dalam berbicara bahasa inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.2 Mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun kemampuan speaking skill siswa dalam berbicara bahasa.inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, struktur bahasa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.10.1 Melakukan monolog dan dialog sederhana degan siswa tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa, dan unsur kebahasaan secara benar dan sesuai konteks.

C.Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video tutorial dari YouTube, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari video tersebut degan hal itu siswa dapat menjelaskan degan sesuai apa yang meraka pahami.

- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam video tutorial dari YouTube.
- Diberikan situasi, peserta didik dapat mengidentifikasi makna video tutorial dari YouTube, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur bahasa

(7) Penyebutan wacana, kalimat, dan isi pokok yang dipilih untuk dideskripsikan

(8) Penyebutan bagian dan tips pembelajaran dari apa yang disampaikan oleh narasumber dari video tersebut, dan

(9) Penyebutan tindakan dari video tutorial dari YouTube.

Unsur kebahasaan

(9) Kata benda yang terkait dengan video tutorial dari YouTube

(10)   Kata sifat yang terkait dengan video tutorial dari YouTube

(11)   Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(12)   Rujukan kata

Topik

Video tutorial dari YouTube.

Describing People;

Formula of Simple Present Tense

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA (?)

To be + S + ANA ?

To be terdiri dari : am, is, are.

I   □ am

He, she, it   □ is You,

they, we   □ are

Adjective (kata sifat):

(+) Marcella is a smart girl

(-) Marcella is not a smart girl

(?) Is Marcella a smart girl?

Noun (kata benda):

(+) He is a Doctor.

(-) He is not a Doctor.

(?) Is he a Doctor?

Adverb (kata keterangan):

(+) Dewi and Dian are in the kitchen.

(-) Dewi and Dian are not in the kitchen.

(?) Are they in the kitchen?

E.Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran) Teknik :
   Watch and Presentation.

F. Media, Alat, dan Sumber Pembelajaran

9. Speaker aktive

10. LCD

11. Laptop

12. Spidol dan alat tulis lainnya

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan ke Tiga (Third Meeting)

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Peneliti, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi;	5'
pembelajaran;	• Mengecek kesiapan alat laptop, LCD, speakeractive.	1'
Memberikan beberapa penjelasan untuk meningkatkan keterampilan berbicara atau penjelasan tentang speaking skill	✓ Describing people ✓ Present Tense (nominal & verbal) ✓ Vocabulary for describing	20'
Mengajukan pertanyaanpertanyaan untuk mengetahui apa saja yang ada di YouTube	**T**: *according to what i said yesterday we will watch a video with a different theme and learn it*	2'
Mengantarkan peserta didik kepada penjelasan tentang video yang akan mereka tonton untuk mempelajarinya.	**T**: *Today we are still going to learn about what lessons are delivered via YouTube videos.*	1'

| Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik. | **T***: You will be shown a sample video tutorial from YouTube about "Places in a city - English Educational Videos | Little Smart Planet".* | 2' |

Kegiatan Inti

Kegiatan	Rincian (T=Peneliti, S=Peserta- Didik)	Alokasi Waktu (dalam menit)
Mengamati • Siswa menonton video tentang tutorial bagaimacara berbahasa inggris degan lancar dari youtube dan Siswa mengamati secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video tersebut	-. Siswa diberikan beberapa contoh video **T***: Pay attention to the video.* about *"Places in a city - English Educational Videos	Little Smart Planet"* -. Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan dari peneliti. **T***: What did you get from the video?* *Did you find any difficult word?*	15'

		15'
Mempertanyakan (questioning) • Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam video tersebut	Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan Peneliti. **T**: *What did you get from the video? Have you found a difficult meaning?* *Find the main ideas for each step of learning in the video!.*	
Mengasosiasi • siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan video tersebut, Siswa menjelaskan makana dari video yang mereka tonton sesuai dengan apa yang dijelaskan dalam video tersebut • Siswa memperoleh balikan (*feedback*) dari peneliti tentang apa yang dia sampaikan dalam mejelaskan gagasan utama dalam video yang meraka tonton.	-. Siswa memperhatikan temannya ketika menjelaskan hasil dari makna yang telah teman mereka dapat dari menonton video.	10'

		10'
Mengkomunikasikan • siswa menyusun penjelasan tentang makna yang mereka dapatkan dari menoton sesuai dengan tujuan, dan apa yang di suruhkan. • Siswa memperhatikan penjelasan dari temannya. • Siswa menyampaikan deskripsinya didepan guru dan teman	-. Siswa mempresentasikan hasil dari apa yang meraka pahami dari apa yang mereka tonton didepan teman-temannya dengan didampingi oleh peneliti.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Peneliti sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Peneliti sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	**T** *: What did we learn just now?*	3'
Peneliti sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	**T** *: Did you enjoy the lesson? Did you get the point?*	1'
Peneliti sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**T** *: Tomorrow we will still watch video tutorials with different themes*	1'

H.   Penilaian

1.Jenis/teknik penilaian

Jenis tes: Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi makna dari pencapaian siswa dalam memahami setiap video tutorial yang mereka tonton dan melihat sejauh mana pningkatan skill dalam speakingnya.	Non tes	Oral
Mendeskripsiakan makna dalam apa yang meraka pahami ketika menonton video yang di sajikan.	Non tes	Oral
Mengidentifikasi skill siwa dalam peneliatian untuk meningkatkat	Non tes	Oral
kemampuan mereka, dengan memperhatikan makna apa yang video itu sendiri sampaikan		
Mendeskripsikan menjelaskan secara lisan, sederhana tentang apa yang video tersebut sampaikan dengan memperhatikan struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.	Test	Oral/tulis
Melakukan monolog dan dialog secara lisan dan sederhana tentang video yang diberikan dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.	Test	Oral/tulis

PENILAIAN :

RUBRIK PENILAIAN

Score = Jawaban benar x 100%

Skor maksimal

C. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Stucture	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan
			menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = <u>Jawaban benar</u> x 100%

Skor maksimal

Standar:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnaceptable

Palopo,………..2019

Mahasiswa

MUH. RUSLAN
Nim.15.0202.0119

Rencana pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMK Negri 1 Palopo
Mata pelajaran	: Bahasa Inggris
Tahun ajar	: 2019/2020
Topic pembelajaran	: Vidio Tutorial dari YouTube
Kelas/ Semester	: Manajemen Perkantoran Administrasi
Waktu	: 2 x 45 (1 pertemuan)
Pertemuan	: 4

A.Kompetensi Inti

KI 1 : Menghayati dan mengamalkanajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

    3.7.1 Mengidentifikasi fungsi sosial, bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

4.8 Menangkap makna dalam video tutorial dari YouTube.

    4.8.1 Mendeskripsikan makna dalam video yang disajikan dan mejelaskannya secara lisan sesuai unsur kebahasaan pada speaking skill.

4.9 Menyunting kemampuan speaking skill siswa dalam berbicara bhs.inngris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.1 Mengidentifikasi kemampuan speaking skill siswa dalam berbicara bahasa inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.2 Mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun kemampuan speaking skill siswa dalam berbicara bahasa.inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, struktur bahasa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.10.1 Melakukan monolog dan dialog sederhana degan siswa tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa, dan unsur kebahasaan secara benar dan sesuai konteks.

C.Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video tutorial dari YouTube, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari video tersebut degan hal itu siswa dapat menjelaskan degan sesuai apa yang meraka pahami.

- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam video tutorial dari YouTube.
- Diberikan situasi, peserta didik dapat mengidentifikasi makna video tutorial dari YouTube, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Fungsi sosial

   Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur bahasa

(10)   Penyebutan wacana, kalimat, dan isi pokok yang dipilih untuk dideskripsikan

(11)   Penyebutan bagian dan tips pembelajaran dari apa yang disampaikan oleh narasumber dari video tersebut, dan

(12)   Penyebutan tindakan dari video tutorial dari YouTube.

Unsur kebahasaan

(13)   Kata benda yang terkait dengan video tutorial dari YouTube

(14)   Kata sifat yang terkait dengan video tutorial dari YouTube

(15)   Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(16)   Rujukan kata

Topik

   Video tutorial dari YouTube.

Describing People;

Formula of Simple Present Tense

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA (?)

To be + S + ANA ?

To be terdiri dari : am, is, are.

I   □ am

He, she, it   □ is You,

they, we   □ are

Adjective (kata sifat):

(+) Marcella is a smart girl

(-) Marcella is not a smart girl

(?) Is Marcella a smart girl?

Noun (kata benda):

(+) He is a Doctor.

(-) He is not a Doctor.

(?) Is he a Doctor?

Adverb (kata keterangan):

(+) Dewi and Dian are in the kitchen.

(-) Dewi and Dian are not in the kitchen.

(?) Are they in the kitchen?

E.Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran) Teknik :
   Watch and Presentation.

F. Media, Alat, dan Sumber Pembelajaran

13. Speaker aktive
14. LCD
15. Laptop
16. Spidol dan alat tulis lainnya

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan ke Empat (Fourth Meeting)

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Peneliti, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi;	5'
pembelajaran;	• Mengecek kesiapan alat laptop, LCD, speakeractive.	1'
Memberikan beberapa penjelasan untuk meningkatkan keterampilan berbicara atau penjelasan tentang speaking skill	✓ Describing people ✓ Present Tense (nominal & verbal) ✓ Vocabulary for describing	20'
Mengajukan pertanyaanpertanyaan untuk mengetahui apa saja yang ada di YouTube	**T***: according to what i said yesterday we will watch a video with a different theme and learn it*	2'
Mengantarkan peserta didik kepada penjelasan tentang video yang akan mereka tonton untuk mempelajarinya.	**T***: Today we are still going to learn about what lessons are delivered via YouTube videos.*	1'

Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik.	**T***: You will be shown a sample video tutorial from YouTube about "CARA BERBAHASA INGGRIS LANCAR ft. Fathia Izzati"*	2'

Kegiatan Inti

Kegiatan	**Rincian (T=Peneliti, S=Peserta- Didik)**	**Alokasi Waktu (dalam menit)**
Mengamati • Siswa menonton video tentang tutorial bagaimacara berbahasa inggris degan lancar dari youtube dan Siswa mengamati secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video tersebut	-. Siswa diberikan beberapa contoh video **T***: Pay attention to the video.* about *"CARA BERBAHASA INGGRIS LANCAR ft. Fathia Izzati"* -. Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan dari peneliti. **T***: What did you get from the video?* *Did you find any difficult word?*	15'

Mempertanyakan (questioning)	Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan Peneliti.	15'
• Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.		
• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam video tersebut	**T***: What did you get from the video? Have you found a difficult meaning?* *Find the main ideas for each step of learning in the video!.*	
Mengasosiasi	-. Siswa memperhatikan temannya ketika menjelaskan hasil dari makna yang telah teman mereka dapat dari menonton video.	10'
• siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan video tersebut, Siswa menjelaskan makana dari video yang mereka tonton sesuai dengan apa yang dijelaskan dalam video tersebut		
• Siswa memperoleh balikan (*feedback*) dari peneliti tentang apa yang dia sampaikan dalam mejelaskan gagasan utama dalam video yang meraka tonton.		

		10'
Mengkomunikasikan • siswa menyusun penjelasan tentang makna yang mereka dapatkan dari menoton sesuai dengan tujuan, dan apa yang di suruhkan. • Siswa memperhatikan penjelasan dari temannya. • Siswa menyampaikan deskripsinya didepan guru dan teman	-. Siswa mempresentasikan hasil dari apa yang meraka pahami dari apa yang mereka tonton didepan teman-temannya dengan didampingi oleh peneliti.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Peneliti sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Peneliti sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	**T** *: What did we learn just now?*	3'
Peneliti sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	**T** *: Did you enjoy the lesson? Did you get the point?*	1'
Peneliti sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**T** *: Tomorrow we will still watch video tutorials with different themes*	1'

H. Penilaian

1.Jenis/teknik penilaian

Jenis tes: Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi makna dari pencapaian siswa dalam memahami setiap video tutorial yang mereka tonton dan melihat sejauh mana pningkatan skill dalam speakingnya.	Non tes	Oral
Mendeskripsiakan makna dalam apa yang meraka pahami ketika menonton video yang di sajikan.	Non tes	Oral
Mengidentifikasi skill siwa dalam peneliatian untuk meningkatkat	Non tes	Oral
kemampuan mereka, dengan memperhatikan makna apa yang video itu sendiri sampaikan		
Mendeskripsikan menjelaskan secara lisan, sederhana tentang apa yang video tersebut sampaikan dengan memperhatikan struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.	Test	Oral/tulis
Melakukan monolog dan dialog secara lisan dan sederhana tentang video yang diberikan dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.	Test	Oral/tulis

PENILAIAN :

RUBRIK PENILAIAN

Score = Jawaban benar x 100%
            Skor maksimal

D. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Stucture	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan
			menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = Jawaban benar x 100%
　　　　Skor maksimal

Standar:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnaceptable

Palopo,………..2019

Mahasiswa

MUH. RUSLAN
Nim.15.0202.0119

Rencana pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMK Negri 1 Palopo
Mata pelajaran	: Bahasa Inggris
Tahun ajar	: 2019/2020
Topic pembelajaran	: Vidio Tutorial dari YouTube
Kelas/ Semester	: Manajemen Perkantoran Administrasi
Waktu	: 2 x 45 (1 pertemuan)
Pertemuan	: 5

A.Kompetensi Inti

KI 1 : Menghayati dan mengamalkanajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

    3.7.1 Mengidentifikasi fungsi sosial, bahasa dalam berbicara, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, sesuai dengan konteks penjelasan tentang apa yang disampaikan.

4.8 Menangkap makna dalam video tutorial dari YouTube.

    4.8.1 Mendeskripsikan makna dalam video yang disajikan dan mejelaskannya secara lisan sesuai unsur kebahasaan pada speaking skill.

4.9 Menyunting kemampuan speaking skill siswa dalam berbicara bhs.inngris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.1 Mengidentifikasi kemampuan speaking skill siswa dalam berbicara bahasa inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

    4.9.2 Mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun kemampuan speaking skill siswa dalam berbicara bahasa.inggris, dan unsur kebahasaan pada speaking skill tentang video tutorial dari YouTube, struktur bahasa, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

    4.10.1 Melakukan monolog dan dialog sederhana degan siswa tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa, dan unsur kebahasaan secara benar dan sesuai konteks.

C.Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video tutorial dari YouTube, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari video tersebut degan hal itu siswa dapat menjelaskan degan sesuai apa yang meraka pahami.

- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam video tutorial dari YouTube.
- Diberikan situasi, peserta didik dapat mengidentifikasi makna video tutorial dari YouTube, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan video tutorial dari YouTube, dengan memperhatikan fungsi sosial, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang video tutorial dari YouTube, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur bahasa

(13) Penyebutan wacana, kalimat, dan isi pokok yang dipilih untuk dideskripsikan

(14) Penyebutan bagian dan tips pembelajaran dari apa yang disampaikan oleh narasumber dari video tersebut, dan

(15) Penyebutan tindakan dari video tutorial dari YouTube.

Unsur kebahasaan

(17) Kata benda yang terkait dengan video tutorial dari YouTube

(18) Kata sifat yang terkait dengan video tutorial dari YouTube

(19) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(20) Rujukan kata

Topik

Video tutorial dari YouTube.

Describing People;

Formula of Simple Present Tense

(+) S + to be (am, is, are) + Adj / Noun / Adverb (disingkat ANA)

(-) S + to be + not + ANA (?)

To be + S + ANA ?

To be terdiri dari : am, is, are.

I   ☐ am

He, she, it   ☐ is You,

they, we   ☐ are

Adjective (kata sifat):

(+) Marcella is a smart girl

(-) Marcella is not a smart girl

(?) Is Marcella a smart girl?

Noun (kata benda):

(+) He is a Doctor.

(-) He is not a Doctor.

(?) Is he a Doctor?

Adverb (kata keterangan):

(+) Dewi and Dian are in the kitchen.

(-) Dewi and Dian are not in the kitchen.

(?) Are they in the kitchen?

E.Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran) Teknik :
Watch and Presentation.

F. Media, Alat, dan Sumber Pembelajaran

17. Speaker aktive

18. LCD

19. Laptop

20. Spidol dan alat tulis lainnya

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan ke Lima (Fifth Meeting)

Pendahuluan/Kegiatan awal

Kegiatan	Rincian (T=Peneliti, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses	• Berdo'a; • Menyapa (How are you?); • Mengecek presensi;	5'
pembelajaran;	• Mengecek kesiapan alat laptop, LCD, speakeractive.	1'
Memberikan beberapa penjelasan untuk meningkatkan keterampilan berbicara atau penjelasan tentang speaking skill	✓ Describing people ✓ Present Tense (nominal & verbal) ✓ Vocabulary for describing	20'
Mengajukan pertanyaanpertanyaan untuk mengetahui apa saja yang ada di YouTube	**T**: *according to what i said yesterday we will watch a video with a different theme and learn it*	2'
Mengantarkan peserta didik kepada penjelasan tentang video yang akan mereka tonton untuk mempelajarinya.	**T**: *Today we are still going to learn about what lessons are delivered via YouTube videos.*	1'

Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik.	**T**: *You will be shown a sample video from YouTube about "In The Fall".*	2'

Kegiatan Inti

Kegiatan	Rincian (T=Peneliti, S=Peserta- Didik)	Alokasi Waktu (dalam menit)
Mengamati • Siswa menonton video tentang tutorial bagaimacara berbahasa inggris degan lancar dari youtube dan Siswa mengamati secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video tersebut	-. Siswa diberikan beberapa contoh video **T**: *Pay attention to the video*. about *"In The Fall".* -. Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan dari peneliti. **T**: *What did you get from the video?* *Did you find any difficult word?*	15'

		15'
Mempertanyakan (questioning)	Siswa mencari arti dari makna sulit serta informasi yang didapat dengan bimbingan dan arahan Peneliti.	
• Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.		
• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam video tersebut	**T***: What did you get from the video? Have you found a difficult meaning?* *Find the main ideas for each step of learning in the video!.*	
Mengasosiasi	-. Siswa memperhatikan temannya ketika menjelaskan hasil dari makna yang telah teman mereka dapat dari menonton video.	10'
• siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan video tersebut, Siswa menjelaskan makana dari video yang mereka tonton sesuai dengan apa yang dijelaskan dalam video tersebut		
• Siswa memperoleh balikan (*feedback*) dari peneliti tentang apa yang dia sampaikan dalam mejelaskan gagasan utama dalam video yang meraka tonton.		

		10'
Mengkomunikasikan • siswa menyusun penjelasan tentang makna yang mereka dapatkan dari menoton sesuai dengan tujuan, dan apa yang di suruhkan. • Siswa memperhatikan penjelasan dari temannya. • Siswa menyampaikan deskripsinya didepan guru dan teman	-. Siswa mempresentasikan hasil dari apa yang meraka pahami dari apa yang mereka tonton didepan teman-temannya dengan didampingi oleh peneliti.	

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Peneliti sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Peneliti sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	**T** *: What did we learn just now?*	3'
Peneliti sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	**T** *: Did you enjoy the lesson? Did you get the point?*	1'
Peneliti sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**T** *: Tomorrow we will still watch video tutorials with different themes*	1'

H.   Penilaian

1.Jenis/teknik penilaian

Jenis tes: Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi makna dari pencapaian siswa dalam memahami setiap video tutorial yang mereka tonton dan melihat sejauh mana pningkatan skill dalam speakingnya.	Non tes	Oral
Mendeskripsiakan makna dalam apa yang meraka pahami ketika menonton video yang di sajikan.	Non tes	Oral
Mengidentifikasi skill siwa dalam peneliatian untuk meningkatkat	Non tes	Oral
kemampuan mereka, dengan memperhatikan makna apa yang video itu sendiri sampaikan		
Mendeskripsikan menjelaskan secara lisan, sederhana tentang apa yang video tersebut sampaikan dengan memperhatikan struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.	Test	Oral/tulis
Melakukan monolog dan dialog secara lisan dan sederhana tentang video yang diberikan dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.	Test	Oral/tulis

PENILAIAN :

RUBRIK PENILAIAN

Score = Jawaban benar x 100%
          Skor maksimal

E. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Stucture	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan
			menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = Jawaban benar x 100%
Skor maksimal

Standar:

	Score	Classification
A	90 – 100	Excellent
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E	Bellow 60	Failing/unnaceptable

Palopo,………..2019

Mahasiswa

MUH. RUSLAN
Nim.15.0202.0119

Instrument ofresearch:

    a.   Giving Pre-test, for firs meeting the researcher gave a speaking test to the students and then, the researcher asked them to answer the question based on the speaking test.

    b.   Giving the treatment, the writer gives treatment after the pre-test. The treatment is done for five meetings. So, the researcher prepares some steps to encourage students' speaking skill.

    c.   Giving Post-test, after giving the treatment, finally, research gave a post-test. The students watch by using YouTube videos. The research will give the students the content of the speaking test.

The pre-test:

- Explain your hobbies in English.
- Describe your family in English a little.
- Explain what you know about the Internet in English.
- Tell a little about your hometown in English.

Transcription for pre-test

1). RD 1

introducing myself

    my.., Hello my name is Sarmila ramadhani you can call me mila date of birth palopo 20 Maret 2004

    mmp.., father.., My father name Ahmed jafar ... my mother mother name hj. Ria. profession mother housewife in profession father driver my sibling and sibling two my address my address on Andi kati, my hobby with badminton and

    my family I live sample family full of love of love. I am three brother and I'm younger and younger my friends my third sister and a second second brother, my mother, this this descendant from bugis and my father descendant from ambon.

    internet I think, I think I think the internet is communication network that connects on electronic media to another.

    and hometown.my Hametow ambon and ambon very beautiful night red Jembatan red and white brick, brick. red and white brick is very beautiful and in my hometown my my father has garden of durian, coklat, coffee and the people and people there are very friendly. Thank you

2). RD 2

My name is Nurinda sari, you can call me inda i live in the sampoddo. I was born on the second of September 2003. Now I am 17 years old. My hobby is badminton.

I am the let's look there have several siblings.

My mother's come from java Wales my father comes from belopa.

What I know about the internet is one of the social media about how someone searches for news and spreads news online via the internet.

I was born I was born in the city of Palopo in songka. I want when to my to my mama is here in central Sulawesi, there were a lot of people who use it to meters migrants from other cities.

Thanks for writing assalamualaikum warahmatullahi wabarakatuh.

3). RD 3

My name is Hijra date of birth palapa 03 Maret 2004.

I live in bentengraya. My relegion islam..,

my hobie badminton

my father his sangkala is a office craftsman. My mother is eda she is a I hope. So I am the seven to seven siblings.

The internet is a medium that we wish to fit what we need.

My Hawthorne is very beautiful

sekian dan terimahkasih assalamualaikum warahmatullahi wabarakatuh.

4). RD 4

Assalamualaikum wr, wb..,

My name is Anissa and nick name nissa and date of birth of marauke 20 may 2002 babarasa alumni of SMP 4 palapo,

Badminton obey my favorite is blue interprenuer, the reason I like by playing badminton is because it isn't very good at the end game of game, badminton is not too tall person and also good for keeping the body always heals and fit

A good family, I have present family because the three is my father a father My father my mother and younger brother. my father.., and my mother is housewife.., I am the second.., I am still in junior school and my brother has..,

The internet is sosialmedia.., the think with his.., to want invite what next tools as an sharing.., Thank you, assalamualaikum wr, wb..,

5). RD 5

Assalamualaikum.., kak

My name is Nurjayanti class Eleven Adm1 and combo is where I live. My hobbies all raeding and swimming.

The garden family thank god, it is still complete my mother is name elvi and my father is Muslimman. I have an old brother named Armal

I know that the internet is the readers network in information technology system that always the feature on the world to connect to one another.

My hometown is in the city of Mamuju. That's where I was born, born and raised. city, the city that is so beautiful and also has many memories with family and friends.Thank you

6). RD 6

Hi!

My name is Andi Nurmega nasruddin. I'm class eleven Adm one.

Father name andi nasruddin mother name Hannan.

My hobby reading and framing Koreans idol mmp, a.., My family has three as has four. Two boy two girl.

Internet is communication network, the cornet, one and electronic media with a noun. My hometown. Come on from South Sulawesi☺☺☺

7). RD 7

Assalamualaikum wr, wb.

Hello,

My name is Hafisatul..,, my father, Name ahmad, and my mothel name is kutsia,

My hobby is sing my home address is at jalur dua. My hobby is singing, without a cost a hobby of singing, because singing is so much fun. by singing we can pour out a little of our head.

I'm five sibling and i'm the last child and two years ago, when I was in the ninth grade of junior higth school, I lost my father.

The internet is a.., information network. In the morning my hometown is very cool. complite with beautiful Beach field and ..,s. Terimahkasih, thank you

8). RD 8

Assalamualaikum wr, wb

Thank you for the time that has been given to me.

Well.., I would like to introduce myself. My name is Fadilla and my nick name is salsa, i live in doktor latulagi street on batu mancani, i'm grade 11 Adm one and i was born on palopo13 augustus 2004, my ambition is CO

And then about my hobbies, My hobbies are cooking and reading books.

Next about my family. My father is hearul and my mother name is marniati. I have one sister and two brother. My sister name is esaa Ananda and my brother name is the dewa saputra and Muhammad Ali

Internet is a network that then connects computers to one another.., to one another. The global system standard protocol or the internet protokol swich is in.., for the comunicate interack and exchange information even in long distance

The name of my village is batu mancani or batu in my village there.., commotion - commotion or chaos. Thank you

9). RD 9

Assalamualaikum wr, wb

My name is Rosda ruslan My date of birth 13 … 2004 my class eleven of administration.

Ay hobby is reading mmp..,

I have two sister and four brother, mother name is buwasni, father name is ruslan my father working as a farmer.., and my mother working as a .., saved my three brothers are ready to working and well, my old sister is married. And my two younger brother and sister are still in school. There was rest the internet can plays like communicative.., away and my smart net can be found out via the internet.

My hometown is not so crow that because this of the day that that's not..,

Thanks :)

10). RD 10

Assalamualaikum wr, wb

My name is Wahyu hidayat I live in coconut street. I was born on the 25th of June 2004.

My hobby is playing badminton and gym.

My mother is my mother name is Ani and my father name is yusuf ibrahim.

The internet is one of the most sophisticated media in today's for the are people who is who use a communicate knitted offer long distance for our send message. There are also those who use the internet to launch.., in my family, I am an only child

My hometown is Sidra, there are windmills which are very cool. Plus the greenery is also beautiful.

11). RD 11

Assalamualaikum warahmatullahi wabarakatuh Hi guys,

I will introduce myself my name is Nunung and my nickname nunu. I was born on tolala on September 08, 2004. And I come from ta'lala village sSouth Sulawesi and I go to school in Palopo. My address is strip datuk Sulaiman.

My hobby is reading and cooking.

My family My name is Father is sultan and my name is mother Lina and I have two sister and I steel child. And I really love my family.

The internet is one of the most certainly scattered media in today's world. There are people who say to communicate over long distances or send me sick very also to who internet to lost business

My hometown is insert sulawesi in the village of to'lala in my.., is .., favorite in sulawesi, namely pulau bintang, most of their population from an becomes fisherman and I want subdistrict There are six, village namely to'lala local Buhari lowaci and patikala village, has different costumes. So and thank you

12). RD 12

assalamualaikum wr, wb

a.., good afternoon kak :)

Jelaskan diri kalian, yaitu My name is Nurlela I'm day date of shellder My have is study new things to..,

My hobby is badminton.

Ceritakan sedikit tantang keluarga saya, I will tell you about my smile. I call family My mother is ulfa and my father is sawal and have six siblings I.., and suddenly.., and can have family like..,

Jelaskan apa yang kalian tau tentang internet..,
two.., day internet is a network connecting communication one electronic medium with other media.

Ceritakan sedikit tentang kampung halaman,
the,,, of enrekang consists of small holding for parents press batu papan and waterfalls this.., the faktor is mother .., Sekian dari saya kak, assalamualaikum wr, wb

13). RD 13

Bismillah.., Assalamualaikum warahmatullahi wabarakatuh.

Perkenalkan nama saya Nirmala dari kelas XI ptk1, saya akan menjawab pertanyaan dari kak ruslan, jelaskan diri kalian dalam bhs. inggris was Introducing or self nirmala I'm from class XI ptk1, i'm.., to sibling. I was born in jayapura September 03 2004,

Jelaskan hobi kalian dalam bhs, inggris My hobby is watching cartoons because I can conford me.

Jelaskan keluaga kalian dalam bhs. inggris like any other harmonious family so are we.

Jelaskan apa yang kamu ketahui tentang internet dalam bahasa inggris, saya fikir at all for me lineing.., think information for oraund key word quikly,

jelaskan kapung kalian dalam bhs. inggris, my house in Jalan andi.., my house in near.., and are both ..,. Sekian dan terimahkasih.., assalamualaikum wr, wb

14). RD 14

Bismillah.., Assalamualaikum warahmatullahi wabarakatuh.

Hello, my name is Mutiara, actually called by my friend Shayla or shila, school at the Smk one palopo 11th grade mercury in office administration. I live on datuk sulaiman street

My hobbies reaching, cooking badminton and singing even thougth. I know my voice is bad.

I'm the second of five children, three boys and two girls. My brother name is *** and my mother name is hadija.

Internet is a communication network that connects are electronic media in another.

I was born in Palopo, palopo.., such as pantai labombo, which in bed three right from this ring itself. namely latuppa one of the specialist put his kupurung and I like kapurung.

Well, maybe gets out I can say more and less Please forgive me. I am with the work as well. Assalamualaikum wr, wb "Thank you"

15). RD 15

Bismillah.., Assalamualaikum warahmatullahi wabarakatuh.

On this occasion let me to make an introduction to who I am. My name is Nurul'in I am the first of two children. I was born in makuta netta discipline January 2004. Currently, I live in jalan malaj palopo South Sulawesi.

Speaking up a hobby, bidding is one of my hobbies. I can read a story book websites today, one of the books that made me interested in reading it is a story book in the late malin kundag, because there are many lessons that can be taken. Yeah, I have one younger brother was still five

years old my father, working as a trader and my mother as a helped, my father trader and as well as a housewife.

The internet is a competent network that is growing very rapidly and provide us with events for various purposes, ranging from education which needs to get worse that are in turn.., connected with one another.

In my hometown, there are four skins of tradition is famous for its good handicrafts. In my village, there are various things along the roadside the cross are..,. There are first people of different..,, races and religions. I really like living in a village because the weather is very cool and I'm proud of my village. Wassalamualaikum wr,wb

The Treatment:

➢ First meeting, Describing People's Appearance and Personality Conversation
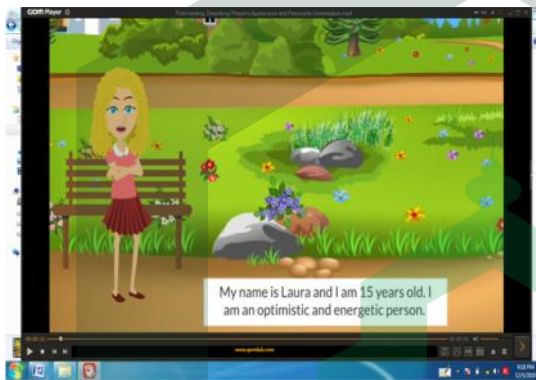
➢ Second meeting, Reporter Traffic jam (Tugas Bahasa Inggris)

➢ Third meeting, Places in a city - English Educational Videos Little Smart Planet

➤ Fouth meeting, CARA BERBAHASA INGGRIS LANCAR ft. Fathia Izzati

➤ Fifth meeting, In The Fall

Transcription for post-test

The post-test:

〕 Describe your hobbies in English.

〕 Tell a little about your family in English.

〕 Explain what you know about the internet in English.

〕 Tell a little about your hometown in English.

〕 What are your dreams, explain in English.

1). RD 1

assalamualaikum..Hi, everyone.

Good morning. And how's it going?

Today I will do a little bit about myself introducing myself. My name is Sarmila ramadani am student at smk negeri 1 palopol. I was born in palopo 20 March 2004 and I live on the street palapa.

My hubby with me and my family, my mom from my local my father from ambon and I'm have two brother sister and brother profession mom housewife, profession father driver

Internet, I think internet is on of the tools that can be for global transition, for example in social media, such as Facebook, Whatsapp, Instagram, YouTube, and others.

hometown, im from ambon, .., of ambon city is known as a tradition now, City beautyfull though and his also know as the City of communities a.., normally is Islam and Christian. it's from the person in ambo there are tradition of Cremonese for example, hitting a wrong stick in Mamala .., Chaka Lily in Pulau Felix, Abdul intolehu village .., and many more .., in Banda and many more fairy will knew the people of in ambon city I in terms or tourists in Ambon it is known it's very beautiful. Oh my God,

my either my either one to be manager in in server impossible in the fall in your photo. I would like to have my own company.

 Okay, under That's a little bit about myself.

I have been there and hape full understanding,

oke see you, assalamualaikum wr wb.

2). RD 2

Hi everyone,

How are you today?

    My name is Nurindah sari I am a student at smk negeri 1 palopo. I was born in the palopo the second of September 2003 and I live in sempo street. Today I will tell to you little about myself. I am the doctor of siblings. My mother comes from java and my father comes from belopa

    My hobby is badminton my mother years ago now i live in the tree of my papa and nephew when father on the walks motorcycle taxi driver every day

    What I know about the internet is one of the social media about, and someone says this for news and news online via the internet. I went to my mama is here in central so always three where

a lot of people who use it to be transmigrants from others city, my goal is to become a successful career woman who can make my family happy.

Okay, that is a story about myself and my limbs in the future hope you understand. Thank you for listening. Thank you kak ruslan for watching and Assalamualaikum warahmatullahi wabarakatuh.

3). RD 3

Salaam Alaikum warahmatullahi wabarakatuh

how are you today?

My name is hijra. I am students smk negeri 1 palopo. I was born in palopo tiga Maret 2004. I live on the street Benteng Raya.

Today I will tell you a little bit about myself. My hobby badminton

deals. Doctor.

My father is sankaah, He is a office craftsman. My mother is eda. she is I hape sweep I am the saven child and Seven sibling.

The internet is a media that we use to free what we need.

my hometown is very beautiful thanks for attention,

assalamualaikum wr, wb

4). RD 4

afternoon kak

Today my name is annisa I am a student at smk 1 palopo and was born in marauke 20 may 2002 and leave in bua

today tell to you about myself My name is annisa,and nick name Lisa

badminton Hobie and my favorit color is blue and badminton is because it's is theory acting and game of badminton and also with body .., feet.

a good my family mean for me a family because the is my father, my daughter My brother and me the border if you say quit and my mother

my hometown i love my hometown I live wit my mother and my father and i am very competable beautiful cool place fress because .., im vey happy to live here

the internet is a social media that use in support to fit what we shoot as students okay.

5). RD 5

Assalamualaikum.

hai kak and Good morning.

How are you today?

Today I will tell to you a little bit about myself. My name is nur jayanti. I am a student of smk negeri 1 palopa and I was born in mamuju on one July 2004. And I live in cambo.

My hobbies are reading and swimming,

Getting the family Tanks god it's still complete. My mother's Islam elfi and my father is Musliman and I have an older brother named Arnold. I know that the internet is the readeras network information technology system that allows teachers around the world to connect to one another.

My hometown is in the city of Mamuju. That's where I was born and raised in a city that is so beautiful and also has many memories with family and friends.

My dreams is to become a doctor so that I can help set people and can have can open a free health center for..,.

Okay and thank you a little bit about myself that I've been telling and hape full understand. thanks for attention kak ruslan.Assalamualaikum..,

6). RD 6

Assalamualaikum kak Hi kak,

My name is Andy nurmega nasrudin am studying smk negeri 1 palopo and I was from Bau-bau 20 Maret 2003 and I'm leaving in street.., living on street ahmad rasak.

Today I would tell to you, tell to you little bit about myself what.., my hobby is reading and korean streaming idols.

Two. my family, four cylinders I called me, my father, my click work ojek drive, my mother work who only as Houswifi

Three, Internet communication network the cornets once electronic media with a another.

Four, I was born in smells of South Sulawesi my village is beautiful

Five. my ideals to work to wark in official office and I was an im writer.

7). RD 7

assalamualaikum wr, wb.

Hello Good afternoon. My name is hafidsatul laili from a smk one palopo, I am alumini of mtsn palopo city. My home address is jalur dua.

The time we will discuss the dangers of social media. Many people use social media as a means of expression and that is not something wrong.

The problem is when people use social media as a means of expression with all limits and forget the rules.

We have that we'll get out a cannon side more or less Please forgive

Assalamualaikum wr, wb

8) RD 8

assalamualaikum wr, wb

Hey everyone and good afternoon.

How are you today?

My name issalsabila. I am a study at smk one palopo. And I was born in palopo 13 Augustus 2004 and I live on street batu mancani.

Today, I want to tell to you a little bit about myself My hobbies are cooking and reading books. My father names hairul and my mother name is Marniati. I have one sister and two brother.

The internet is a network that connect computers to one another using the global system standard transmission control protocol or the internet protocol suite, SSN exchange protocol so that we can communicate, interact and exchange information even in long distances. The Nine of you a yes, but chances are bad in my village, stir is also all the commotion or cast.

My ambition is co okay. And that early, be bit about myself that I've been telling you and hope will understand.

Thank you for attention and

Salaam Alaikum warahmatullahi wabarakatuh

9). RD 9

hello,

assalamualaikum,

hai kak and good night

 how are you today?

Today i would tell to you about myself, My name is rosda Ruslan

im student of SMk negeri 1 palopoOn i was born in pasar said 13 ... 2004 and i live in binturu.

My hobby is reading. I have seven siblings, foou boys and three girls among my brother. My older sister is already married. My two younger siblings and are in school, and my father name is ruslan and my mother name bu hasni

The internet Is relly need.., because the internet can make it.., for.., I haven't I understand the fear the internet.

My Hometown is this Malangke South Sulawesi, even though the flesh is less for full beard, I am still comfortable because it is my hometown and my goal is to become a doctor so that I can help with help someone want need health

Oke, and thenk a little bit about myself that I've been betting and hope full understanding for attention kak Ruslan, Assalamualaikum warahmatullahi wabarakatu

10). RD 10

assalamualaikum wr, wb.

hai kak!!

 How are you today?

My name is wahyu hidayat. I am a student at smk 1 palopo and I was born in Palopo in june 25 2004. And leave on the street corner.

Today I will tell to you a little bit about myself. My hobby is badminton, in my family, I am an only child.

The internet is one of the most sophisticated major in today what there are people who use it to communicate offer long distance or since mistakes. There are also those who use the internet to launch looseness. The internet is also one of the most important major in the world because of its very broad benefits. But there are also those who take advantage of the internet for more on or negative things in my hometown, I always go to doing mine.

My goal is to become a police officer.

Okay, and that little bit about myself that I have been telling you have fully understand.

Thanks for Attention. kak ruslan

.assalamualaikum wr. Wb

11). RD 11

assalamualaikum wr, wb.

Hi kak. How are you today?

 I will introduce myself my name is Nunu and I am a student at smk 1 palopo. I was born on tolala on September 8 2004. And, and I live on the street datuk Suleiman

today I want to talk to you a little bit about myself.

My hobby is reading and cooking.

My father name is sultan and my mother name is Rena, and I have two sisters. And I am the secend of three siblings.

The internet is one of the most sophisticated media in today word there are people who say if to communicate over long distance person mistake. There are also those who use the internet to launch bisnis less

My home town is in South Sulawesi villge af toLala and my village has a truck club in town where the paperwork a lot us farmers in this Herrmann.

My goal is to become a secretary in company. Okay. And that's a little bit about myself that I have been telling you how to fully understand.. Thanks for attention ksk ruslan, assalamualaikum wr, wab.

13). RD 13

bismillahirrahmanirahim,

 Assalamualaikum warahmatullahi wabarakatuh

 hai kak and good afternoon. How are you today? I hope you're fine.

 Let's introduce ourself Nirmala I am student at smk 1 palopo and I was born in jayapura03 September 2004 and I live in jl. tenri aajeng.

Today, I will tell you a little bit about myself. My hobby is working because I can comfortably record like any other harmonious family so I'll leave that I can know about the internal memory. So fortunately, and refusing information for for our..,

 my house in near dirji ..,my goal is prussic quitter because with me being a prosecutor I can defer the with what is right.

 okay and it's a little bit of both myself I have been little and hopefully can be can be understand. Thank for attention kak ruslan

,assalamualaikum..,

14). RD 14

bismillah.., assalamualaikum.

 Hi kak, and Good morning.

How are you today?

My name is seila aulia mutiara. I'm a student of smk 1 palopo and I was born in Palop03 three March 2015. And I left on the street datuk sulaiman. Today I will tell to you a little bit about myself. My hobbies writing, ..., badminton and singing and

i'm the second of five children, three boys and two girls. My brother name is *** and my mother name is Khadija.

 The internet is a communication network that connects one electronic media to another. I was born in Palopo, palapa has put switch up agro, labombo which and both directly from the spring itself normally latuppa

Okey dan itulah sedikit tentang diri saya tealhceritakan dan mudah mudahan dapat dipahami

Thank you. kak ruslan.

assalamualaikum.., wr, wb.

15) RD 15

assalamualaikum..,

hai kak, how are you today?

 My name is Nurulin and I am a student at smk negeri 1 palopo. And I was born in mangkutana 27 January 2004.and i like on the street malaja. Today I went to a little bit about myself. Speaking of a my hobby, speaking is one of my hobbies, I can take the storybook five seats everyday. One of my favorite story books is malinkundang. Because the story condense a lot as a good advice. I have one younger brother who ii stiil five year old and but of my parents work at treder.

The internet is no way it is a network of information technology systems that allows the flies around the world to connect to one another in my office mountain four from the seabee mountain is a beautiful and rich pool and the air is simple here. The people are friendly and family spread with each other. Currently is proud to become a religion teacher, with a reason to bring change where I can instill Islamic fills in a sudden leader and profile example of how to be hype well toward others. By becoming religious figures. We will change the system even more for the better.

Okay, and that's a little bit of both myself that I will be in and hopefully understand. Thank you for attention, kak ruslan.

assalamualaikum..,

DOCUMENTATION

The research opens the class, ask the student condition and prepare teaching material.

The researchers present treatment with YouTube videos

The picture in the last meeting with students of SMK Negeri 1 palopo of IX Adm 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan
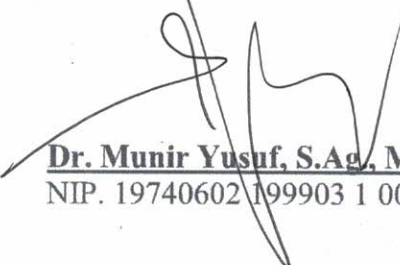
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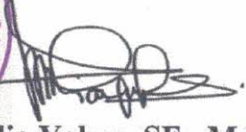Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 13 Januari 2021

a.n. Dekan
Wakil Dekan Bidang Akademik
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SURAT KETERANGAN SELESAI MENELITI
Nomor: 421.5/062-UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama	: Muh. Ruslan
NIM	: 16 0202 0119
Jenis Kelamin	: Laki-Laki
Program	: S1. Pendidikan Bahasa Inggris
Alamat	: Dsn. Baloli Kab. Luwu Utara

Telah selesai melaksanakan Penelitian di SMK Neg. 1 Palopo mulai tanggal 09 Januari 2020 s.d 09 Maret 2020 dalam rangka penyusunan *Skripsi* berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 05/IP/DPMPTSP/I/2020, Tanggal 10 Januari 2020, Perihal : Izin Penelitian, dengan judul penelitian :

" The Effectiveness Youtube Video In Improving Students Speaking Skill At SMKN 1 Palopo . "

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 11 Maret 2020
Kepala UPT SMK Neg. 1 Palopo,

Ridwan Rajab
19660405 200701 1 032

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muh.Ruslan

Nim   : 15 0202 0119

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Januari 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
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CURRICULUM VITAE

Researcher, Muh. Ruslan was born on 05 October 1996 in Balebo Village, Kecamatan Masamba, Kabupaten Luwu Utara. He is the son of two of three brothers, one sister and one brother. His father's name is Anwar and his mother's name is Salmia. The researcher completed his studies at SD Negeri 099 Balebo, graduated in 2008 and then continued his studies at MTs. Muhammadiyah Masamba, graduated in 2011. Then continued his education at MA Pondok Psantren Darul arqom Muhammadiyah Balebo, graduated in 2014. He continued his studies at the State Islamic Studies Institute (IAIN) Palopo and took the English Department. He completed his studies in 2020.

In the end, studying at the Palopo Islamic Institute (IAIN), wrote a thesis entitled **"THE EFFECTIVENESS OF YOUTUBE VIDEOS IN IMPROVING STUDENTS SPEAKING SKILLS AT SMK NEGERI 1 PALOPO".**