



**USING VIDEO YOUTUBE CHANNEL “LINGUAMARINA” IN
IMPROVING STUDENTS’ SPEAKING SKILL AT
JUNIOR HIGH SCHOOL**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment Requirements for
the Degree of Educational Bachelor S-1 Program*

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MEDAN
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SURAT PENGESAHAN

Skripsi ini yang berjudul "USING VIDEO YOUTUBE CHANNEL "LINGUAMARINA" IN IMPROVING STUDENTS' SPEAKING SKILL AT JUNIOR HIGH SCHOOL" yang disusun oleh Wulan Ridanti yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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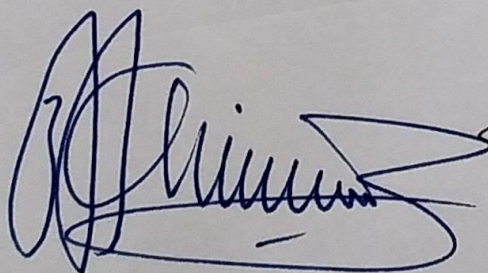
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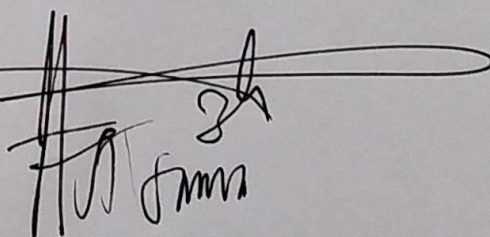
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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Sebuat Pernyataan



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ABSTRACT

Wulan Ridanti. 2022. Using Video YouTube Channel “Linguamarina” in Improving Students’ Speaking Skill at Junior High School. A Thesis English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera.

This paper focus to find out the improvement in speaking skills from the using video YouTube channel from Linguamarina as the material in teaching speaking. In this study, using classroom action research. This research consists of two cycles. There are two kinds of data in this research, namely quantitative data and qualitative data. Whereas, the quantitative data taken from pre-test, post-test I, and post-test II. Then the qualitative data taken from the interviews, observations, notebooks and documentation. The sample of this study were VII-2 class students at SMP Swasta Daerah Sei Bejangkar, and the total sample in class VII-2 were 30 students. The findings show that their speaking skills increase in each cycle, it was showed from the result average among pre-test (48), post-test in cycle I (67,6) and post-test in cycle II (73), and the researcher found improvement in five aspect in speaking. For grammar 2.2 to 3.8, for fluency 2.2 to 3.6, for pronunciation 2.5 to 3.2, for vocabulary 2.4 to 3.9, and for comprehension 2.7 to 3.6. From qualitative data shows that the use of Linguamarina videos not only improves students' speaking skills but also increases students' spirit, confidence and enthusiasm in learning English. The findings are useful for teachers in junior high school to teach students in understand more effective ways to improve the speaking skills of English learning through technological developments by utilizing social media YouTube.

(Keywords: Speaking skill, Junior high school, YouTube video)

ACKNOWLEDGEMENT

All Praises to Allah SWT, who has given the writer the blessings and a chance to complete and finish this thesis. Praise and blessing to the Prophet Muhammad SAW, who has been our figure to serve Allah SWT. Peace and blessing be upon Prophet Muhammad *Shalallahu'alaihi wasalaam*.

This thesis which is entitled **“Using Video Youtube Channel “Linguamarina” in Improving Students’ Speaking Skill at Junior High School”** is written to fulfill one of requirements to obtain the *Sarjana Pendidikan* degree at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

In the process of completing this thesis, the writers faced difficulties, problems, emotional and mood problems. It was hard for me to finish this thesis without the help and supports from my dearest people and inspiring people. The writer has received many supports, help and get inspiring from many people. Therefore, the writer would like to thanks for:

1. **Prof. Dr. Syahrin Harahap, MA** as the Rector of State Islamic University of North Sumatera (UINSU);
2. **Dr. Mardianto, M.Pd** as the dean of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera;
3. **Yani Lubis, S.Ag, M.Hum** as the Head of English Education Department;
4. **Ernita Daulay, M.Hum** as the Secretary of English Education Department.

5. **Yani Lubis, S.Ag, M.Hum** as my beloved advisor I who has given me the supports, suggestion, corrections, motivation, and helps to finishing this thesis from the start to last clearly.
6. **Dr. Farida Repelita Waty Kembaren, M.Hum** as my second advisor who had given much his time, supports, suggestion, corrections, motivation and helps to finishing this thesis from the start to the last clearly.
7. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during my study at Faculty of Tarbiyah Science and Teacher Training of State Islamic University of North Sumatera Utara.
8. Principals, teachers, staff and students at SMP Swasta Daerah Sei Bejangkar
9. My beloved parents, for my Father **Mr. Selamat** and my Mother **Mrs. Sutini** who always given me spritual, financial, love, supports, and prayer. Therefore I can finish my S-1 Degree. I dedicate this thesis to you.
10. My beloved sister **Ayu Sawitri** who always support me from the start until now and always give me motivation to finish this thesis, I miss you so much. I dedicate this thesis to you.
11. My best friend **Hasna Hidayah Siahaan and Dea Anggraini Sitorus** thank you to support me from high school until now, and always pray for me, remind me to take my health, help me to rise from laziness, and always take the time to listen to my confession. I really appreciate it guys.

12. My best friend in campus **Ayu Amelia** and **Kiflaini**, thank you so much for these 4 years. Up and down in college we passed together, and support from you guys and also motivate to finish this thesis. Thank you guys.
13. For my cute and lovely **Mr. Park Jimin**. Thank you for entertaining me, and give me some space for breathing when I have a trouble in my thesis.
14. Everyone who has helped me in finishing the thesis and whose names can't be mentioned one by one.
15. Thank you to my self to stay strong until this time.

Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, January 5, 2022



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CHAPTER I

INTRODUCTION

A. Background of Study

English education is considered very important these days, including in Indonesia. With the existence of learning English at every level of school, from elementary, junior high school, to university, English is a compulsory subject that students must study. Because it is widely used in other countries, English is one of the languages that has been chosen to be used internationally. We can assess why English has become an international language by looking at the presence of Anglophone speakers (an English speaker) spread across five continents. English is not only used by Anglophones but also in the modern world because of the advantages of English, which varies in idioms and also develops.¹ English is one of the international languages, because English is a language that is easy to learn and understand by many people, therefore it was decided that English became an international language. As an international language, English has been used well in various countries including Indonesia itself. The use of English in Indonesia as a second language is the right thing, because the times are increasingly advanced so that many products or job vacancies come from another country, so to unite or want to collaborate with foreign companies at least we can master English so we can communicate with our partners.

In English, there are four basic skills that must be mastered in order to become a native speaker, including; listening, speaking, reading, and writing. The

¹Rayner Hardjono. *Kamus Saku Istilah Bahasa Asing* (Jakarta: Gramedia Pustaka). 2001. p. 36.

order of the four skills is based on the beginning we learn language. Starting from listening, when we were babies we could only hear but not speak or read. After we grow up, we can begin to speak, write and also read. To learn these four skills, we need an effective way to learn to understand them. Listening and speaking skills are interconnected in our daily lives where they work together to build effective oral communication. And for reading and writing skills, this is used as a means of communication in writing and they work together as effective skills.² Someone cannot write without reading beforehand, because by reading we can increase knowledge and can open ideas if we want to write something.

Looking at the previous explanation, speaking skills work together with listening as an oral communication tool in our daily lives. Apart from talking to other people, we will also hear other people talking and we will have a conversation with that person. In doing a conversation we need someone to talk to, it can be two or more people as senders and receivers, and they have the goal of sharing information, ideas, or conveying opinions. In successful oral communication, we can develop our ability in the pronunciation that we use, starting from stress words, and intonation, then we also have to know when we will talk in managing interactions.³ So, we could say that speaking is what we need in our daily life. There are several components in speaking, such as pronunciation, grammar, vocabulary, fluency and comprehension. All these things are fundamental so that the receiver when we have a conversation can understand what we are talking about.

²Cand. Lorena Manaj Sadiku. *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. European Journal of Language and Literature Studies. Vol.1, No. 1. 2015. p. 29.

³David Nunan. *Designing Task for Communicative Classroom*. (New York: Cambridge University Press). 1989. p. 32.

In the US, based on Vaughn, et.al in their articles said that student academic achievement is still low, because there are many individual factors that affect the academic success of students there. One of them is the history of students' education, school selection and background, and English literacy skills and students' socio-cultural background.⁴ In addition, as for the problems faced by students as English language learners in China, their learning process is less effective due to students' shyness and anxiety, and the lack of opportunities for students to practice. Many English teachers there only focus on using correct vocabulary and grammar and only reading dialogues and stories from books.⁵

In Indonesia, there are several factors make speaking difficult for a student to learn. Such as the inhibition factor, nothing to say, low of participation, and mother tongue use.⁶ Of the four factors, there are also another factors that include a lack of self-confidence in a student whose environment is not supportive for the learning process, a lack of vocabulary, grammar, and no opportunity for a student to practice their speaking skills. Likewise, research through community service in the form of training states that the obstacles experienced by someone in speaking are constrained in pronunciation, vocabulary, and grammar.⁷ Based on the the observation on SMP Swasta Daerah Sei Bejangkar the researcher found that there

⁴Sharon Vaughn, et.al. Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings from Two Experimental Studies. *Journal of Research on Educational Effectiveness*, 2:4, 297-324. 2014. <http://dx.doi.org/10.1080/19345740903167018>

⁵Zhong Sun, Chin-Hsi Lin, Jiaxin You, Hai jiao Shen, Song Qi & Liming Luo. *Improving the English-speaking skills of young learners through mobile social networking*. *Computer Assisted Language Learning*. VOL. 30, NOS. 3-4, 304-324. 2017. p. 315. <https://doi.org/10.1080/09588221.2017.1308384>

⁶Desy Rikha Frida Ventik. *Causes of The Students Difficulties in Learning Speaking at The Senior Vocational School*. Undergraduate Thesis; Universitas Brawijaya. 2017. p. 39-45.

⁷I Gusti Ayu Agung Dian Susanthi. *Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya*. Universitas Warmadewa, Denpasar, Bali-Indonesia. Vol. 1, No. 2. 2021. p. 66-67.

are still many students who are not confident in their speaking skill and also they lack of vocabulary and also the grammar to speak English, another factor is their mother tongue which is unique and difficult to remove. It will make their pronunciation less. From the cases above, if we see that they have the same problem, which means that someone experiences problems in speaking due to a lack of understanding in the speaking factor.

At this time, there are many ways and research to learn and improve speaking skills. According to El-Hussein and Cronje, learning using cell phones as a learning medium can only run according to expectations if the technology they use is in accordance with what is needed.⁸ There are many applications launched to facilitate the speaking learning process. Therefore, that someone can be comfortable in practicing their abilities without not believing in themselves or fearing that they will be wrong. In this online era, there are several applications that we can use to improve our speaking skills, including; YouTube, Ome TV, Duolingo, etc. From some of the applications above, the way it works is almost the same, if with YouTube we will be presented with several videos that are relevant to what we want by writing a keyword in the search provided after that, several videos that are relevant to the keywords you enter will appear. However, in Ome TV is a little different due to how this application works, if in Ome TV we have live video conversations by selecting which country we want to explore. After that, we can talk directly with someone from outside the country. But in the Duolingo application, we will be taught starting from translating words, perfecting words, and

⁸Mohammed Osman M. El-Hussein and Johannes C. Cronje. *Defining Mobile Learning in the Higher Education Landscape*. Educational Technology & Society. Vol. 13, No. 3. 2010.

writing words. So, with these supporting applications, students are no longer confused or embarrassed to start practicing their speaking skills.

Learning speaking using YouTube media can be an efficient alternative if it is doing correctly and also in accordance with the student's goals. Because YouTube is an application that contains video content that can help someone to study independently anywhere and anytime, besides that we can upload our videos and become public consumption. Using the YouTube application to increase someone's interest and also speaking skills, like starting with choosing a channel that really helps us to master speaking skills. Like Linguamarina's YouTube channel, she is a woman who comes from Saint-Petersburg and she is an entrepreneur and also a YouTuber. On her own channel, the first video she only made tips on how to get a high and satisfying TOEFL score. Until finally she also gave tips on how to speak English that was easy to understand and easy to apply and she once talked that learning English we can do just by learning the phrases to make it easier for us to speak English. This channel was build in 2015 and now has 3.21 Million subscribers.

As for research related to the discussion to be investigated this. This study discusses improving the English-speaking skills of young learners through mobile social networking. This study uses mobile SNS use for EFL oral learning, participant in this research are two first-grade English classes and in this study researchers used 2 methods, namely control group and experiment. The results obtained in this study are that the control and experimental groups both improve their English skills in three dimensions, namely accuracy, fluency, and pronunciation. However, the experimental group had an advantage in speaking

fluency compared to the control group. And indeed this SNS mobile leads to an increase in speaking skills. In addition, this research is extended to be applied by children, not just for undergraduates and adult learners.⁹ In the research entitled Use of YouTube-Based Videos to Improve Students' Speaking Skill, in which the participants in this study were seventh-grade students of one of Junior High Schools in Surakarta. This study uses a qualitative approach using action research. Data collection was carried out through several instruments such as; observation checklists, field notes, performance tests, questionnaires, and interviews. Based on all available data, the results of this study indicate that there is an increase in students' speaking ability. Some aspects that are improved include student fluency, vocabulary, pronunciation, grammar and content.¹⁰

Research conducted by Ida Prasetianing, et al. With the research title Teaching Using YouTube Video Tutorials to Improve Students' Speaking Skills, and the participant is junior high school in Jombang regency East Java, which aims to find out how YouTube video tutorials can improve students' speaking skills in displaying procedural texts, and this study used classroom action research. The results of this study indicate that the students' speaking ability improved in 3 aspects, namely accuracy, fluency, and appearance. It was also found that videos with native English speakers were less useful for students, especially students with

⁹Zhong Sun, Chin-Hsi Lin, Jiaxin You, Hai jiao Shen, Song Qi & Liming Luo. *Improving the English-speaking skills of young learners through mobile social networking*. Computer Assisted Language Learning. VOL. 30, NOS. 3-4, 304-324. 2017. p. 315. <https://doi.org/10.1080/09588221.2017.1308384>

¹⁰Diki Riswandi. *Use of YouTube-Based Videos to Improve Students' Speaking Skill*. Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University. Volume 2 Number 1. 2016. p. 298

low abilities. Conversely, non-native speakers are more beneficial to students.¹¹ The next research that discussed about YouTube Videos and Snowball Throwing Technique to Improve Students' Speaking Skill. This study used a quasi-experimental method especially a pre-test and post-test control group which was used to see a significant difference in speaking skills between students who were treated by applying YouTube video with snowball throwing techniques. The finding of this study is that the snowball throwing technique significantly improves students' speaking ability. It was found that the experimental group students obtained higher scores than the control group students after being taught using the snowball throwing technique. In addition, from the aspect of speaking skills, there was also a significant increase in the five aspects of speaking. Second, there was a significant difference in speaking ability between students who were taught using the snowball throwing technique and those who were not taught.¹²

Although previous research discussed the effectiveness of using SNS, YouTube video tutorial, YouTube Videos and Snowball Throwing Technique and YouTube video applications to change learning to be more effective and more modern, little has been discussed the use of Linguamarina's YouTube channel video as a media for learning speaking skills in junior high school. Here the researcher want to try apply the Linguamarina YouTube video channel to improve speaking skills by using a classroom action research method, which according to researchers

¹¹Ida Prasetianing Jati, Alis Saukah, Nunung Suryati. *Teaching Using YouTube Tutorial Video to Improve Students' Speaking Skills*. Jurnal Pendidikan Humaniora. Volume 7, Number 3. 2019. p. 104.

¹²Nabella Dwi Meilinda. *Youtube Videos and Snowball Throwing Technique to Improve Students' Speaking Skill*. Jurnal Pendidikan dan Pengajaran. Volume 5, Number 2. 2018. p. 118-124.

the video from the channel has the opportunity to help students improve their speaking skill. In hope, this research can improve their speaking skill. Therefore, the researcher is interested in researching "Using Video YouTube Channel "Linguamarina" in Improving Students' Speaking Skills at Junior High School".

B. Limitation of Problem

Based on the background of study, the researcher limits and focuses this research only on using video YouTube channel Linguamarina in improving students' speaking skill. The sample of this research is VII-2 students at SMP Swasta Daerah Sei Bejangkar.

C. Formulation of Study

Based on the limitation of the problem above, the formulation of the study as follows:

1. How is the students' mastery in speaking skill before the YouTube video Linguamarina used in the teaching learning activity?
2. How is the implementation of YouTube video Linguamarina in comprehending students' speaking skill?
3. How is the students' mastery in speaking skill after the YouTube video Linguamarina used in the teaching learning activity?

D. The Objectives of Study

Based on the formulation of study, this research was focused as follow:

1. To observe the students' mastery in speaking skill before YouTube video Linguamarina applied in teaching learning activity.

2. To find out the teaching-learning situation when YouTube video Linguamarina is applied.
3. To find out the students' mastery in speaking skill after YouTube video Linguamarina applied in teaching learning activity.

E. The Significances of Study

The significances of the study are expected to be used theoretically and practically:

1. Theoretically

The results of this study are expected to provide more insight into the use of YouTube videos to practice speaking skills and as a media to improve speaking skills and the results are also expected to enrich the literature on teaching English, especially in speaking learning and can contribute to further research on speaking skills.

2. Practically

- a. For researchers, this research is useful to improve their ability to conduct research and deepen knowledge about language and also speaking skills.
- b. For readers, this study is expected to be an additional and alternative reference, especially in the speaking field.
- c. For other researchers, this research is expected to be a trigger to continue further research on ways to attract students' interest in improving their speaking skills.
- d. For language users, the results of this study are expected to be a

guideline to determine whether the use of YouTube videos can be used to improve students' speaking skills or not.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking Skill

1.1 Definition of Speaking

Speaking is one of the 4 skills in English which can be a standard that someone understands English. Speaking is a person's way of expressing what he wants to convey to someone. Brown and Yule said that speaking in their book, "Speaking is to express the needs—request, information, service, etc."¹³ There are many experts who express the meaning of speaking, including Fulcher, who states that speaking is a skill that appears just like that which is learned spontaneously through the socialization process in communicating.¹⁴ Likewise Linse said, he indicated that the importance of speaking was the same as the importance of a student's language development.¹⁵ In addition, Cameroon also stated that speaking is a person's way of actively using the language he has to convey the message he wants to convey, so speaking is prioritized over listening or student skills.¹⁶ Speaking is also described in the Al-Quran surah Ar-Rahman: 1-4:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning: 1. The Most Beneficent (Allah)! 2. Has taught the Quran (by His Mercy).

¹³Gillian Brown and George Yule. *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*. Australia: Cambridge University Press. 1989. p. 14

¹⁴Fulcher Glenn. *Testing Second Language Speaking*. London: Longman. 2003. p.22

¹⁵Carolinet Linse. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies. Inc. 2005. p.47

¹⁶Lynn Cameroon. *Teaching Language to Young Learners*. New York: Cambridge University Press. 2001. p.40

3. He created man. 4. He taught him eloquent speech.¹⁷

Based on the explanation from Q.S. Ar-Rahman, Allah SWT who created man and Allah also made man able to speak and gave him knowledge. Allah SWT has explained that Allah who gave humans the ability to speak. Therefore, we as humans should not waste the abilities that God has given us, we must continue to learn to speak other languages, so that we can use the ability to speak to spread useful knowledge.

The Qur'an also ensures us that our ability to speak can elevate us, which is contained in the Qur'an Surah Al-Baqarah: 33-34:

قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ ۖ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ
 غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (٣٣) وَإِذْ قُلْنَا
 لِلْمَلَائِكَةِ اسْجُدُوا لِآدَمَ فَسَجَدُوا إِلَّا إِبْلِيسَ أَبَىٰ وَاسْتَكْبَرَ وَكَانَ مِنَ الْكَافِرِينَ
 (٣٤)

Meaning:

33. Allah said: "O Adam, tell them the names of these things." Then after he told them the names of the objects, Allah said: "Didn't I tell you that I know the secrets of the heavens and the earth and know what you disclose and what you hide?" 34. And (remember) when We said to the angels: "Obeisance yourselves to Adam," then obeisance them except Satan; he is reluctant and arrogant and is one of the unbelievers.¹⁸

From the verse above, it can be concluded that with the language ability that Allah gave to Adam, the angels were ordered by Allah to obeisance to him. This

¹⁷Al-Quran dan Terjemahannya. 2011. Departemen Agama RI. Jakarta: Bintang Indonesia, Al-Quran Q.S *Ar-Rahman*/55: 1-4

¹⁸Al-Quran dan Terjemahannya. 2011. Departemen Agama RI. Jakarta: Bintang Indonesia, Al-Quran Q.S *Al-Baqarah*/2: 33-34

means that language and language skills have great power that can lift humans to a high degree. In addition to the explanations of the verses above, Allah also states that we as Muslims are obliged to continue to seek knowledge. As the hadist below says:

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ، حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ، حَدَّثَنَا كَثِيرُ بْنُ شَنْظِيرٍ، عَنْ مُحَمَّدِ بْنِ سِيرِينَ، عَنْ أَنَسِ بْنِ مَالِكٍ، قَالَ قَالَ رَسُولُ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning:

“Seeking knowledge is a compulsion on every Muslim.” (HR. Ibnu Majah no. 224, from friends of Anas bin Malik radhiyallahu ‘anhu, authenticated by Al Albani in Shahiih al-Jaami’ish Shaghiir no. 3913).¹⁹

In this hadist, it is explained that studying is an activity that is compulsion, besides that in studying there is no difference in one's status and gender. Likewise, with learning to speak in another language. Because learning another language is also included in studying, as a Muslim it is obligatory to try to learn it.

From the explanations of several experts above and the explanation of Qur’an and hadist, it can be concluded that speaking it means of communication for someone to convey messages to other people. The message can be information, an idea or something personal that someone wants to convey to others.

1.2 Types of Speaking

There are 2 types of spoken language, according to Nunan²⁰, which are:

¹⁹Sunan Ibn Majah. The Book of the Sunnah. Vol.1, Book 1, hadith 224.

²⁰David Nunan. *Designing Task for Communicative Classroom*. New York: Cambridge University Press. 1989.

a. Monolog

Monologue is a conversation that only involves one person, namely himself. Usually in the performance of a drama there are often scenes where someone talks to himself, like that which is called a monologue. In speaking, which is included in a monologue is someone who makes a speech, announcer, broadcast, and others. So, the listeners must process the information themselves until the listener understands what is meant by the speaker.

b. Dialogue

Dialogue is a conversation that involves two or more people with responses and expressions. Harmer once said that he could ultimately distinguish between unplanned and unplanned conversations. If the conversation is planned like a speech, and usually the difficulty experienced by someone who is giving a speech is when the audience does not understand what he is conveying. And a conversation that is carried out without a plan is a conversation that occurs spontaneously without preparation.

Based on the explanation from Nunan, he divided speaking into 2, namely monologue conversation and dialogue conversation. From these two types we can conclude that it turns out that speaking also has a type. When we talk to ourselves without the other person to talk to, like we are talking in front of a mirror with ourselves, we include speaking with ourselves. And when we talk to the other person, we can have two or more people, this is called dialogue. Which means we have a conversation where when we talk, we have a topic to discuss.

When we want to develop our speaking skills, sometimes we need other people to practice our speaking skills. Doing dialogue is more effective than doing it alone. As the findings of research conducted by Pitura, he stated that a student who wants to improve their English language skills, they need other people who have more knowledge of English to achieve the student's goals. Other people here can be like a teacher, a friend, or like a course.²¹

1.3 Components of Speaking

Components in speaking, here are things that are needed in speaking. According to Hughes, there are 5 components in speaking, namely:²²

a. Pronunciation

In carrying out a conversation with other people, we need good pronunciation as well. As Hornby said, pronunciation is the way the word is said.²³ Because if we pronounce a word wrong, the meaning that is conveyed will be wrong. In English, to be more precise, we must really pay attention to how a word is pronounced by looking at the stress on the word, so that there is no misunderstanding of meaning during conversation.

b. Grammar

Grammar here is the procedure for writing a sentence. Usually in English, grammar is often associated with tenses, even though there are many more grammars in English. In general, there are 16 tenses in English

²¹Joanna Pitura. *Developing L2 Speaking Skills in English-Medium EFL Higher Education*. Innovation in Language Learning and Teaching. Pedagogical University of Cracow, Kraków: Poland. 2021. <https://doi.org/10.1080/17501229.2021.1884688>

²²Arthur Hughes, *Testing for language teachers*. Cambridge University Press. 2003. p. 118

²³Hornby. *Oxford Advanced Learner Dictionary of Current English*. Oxford University Press. 1995. p. 928

which are divided into 3 times: present, past, and future. As Hornby said, grammar is a way to change word order and combine it with other sentences.²⁴

c. Vocabulary

Apart from pronunciation and grammar, in speaking if we don't have vocabulary we can't communicate. So, we also need vocabulary to communicate. So it can be said that vocabulary is a very important part of speaking.

d. Fluency

Fluency is how one manages the flow and efficiency when expressing ideas. Some grammar mistakes will definitely appear when you explain something, but if the thing you want to convey is in a way that is easy to understand and shows that you are comfortable speaking English, then other people will understand what you are talking about. In an academic environment, fluency is a skill required to explain something in a presentation or another clearly and fluently.

e. Comprehension

Broadly speaking, comprehension is understanding. Hornby said that comprehension is an understanding of the language or an exercise that aims to improve and also to test one's ability to understand a language.²⁵ It can be said that comprehension is an assessment that is carried out in writing or orally to assess someone's language ability.

²⁴Hornby, *ibid.* p. 517

²⁵Hornby. *Ibid.* p. 235

In speaking, just speaking is not that complicated. But if we are learning a new language, it can be a second or third language, etc. every time we want to speak the language we must feel difficult. Because, we don't learn from the components of speaking. There are five components to speaking that we really need to understand and learn before we really want to speak. Based on Arthur's opinion, the first is pronunciation. Without correct pronunciation, one would not understand what we were talking about. Not only foreign languages, but also our mother tongue that we use every day, of course we need proper pronunciation so that someone really understands what we are talking about. Second is grammar, how important grammar is if we want to try to speak formally when we are invited to an international event and we want to make a speech in front of a crowd and we have to use correct grammar. Furthermore, after we understand grammar, now what we need is fluency. Apart from the three previous components, surely everyone really wants to speak foreign languages fluently and correctly, therefore practice make perfect a language. And the last one is comprehension, comprehension here, besides we can talk to people, of course we have to understand what the other person is talking about so that a conversational interaction can occur.

1.4 Purpose of Speaking

Speaking it means of communicating a person to express what they want to express with others. A person's goal in speaking is to communicate with other people, therefore speaking is very important. Apart from just communicating, speaking also has other purposes, as stated by Tarigan, namely:²⁶

²⁶Tarigan. *Berbicara sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa. 2008.

a. To Inform

To inform something. Here, the speaker wants to share information or share ideas or convey opinions to listeners and give knowledge and purpose of the information to be conveyed. For this purpose, the speaker only wants to share information about a fact that he got.²⁷

b. To Entertain

To entertain, which means that the speaker wants to make the listener happy with the topic being discussed.²⁸ For example, when a friend tells a friend about something funny or a student is talking about a funny experience with his teacher or a parent who tells a funny story to his child. That way, speaking will be more interesting for listeners to hear.

c. To Persuade

To persuade means that the speaker tries to convince the listener to do something in certain activities.²⁹ For example, a teacher must provide good teaching to students by providing examples in delivering material. From these examples, students can understand the mindset of the lesson and actively participate in lessons. This activity requires action so that the listener is interested in taking the action desired by the speaker.

d. To Discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make decisions and also planning.³⁰ Many

²⁷Tarigan, *ibid.* p. 30.

²⁸Tarigan, *ibid.* p. 32

²⁹Tarigan, *ibid.* p. 35

³⁰Tarigan, *ibid.* p. 30

people and circles believe that discussion activities are held. Because with discussion someone has to solve a problem. Either like a group assignment or a problem someone is facing. Therefore, it can be concluded that by speaking, one can find out someone's feelings by asking them in communication and making decisions.

Our main goal when talking to someone is how the information we want to convey can be conveyed properly to others. There are four goals put forward by Tarigan, namely to inform, entertain, persuade, and discuss. Of the four objectives of speaking, what people often use is to inform, which is only to inform the situation he wants to convey. While entertainment is usually someone using it when we want to entertain friends or other people. For persuasion we usually use it to attract a listener to do what the speaker is talking about, this method is usually used to trick the listener. And the last one is to be discussed, this method we usually use when we are having discussions in class, meetings and others.

1.5 The Problems in Speaking Skills

In speaking, people often make mistakes, both in terms of pronunciation, or in the wrong placement of words. Usually, students often have difficulty speaking. Some of the student error factors that are often encountered are lack of self-confidence, no support from listeners, lack of student listening skills, and pressure to perform well.³¹ The problem in speaking can we seen in two factors, which are:

a. Psychological Problem

According to Juhana there are several factors from psychological why

³¹Nguyen Hoang Tuan. *Factors Affecting Students' Speaking Performance at Le ThanhHien High School*. Available at Asian Journal of Educational Research vo.3 No.2. 2015.

students have difficulty speaking in the classroom:³²

- Afraid of going wrong

Lots of students are afraid of this. Many theorists argue that the fear of making mistakes is the main reason students' reluctance to speak English in class. Juhana added that the concern was related to hygiene problems and negative reviews.³³ Apart from that, it is also greatly influenced by students. Fear of being teased by other students or criticized by the teacher, results in poor motivation and poor language performance in students. Therefore, it is important for teachers to convince students that everything is okay or not, because students can learn from their mistakes.

- Shyness

Shyness is an emotional thing that many students suffer when speaking English. Shyness is one of the most common language problems students face. One of the teacher's duties is to help students develop their language skills in the classroom. One of the most common language problems is speaking in front of people. Bald says they can be traumatized and if they are embarrassed, they leave or forget what to say.

- Anxiety

Fear is a feeling of tension, anxiety and nervousness when learning a

³²Juhana. *Psychological Factors That Hinder Students from Speaking in English Class*. Journal of Education and Practice. Tangerang: The English Department, Indonesia Open University. ISSN 2222- 288X. 2012.

³³Juhana, *ibid.* p.101

foreign language. Anxiety is a problem that can make students uncomfortable speaking. Horwitz said that the fear of speaking in a certain language can affect the quality of the language used, where teachers must try to create a more comfortable learning environment for their students.³⁴

- Lack of confidence

Insecurity usually occurs when students know that other audiences don't understand or when they don't understand the audience or other people. For example, students who do not speak English have concerns in communication. As explained above, teachers should pay more attention to building student confidence in discussion.

- Lack of motivation

In speaking, motivation affects the success of the oral presentation. Motivation also affects language perception. Juhana added that motivation is internal energy.³⁵ She said regardless of the type of motivation, the process of motivating students will enhance their learning, so students must be motivated to communicate successfully.

When someone who is still learning a new language wants to try to speak, usually that person will have psychological problems. It could be that the student has such excessive fear that he has no more motivation to learn a new language. When someone learns a new language, someone is obliged to make mistakes,

³⁴Elaine K. Horwitz. *Foreign Language Classroom Anxiety*. Joann Cope Source: The Modern Language Journal, Vol.70, No.2. 2001.

³⁵Juhana. *Psychological Factors That Hinder Students from Speaking in English Class*. Journal of Education and Practice. Tangerang: The English Department, Indonesia Open University. ISSN 2222- 288X. 2012. p. 103.

because they are still in the learning process, therefore, the role of the teacher here is needed to convince students that they are never afraid to make mistakes or fail to start something new. Besides that, usually the student was embarrassed, because what he said was wrong and the classmate laughed at him. It can also decrease his motivation to learn. Likewise, with lack of confidence and lack of motivation in students. Therefore, teachers must still optimistic souls in their students before they learn.

b. Language problems

There are many literatures on English language proficiency among Indonesian students. Many reports indicate that Indonesian students generally do not achieve a good level of English. Mukminatien notes that English learners have many language gaps, including pronunciation (such as tenses, prepositions and structured vocabulary), (how to choose the wrong word), fluency (how often), and interactive communication (such as difficulty expressing meaning). To explain this, researchers used Penny Ur's theory which is divided into four parts, namely psychological problems and language problems.³⁶ This theory simplifies the analysis of students' language difficulties, causes language difficulties and can be explained as follows:

- Worried about doing something wrong

Students worry about making mistakes, fear criticism, or shame. They are ashamed of what they say wrong.

³⁶Penny Ur. A Course in Language Teaching. Cambridge University Press. 1996.

- Nothing to Say

Students often complain that they can't think of anything while speaking and they don't have the motivation to say what they want to say. In this case there are many possible reasons why the student can't talk or is stuck. Among them are lack of reading, lack of vocabulary or lack of practice.

- Lack of participation in the classroom

Few students can speak due to lack of participation or inactivity. In this case, students usually don't want to participate in class because of the student's self-distrust, fear of being wrong, bored with the teaching method used by the teacher, or also the student really doesn't know what to learn.

- The use of the mother tongue

Students feel that their mother tongue is easier than their second language. Students often include use of their mother tongue when they speak a second language. This problem will make students feel comfortable. Students who share the same mother tongue tend to use it because it is easier and because students feel less exposed when speaking in their mother tongue.

In addition to psychological factors, there are also language factors that become problems in speaking, such as lack of participation in class, not knowing what to say due to lack of vocabulary, and lack of understanding in grammar and what often becomes a problem is mother tongue. Indeed, when we start learning a second language, we are always used to carrying our first language accent, so we

have to learn how we can speak English like a native speaker.

2. Video as Speaking Learning Media

Video is a recording of a live image. Video has developed a lot until now, starting from videos that are not in color until now videos can be enjoyed with attractive colors. Video is a form of technology that we can now enjoy anywhere. It can be through television, smartphones, or we can also enjoy it on various social media such as Instagram, YouTube, and many more. Newby et al., Said that video is a display of images recorded on a television screen.³⁷ Record a displayed image using any media format that uses a cathode ray screen to display the image is also known as video. In addition to these definitions, Richards and Renandya say that video is not only a collection of images, but also shares audio experiences in addition to spoken language.³⁸ So, if it is concluded from expert opinions that video is a recording of live images that are put together and equipped with audio and can be displayed on a television, smartphone, or other screen.

Making videos to help students learn English is also one of the innovations that can be used at this time. Like the use of dynamic assessment strategy in one of the studies conducted in Taiwan, in this study students were given the task of making a short film, in which the contents of the video students could tell stories. This strategy succeeded in making their speaking improved and not only that,

³⁷T. Newby, D. Stepich, J. Lehman, & J. Russell. *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media (2nd ed.)*. Columbus, OH: Prentice-Hall. 2000. p. 102.

³⁸J.C. Richards & W.A. Renandya. *Methodology in Language Teaching: an Anthology of Current Practice*. Cambridge: Cambridge University Press. 2002. p. 364.

students became more creative.³⁹ At this time, videos are very widely used by students to learn. Since schools are currently held online, technology such as this video is advancing rapidly. From video learning a student is able to better understand the material explained by the teacher compared to only the questions. In addition, in making instructional videos, a teacher or student can be more creative in conveying the contents of the video so that it is not boring and confusing. As stated by Smaldino, Lowther, and Russell, at this time many teachers use video as their learning material, to present content or to promote enrichment.

The use of video can also be used in all circles, be it children, adolescents, or adults, either individually or in groups.⁴⁰ Berk states in his thesis that the use of verbal and visual material such as videos using dialogue is an effective step for beginners.⁴¹ Kustandi and Bambang said that "Audio-visual media has interesting properties and motivates students to learn more material, the material presented in audio-visual can be used to develop listening skills and evaluate what has been watched/heard".⁴² So, based on the explanation above, the use of video as a learning media for now, especially for the junior high school level, is very capable of increasing student interest in learning and making students who are learning not bored quickly because of the material they don't understand.

³⁹Ya-Ting Carolyn Yang, Yi-Chien Chen & Hsiu-Ting Hung. *Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking*. Computer Assisted Language Learning. National Kaohsiung University of Science and Technology: Taiwan. 2020. <https://doi.org/10.1080/09588221.2020.1750431>

⁴⁰S.E. Smaldino, D.L. Lowther, J.D. Russell. *Instructional Technology and Media for Learning (9th. Ed)*. New Jersey: Pearson Prentice Hall. 2007. P.310

⁴¹R. A. Berk. *Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom*. International Journal of Technology in Teaching and Learning, 5(1), 1–21. 2009.

⁴²Cecep Kustandi and Sutjipto Bambang. *Media Pembelajaran: Manual dan Digital*. Bogor: Ghalia Indonesia. 2013. p. 107.

2.1 YouTube Video as Learning Media

YouTube is a video sharing service provided by Google for its users to load, watch and share video clips for free. YouTube is a manifestation of the shift in internet technology (world wide web) from "read only web" to "read write web",⁴³ which is from a state when the internet only provides reading resources for its users to a state when the internet provides a means for users to create and share reading resources for their users. Other users. This shift has made YouTube one of the most practical and accessible social media, so that currently YouTube is the most popular site and is watched by thousands of people every day.

In the current learning process, many teachers use YouTube videos as a media to make it easier for students to understand the material. Videos can inspire and activate students when they are integrated into student-centred learning activities, namely increasing motivation, enriching communication skills, and increasing average grades.⁴⁴ Resources like YouTube have made it possible for anyone who can use a camera and computer to create and share videos. There are many uses for video for learning such as video diaries, stimulation, and learning sequences. There are many uses for video that can be easily brought into the classroom with technology, so video is no longer just for presentation, but also for networking. Using videos from YouTube as a medium or as a strategy is one form of development in the world of education.

⁴³Andrea Wilson. *YouTube in the Classroom*. A research paper submitted in conformity with the requirements for the degree of Master of Teaching, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education of the University of Toronto, April 2015. p. 10

⁴⁴Andrea Wilson. *Ibid.* p.11

2.2 Linguamarina YouTube Channel

Linguamarina is a YouTuber from Saint-Petersburg, Russia and she moved to England as a teenager and received a scholarship in America, currently living in California. Marina Mogilko or often called Linguamarina is an entrepreneur and also a YouTuber. At this time, Marina Mogilko is a native speaker from California, considering she has been in England since she was a teenager until now. The use of a native speaker teacher has advantages in terms of his linguistic competence and they are status as a native speaker.⁴⁵

Linguamarina has been on YouTube since 2015, the first video uploaded on her YouTube page where she shares tips for doing TOEFL questions which was uploaded on March 11, 2016. The linguamarina channel is one of the recommendations for learning English based on the Campusedia website. The different concept of Linguamarina videos makes this channel continue to grow and has been watched 182,384,463 times. Linguamarina not only shares tips and tricks in completing the TOEFL, but also shares new vocabulary and phrases that are often used in America, she also shares how to pronounce correctly and share tips on how to improve one's speaking skills, easy tips for memorizing vocabulary with idioms and many more.

The Linguamarina channel, which has been running for about 6 years, already has 4.55 million subscribers. By starting her career as a hobby and now her uses this platform (YouTube) to teach and entertain. As a popular YouTube channel

⁴⁵ Sun Young Chun. *EFL Learners' Beliefs About Native and Non-Native English-Speaking Teachers: Perceived Strengths, Weaknesses, and Preferences*. Journal of Multilingual and Multicultural Development. Kyungpook National University, Daegu: Republic of Korea. Vol. 35, No. 6, 563–579. 2014. <http://dx.doi.org/10.1080/01434632.2014.889141>.

with more than one million subscribers and also recommended for learning English, this channel deserves to be watched on YouTube and used as a media for learning English to improve their speaking quality.

3. The Advantages and Disadvantages Using Video Linguamarina

3.1 The Advantages Using Video Linguamarina

The advantages of using video linguamarina in learning speaking as said by Brewster et al (2002: 204). They mention some of the benefits of using video for beginner students, including:⁴⁶

1) Psychological aspects

The use of video as a teaching medium for students will add variety so that students feel happy, arouse enthusiasm and greatly motivate students. This can make the learning process successful and thus develop positive attitudes and confidence towards the target language and language learning.

2) Linguistic aspects

A video featuring new words, phrases and expressions. This really helps students to learn new words that they have never known. And also shows all the communication factors; form of language, nonverbal code, negotiation of meaning, and interaction. Video also supports the use of language so that learning is more accessible and memorable and doesn't get bored easily.

3) Cognitive aspects

The use of videos can increase student curiosity and provide up-to-date information. This allows students to maximize their ability to infer the meaning of

⁴⁶Jean Brewster, Gail Ellis and Denis Girard. *The Primary English Teacher's Guide*. 2nd. Harlow: Pearson Education Limited. 2002. P. 204.

the learning. In addition, videos can develop students' motor skills, information and research skills, communication skills and independent learning, and so on.

4) Cultural aspects

From a cultural aspect, videos allow students to see the outside world or new environment and increase their cultural awareness. It helps students to learn new cultures and eliminate cultural imbalances by providing background cultural information.

Based on the explanation above, that the use of video as a learning medium has a lot of benefits that we get. Starting from the psychic of a student will change to be more positive, which means that students do not get bored quickly and are more motivated in learning. In addition, the use of videos can also make students recognize new words to speak. And also the use of video also helps students be more creative and improve students' skills in learning. And the last thing is by using video, a student can accidentally learn about the culture in the video, both in the way of pronunciation and accent in speaking.

3.2 Disadvantages Using Video Linguamarina

There are several disadvantages to using videos from Linguamarina, such as:

1. In the video uploaded by Linguamarina on YouTube, it does not have subtitles into Indonesian, and maybe will confuse some students.
2. In the video, Linguamarina explains a little too fast and it can make it difficult for students to understand what Linguamarina is saying.

3. The use of video can also be a distraction if the structure of the video is not aligned with what is being taught.
4. Playing videos requires a lot of bandwidth and may take some time to load.

B. Conceptual Framework

The use of appropriate media can improve students' speaking skills, can make students understand more about what they are learning, and can evaluate how to learn speaking that is easy and not boring. The use of YouTube video media can also benefit for teachers. This is because it can increase students' interest in learning and can also improve students' speaking skills.

The use of YouTube media as a learning media can provide new experiences for students. And it is hoped that in using this video, it can improve students' ability in speaking English, where the video provides easy words or phrases and certainly provides new knowledge for students. And it is also hoped that using this video can solve problems that students often face in learning English, especially in speaking.

C. Related Study

1. Paper from Zhong Suna, Chin-Hsi Linb, Jiaxin Youa, Hai jiao Shenc, Song Qid and Liming Luo. With title Improving the English-speaking skills of young learners through mobile social networking. This research using sample two first-grade English classes consisted of 35 students (21 boys and 14 girls) and 37 students (20 boys and 17 girls); the average age across both groups was 6.5 years. This study uses mobile SNS use for EFL oral learning, and in this study researchers used 2 methods,

namely control group and experiment. The results obtained in this study are that the control and experimental groups both improve their English skills in three dimensions, namely accuracy, fluency, and pronunciation. However, the experimental group had an advantage in speaking fluency compared to the control group. And indeed this SNS mobile leads to an increase in speaking skills. In addition, this research is extended to be applied by children, not just for undergraduates and adult learners.⁴⁷

2. Paper from Yen-Chen Yena, Huei-Tse Houb and Kuo En Chang. The title of paper is Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: a case study in Taiwan. The purpose of this research is to conduct an EFL instructional course by integrating Facebook (asynchronous online discussion) and Skype (synchronous online discussion) as platforms through which students perform role playing based learning activities and to observe the effects of the course on the challenges mentioned above. The study consists of 42 participants who are enrolled in an English conversation course in a business college in Taiwan. This study conducted a learning performance analysis, correlation analysis, and qualitative content analysis of the learning process. The results indicate that the learners improved their speaking and writing skills through the learning tools and role-playing activities.

⁴⁷Zhong Sun, Chin-Hsi Lin, Jiabin You, Hai jiao Shen, Song Qi & Liming Luo. *Improving the English-speaking skills of young learners through mobile social networking*. Computer Assisted Language Learning. VOL. 30, NOS. 3-4, 304-324. <https://doi.org/10.1080/09588221.2017.1308384>. 2017.

The content analysis also demonstrated that learners could improve their speaking and writing skills via peer to-peer and self-correction behaviours. We also provide several recommendations for EFL educators and researchers.⁴⁸

3. Paper from Rifqi Aulia Erlangga. The title of this research is "Enhancing Students' Speaking Skills through" Kunci Inggris "Videos in Islamic Junior High School". This research was conducted at SMP Agus Salim, with a total of 88 participants. In this study, using the R&D method from Borg and Gall. The object of this research. In this study, not only students, teachers and education experts but also television experts were involved in the production process because the aim was that the product was feasible to be broadcast on TV. Therefore, two standards are used to measure the results, namely the education standard and the TV media standard. The research and development method used in this research consists of three main components: (1) model development, (2) procedure development, and (3) product testing. In conclusion, the dominant population shows that students enjoy and feel happy with the use of "Kunci Inggris" in their class. All videos are considered good and valid for teaching implementation and dissemination.⁴⁹

4. Paper from Suci Kaniadewi, Wachyu Sundayana, and Pupung

⁴⁸Yen-Chen Yena, Huei-Tse Houb and Kuo En Chang. *Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: a case study in Taiwan*. Computer Assisted Language Learning. <https://doi.org/10.1080/09588221.2013.839568>. 2013.

⁴⁹Rifqi Aulia Erlangga. *Enhancing Students' Speaking Skills through "Kunci Inggris" Videos in Islamic Junior High School*. Journal of Education and Practice. Vol.7, No.36. 2016.

Purnawarman. The title of their research is "Improving Students' Speaking Ability in Reporting Procedural Text By Using Videos". This research was conducted at SMP Pasundan 6 Bandung. This research uses quantitative research using experimental design. The participant used as the sample was the class VII C class of students, because according to the researcher this class had the potential to be applied in an experiment. Data collection in this study was carried out by measuring students' speaking ability in the pre-test and post-test and a set of questionnaires for the experimental class. The data analysis used several tests in SPSS 20. The results of the tests and questionnaires showed that video was effective in increasing students' speaking scores. This is evidenced by the statistical calculation of the independent t-test on the post-test value where t count is higher than tcrit. This shows that video as a medium is considered effective in improving students' speaking skills, especially in speaking procedural texts. The conclusion from the questionnaire shows that most students gave positive responses to the method used. Students get several benefits from this method such as helping them improve language skills, creating active and fun classes, and motivating them to participate in learning activities.⁵⁰

5. Paper from Diki Riswandi. The title of this research is Use of YouTube-Based Videos to Improve Students' Speaking Skill. This study uses classroom action research (CAR). The research subjects were grade VII

⁵⁰Suci Kaniadewi, Wachyu Sundayana, and Pupung Purnawarman. *Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos*. Journal of English and Education. Vol. 5 No. 1. 2017.

in a junior high school in Surakarta with a total sample of 28 students. Furthermore, the data were collected through speaking assessments and interviews. The results of this study indicate that there is an increase in the students' speaking ability. Some aspects that are improved include student fluency, vocabulary, pronunciation, grammar and content.⁵¹

D. Hypothesis

Based on the theoretical framework and conceptual framework the writer formulates the hypothesis as follows: The use of video from linguamarina in learning English can improve speaking skills in VII-1 students at SMP Swasta Daerah Sei Bejangkar.

⁵¹Diki Riswandi. *Use of YouTube-Based Videos to Improve Students' Speaking Skill*. Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University. Volume 2 Number 1. p. 298-306

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used Classroom Action Research (CAR). The problem focused in this study is a particular problem experienced by students and in the classroom. Meanwhile, Burns in Cornwell said:

Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice.⁵²

Based on the explanation of the problems in this study and also what is expected to be obtained in the implementation of this study to identify an increase in students' understanding of their speaking skills after the researcher applied the video from Linguamarina, then classroom action research (CAR) is suitable to be applied. In conducting action research, usually using several phases, according to Kemmis and McTaggart said that in action research there are 4 phases that form a continuous cycle or called the research and action spiral. The several phases are: (1) Plan- in this phase the researcher identifies the problem and plans an action to provide solutions or improvements in certain areas of the research context. (2) Action- in this phase the researcher will carry out the plan that the researcher has carried out in the first phase and carried out during the agreed time period. (3) Observe- in this

⁵²Anna Burns cited in Cornwell. *Interview with Anne Burns and Graham Crookes*. 1999. vol. 23, no. 12. p. 5

phase the researcher will observe the effects of the actions taken in the previous phase. (4) Reflection- in this phase the researcher evaluates the effect of the action and makes the evaluation results the basis for the next research cycle.⁵³

The researcher will be given pre-test to students before start to used strategy from video, which aims to analyse the students' knowledge in speaking, especially in daily speaking. This is one way to find out students' initial understanding of speaking English, and to see what extent they can speak English well. This method also serves to identify learning situations in the classroom. Classroom action research methods and procedures consist of two cycles. There are four steps that research must take in collecting classroom action research which will be shown in the diagram of the research procedures of a classroom action research, as follows:

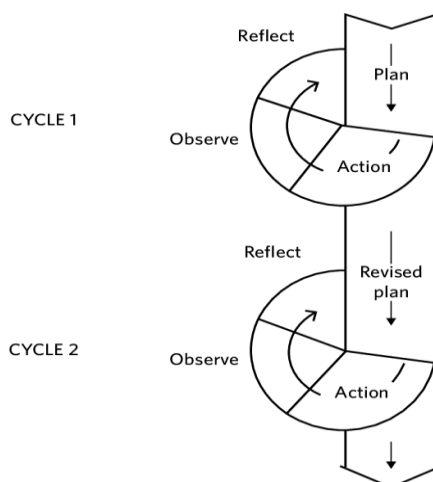


Figure 3.1: Diagram of Action Research Cycle⁵⁴

⁵³Kemmis, R & McTaggart, R. *The Action Research Planner, 3rd edn.* Deakin University Press: Geelong. 1988

⁵⁴Kemmis, R & McTaggart, R. *Ibid.*

B. Research Procedures

In this research, researcher used action research from Kemmis & MgTaggart. In every cycle have four steps, namely: planning, action, observation, and reflection. Before conducting the research, the researcher has asked to the participant with no harm and reporting the real data.

1. Cycle One

1.1 Planning

At this stage, researchers carry out careful planning so that the actions taken can run well. As for some of the planning in this study are:

- a. Identifying problems and determining alternative solutions to problems that will occur.
- b. Determine the number of research cycles, researcher used 2 cycles. Each cycle is carried out face-to-face learning.
- c. Planning lessons in the form of a lesson plan (RPP). As well as choosing the appropriate study material.
- d. Plan and determine the lesson plan using video linguamarina as a reference.

1.2 Action

In this section the researcher will apply what has been designed in the previous planning stage. The researcher takes action based on the lesson plan that has been planned by the researcher. Without feeling overwhelmed and confused about what to do in class. In this phase the teacher will explain what speaking is. Then the teacher will introduce video from Linguamarina. Then, the teacher will divide the students into pairs and they will discuss as

many phrases as they can in everyday speaking and of course based on lesson plan. After that the teacher will give them task for them to discuss in pairs. And finally, the researcher asked students to practice it in front of the class.

1.3 Observation

Observations can be carried out by class teachers or friends as observers. These observations were made to obtain data covering the effectiveness of the learning being carried out by researchers from the first cycle to the second cycle. These observations are made while learning is in progress.

1.4 Reflection

Based on the results of previous observations, the reflection stage is carried out to determine the extent of the implementation results that have been carried out and to improve the steps for further action. The reflections made by the researchers included:

- a. Evaluating the implementation that has been done includes evaluating the quality of learning, the amount and time of each implementation.
- b. Make discussions to discuss the results of the evaluation of the lesson plans and student worksheets with the subject teacher.
- c. Improve implementation in accordance with the evaluation results, for use in the next cycle.

2. Cycle Two

2.1 Plan

In this cycle the researcher rearranged the lesson plan to get maximum results. In this phase, the researcher used all information which had gained in the first cycle to arrange new planning such as teaching method, time allocation, and so on. Researchers carry out activities that have been designed based on the results of reflection in the first cycle. Researchers will try to narrow down the deficiencies and errors found in the first cycle and it is hoped that students' mastery in students' speaking skills will increase in this cycle.

2.2 Action

In this phase, the researcher reminded students how to say apologies and also to say thanking. Then the researcher applied the video from the Linguamarina and asked the students to be actively involved in the group. Then they watch the video and understand the phrases used and write it down on blank paper. And after that they practice it in front of the class in pairs. Finally, the teacher explains what the benefits are for them practicing and continuing to practice speaking, so that they can open their minds to continue speaking English. After the students did their assignment, the researcher gave several open-ended questions to the students. This is to analyze the improvement of students in giving opinions during cycle II.

2.3 Observation

At this stage the researcher observes and writes student activities during the teaching and learning process, such as attitudes, student behavior, and even obstacles that occur while students read the text and do their own assignments. And researcher also take observing the teacher's steps during the teaching-learning activity, observing the students' activities and participation during teaching-learning activity, and taking note and documentation on the students' participation in the activity and on language used during the activity.

2.4 Reflection

After checking the students 'speaking test, the researcher focused that the students' scores showed the important scores from their orientation test to the second test in cycle 2. Most of them already knew some of the phrases / words used in speaking. The students are also more active when using video YouTube Linguamarina as a media in learning English. This means that the use Linguamarina video was successful in improving the students' speaking skills

C. Population and Sample

The population used by the researcher was the seventh grade students of the SMP Swasta Daerah Sei Bejangkar. To determine the sample used, researchers used nonprobability sampling technique. According to Sugiyono "Nonprobability sampling is a sampling technique that does not provide equal opportunities for each

element or member of the population to be selected as a sample”.⁵⁵ And the researchers used one of the nonprobability sampling techniques, namely purposive sampling. By using this technique the sample is determined deliberately by the researcher based on certain criteria or considerations so that it does not go through the selection process as is done in the random technique.⁵⁶ So, the sample of this research were seventh grade students of SMP Swasta Daerah Sei Bejangkar. Participants in class VII-2, amounting to 30 students. Another individual who provided information was an English teacher who taught seventh grade students of SMP Swasta Daerah Sei Bejangkar.

D. Research Setting

This research was conducted at SMP Swasta Daerah Sei Bejangkar which is located in Sei Bejangkar, Perkebunan Sei Bejangkar, Kec. Sei Balai, Kab. Batubara Prov. Sumatera Utara. In determining the research location, the researcher has a reason. The first reason for choosing this school as the research location is because of the ease and accessibility of the research location. Considering that the current condition is still in the midst of a pandemic, so there are still many schools that are doing online learning. Research locations can also be done face-to-face learning. Therefore, researchers have access to obtain research permits at this school and it is easier to find data. Second, the English teacher has never used the strategy from the Linguamarina video in teaching speaking, and at this school there

⁵⁵Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. 2013. p. 122

⁵⁶Faisal, S. *Format-format Penelitian Sosial*. Jakarta: PT. Raja Grafindo Persada. 2008 p. 67

has never been any research on English subjects. Third, English teachers still use the old method in the teaching and learning process in the classroom.

E. Techniques of Collecting Data

In collecting data, the researcher used several procedures as follows:

1. Interview

Interviews are used to obtain information related to the main purpose of research. An interview is a conversation between the researcher and the attention. Where researchers ask questions to the subject and the subject provides some information related to these questions.

2. Observation

Observation is the process of observing something or an activity related to the main objective of research. In this field, observation is about teacher achievement activities, student fellowship during the teaching and learning process using 5 strategies in learning speaking easily.

3. Notebook

Diary is used to get information about research data. This will describe the activities of the learning process in the classroom, about the research process as a whole. From the beginning of the study to the end of the study.

4. Documentation

Documentation is one of the important things in conducting research. To get information about research, the researcher must carry out this instrument. The information that researchers get with this instrument is in the form of pictures of student activities during the learning process.

5. Test

The test is a way of measuring student knowledge that the researcher will provide. Test are given to determine students' speaking skill and increase students' speaking skill. The first is pre-test to observe the students' speaking skill before the implementation, next post-test to find out the students' speaking skill after using YouTube video applied in teaching learning activity.

F. Techniques of Analysing Data

In this study, there are two types of data, namely quantitative data and qualitative data. In collecting quantitative data, the researcher will conduct a speaking test. The test was given in pre-cycle orientation, cycle I and cycle II. Meanwhile, qualitative data is carried out through observation, interviews, daily notes and documentation.

1. Qualitative data

Qualitative data were collected from observations, interviews, diaries and documentation. Qualitative data will be analyzed by Miles and Huberman, qualitative analysis defines three simultaneous activity flows, namely:⁵⁷

a. Data Reduction

Data reduction is when the researcher selects data, focuses on simplifying, abstracting, and transforming the data that appears in field notes or written transcriptions. This means that researchers have reduced the data before, during,

⁵⁷Matthew B & A.Michael Huberman. *Qualitative Data Analysis*. USA: Sage Publications. 1994. p.10.

after collecting data and analyzing the data. In this study, reduced data means the data found in the interview transcripts.

b. Data Display

The next step in analysing data is displaying the data. In this step, the researcher compresses a collection of information that allows drawing conclusions and actions. By displaying the data, the researcher will be easy to understand and analyse what will happen with the data, because it is not a display of data commonly used in qualitative research.

c. Conclusion and Verification Pictures

The final analysis step which will draw conclusions and verification. From the very beginning of data collection, qualitative analysis is initiated to determine what is meant by no regulation, pattern, explanation, possible configuration, and preparation. In qualitative research, researchers can conclude with a finding that can be the answer to the research problem. The conclusion is a description of the object of this research. Finally, at this stage the researcher will get the results and conclusions of the research.

2. Quantitative data

To classify the percentage of students who passed and did not pass, the researcher used the following formula:

$$\bar{P} = \frac{R}{T} \times 100 \%$$

Explanation:

P: Percentage of students who passed / failed the test

R: The number of students who passed / failed the test

T: The total number of students who took the test.

Furthermore, to find out the average score of students on each test, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} : Average Score

$\sum X$: Total score

N: Number of students

G. Research Validity and Reliability

1. Research Validity

Validity is the level of accuracy between data that occurs in the object of research and data that can be reported by researchers. Data validity is the truth of the research process. In Nana's opinion, the validity of data collection includes two things, namely trustworthiness and understanding.⁵⁸ The validity of the data is accounted for and can be used as a strong basis for drawing conclusions. Strategies that can be used to increase validity include four steps, including face validity, triangulation, critical reflection, catalic validity.⁵⁹

⁵⁸Nana Syaodih. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya. 2009. p. 153

⁵⁹Hermawan, R., dkk. *Metode penelitian pendidikan sekolah dasar*. Bandung: UPI PRESS. 2007. p. 184

- a. Face validity. This validity can be obtained if each member of the research group checks, assesses, and decides on the validity of an instrument and data in the process of collaboration and action research.
- b. Triangulation. This step can be done using various types of data sources to improve the quality of the assessment.
- c. Critical reflection. This step can be done with each cycle of actions designed to improve the quality of understanding.
- d. Catalic validity. This step can be produced if the action research itself is in driving change.

In conducting validity testing, researchers used source triangulation and triangulation methods. Triangulation to test the data is done by taking data from various types of sources and using various data collection methods.

2. Research Reliability

Reliability related to trust. A test can be said to have a high level of confidence if the test can give consistent results. Susan stated that reliability is related to the level of consistency and how stable the data or findings are.⁶⁰ If the research is not consistent, it means that the research is not reliable.

⁶⁰Sugiyono. *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Alfabeta. 2012. p.267-268

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description of Research Findings

This research was conducted in VII-2 class of SMP Swasta Daerah Sei Bejangkar. In this class consisted of 30 students, 15 boys and 15 girls. This study uses two data, qualitative data and quantitative data. Qualitative data were taken from interviews, observations, notebooks and documentation. Quantitative data were taken from test, pre-test and post-test. This study uses two cycles, each cycle has 3 meetings, 2 meetings for implementing video and 1 more meeting for post-test. The pre-test was conducted on 20th August 2021, the first cycle was conducted on 21th August and 24th August 2021, and the post-test cycle I was conducted on 28th August 2021. Cycle II was conducted on 31th August and 4th September 2021, and for the post-test cycle II was conducted on 7th September 2021. Each cycle has 4 steps, they were planning, action, observation, and reflection.

The first thing the researcher did was to find out how far the students' speaking ability. To find out, the researcher doing observations by conducting pre-tests and interviews with students. The results of this preliminary data explained as below.

1. Preliminary Study

Before doing the two cycles, the researcher doing observations on the process of learning English in class VII-2. The implementation of this preliminary study was carried out on 20th August 2021. The aim of the researcher in doing this

stage was to find out how far the students' understanding in English lessons. At this stage, the researcher conducted a pre-test as quantitative data and also interviews with teachers and students as qualitative data. To collect qualitative data, researchers conducted observations and interviews with students, and researchers also distributed instruments to students regarding what factors influence student learning in learning English. Before conducting the pre-test and also interviewing the students, the researcher tested how far their knowledge of the material to be tested was during the pre-test. The materials to be tested are greetings, self-introduction, thanking and apologizing. The researcher doing Q&A about the material it can be seen in appendix III.

From some of the questions that were asked by the researcher, several students participated in answering the questions. Some of these students already understood the greetings, introduction and thanking materials considering they had studied it at the beginning of the meeting with their teacher. However, when the researchers asked the apologizing material, some of them forgot and some did not know. So, if seen from the interview, students already have the basics in the material. Furthermore, from the question above, it was also stated that they had often made conversations about this material but some students were still having difficulty translating these words into English. Furthermore, the researchers immediately carried out the pre-test it can be seen below.

Student initial: ASg

Good morning. I nem is Arya Situmorang. I lip in Parulian I bron on tanggal 1 oktober 2009 (used Bahasa)

It can be seen in appendix, the score given for grammar, fluency, pronunciation, vocabulary, and comprehension the researcher gave a score 1. If seen above that the students made several mistakes in pronouncing words. For example, the word name that he said was “nem” which should be “name /neIm/” and the word live he said was “lip” which should be “live /IIV/” and when he pronounced the word “born /bɔ: n/” he said "bron" And the students also use Bahasa because they don't know the words they want to say in English and they are still stuttering in their pronunciation. If it's seen from the pronunciation, ASg makes many mistakes in pronunciation but the researcher can still understand it. Likewise, in grammar ASg made some mistakes in grammar such as the word “I born”, he should have used “was” to show the past but the researcher still understands the meaning of ASg. Vocabulary is not adequate for speaking, except for the most basic needs and the wrong choice of words in the sentence "I name" which should be "My name". Comprehension ASg is very limited, he can only understand simple questions and statements if delivered slowly, repetition.

Student initial:DCP

Good morning

My name is Desi Cantika. I lef in Sei Muka. I was born on 7 december 2008. My hobby is study. I like fried chicken.

The pre-test above shows that there are some mistakes made by students, from pronunciation. When she said the word "live /IIV/" but he said it "lef". Students are also still doing repetition in some words. However, the errors spoken by DCP did not interfere with the researcher's understanding and the accent given was

sufficient, so the researcher gave a score 3 on the pronunciation. In grammar, the researcher gave a score of 4 because the use of word and tenses of DCP it was good and in accordance with the context. Fluency and comprehension DCP researchers gave 3 because DCP fluency is quite good and rarely gives pause to think about the words to be conveyed and DCP understanding is quite complete at normal speech speed.

Student initial: SA

Good morning

My name is Salsabillah Azahra. I live in Pasar Kacang. I was born on ... (she is struggle and forget about the date of her birth).

Based on the pre-test above, there are some error pronunciation and SA have struggle with vocabulary and her forget about the date of her birth. The researcher assess pre-test SA and gave 2 points in grammar, pronunciation, fluency, vocabulary, and comprehension. In grammar, SA seems to still understand the use of grammar as seen from the pre-test above, but SA lacks confidence and causes her to forget her birthday. Pronunciation SA has errors but can still be understood by researchers. Like the pronunciation of the word "name" which should be read "neIm" but SA calls it "nen", as well as the word "born" SA calls it "bron". Here comprehension SA can understand the most of what she is saying. SA has enough vocabulary to express herself even though it's a little difficult.

Student initial: VS

I am Veronika Sianipar. My address Sei Bejangkar. I'm 12 years old. My dream is to be a doctor.

The researcher assess pre-test VS and gave 3 in pronunciation, because VS errors can still be understood by researchers such as the word "ame" which should be read "am" and the pronunciation of other words is already good. For grammar, the researcher gave 2, because VS can introduce himself but still doesn't pay attention to the grammar he uses and VS's vocabulary can speak with the right words. For fluency and comprehension, the researcher gave 3 because, VS seems to be able to discuss interests in certain competencies and rarely has to think about words and VS has sufficient understanding in self-introductions.

Student initial: PBS

My name is Patrick Benedictus Sualang. I was born on Manado 17 March 2009.

Now I live in Pahang.

From the pre-test above, the researcher gave 3 in fluency and pronunciation. Because PBS can discuss self-introductions quite easily and he doesn't think too much about the words and pronunciation even though there are wrong words such as the word "born" but PBS calls it "bron" but that mistake the researcher still understands the meaning. For vocabulary, comprehension, and grammar the researcher gave 4. In vocabulary PBS seems to be able to understand and participate in this self-introduction material by using vocabulary that is appropriate to the self-introduction. In comprehension, PBS can understand self-introduction conversations according to their experiences. The grammar used by PBS is accurate in this self-introduction.

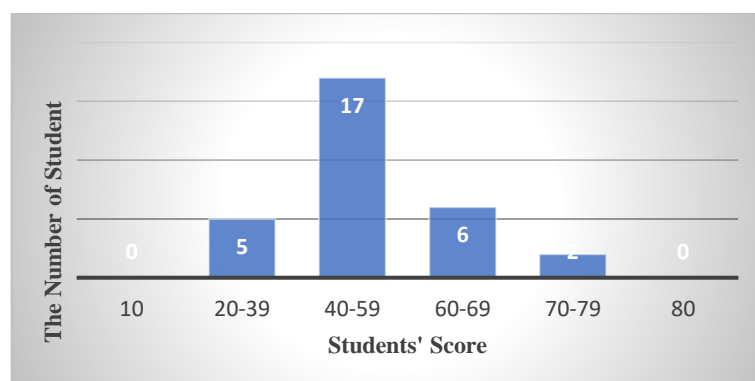
From the pre-test samples above, the average student error is still lacking in grammar, vocabulary, pronunciation, and comprehension. When the pre-test was

finished, the researcher conducted interviews with students about learning English, it can be seen in appendix III.

The conclusion of the researcher's interviews with students based on the data above is that students are still less interested in learning English. There are several factors that make students dislike English lessons because of how difficult it is to pronounce, and when teachers or researchers use English they don't know what is being talked about. However, there are some students like English, but they also have difficulty when learning begins because the students are difficult to pronounce the words. And to strengthen the data, the researchers also conducted interviews with their English teachers.

From the explanation of the English teacher, researchers can understand that indeed they still don't understand English learning, because their background is still lacking in speaking, so at this level they feel like they've just learned it when they should have gotten it in elementary school.

After that, to get quantitative data, the researchers assessed the results of their pre-test which contained several components in speaking, namely grammar, fluency, pronunciation, vocabulary and comprehension. There were 30 students who took the pre-test. The researcher also explained that the passing grade in this subject was ≥ 75 . The results of this pre-test are used as a benchmark for students' understanding in student learning on the material greetings, thanking, apologize and self-introduction. The students' score in pre-test can be seen in appendix V.

Diagram 4.1**Pre-test**

The results of the pre-test showed that students' understanding of the material was still lacking, there were 2 students who got the lowest score of 20 and there was only 1 person who got a score of 75. The average error in the implementation of this pre-test was that students were still lacking in grammar, vocabulary, pronunciation, and comprehension. From students' score in pre-test, the total score of students is 1440 so to get the average student the researcher uses the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} : Average Score

$\sum X$: Total Score

N: Number of students

So,

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1440}{30}$$

$$\bar{X} = 48$$

To classify the percentage of students who passed and did not pass, the researcher used the following formula:

$$\bar{P} = \frac{R}{T} \times 100 \%$$

Explanation:

P: Percentage of students who passed/failed the test

R: The number of students who passed/failed the test

T: The total number of students who took the test.

So, percentage of students who passed the test:

$$\bar{P} = \frac{1}{30} \times 100 \%$$

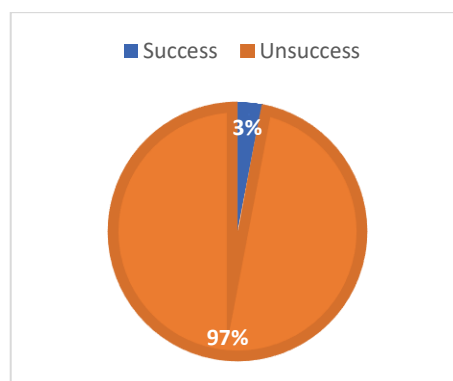
$$\bar{P} = 3\%$$

The percentage of students who failed the test:

$$\bar{P} = \frac{29}{30} \times 100 \%$$

$$\bar{P} = 97\%$$

Diagram 4.2
Percentage of Students' Pre-Test



Based from the data above, the average student score is 48 if it is in the form of a percentage that is, 3% of students who passed the pre-test and 97% of students

still failed in the pre-test conducted by the researcher. Therefore, based on the data that the researchers presented starting from qualitative data in the form of interviews and quantitative data in the form of pre-tests, it can be concluded that students' abilities in pre cycle are still low.

2. Report of cycle I

After the researchers made observations and conducted a preliminary study, the next step was the application of the Linguamarina video cycle I. In each cycle there were 4 stages, namely planning, action, observation, and reflection. To obtain data at this stage the researchers used two data, namely qualitative data and quantitative data. Qualitative data were taken from interviews, observations, notebooks, documentation, and tests. Quantitative data was taken from the results of students' post-test scores at the end of the implementation of cycle I. The data can be seen below:

2.1 Qualitative Data

In first cycle there were 3 meetings, on 21th August, 24th August, and the post-test on 28th August 2021. Before carrying out the learning process, the researcher carried out several activities, such as greeting students and praying together led by the class leader, after that the researcher took the students' attendance and as an opening for the lesson the researcher explained again the material to be studied today.

In this first cycle, the researcher will take greetings and self-introduction materials. The use of Linguamarina videos as learning media in which researchers play Linguamarina videos while explaining the material. First, the researcher

explained about greetings, and played a Linguamarina video that discussed greetings. Because the Linguamarina video is full English and there is no subtitle, therefore the researcher must explain in stages, as well as the self-introduction video. After the students finished watching the video, each student wrote a phrase related to today's material and it will be used as material for conversation later. After the researchers applied the video from the Linguamarina, then the students did conversation exercises with the sentences they got from the Linguamarina video. After the first lesson of the day was finished, the researcher conducted interviews with students about the learning process today.

From the interview data, the researchers can conclude that the use of Linguamarina videos can increase students' motivation in learning English, which at first was difficult for students to understand the material, using this Linguamarina video can help students understand the material. In addition, this video from Linguamarina also adds to their knowledge, from the beginning they only knew the same vocabulary in this greetings and self-introduction material, watching this video from Linguamarina can increase their vocabulary. Likewise with the opinion of their English teacher.

From the researcher's interview with the English teacher, it can be seen that there is an improvement in their vocabulary, and their enthusiasm in learning English in class. Almost on average students participate in the learning process, but there are students who are still not active in the class. And their English teacher also agrees that the use of videos from the Linguamarina can improve their speaking skills.

2.2 Quantitative Data

The researchers got quantitative data from the post-test that was conducted on 28th August 2021, this post-test was attended by 30 students. The post-test material in cycle I is in accordance with the material taught in cycle I about greetings and self-introduction. The students' score in post-test I it can be seen in appendix V.

Student initial: PBS

Hello my friend, let me introdus myself. My name is Patrick Benediktus Sualang, you can koll me Patrick. Me Patrick, I was born on Manado 17 March 2009. I am twelef years old, I come from Manado, but now I live in Pahang. My hobby is playing football and playing game.

Answer:

I use "Hello my friend ", "my name is...", "you can call me ...", "I was born ...", "my hobby", and "I am twelve years old".

In this post-test, PBS also wrong when pronounce a word, like the word "intodus" it should be "introduce/ˌɪntrəˈduːs/, and the word "koll" it should be "call/kɔ:l/", and the word "twelef" it should be "twelve/twelv/". We can see in pronunciation student PBS still made a mistake (4 mistakes) so based on the rubric, the researcher considered that the mistakes made by PBS did not interfere with someone's understanding. But indeed, the accent used by PBS still sounds foreign. In grammar, PBS still made a mistake like, the word "Me Patrick, I was ..." the use of the word "Me Patrick" it's useless or the use of the word is no longer used, because the word after the sentence has already explained the correct subject. And

for “My hobby is playing football and playing game” there are more than one hobby, so it means we should use to be “are” for plural. The researcher can see that the grammar mistakes made by PBS can be seen that PBS can speak using sufficient English grammar and the total errors made by PBS are only 2, therefore the researchers assess the ability of PBS in grammar to be 4 and also the fluency and comprehension. The rubric can be seen on appendix I.

Student initial: VS

Good afternoon miss. I am Veronika Sianipar. I would like to introdus myself, my name is Veronika Sianipar. Address Sei Bejangkar. My age is twelve years old, I am the fourth child of 5 sibling. My dream is to be a doctor, my hobby is coking. My favorite food is fred chicken and favorite drink is mango juice. Thanks all for my introducing.

Answer:

I use “Good afternoon miss “, “my name is”, “My age is twelve years old”, “Address...”, “my hobby...”.

In this VS’s post-test we can see the mistakes from pronunciation. VS misspelled word “introdus” it should be “introduce/ ,intrə'dju:s/” and also the word “coking” it should be “cooking /'kʊkɪŋ/”, the word “fred” it should be “fried /fraɪd/”, the word “mango” (she calls it by reading the word) it should be “mango /'mæŋgəʊ/”. Seen from the pronunciation mistakes that VS made, she did not interfere with someone's understanding. But indeed, the accent used by VS still sounds foreign, therefore, the researcher gave a score of 3 based on the rubric that can be seen in appendix I. And for grammar there is a repetition of the name “I

am..." and "my name is...", it's better if just use it at the beginning. When mentioning the address, VS said "Address Sei Bejangkar" which should be able to use the word "I live in, my address, I'm from". And for the use of the word "my dream is ..." which should use more appropriate words such as "I want to be ..." and for the last word, it would be better if you just said "thank you" because the word "thank you" already explain the meaning of the sentence "Thanks all for my introducing". Based on the mistakes made by VS, the researcher gave a score of 3, because the wrong grammar was more than 2 errors. The rubric can be found in appendix I.

Student initial: PH

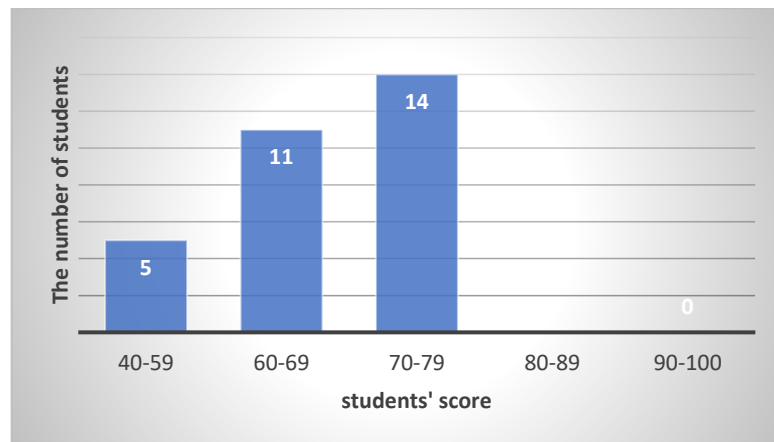
Hello my friend. I am Putri Handayani, you can call me Putri. I live in Sei Bejangkar, I was bron on Binjai Baru 13 March 2009. I was graduated from SDN 096753. My hobby is shopping and I am twelef years old. Thank you.

Answer:

I use "Hello my friend", "I am ...", "you can call me...", "I was born on..." I was graduated from...", "My hobby is...", "I am twelve years old..."

Judging from the post-test, PH did not make too many mistakes. There are only 2 errors in the pronunciation of the word "bron" it should be "born /bɔ:rn/", and the word "twelef" it should be "twelve /twelv/". And for grammar, when PH mentions the date "thirteen march two thousand and nine", it should use this word "I was born on the thirteenth of March two thousand and nine/ 13th March 2009". Based on the results of grammar and pronunciation errors that are not more than 2, the researcher gives a score of 4 based on the rubric in Appendix I.

Diagram 4.3
Post Test I



Based on the results of the post-test above, it can be seen that their abilities began to improve in all aspects, such as grammar, vocabulary, fluency, and comprehension, but only increased slightly in their pronunciation. The aspect that most improved was their vocabulary, although they still had difficulties in pronouncing a word. From the data above, the total score of students is 2028 so to get the average student the researcher uses the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} : Average Score

$\sum X$: Total Score

N: Number of students

So,

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2028}{30}$$

$$\bar{X} = 67,6$$

To classify the percentage of students who passed and did not pass, the researcher used the following formula:

$$\bar{P} = \frac{R}{T} \times 100 \%$$

Explanation:

P.: Percentage of students who passed/failed the test

R: The number of students who passed/failed the test

T: The total number of students who took the test.

So, percentage of students who passed the test:

$$\bar{P} = \frac{12}{30} \times 100 \%$$

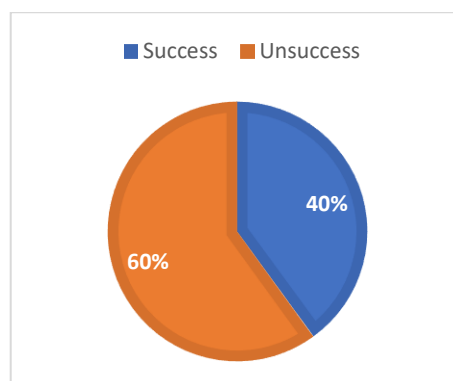
$$\bar{P} = 40\%$$

The percentage of students who failed the test:

$$\bar{P} = \frac{18}{30} \times 100 \%$$

$$\bar{P} = 60\%$$

Diagram 4.4
Percentage of Students' Post-Test I



Based on the data above, the average score of students is 67,6, which is an increase from the results of the previous pre-test. If you look at the percentage, there

are still more students who have not passed the post-test this time as much as 60% of students and 40% of students who passed this post-test. Therefore, based on the data that the researchers presented previously, interview as qualitative data and post-test as quantitative data, it can be concluded that the students' abilities in greetings and self-introduction materials have increased in vocabulary, comprehension, grammar and their fluency. Although there are still difficulties in their pronunciation and there are still many students who fail in this post-test. Therefore, the researcher considers that in this cycle this research has not been successful.

2.3 Reflection

In this section, researchers and English teachers as collaborators discuss the conclusions in the implementation of first cycle. Reflection is carried out to obtain results from cycle one whether it needs to be continued in the next cycle or not. Researchers and collaborators discussed the data collected from observations during the learning process to interviews with students.

In this first cycle, the researcher encountered several problems that occurred during the implementation, including; students seem to still not participate in class; students afraid to speak in front of the class because they do not know what to say; students still do not understand the material; students are less focused in learning. From the problems that the researchers got in the first cycle, they will be corrected in the second cycle later. In addition to the problems that the researchers got in cycle I, the researchers also got an increase from the students, based on the data previously displayed by the researcher, the students experienced an increase in their

speaking learning. Students get a lot of improvement in their vocabulary aspects, which is indeed this video from Linguamarina provides new vocabulary in speaking, and students also experience improvements in comprehension and grammar, but still lacking in pronunciation.

The solution to solve the problems obtained in the first cycle that is; first, the researchers will make games in learning in the second cycle to overcome students who are still not focused on learning and to make students more active, and to motivate students not to be afraid of speaking in front of the class.

3. Report of cycle II

Cycle II was carried out by researchers to continue from cycle I which was still not successful to improve students' speaking skills and to solve problems that researchers got in cycle I. In cycle II there were two data, qualitative data and quantitative data. Qualitative data obtained from observations, interviews, notebooks and documentation. Quantitative data were obtained from the results of the post-test of students given at the end of the lesson.

3.1 Qualitative Data

The implementation of cycle II was carried out in three meetings starting on 31th August, 4th September and 7th September 2021. Before carrying out the learning process, the researcher carried out several activities such as greet students and praying together led by the class leader, after that the researcher took the students' attendance and before starting the lesson the researcher told what material would be discussed today.

In cycle two, researchers will take apologizing and thanking materials. The use of Linguamarina videos as learning media in which researchers play Linguamarina videos while explaining the material. First, the researcher explained about apologizing, and played a Linguamarina video that discussed what utterances were used in apologizing. Because the Linguamarina video is full English and there is no subtitle, therefore the researcher must explain in stages, as well as the thanking video. After the students finished watching the video, each student wrote a phrase related to today's material and it will be used as material for conversation later. After the researchers applied the video from the Linguamarina, then the students did conversation exercises with the sentences they got from the Linguamarina video. And to solve the problems that the researchers got in cycle I, the researchers did games in their conversation exercises. After learning in cycle II was completed, the researcher conducted interviews with students about the learning process in cycle II.

From the interview data, it can be seen that students enjoy learning with video, and students think that using videos from the Linguamarina can improve their speaking. Because during cycle I they were still afraid to express themselves, in the implementation of cycle II, students were more able to express themselves to be more confident in speaking. So if according to students, using Linguamarina videos can increase their motivation in learning English, especially speaking, this Linguamarina video also adds to their knowledge, from the beginning they only have a bit of vocabulary, but by watching this video from Linguamarina they can increase their vocabulary. Likewise with the opinion of their English teacher.

From the researcher's interview with the English teacher, it was seen that there was an increase in their vocabulary, and their enthusiasm in learning English in class and increased their confidence. Almost all students participate in the learning process. English teacher agrees that the use of videos from this Linguamarina can improve students' speaking skill, in fact she also plans to use other Linguamarina videos according to English learning materials, especially in speaking.

3.2 Quantitative Data

The researchers got quantitative data from the post-test which was conducted on 7th September 2021, this post-test was attended by 30 students. The post-test material in cycle II is in accordance with the material that has been taught, self-introduction, apologizing and thanking. The results of the post-test in cycle II increased compared to the post-test in cycle I, the results of the post-test can be seen in appendix V.

Conversation I

Students initial: MSG&NPS

MSG asked NPS for help to accompany him to buy a gift for his sister who was having a birthday.

Msg: (on telephone) halo NPS, what are you doing?

Nps: halo MSG, I am red a book

*Msg: oo **gret**, can you help me?*

Nps: yes of course MSG, what should I do?

Msg: I want a buy a gift for my sister birthday

*Nps: oh yaa, happy **besday** for your **sistEr***

Msg: thank you NPS for help me.

Nps: yes, no worries

Answer:

We use “thank you” and “no worries”

From the conversation between MSG and NPS there is some mistakes. From pronunciation, Nps melakukan beberapa kali kesalahan dalam mengucapkan kata-kata, seperti “red” it should be “read /ri:d/”, the word “besday” it should be “birthday /'bɜ:rθdeɪ/”, and the word “sistEr (/ 'sistEr/)” it should be “sister /'sɪstər/”. So based on the NPS’s mistakes researcher give score 3 because there are 3 mistakes in pronunciation, based on the rubric. The grammatical mistakes made by NPS can be seen in this sentence "I am red a book" the verb used by NPS is still not quite right, because before he said something that was going on, NPS should have used continuous, which should have been "I am reading a book”. There was also an error made by MSG, in the pronunciation, MSG mispronounced the word "gret" it should be "great /gret/". and MSG also made mistakes in grammar, such as in the sentence "I want a buy ..." in this sentence, the use of the word is very inappropriate, the word that should be used is "I want to buy ...".

Conversation II

DCP & DPAB

DCP has just moved house next door to DPAB's, and DCP is trying to get to know him

*Dcp: Hi, you are **nEw** here?*

Dpab: hi, yes I am new here

Dcp: oo okey, I am DCP, what is your name?

Dpab: my name is DPAB

Dcp: nice to meet you DPAB

Dpab: nice to meet you too

Dcp: by the way why your move here?

*Dpab: yes **bekaus** my dad work **her***

Dcp: oo, what your hobby?

Dpab: my hobby playing doll

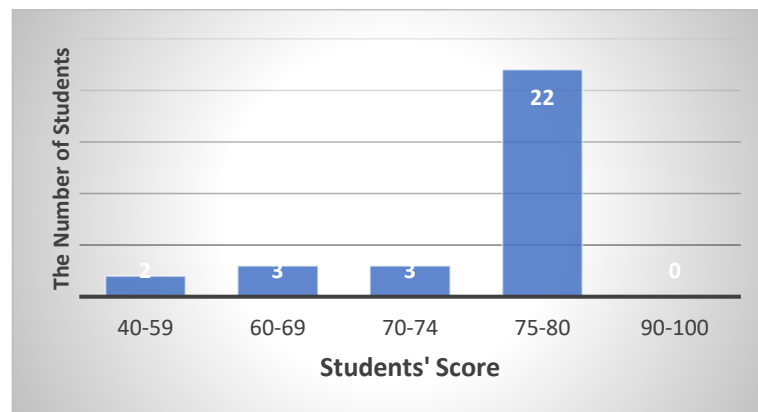
Dcp: I like to playing doll to, we can play together.

Dpab: yes of course DCP.

From conversation above between DCP and DPAB, they still made a mistake in pronunciation and also grammar. In pronunciation, DCP did a mistake when pronounce “nEw” it should be “new /nu:/”, so based on the mistake researcher give DPC score 4 in pronunciation based on the rubric. In grammar DCP also made a mistake “what your hobby?” in that word there is no tobe. Then it should be "what is your hobby?". And based on the mistake researcher give score 4 in grammar. DPAB also does the same in pronunciation, on the word “bekaus” it should be “because /bɪ'kəʊz/”, and also the word “hEr” it should be “her /hɜ:r/”. And DPAB also made a mistake in using grammar in the sentence "my hobby is playing doll" in that sentence there is no to be, then it should use to be, it should be "my hobby is playing doll". So, based on the mistakes made by DPAB, the researcher gave a score

of 3 for pronunciation and 4 for grammar, an assessment based on a rubric which can be seen in Appendix I.

Diagram 4.5
Post Test II



From the post-test data above, it can be seen that there were 8 students who still failed the test, 2 students scored below 60 and 6 other students scored below 75. Meanwhile, 22 students successfully passed this post-test with a score above 75. The total score in cycle II is 2176, which will be calculated below:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} : Average Score

$\sum X$: Total Score

N: Number of students

So,

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2176}{30}$$

$$\bar{X} = 73$$

To classify the percentage of students who passed and did not pass, the researcher used the following formula:

$$\bar{P} = \frac{R}{T} \times 100 \%$$

Explanation:

P.: Percentage of students who passed/failed the test

R: The number of students who passed/failed the test

T: The total number of students who took the test.

So, percentage of students who passed the test:

$$\bar{P} = \frac{22}{30} \times 100 \%$$

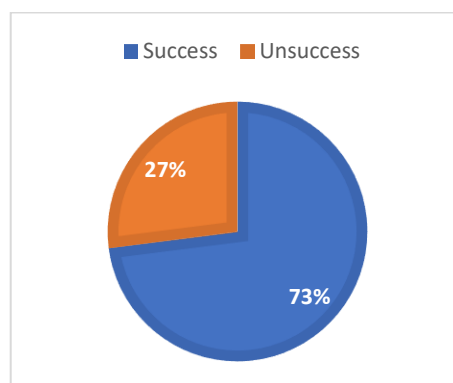
$$\bar{P} = 73\%$$

And the percentage of students who failed the test:

$$\bar{P} = \frac{8}{30} \times 100 \%$$

$$\bar{P} = 27\%$$

Diagram 4.6
Percentage of Students' Post-Test II



Based on the data above, it can be seen that there is an increase from the previous post-test. The percentage of students who pass is 73% greater than students

who do not pass, which is 27%. Therefore, as many as 73% of students in class VII-2 have improved their speaking skills in learning English.

3.3 Reflection

Using Linguamarina videos to improve students' speaking skills, researchers saw an increase in students' speaking skills in learning English as evidenced by interviews and student grades. Based on the results of observations, it shows that students' interest during teaching and learning activities using videos from Linguamarina is increasing. Meanwhile, based on the student's test scores showed a significant increase in each cycle.

Based on the results of the post-test in cycle II, as many as 73% (22 students) who passed and 27% (8 students) who still failed, the researcher identified that the cycle could be stopped because the purpose of this study had been achieved to improve students' speaking skills in language learning with using YouTube videos from Linguamarina.

B. Research Finding

The data below are the findings of student actions related to the use of YouTube videos Linguamarina in improving students' speaking skills from pre-cycle, cycle I, and cycle II.

Table 4.1
The Students' Improvement of Each Cycle

No	Pre-Cycle	Cycle 1	Cycle II
1.	During the learning process students are	Some students are interested in the use of video in the learning	Students are interested in watching videos from Linguamarina.

	easily bored with and not focused	process and the video makes students' learning desire increase.	The learning process is starting to be conducive and the enthusiasm of students in competing to be able to speak is increasing.
2.	Students have difficulty in speaking English and Students are afraid to speak English	Some students started to be able to speak in English with the vocabulary from the video. However, students still tend to be afraid to speak in front of the class.	Almost all students can speak English and students are getting used to speaking in front of the class.
3.	The media used is not interesting and not suitable to improve students' speaking.	Students began to be interested in the use of video in the learning process and learn expressions from the video.	Students are increasingly interested in learning using videos, and students begin to understand the material easily.
4.	Lack of students' vocabulary, pronunciation, comprehension and grammar.	Students' vocabulary increases and students' understanding and grammar slowly increase. However, only a few students experienced improvement in their speaking.	Students have new vocabulary from the video, students' comprehension and grammar begin to improve and so does their pronunciation.

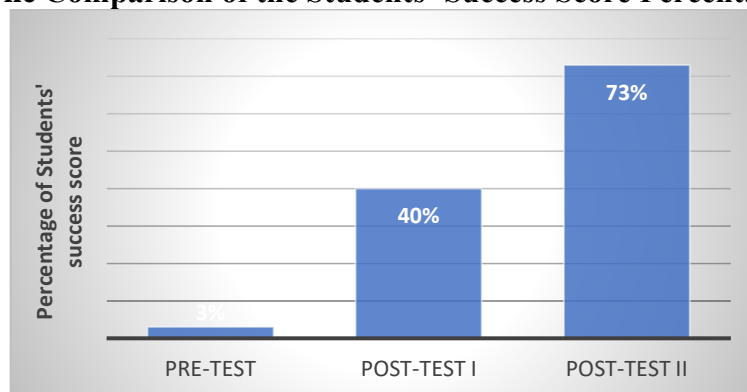
To support the statement of the findings above, the average score of the students' pre-test and post-test also measured the successful action. The pre-test was conducted on 20th August 2021 and post-test I was conducted on 28th August 2021 and post-test II was conducted on 7th September 2021. In assessing students' speaking, there were several aspects that were assessed in the pre-test and post-test. The five aspects are grammar, fluency, pronunciation, vocabulary, and comprehension. The table below shows the comparison between the mean scores of students' pre-test, post-test I, and post-test II.

Table 4.2
The Students' Pre-test, Post Test I, Post-test II in Speaking Aspect

Aspects	Pre-test	Post-test I	Post-test II
Grammar	2,2	3,5	3,8
Fluency	2,2	3,3	3,6
Pronunciation	2,5	2,8	3,2
Vocabulary	2,4	3,6	3,9
Comprehension	2,7	3,5	3,6

Based on the data shown above, it can be seen that every aspect that is assessed in speaking has increased. A very significant improvement is seen in the aspects of vocabulary and grammar. While in pronunciation also increased but not too significant. The improvement of students' speaking skills is also presented in the form of a percentage of the test results of students who pass below.

Diagram 4.7
The Comparison of the Students' Success Score Percentage



Based on all the data collected by the researcher, starting from qualitative and quantitative data, it shows that there is a significant increase in improving students' speaking skills after using YouTube videos from Linguamarina. Therefore, the researchers as well as the English teacher agreed that the actions taken in cycles I and II were successful in improving students' speaking skills. Therefore, it can be concluded that the use of Linguamarina video as a media for learning English, especially for speaking, has succeeded in improving the speaking skills of grade VII-2 students of SMP Swasta Daerah Sei Bejangkar.

C. Discussion

This research was carried out starting from 20th August 2021 and ending on 7th September 2021 using 2 cycles. The purpose of this study is to improve students' speaking skills by using the Linguamarina YouTube channel video that was successful in the implementation of cycle II. Based on this statement, this research was completed in cycle II because the researcher's goals had been achieved.

The results obtained in the first cycle, the researchers found several problems that occurred during the learning process. The problems found by the researchers were that students seemed to still not participate in class; Students are

still afraid to speak in front of the class because they do not know what to say; Some students still do not understand the material given; Due to the short time, students are also less focused in learning. The problems found by the researcher also occurred in Sintia's research, in her research she found the same problems, such as the lack of student participation in the learning process, and the lack of student confidence that made students embarrassed to speak English.⁶¹ Even though there were problems that appeared in this first cycle, the students' speaking skills had increased even though only a few students and not too significant. Therefore, the researcher chose to continue to cycle II.

In the second cycle, the results obtained were quite satisfactory for the researchers. Besides the problems that the researchers got in the first cycle, the students' understanding also increased. It can be seen from the data that has been attached by the researcher, the results of the tests that have been carried out starting from the pre-test, post-test I and post-test II have increased significantly. Students also seemed to enjoy learning more using the videos from YouTube, moreover, the researchers also added games during learning, which made the students' enthusiasm to learn increase. The games that the researchers used were questions and answers about the video they watched earlier, using the help of a paper ball that the researcher threw at the students and the researcher counted to number 5, wherever the paper stopped, the students were obliged to answer questions from the researcher. Learning speaking using this YouTube video turned out to be quite

⁶¹Sari Sinta Prasetya T. *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*. Thesis. Universitas negeri Yogyakarta. 2015

successful in making it easier for students to understand the material and also practice their speaking.

In line with Diki's statement in his proceeding where he stated that the use of YouTube videos not only improves students' speaking skills but also increases students' motivation in learning English.⁶² Students are also more active and more motivated in the process of learning English with YouTube videos. The use of videos in which there are photos and audio at the same time, can make students indirectly learn pronunciation, expressions and also increase their vocabulary and can make students more creative so that they will not be confused anymore in making conversations. In addition, the use of videos also makes students learn grammar automatically, and if they already understand grammar and vocabulary, it will be easier for students to practice so that this trains their fluency in speaking as well.

The purpose of this study is the same as previous research that is to improve speaking skills in learning English. In addition, the purpose of this research is also to provide new learning media for students in junior high school to increase their enthusiasm in learning languages. The specialty in this study is the use of the Linguamarina YouTube video channel. Linguamarina is a native speaker who currently lives in the USA. So students indirectly also learn about culture in America through Linguamarina videos, that is the difference between this research and previous research.

⁶²Diki Riswandi. *Use of youtube-based video to improve students' speaking skill*. Proceeding The 2nd International Conference on teacher training and education sebelas maret university. Volume 2 number 1. 2016. p.289

From the explanation above, the researcher concludes that the use of the Linguamarina YouTube video is suitable to be used to improve students' speaking skills. Based on the quantitative data that the researcher got from the use of the Linguamarina YouTube video it can improve students' speaking skills and the use of the video can be an additional media for teachers in improving students' speaking skills in the seventh grade of SMP Swasta Daerah Sei Bejangkar.

D. Recommendation

Based on the discussion above, the researcher provides several recommendations to improve this research for the better. First, for future researchers. Due to this study using only one class as a sample, further researchers are expected to use a wider sample so this study can obtain wider and more diverse results. It is also hoped that further researchers can develop this media to overcome students' difficulties in improving students' speaking skills. So, this media can be an alternative that can be used to improve students' speaking skills.

Second, for the English teacher. From the research that has been carried out, students have several difficulties in speaking English, the one of the difficulties is the lack of students' vocabulary. Therefore, teachers are expected to create a fun and interesting learning situation so that students feel comfortable and active in participating in learning. Because with active students in the classroom, there will be communication between the teacher and students and it will increase their vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The implementation of the use of the Linguamarina Youtube video in class VII-2 of SMP Swasta Daerah Sei Bejangkar to improve students' speaking skills has succeeded in improving students' speaking skills and has a positive effect on teaching and learning activities. The conclusions of this study are:

1. The students' speaking skill before the use of video Linguamarina was very low. Students are still lacking in vocabulary, grammar, comprehension and pronunciation. Student participation is also very low.
2. The use of videos from Linguamarina can improve students' abilities that can be seen from the test results given by researchers, starting from the pre-test, post-test in cycle I, and post-test in cycle II. The average result of the student pre-test score was 48 with the percentage of students who passed only 3%. Then, the results of the post-test cycle I score increased to 67,6 with the percentage of students who passed as much as 40%, and for the results of the post-test students in cycle II the average value of students to 73 with the percentage of students who passed as much as 73%. Judging from the development of students' scores from the test, the use of Linguamarina videos can improve students' speaking skills.
3. The use of Linguamarina videos in the learning process provides positive things for students. Students become more active in learning and build their

confidence not to be afraid of speaking English. In addition, students also enjoy the learning process more and the use of this video is a good alternative to improve students' speaking skills. Students can learn pronunciation, vocabulary, grammar, and expressions all at once just by listening to videos.

B. Suggestions

Based on the conclusions above, suggestions are given to teachers, students and for other researchers.

1. For English Teacher

For teachers who want to try to apply video as a learning media, especially in learning English, this research can be used as a reference for developing the learning process. The video used in this study can also be used as a new alternative for learning media for speaking in English.

2. For Students

For students, the researcher hope this study can add more knowledge about speaking and students more enjoy when they are study English. Specially to increase vocabulary, grammar, pronunciation, fluency and also understanding in speaking English.

3. For Further Researcher

For further researchers, this research can be used as a reference or as information to improve further research. If the next researcher wants to

do the same research, then they must pay attention to the following such as, the video that wants to be used as a learning media must be in accordance with the learning material. If the video is full English, the researcher must provide a translation to make it easier for students to understand and if the video is directly from social media such as YouTube, Instagram, and others, please make sure there are no problems.

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APPENDICES

APPENDIX I LESSON PLAN

LESSON PLAN I

School : SMP SWASTA DAERAH SEI BEJANGKAR
Subject : English
Class/Sem. : VII-2/1
Skill : Speaking
Time Location: 2 x 20 minutes (2 meetings)
Topic : Greetings and Self-introduction

A. Core Competence

1. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
2. Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learn in school and other sources in the same perspective/theory.

B. Basic Competence

1. Understanding social functions, text structures, and linguistic elements in greetings and self-introduction expressions, as well as their responses, according to the context of their use.
2. Compose simple spoken and written texts to state, ask, and respond to greetings and self-introductions, very short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context.

C. Indicators

1. Identify the expressions/phrase form Linguamarina used to greetings and self-introduction in English.
2. Conduct interpersonal conversations using greetings and self-introduction expressions.

D. Learning Objectives

Improving the students' skill in speaking through video from Linguamarina at the end this learning activity, the students are able to:

1. Students can identify expressions/phrases used by Linguamarina in greetings and self-introductions.
2. Students can carry out greetings and self-introduction conversations using expressions/phrases from Linguamarina.

E. Teaching Method

Method : Student Centered Learning

Strategy : Role-play

F. Media

Laptop, White Board, Board marker, and Paper

G. Learning Activities

Pre activity	Time
<ol style="list-style-type: none">1. Greetings, prayers, and checking student attendance2. The teacher (researcher) asking the previous lesson.	5 minutes
Main activity	25 minutes
<ol style="list-style-type: none">1. Researcher prepared a video from Linguamarina according to material about "Greetings and self-introduction".	

<ol style="list-style-type: none"> 2. Students are asking to analyze the expressions of greeting and introducing themselves from the Linguamarina video. 3. Researcher were asking about their understanding and the new vocabulary they got from the Linguamarina. 4. Students provide several statements related to the topic to be discuss. 5. Students work in groups. 6. Students work in groups to discuss and dialogue how to greet and introduce themselves. 7. Students asked to have a conversation with their partner and appear in front of the class at random. 8. Students are evaluate for their speaking skills, which consist of accuracy, fluency, and comprehension. 	
<p>Post activity</p>	<p>10 minutes</p>
<ol style="list-style-type: none"> 1. The researcher giving a comments, suggestions, and evaluations from the teacher regarding their performance, which consists of accuracy, fluency, and comprehension. 2. The researcher are asking what they have learned today by the researcher. 3. Students make conclusions about the expressions of greetings and self-introduction. 4. Students have opportunity to ask questions. 	

5. The researcher ends the class.

Exercise:

Direction: Fill in the blank lines below according to the correct expression and practice in front of the class with your partner!

Example: Elena is a new student and Catherine just met her in class, they had a conversation to introduce themselves.

Catherine: Hi, I'm Catherine. How are you doing?

Elena : _____, I'm Elena.

Catherine: Nice to meet you Elena

Elena : nice to meet you too.

Catherine: Where are you from Elena?

Elena : _____ Kisaran. How about you?

Catherine: I'm from Lima Puluh. By the way, why your move here?

Elena : _____ because my mom works here

Catherine: Owh that's nice. What's your hobby?

Elena : _____ badminton and cube.

Catherine: Really? We have same hobby. I really like to play cube. Maybe we should play together.

Elena : Sound like a plan. Catch you later.

Catherine: See you.

Answer key:

1. Hello
2. I'm doing well

3. I'm from
4. I move here
5. My hobbies are

Home work

Make a self-introduction sentence using a phrase from the Linguamarina video.

H. Teaching Material

Greetings	To replay
- Hi/ Hello/ How are you?	- Not bad
- Good morning/evening/...	- All right
- What are you up today?	- Good/I'm good
- How was your day been going?	- I'm exhausted
- How's everything?	- I'm tired
- How are you doing?	- I'm frustrated
- How is it going?	- I'm busy
- How are things?	- I've been better
- Are you well?	- I'm great
- How was your day?	- I'm exited
- What's going on?	- I'm doing well
- Is there anything concerning you?	

Self-introduction

- My name is .../I'm ...
- You can call me ...
- I was born /I grew up in/I live in/I'm from ...
- I move here because ...
- I was graduated from ...
- My hobby is/ my hobbies are ...
- I'm ... years old

Example:

Hello!

My name is Wulan/ I'm Wulan

I was born and raised in Perlanaan/ I grew up in Perlanaan.

But now, I live in Lima Puluh because my Mom works here, so I should move.

I'm 12 (twelve) years old.

I'm graduating from SDN 096753

My hobby is playing badminton/My hobbies are playing badminton and cube.

I like playing badminton because every time I move my body I feel better.

And I want to be a doctor. Because I can help people who are get sick.

I. Sources of Material

- Video YouTube from Linguamarina
- <https://youtu.be/keZnAtBxO-c>
- <https://youtu.be/eI-dLmqdT4c>

J. Assessment Rubric

Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	5	5	5	5

GRAMMAR

1. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner. (>5 mistakes)
2. Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar. (5 mistakes)
3. Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. (3-4 mistakes)
4. Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. (2 mistakes)
5. Equivalent to that of an educated native speaker. (no mistakes)

FLUENCY

1. No specific fluency description. Refer to other four language areas for implied level of fluency.
2. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3. Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
5. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

PRONUNCIATION

1. Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. (>5 mistakes)
2. Accent is intelligible though often quite faulty. (5 mistakes)
3. Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. (3-4 mistakes)
4. Errors in pronunciation are quite rare. (2 mistakes)
5. Equivalent to and fully accepted by educated native speakers. (no mistakes)

VOCABULARY

1. Speaking vocabulary inadequate to express anything but the most elementary needs.
2. Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4. Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.

COMPREHENSION

1. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.
2. Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
3. Comprehension is quite complete at a normal rate of speech.
4. Can understand any conversation within the range of his experience.
5. Equivalent to that of an educated native speaker.

**Adapted from Brown (2001: 406-407)*

NO.	NAMA SISWA	Speaking Rubric					Total
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	
1							
2							
3...							

Maximal score : 25

Student scores : $\frac{\text{result score}}{\text{max.score}} \times 100$

Excellent	91-100
Very good	81-90
Good	71-80
Average	61-70
Poor	≤60

English Teacher

Researcher,

Putri Febriani Mrp. S.Pd

NIP. -

Wulan Ridanti

NIM. 0304172084

LESSON PLAN II

School : SMP SWASTA DAERAH SEI BEJANGKAR
Subject : English
Class/Sem. : VII-2/1
Skill : Speaking
Time Location: 2 x 20 minutes (2 meetings)
Topic : Apologizing, Thanking, and Response

A. Core Competence

1. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
2. Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learn in school and other sources in the same perspective/theory.

B. Basic Competence

1. Understanding social functions, text structure, and linguistic elements in expressions of apologies, thanks and responses, according to the context of their use.
2. Compose simple spoken texts to say and respond to apologies, thanks and responses by paying attention to social functions, text structures, and linguistic elements that are correct and in context.

C. Indicators

1. Identify the expressions/phrase form Linguamarina used to apologizing, thanking, and responses in English.
2. Conduct interpersonal conversations using apologizing, thanking, and response expressions.

D. Learning Objectives

Improving the students' skill in speaking through video from Linguamarina at the end this learning activity, the students are able to:

1. Students can identify expressions/phrases used by Linguamarina in apologizing, thanking, and response.
2. Students can carry out apologizing, thanking and response conversations using expressions/phrases from Linguamarina.

E. Teaching Method

Method : Student Centered Learning

Strategy : Role-play

F. Media

Laptop, White Board, Board marker, and Paper

G. Learning Activities

Pre activity	Time
a. Greetings, prayers, and checking student attendance b. The teacher (researcher) asking the previous lesson.	5 minutes
Main activity	25 minutes
1. Researcher prepared a video from Linguamarina according to material about "Apologizing, Thanking, and Response". 2. Students are asking to analyze the expressions of apologizing, thanking, and response themselves from the Linguamarina video. 3. Researcher were asking about their understanding and the new vocabulary they got	

<p>from the Linguamarina to say apologizing, thanking, and response.</p> <ol style="list-style-type: none"> 4. Students provide several statements related to the topic to be discuss. 5. Students work in groups. 6. Students work in groups to discuss and make a dialogue how to apologizing, thanking, and response. 7. Then researcher play games throw ball to help memorizing the phrase that students got form video. 8. Students asked to have a conversation with their partner and appear in front of the class at random. 9. Students are evaluate for their speaking skills, which consist of accuracy, fluency, and comprehension. 	
<p>Post activity</p>	<p>10 minutes</p>
<ol style="list-style-type: none"> a. The researcher giving a comments, suggestions, and evaluations regarding their performance, which consists of accuracy, fluency, and comprehension. b. The researcher are asking what they have learned today by the researcher. c. Students make conclusions about the expressions of apologizing, thanking, and response. d. Students have opportunity to ask questions. 	

e. The researcher ends the class.

Exercise

Make a apologize conversation using a phrase from the Linguamarina video.

Example:

Today is Kate's birthday. She invited all his friends including Nadia. But, Nadia couldn't come because she had to go with her family to visit her grandmother who was sick.

Kate: Hey Nadia

Nadia: Heyy Kate! How is it going?

Kate: I'm exited, how are you? Where have you been?

Nadia: I'm good, I just came from the canteen for lunch

Kate: okay. By the way, today it's my birthday, and I have a party tonight. Can you come?

Nadia: oh my goodness, really? Happy birthday Kate I'm sorry I forget it.

Kate: owhh that's oke

Nadia: by the way, I can't come tonight. I'm so sorry, I have to go to grandma's house tonight to see her. I'm sorry

Kate: Yeah it's fine by me. Maybe you can come another day Nad.

Nadia: Yes of course, maybe I'll come after returning from grandma's house. I can't thank you enough.

Kate: No need to thank me, it's nothing.

H. Teaching Material

Apologizing	Response
<p>For serious mistakes</p> <ul style="list-style-type: none"> - I owe you an apology - I'd like to apologize - I sincerely apologize - Please forgive me <p>Saying sorry with your friends</p> <ul style="list-style-type: none"> - Hey, I wants to tell you I'm sorry ... - I'm sorry ... - My apologies - Sorry! My bad/my fault/my mistake - I'm sorry, I was wrong on that ... - How stupid of me! I should have thought about this. 	<p>Formal</p> <ul style="list-style-type: none"> - This is not your fault. - Please don't blame yourself - You should not blame yourself <p>Informal</p> <ul style="list-style-type: none"> - Don't worry about this! It's ok - That's all right! Forget it - No worries/no problem/ no big thing

Thanking	Response
<ul style="list-style-type: none"> - Thank you so much ... - Oh my god! This is so sweet - Oh, you shouldn't have - I owe you one - I owe you big time - You made my day 	<ul style="list-style-type: none"> - You are welcome - My pleasure - Happy to help - No need to thank me! Anytime - No need to thank me, it's nothing - No worries

- I can't thank you enough	- Don't mention it
- I don't know what to say	

I. Sources of Material

- Video YouTube from Linguamarina
- <https://youtu.be/MWTgk4cK0EA>
- <https://youtu.be/LHSy4I5-Zl0>

J. Assessment Rubric

Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	5	5	5	5

GRAMMAR

1. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner. (>5 mistakes)
2. Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar. (5 mistakes)
3. Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. (3-4 mistakes)
4. Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. (2 mistakes)
5. Equivalent to that of an educated native speaker. (no mistakes)

FLUENCY

1. No specific fluency description. Refer to other four language areas for implied level of fluency.
2. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3. Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.

4. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
5. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

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VOCABULARY

1. Speaking vocabulary inadequate to express anything but the most elementary needs.
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3. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4. Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.

COMPREHENSION

1. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

2. Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
3. Comprehension is quite complete at a normal rate of speech.
4. Can understand any conversation within the range of his experience.
5. Equivalent to that of an educated native speaker.

**Adapted from Brown (2001: 406-407)*

NO.	NAMA SISWA	Speaking Rubric					Total
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	
1							
2							
3...							

Maximal score : 25

Student scores : $\frac{\text{result score}}{\text{max.score}} \times 100$

Excellent	91-100
Very good	81-90
Good	71-80
Average	61-70
Poor	≤60

English Teacher

Researcher,

Putri Febriani Mrp. S.Pd

NIP. -

Wulan Ridanti

NIM. 0304172084

APPENDIX II

FIELD NOTES

1. Date: 7 Juni 2021

Kegiatan: Meminta izin observasi dan penelitian

Note: P (peneliti); KS (kepala sekolah); TU (tata usaha)

Pada hari senin pukul 7:30 WIB P sampai di sekolah dengan tujuan ingin bertemu dengan KS untuk membicarakan sekaligus meminta izin observasi dan penelitian skripsi di sekolah tersebut. Sebelum menemui KS, P meminta izin terlebih dahulu ke TU, dan TU mengarahkan P ke ruangan KS. P bertemu dengan KS yaitu bapak Edi, dan KS menyambut baik kedatangan P. setelah berbincang dengan KS mengenai tujuan dan maksud P, KS pun menyetujui P untuk melakukan penelitian skripsi di sekolah tersebut. Dan KS juga meminta surat izin riset yang diterbitkan kampus sebagai syarat penelitian.

2. Date: 19 Agustus 2021

Kegiatan: bertemu dengan guru Bahasa Inggris

Note: P (peneliti); GBI (guru Bahasa Inggris)

Setelah surat izin penelitian dari kampus di berikan ke KS, KS menyarankan untuk menemui ibu Febi yaitu sebagai GBI di sekolah tersebut. Kemudian P langsung menemui GBI untuk membicarakan rencana penelitian P. setelah P menjelaskan maksud dan tujuannya menemui GBI, GBI menyetujui P untuk meneliti di kelas VII-2. Dan GBI juga memberitahukan, dikarenakan ini tahun ajaran baru jadi akan bagus jika kamu melakukan research di kelas VII dan materinya masih introduction, greetings, thanking dan apologizing. GBI juga sepakat dalam P menggunakan 2 cycle dalam penelitian ini. yang mana ada 4 pertemuan lain dari pelaksanaan pre-test dan post-test.

3. Date: 20 agustus 2021

Kegiatan: pelaksanaan Pre-test

Hari ini P akan melakukan pre-test kepada siswa. Jadwal pembelajaran hari ini di les 2 yaitu dari 8:10-8:50 WIB. Dikarenakan masih dalam keadaan pandemic, jadi waktu pembelajaran dipersingkat hanya 20 menit dalam 1 les. P langsung menemui GBI dan menjelaskan mekanisme pre-test. P memberikan rubrik penilaian kepada GBI untuk ikut memberikan penilaian kemampuan berbicara S. Hasil pre-test nanti akan digunakan untuk mengukur kemampuan berbicara bahasa Inggris S di awal.

P dan GBI masuk ke kelas pukul 8:10 WIB. P memulai kelas dengan mengucapkan salam, menanyakan kondisi S dan mengecek kehadiran S. P menyampaikan bahwa hari itu P akan mengadakan pre-test untuk keperluan penelitian P. P memberikan pertanyaan seputar materi yang akan diuji, yaitu greetings, introduction, thanking and apologizing. P menjelaskan sedikit bagaimana cara greetings, mengenalkan diri dalam bahasa Inggris sesuai dengan konteks dan cara pengucapannya. P memberikan contoh kalimat yang ada di lks mereka. Kemudian P menyuruh S untuk berlatih terlebih dahulu kemudian mempraktekkannya di depan dan P menilai siswa satu persatu.

4. Date: 28 Agustus 2021

Kegiatan: pelaksanaan post-test I

Pada hari ini pelaksanaan post-test I. Kelas dimulai 8:10-8.50, peneliti memulai dengan mengucapkan salam dan mengecek kehadiran siswa pada hari ini. P sebelumnya sudah memberi tahu akan dilaksanakan post-test setelah pre-test yang di adakan sebelumnya. Dalam pelaksanaan post-test ini hampir sama dengan pre-test sebelumnya. P memanggil S satu persatu untuk tampil di depan kelas untuk melakukan test sesuai dengan materi yang sudah dipelajari di cycle I. Hasil penilaian dari post-test ini akan P akumulasikan dan dicari rata-ratanya sehingga akan terlihat seberapa besar peningkatan kemampuan speaking S dalam cycle I ini.

5. Date: 7 september 2021

Kegiatan: pelaksanaan post-test II

Pada hari ini P melaksanakan post-test. Kelas dimulai 9:30-10:10 WIB. Seperti biasa P memulai kelas dengan mengucapkan salam dan mengecek kehadiran S. P sebelumnya sudah memberi tahu akan dilaksanakan post-test II setelah post-test I yang di adakan sebelumnya. Dalam pelaksanaan post-test ini hampir sama dengan post-test sebelumnya. P memanggil S satu persatu untuk tampil secara berpasangan untuk melakukan percakapan mengenai apologizing dan thanking. Sebagian S tampak lancar dalam melakukan percakapan tersebut tanpa menggunakan teks. Tetapi ada beberapa siswa yang masih menggunakan teks. Setelah tes apologizing dan thanking selesai, P juga memberikan tes tentang introduction seperti tes awal dalam pre-test. Tetapi kali ini P memberi instruksi dengan melakukannya dalam bentuk conversation. Hasil penilaian dari pre-test, post-test I dan post-test II oleh P nanti diakumulasikan dan dicari rata-ratanya sehingga akan terlihat seberapa besar peningkatan kemampuan speaking S dalam penelitian ini.

APPENDIX III

INTERVIEW TRANSCRIPT

1. Question and Answer in Classroom with Students

Researcher : *Apa itu greetings?* (What do you think about greetings?)

Student 1 : *Untuk menyapa seseorang miss* (To greet someone miss).

Researcher : *Iya benar, biasanya dia digunakan pada saat kita ingin membuka pembicaraan dengan orang lain. Selanjutnya apa itu self-introduction?* (Yes that's right, usually greetings are used when we want to open a conversation with other people. Next, what is self-introduction?)

Student 2 : *Memperkenalkan diri kita dengan orang lain miss.* (Introducing ourself to other people.)

Researcher : *Iya benar, biasanya kalian kalau perkenalan diri apa saja yang disebutkan?* (Yes right, What do you usually mention when you introduce yourself?)

Student 1 : *Nama miss, terus tempat tinggal* (name miss, and then address)

Student 3 : *Tanggal lahir miss.* (date of birth miss)

Researcher : *Iya itu semua benar, jadi pada saat perkenalan diri kalian harus greetings terlebih dahulu setelah itu baru perkenalan diri. Selanjutnya apa itu thanking dan apologizing?* (Yes right, so when you are introducing yourself you should saying greeting first and then you can introduce yourself. Next, what is thanking and apologizing?)

Student 1 : *Kalau thanking berterima kasih dengan orang lain miss* (If thanking is how the way you say thanks to other people miss.)

Researcher : *Kalau apologizing, ada yang tau?* (If apologizing, does anyone know?)

Student 2 : *Tidak tau miss* (I don't know miss)

Student 1 : *Lupa miss, sepertinya sudah dipelajari kemaren* (Forgot miss, looks like it was learned yesterday)

Researcher : *Oke baik, apologizing itu adalah permintaan maaf ya. Menurut kalian apakah susah membuat percakapan dari materi ini?* (Okay, apologizing is the way if we want to say sorry/apologize to other people. According to you is it difficult to make a conversation with this material?)

Student 1 : *Tidak miss, kami sering membuat percakapan miss.* (No miss, we often make a conversation miss)

Student 2 : *Sedikit sulit miss, karena harus mencari kata-kata Bahasa inggrisnya.* (It is a little difficult miss, because we have to look for the English words.)

2. Interview Before doing Cycle

a. Interview with Students

Student 1

Researcher : *Apakah kamu suka belajar Bahasa inggris?* (Are you happy learning English?)

Student : *Tidak terlalu suka miss, bahasanya susah* (not really miss, the language is difficult)

Researcher : *Apa yang membuat Bahasa inggris itu sulit menurut kamu?* (What makes English difficult in your opinion?)

student : *Tidak tau artinya miss, sama bahasanya susah untuk dibilang. (I don't know what it means to miss, the language is hard to pronounce)*

Student 2

Researcher : *Apakah kamu suka belajar Bahasa Inggris? (Are you happy learning English?)*

Student : *Suka miss (yes miss, I like miss)*

Researcher : *Apa yang membuat Bahasa Inggris itu sulit menurut kamu?*

Student : *Saat menulis sama bicaranya miss. (when I write a word in English miss)*

b. Interview with Teacher

Researcher : *Bagaimana kemampuan siswa dalam pelajaran Bahasa Inggris terutama dalam speaking? (How are the students' abilities in English lessons, especially in speaking?)*

Teacher : *Kalau speaking mereka masih kurang nak, karena pun sewaktu SD mereka juga kurang latihan ngomong Bahasa Inggris mungkin ya, jadi ya ada yang bisa sedikit-sedikit, ada yang sama sekali tidak bisa. (Their speaking is still lacking, because maybe they also lack practice speaking English, and their vocabulary is lacking so some students can do it a little, some can't at all.)*

Researcher : *Ketika berbicara dalam Bahasa Inggris, kesulitan apa yang sering dialami siswa mam? (When speaking English, what students' difficulties do often experience?)*

Teacher : *Kosakatanya nak, mereka suka bingung kalo ditanya Bahasa Inggrisnya ini apa?, mereka harus mencarinya terlebih dahulu di kamus seperti itu, dan juga pronunciation mereka juga kurang, mereka masih cenderung membaca text seperti Bahasa Indonesia*

padahal kan kalo Bahasa Inggris ada silent word nya begitu. Grammar juga mereka masih kurang paham nak. (vocabulary, they get confused when asked what English table is?, they have to look it up first in a dictionary like that, and also their pronunciation is also lacking, they still tend to read text like Indonesian, even though in English there is a silent word. Grammar also they still don't understand.)

3. Interview After Cycle I

a. Interview with students

Researcher : *Bagaimana proses pembelajaran dengan menggunakan video Linguamarina ini? (How about the learning process using this Linguamarina video?)*

Student 1 : *Bagus miss, karena sebelumnya kami belum pernah belajar menggunakan video jadi kami lebih semangat lagi belajarnya miss. (Good miss, because we have never learned with videos before, so we are even more enthusiastic about learning miss.)*

Student 2 : *Enak sih miss, video yang miss gunakan untuk mengajar jadi membuat kami penasaran ingin belajar. (It's good miss, the video that you use to teach makes us curious to learn.)*

Student 3 : *Iya miss enak, yang biasanya saya susah paham materi, ini saya lebih mengerti materi ini miss. (Yes good miss, I usually have a hard time to understand the material, now I understand this material better, miss.)*

Researcher : *Apa perbedaan yang kamu rasakan setelah belajar menggunakan video dengan yang sebelumnya? (What the difference between after learning with video and the previous one?)*

Student 1 : *Perbedaannya ada miss, kalau sekarang saya jadi merasa tidak takut miss untuk berbicara Bahasa Inggris, dan lebih banyak*

vocabulary dari video itu miss. (It's different miss, now I feel not afraid to speak English, and more vocabulary from the video)

Student 2 : *Iya miss sama, dan lebih aktif juga kalau pembelajaran menggunakan video ini miss. (Yes miss, and also more active if learning using this video miss).*

Student 3 : *Berbeda miss, saya jadi dapat banyak vocabulary miss. (It's different miss, I get a lot of vocabulary miss.)*

b. Interview with teacher

Researcher : *Mam, adakah peningkatan dari siswa setelah penerapan media video ini diterapkan mam? (Is there an improvement from students after the implementation of this video as a media mam?)*

Teacher : *Ada nak, mereka lebih semangat belajarnya sama kamu ya, kalau mam lihat pun mereka sekarang nambah kosa-kata baru. (Yes it is, they are more enthusiastic about learning from you, if you see them now, their new vocabulary will increase.)*

Researcher : *Apakah siswa tertarik untuk mengikuti proses pembelajaran speaking dengan penggunaan video dari Linguamarina? (Students interested in the process of learning speaking by using videos from Linguamarina?)*

Teacher : *Ada yang tertarik ada juga yang tidak Wulan, karena kan video kamu itu full Bahasa Inggris ya. Tapi mereka tertarik pas kamu menjelaskannya ulang pakai Bahasa kamu sendiri. (There are students interested and some of students not interest, because your video is in full English. However, they are interested when you explain it again using your own language.)*

4. Interview After Cycle II

a. Interview with students

Researcher : *Bagaimana proses pembelajaran dengan menggunakan video Linguamarina ini? (How about the learning process using this Linguamarina video?)*

Student 1 : *Proses pembelajaran dengan menggunakan video ini sangat menarik miss, ditambah dengan games yang miss berikan sesuai dengan materi hari ini jadi lebih menarik. (The learning process by using this video is very interesting, with the games that you gave according to today's material, it becomes more interesting.)*

Student 2 : *Sangat menarik miss, yang tadinya saya pikir belajar speaking Bahasa Inggris itu susah, ternyata mudah dengan video ini miss. (Very interesting miss, what I thought learning to speak English was difficult, it turned out to be easy with this video, miss.)*

Student 3 : *Seru miss, saya tidak mudah bosan dalam belajar speaking ini miss, dan membantu juga dalam pembelajaran speaking. (It's fun, miss, I don't get bored easily in learning speaking, and it also helps in learning speaking.)*

Researcher : *Menurut kamu apakah penggunaan video Linguamarina dapat meningkatkan kemampuan speaking siswa? (Do you think that using Linguamarina videos can improve students' speaking skills?)*

Student 1 : *Iya miss bisa, karena di video itu memberikan kalimat yang sesuai dengan materi hari ini. (Yes miss, because in the video it provides sentences that match today's material.)*

Student 2 : *Bisa miss, dari pembelajaran pertama sampai hari ini saya merasa ada peningkatan dengan speaking saya miss, saya jadi tau mau bilang apa sesuai dengan materi kita ini miss. (Yes miss, from the first lesson until today, I feel that there is an improvement with*

my speaking miss, I know what to say according to our material, miss.)

Student 3 : *Bisa miss, karena penggunaan video itu membuat saya tidak bosan dalam belajar miss, dan video itu juga memberikan vocabulary baru jadi tidak kata-kata itu saja yang kami gunakan miss. (Yes it can miss, because the use of the video makes me not bored in learning miss, and the video also provides new vocabulary so that's not the only words we use miss.)*

b. Interview with teacher

Researcher : *Dalam pelaksanaan cycle II ini mam interaksi antara siswa dengan peneliti, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran mam (In the implementation of cycle II, there is interaction between students and researchers, do students actively participate in the learning process?)*

Teacher : *Aktif sekali mereka, apalagi pas kamu buat games dan ada hadiahnya mereka jadi lebih semangat belajarnya. (They are very active, especially when you make games and there are prizes they become more enthusiastic about learning.)*

Researcher : *Lalu mam bagaimana hasil belajar siswa dalam speaking setelah penggunaan video ini? (Then mam, how are the students' learning outcomes in speaking after using this video?)*

Teacher : *Kemampuan mereka juga nambah sepertinya ya, mulai dari vocab nya nambah, terus juga mereka tau vocab baru, jadi ga itu-itu aja yang dipake. Terus pronunciation mereka juga udah lumayan bisa lah ya dan pemahaman mereka juga udah lumayan. (Their abilities also increase, starting from their vocabulary, then they also know new vocabulary. Then their pronunciation is also quite good, and their understanding is also good.)*

Researcher : *Iya mam, selanjutnya apakah mam tertarik untuk menggunakan video dalam mengajar Bahasa Inggris? (Next, are you interested in using videos in teaching English mam?)*

Teacher : *Iya mam tertarik Wulan, apalagi video yang wulan gunakan itu dia ngasi vocab-vocab baru, jadi bisa improve speaking kita juga, dan video itu juga bisa kita terapkan di kelas, biar siswa bisa lebih paham materi. (Yes, I'm interested Wulan, especially in the video that you used, she gives new vocabs, so we can improve our speaking too, and we can also practice the video in class, so students can understand the material better)*

APPENDIX IV

OBSERVATION SHEET

1. Observation Checklist of the Teaching-Learning Process in Cycle I

Pre activity	Yes	No
1. The researcher greets the students	✓	
2. The researcher doing pray together and checking students attendance	✓	
3. The researcher asking the previous lesson	✓	
Main activity		
1. Researcher play a video from Linguamarina about "Greetings and self-introduction".	✓	
2. Students analyzing the expressions of greeting and introducing themselves from the Linguamarina video.	✓	
3. Researcher asked about their understanding and the new vocabulary they got from the Linguamarina.	✓	
4. Students provide several statements related to the topic to be discuss.	✓	
5. Students work in groups to discuss	✓	
6. Students make a conversation with their partner and appear in front of the class at random.		
7. Researcher evaluate for their speaking skills	✓	
Post activity		

1. The researcher giving a comments, suggestions, and evaluations	✓	
2. The researcher are asking what they have learned today	✓	
3. Students make conclusions about the expressions of greetings and self-introduction.	✓	
4. Students have opportunity to ask questions.	✓	
5. The researcher ends the class.	✓	
Class Situation		
a. The teacher encourages the students' participations.	✓	
b. The students have enthusiasm or motivation during the learning process.	✓	
c. The students actively involved in each class activity.	✓	
d. The time allocation is appropriate.	✓	
e. The media used by the teacher are sufficient in the teaching and learning process.	✓	
f. The teacher's instructions are clear	✓	

2. Observation Checklist of the Teaching-Learning Process in Cycle II

Pre activity	Yes	No
1. The researcher greets the students	✓	
2. The researcher doing pray together and checking students attendance	✓	
3. The researcher asking the previous lesson	✓	
Main activity		

<ol style="list-style-type: none"> 1. Researcher play a video from Linguamarina about "Apologizing and Thanking". 2. Students analyzing the expressions of apologizing and thanking from the Linguamarina video. 3. Researcher asked about their understanding and the new vocabulary they got from the Linguamarina. 4. Students provide several statements related to the topic to be discuss. 5. Students work in groups to discuss 6. Students make a conversation with their partner and appear in front of the class at random. 7. Researcher evaluate for their speaking skills 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	
Post activity		
<ol style="list-style-type: none"> 1. The researcher giving a comments, suggestions, and evaluations 2. The researcher are asking what they have learned today 3. Students make conclusions about the expressions of apologizing and thanking. 4. Students have opportunity to ask questions. 5. The researcher ends the class. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	✓
Class Situation		
<ol style="list-style-type: none"> a. The teacher encourages the students' participations. b. The students have enthusiasm or motivation during the learning process. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	

c. The students actively involved in each class activity.	✓	
d. The time allocation is appropriate.	✓	
e. The media used by the teacher are sufficient in the teaching and learning process.	✓	
f. The teacher's instructions are clear	✓	

APPENDIX V

STUDENTS' SCORE PRE-TEST, POST-TEST I, AND POST-TEST II

PRE-TEST

No.	Initial Name	Speaking Rubric					Total	Total/100	Failed/success
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension			
1	AS	1	2	2	1	2	8	32	F
2	ASg	1	1	1	1	1	5	20	F
3	DM	1	2	2	1	1	7	28	F
4	DCP	4	3	3	4	3	17	68	F
5	DPAB	2	2	3	3	3	13	52	F
6	EH	1	2	2	1	2	8	32	F
7	EP	2	2	2	3	3	12	48	F
8	KLT	2	2	3	2	2	11	44	F
9	LA	2	2	3	3	2	12	48	F
10	MSG	3	3	3	3	3	15	60	F
11	MR	4	3	3	3	4	17	68	F
12	MHS	2	2	2	2	3	11	44	F
13	MAS	2	2	3	2	2	11	44	F
14	MOS	3	3	3	3	4	16	64	F
15	MPP	2	2	2	2	3	11	44	F
16	NPS	2	2	3	2	3	12	48	F
17	NP	2	2	3	2	3	12	48	F
18	OHN	2	2	2	2	2	10	40	F
19	OPS	1	1	1	1	1	5	20	F
20	PBS	4	3	3	4	4	18	72	F
21	PH	4	4	3	4	4	19	76	S
22	RRP	2	2	3	2	3	12	48	F
23	RS	2	2	3	2	3	12	48	F

24	ROPS	2	2	2	2	3	11	44	F
25	RSg	2	2	2	2	3	11	44	F
26	SA	2	2	2	2	2	10	40	F
27	SRA	3	3	3	3	4	16	64	F
28	SR	2	2	2	2	3	11	44	F
29	TM	2	2	2	3	3	12	48	F
30	VS	2	3	3	4	3	15	60	F
Mean score		2,2	2,2	2,5	2,4	2,7		$\Sigma X =$	
Total mean score		2,4						1440	

POST-TEST CYCLE I

No.	Initial Name	Speaking Rubric					Total	Total /100	Failed/success
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension			
1	AS	3	3	2	3	3	14	56	F
2	ASg	2	2	2	2	2	10	40	F
3	DM	3	2	2	3	3	13	52	F
4	DCP	4	4	3	4	4	19	76	S
5	DPAB	3	4	3	4	3	17	68	F
6	EH	3	3	2	3	3	14	56	F
7	EP	4	3	3	4	4	18	72	F
8	KLT	4	4	3	4	4	19	76	S
9	LA	4	4	3	4	4	19	76	S
10	MSG	4	4	3	4	4	19	76	S
11	MR	3	3	3	3	4	16	64	F
12	MHS	4	3	3	4	3	17	68	F
13	MAS	3	3	3	4	3	16	64	F
14	MOS	4	4	3	4	4	19	76	S
15	MPP	4	3	3	3	4	17	68	F

16	NPS	4	4	3	4	4	19	76	S
17	NP	3	3	3	4	3	16	64	F
18	OHN	3	3	2	4	3	15	60	F
19	OPS	2	2	2	3	2	11	44	F
20	PBS	4	4	3	4	4	19	76	S
21	PH	4	3	4	4	4	19	76	S
22	RRP	4	4	3	4	4	19	76	S
23	RS	4	4	3	4	4	19	76	S
24	ROPS	4	3	3	3	4	17	68	F
25	RSg	4	3	3	4	3	17	68	F
26	SA	4	3	3	4	3	17	68	F
27	SRA	4	4	3	4	4	19	76	S
28	SR	3	3	3	3	4	16	64	F
29	TM	4	4	3	4	4	19	76	S
30	VS	3	4	3	4	4	18	72	F
Mean score		3,5	3,3	2,8	3,6	3,5		Total:	
Total mean score		3,4						2028	

POST-TEST CYCLE II

No.	Initial Name	Speaking Rubric					Total	Total/100	Failed/success
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension			
1	AS	3	3	3	4	3	16	64	F
2	ASg	2	2	2	3	3	12	48	F
3	DM	3	3	3	4	3	16	64	F
4	DCP	4	3	4	4	4	19	76	S
5	DPAB	4	4	3	4	4	19	76	S
6	EH	4	4	3	4	4	19	76	S
7	EP	4	3	4	4	4	19	76	S

8	KLT	4	4	3	4	4	19	76	S
9	LA	4	4	3	4	4	19	76	S
10	MSG	4	4	4	4	3	19	76	S
11	MR	4	4	3	4	4	19	76	S
12	MHS	4	3	3	4	4	18	72	F
13	MAS	4	4	3	4	4	19	76	S
14	MOS	4	4	4	4	3	19	76	S
15	MPP	4	3	3	4	4	18	72	F
16	NPS	4	4	3	4	4	19	76	S
17	NP	4	4	3	4	4	19	76	S
18	OHN	3	3	3	4	3	16	64	F
19	OPS	2	2	2	3	2	11	44	F
20	PBS	4	4	4	4	4	20	80	S
21	PH	4	4	4	4	3	19	76	S
22	RRP	4	4	3	4	4	19	76	S
23	RS	4	4	3	4	4	19	76	S
24	ROPS	4	3	4	4	4	19	76	S
25	RSg	4	3	3	4	4	18	72	F
26	SA	4	4	3	4	4	19	76	S
27	SRA	4	4	4	4	3	19	76	S
28	SR	4	4	3	4	4	19	76	S
29	TM	4	4	3	4	4	19	76	S
30	VS	4	4	4	4	3	19	76	S
Mean score		3,8	3,6	3,2	3,9	3,6		Total:	
Total mean score		3,6						2176	

Students score from pre-test, post-test I, and post-test II

No.	Students' Name List	Score		
		Pre-test	Post-test I	Post-test II
1	Ariel Siregar	32	56	64
2	Arya Situmorang	20	40	48
3	Daniel Marpaung	28	52	64
4	Desi Cantika Pane	68	76	76
5	Desi Putri A. Baruhu	52	68	76
6	Elfredo Hutagalung	32	56	76
7	Elsi Br. Pandiangan	48	72	76
8	Keisa Lestari Tampubolon	44	76	76
9	Latifa Aini	48	76	76
10	Manaria Safitri Ompusunggu	60	76	76
11	Maria Rajagukguk	68	64	76
12	Markus H. Simanjuntak	44	68	72
13	Marvel Ardiansyah Situmorang	44	64	76
14	Melda Op. Sunggu	64	76	76
15	Mikael Pelix Purba	44	68	72
16	Nadia Putri Sitorus	48	76	76
17	Nowel Pasaribu	48	64	76
18	Okto Hariadi Nainggolan	40	60	64
19	Ok Putra Sinaga	20	44	44
20	Patrick Benediktus Sualang	72	76	80
21	Putri Handayani	76	76	76
22	Ridho Rizki Panjaitan	48	76	76
23	Riya Safitri	48	76	76
24	Roi Oloan P. Siregar	44	68	76
25	Rudi Simangunsong	44	68	72
26	Salsabilah Azahra	40	68	76
27	Savar Ridho Aditya	64	76	76

28	Sucitra Ramadhona	44	64	76
29	Tania Marpaung	48	76	76
30	Veronica Sianipar	60	72	76
	Total	$\Sigma X = 1440$ $X = 48$	$\Sigma X = 2028$ $X = 67,6$	$\Sigma X = 2176$ $X = 73$

APPENDIX VI

PRE-TEST AND POST TEST INSTRUMENT

PRE-TEST

1. Each student introduces himself in front of the class randomly!
2. Mention the expressions that you used in introduces that related to greeting and self-introduction!

POST-TEST CYCLE I

1. Each student introduces himself in front of the class randomly
2. Mention the expression that you used in conversation that related to greetings and introduction

POST-TEST CYCLE II

1. Make a conversation about apologizing and thanking.
2. Mention the expression that you used in conversation that related to the topic.
3. Make a conversation in pairs about self-introduction.

APPENDIX VII

PRE-TEST AND POST TEST TRANSCRIPT

PRE-TEST

Student initial: ASg

Good morning. I nem is Arya Situmorang. I lip in Parulian I bron on tanggal 1 oktober 2009 (used Bahasa)

Student initial:DCP

Good morning

My name is Desi Cantika. I lef in Sei Muka. I was born on 7 december 2008. My hobby is study. I like fried chicken.

Student initial: SA

Good morning

My nane is Salsabillah Azahra. I live in Pasar Kacang. I was bron on ... (she is struggle and forget about the date of her birth).

Student initial: VS

I ame Veronika Sianipar. My address Sei Bejangkar. I'm 12 years old. My dream is to be a doctor.

Student initial: PBS

My name is Patrick Benedictus Sualang. I was bron on Manado 17 March 2009. Now I live in Pahang.

POST-TEST CYCLE I

Student initial: PBS

Hello my friend, let me introdus myself. My name is Patrick Benediktus Sualang, you can koll me Patrick. Me Patrick, I was born on Manado 17 March 2009. I am twelef years old, I come from Manado, but now I live in Pahang. My hobby is playing football and playing game.

Answer:

I use "Hello my friend", "my name is...", "you can call me ...", "I was born ...", "my hobby", and "I am twelve years old".

Student initial: VS

Good afternoon miss. I am Veronika Sianipar. I would like to introduce myself, my name is Veronika Sianipar. Address Sei Bejangkar. My age is twelve years old, I am the fourth child of 5 siblings. My dream is to be a doctor, my hobby is coking. My favorite food is fried chicken and favorite drink is mango juice. Thanks all for my introducing.

Answer:

I use "Good afternoon miss", "my name is", "My age is twelve years old", "Address...", "my hobby...".

Student initial: PH

Hello my friend. I am Putri Handayani, you can call me Putri. I live in Sei Bejangkar, I was born on Binjai Baru 13 March 2009. I was graduated from SDN 096753. My hobby is shopping and I am twelve years old. Thank you.

Answer:

I use "Hello my friend", "I am ...", "you can call me...", "I was born on..." I was graduated from...", "My hobby is...", "I am twelve years old...".

POST-TEST CYCLE II

Conversation I

DCP & DPAB

DCP has just moved house next door to DPAB's, and DCP is trying to get to know him

Dcp: Hi, you are **nEw** here?

Dpab: hi, yes I am new here

Dcp: oo okey, I am DCP, what is your name?

Dpab: my name is DPAB

Dcp: nice to meet you DPAB

Dpab: nice to meet you too

Dcp: by the way why your move here?

Dpab: yes **bekaus** my dad work **her**

Dcp: oo, what your hobby?

Dpab: my hobby playing doll

Dcp: I like to playing doll to, we can play together.

Dpab: yes of course DCP.

Conversation II

MSG&NPS

MSG asked NPS for help to accompany him to buy a gift for his sister who was having a birthday.

Msg: (on telephone) halo NPS, what are you doing?

Nps: halo MSG, I am **red** a book (reading)

Msg: oo **gret**, can you help me?

Nps: yes of course MSG, what should I do?

Msg: I want a buy a gift for my sister birthday (to)

Nps: oh yaa, happy **besday** for your **sistEr**

Msg: thank you NPS for help me.

Nps: yes, no worries

APPENDIX VIII
DOCUMENTATION

1. Students' condition in the class



2. Students' while doing test





3. Photo with students



4. Photos with english teacher and principal



APPENDIX IX
RESEARCH RESPONSE



YAYASAN PERGURUAN DAERAH SEI BEJANGKAR
SMP SWASTA DAERAH
KABUPATEN BATU BARA

Alamat : Jalan Besar Simpang Sei Bejangkar Telp (0623) 459158 Pos 21252

SURAT KETERANGAN
Nomor : 005/SMP-D/SB/E-23/2021

Kepala sekolah SMP Swasta Daerah Sei Bejangkar Kecamatan Sei Balai Kabupaten Batu Bara dengan ini menerangkan bahwa :

Nama : WULAN RIDANTI
NIM : 0304172084
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : " Using Video YouTube Channel : Lingumarina" In Improving Student's Speaking Skill at Junior High School".

Benar nama tersebut di atas telah melaksanakan penelitian / Riset di SMP Swasta Daerah Sei Bejangkar Kecamatan Sei Balai Kabupaten Batu Bara mulai tanggal 20 Agustus s/d 18 September 2021.

Demikian Surat Keterangan ini kami berikan untuk dipergunakan seperlunya.

Sei Bejangkar, 13 Oktober 2021

Kepala Sekolah

EDI YUSRI SE



YAYASAN PERGURUAN DAERAH SEI BEJANGKAR
SMP SWASTA DAERAH
KABUPATEN BATU BARA

Alamat : Jalan Besar Simpang Sei Bejangkar Telp (0623) 459158 Pos 21252

SURAT IZIN RISET

Nomor : 006/SMP-D/SB/E-23/2021

Sehubungan dengan Surat Bapak / Ibu Nomor B/10610/ITK/ITK.P5.3/PP/00.9/06/2021 tanggal 7 Juni 2021 Perihal Izin Riset Penelitian, Maka dengan ini Kepala Sekolah SMP Swasta Daerah Sei Bejangkar memberi Izin Kepada :

Nama : WULAN RIDANTI
NIM : 0304172084
Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan Riset Penelitian untuk kelengkapan Skripsi yang berjudul : “ Using Video Youtube Channel “ Lingumarina” In Improving Student’s Speaking Skill at Junior High School”.

Demikian surat izin ini kami sampaikan untuk digunakan sebagaimana mestinya.

Sei Bejangkar, 7 Juni 2021
Kepala Sekolah

EDI YUSRI, SE